

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

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

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

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

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

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

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

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

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email [REDACTED].

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

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

[Redacted]
Department for Education
[Redacted]
London [Redacted]

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

Section I must be submitted in hard copy and sent by „Recorded Signed For’ post to:

[Redacted]
Department for Education
[Redacted]
London [Redacted]

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. 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 checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by „Recorded Signed For’ post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of 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: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Newcastle upon Tyne [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p><u>KIDS & US</u> Our sponsoring charity. They have funded most of the development work so far, primarily through the provision of a project manager, and some working funds to cover development expenses. The charity see this as an investment in the wellbeing of the local population, and within their aims.</p>

	<p>Kids & Us will maintain a close relationship with the school, with a seat on the board, to retain a commitment to the vision.</p> <p><u>Royal Grammar School</u> The senior staff have given up their time to help and support us through the development of this application. They will continue to be involved as a voluntary 'School Improvement Partner', to ensure quality of governance and teaching. Their role is unpaid and is described within the application.</p> <p><u>Sightlines Initiative</u> Early years specialists who have provided expertise on a consultancy basis as required. There is no ongoing commitment to work with Sightlines when the school is open.</p> <p><u>BTCV</u> Local branch have supported us in locating suitable woodlands. We may work with them again but have no such arrangements in place as yet.</p>
Details of company limited by guarantee	
11.	Company name: WEST NEWCASTLE ACADEMY
12.	Company address: <div style="background-color: black; width: 100px; height: 15px; margin: 5px 0;"></div> Newcastle upon Tyne <div style="background-color: black; width: 100px; height: 15px; margin: 5px 0;"></div>
13.	Company registration number: 07647538
14.	Does the company run any existing schools, including any Free Schools? <div style="float: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div>
15.	If Yes, please provide details:
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: 4
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>

	2. Name: ██████████
	3. Name: ██████████
	4. Name: ██████████
	5. Name:
	6. 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])

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

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

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

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

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

19. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes

No

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

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

22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

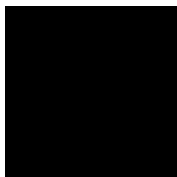
**Please tick to confirm that you have included
all the items in the checklist.**



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:



Print name:



Date:

21/2/2012

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

Section B: Outline of the school

1.	Proposed school name:	WEST NEWCASTLE ACADEMY
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 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:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of	

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

Section C: Education vision

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

C1: Provide a clearly focused, coherent vision that underpins the application and a compelling rationale for establishing the school.

Introduction

This proposal defines a new school and a new way of learning for the families in the socially deprived area of west Newcastle. The educational model provides sufficient space and time for children to develop a behaviour of learning, and for parents to be engaged on personal development courses, so that we can be sure that every child has a supportive learning environment at home, and a willingness to learn at school, before embarking on more structured class based work at age 8. Through these solid foundations children will be encouraged and expected to outperform their peers educationally, socially and artistically and make a positive contribution to their community.

Our team

West Newcastle Academy is a primary school for children aged 4 to 11 which brings together:

- The social aims of a local charity
- The educational expertise of a network of leading early years practitioners
- The management team of one of the highest performing independent schools in the country.

Kids & Us is a charity working with children and families in the inner city areas of Newcastle-upon-Tyne. During meetings with local parents, the charity found that there was a need for schools to involve parents more in their 'children's learning so that parents can support their 'children's education and help break the cycle of poverty that affects so many inner city families.

The educational model proposed in this document was warmly embraced following consultation with educational experts at *Sightlines Initiative*, a national early years charity promoting and supporting a creative and reflective approach to early childhood education.

In developing our plans, we have engaged the support of senior staff at the *Royal Grammar School (RGS)*, Newcastle-upon-Tyne, who fully back our desire to provide children with a supportive home environment as a pre-requisite to successful learning. Senior staff at the *RGS* recognise that, while children attending the *RGS* generally have a supportive home environment, such an environment is often absent for children encountered by *Kids and Us*.

We are also fortunate that we have other educational, financial and business professionals on our team, and a growing band of enthusiastic parents.

The Need - *our rationale for the school*

The justification for the school can be summed up in two ways:

- Current primary provision fails to meet the specific needs of the local population, and
- Regeneration plans for the area will boost the local population and require new schools in 5 to 15 years' time.

The local context

The chosen location for the school is the inner west of Newcastle-upon-Tyne and will therefore largely provide an education to children in the two wards of Benwell and Scotswood, and Elswick. These wards are among the most deprived 10% in the country [index of multiple deprivation 2007].

The coal mines and engineering works that provided thousands of Tyneside jobs in the last century are long gone, and in recent decades the area has seen a general decline in neighbourhood services and the local jobs that supported them. The residents that remain largely comprise of two groups, long established families, many of which have experienced generations of worklessness and very poor educational experiences, and new migrants from eastern Europe and Africa. The latter may have family problems as a result of leaving their homelands, and speak English only as an additional language, if at all.

In Newcastle, poverty remains a reality for around one in three children. In some parts of the city, cycles of intergenerational poverty have become entrenched, and children growing up in these circumstances experience worse outcomes than other children in all areas of their lives, whether in terms of their health, education, housing, safety or wellbeing.

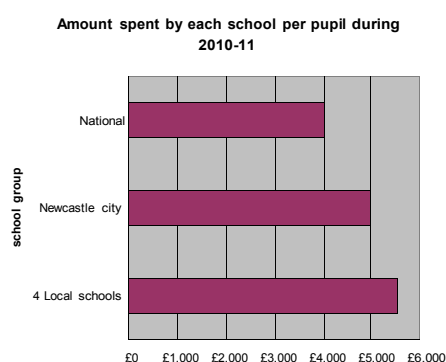
Evidence from across the UK suggests that the gap in educational attainment between children from richer and poorer backgrounds emerges early in 'children's lives and widens throughout childhood. Even by the age of three there is a considerable gap in cognitive test scores between children in the poorest fifth of the population compared with those from better-off backgrounds. The gap widens as children enter and then progress through the school system, especially during primary school. By the time children are in secondary school, the gap can be substantial. In Newcastle in 2009, 18% of pupils eligible for a free school meal (FSM) attained five or more A* - C GCSEs, English & Maths included, but 48% of pupils not eligible for a FSM attained five or more of the same GCSEs.

Because the Benwell, Scotswood and Elswick areas have been where *Kids and Us* has concentrated its family support work for 30 years, we are familiar with the needs and aspirations of the residents.

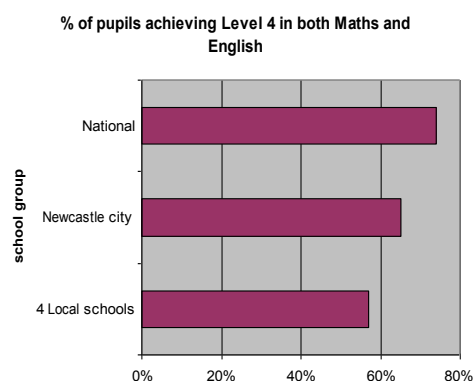
Current school provision

National statistics for school performance reveal that local primary schools are performing well below the local authority and national averages, in terms of attainment at age 11, and are also below par in terms of the progress individual children are making from age 7 to age 11.

COST OF EDUCATION

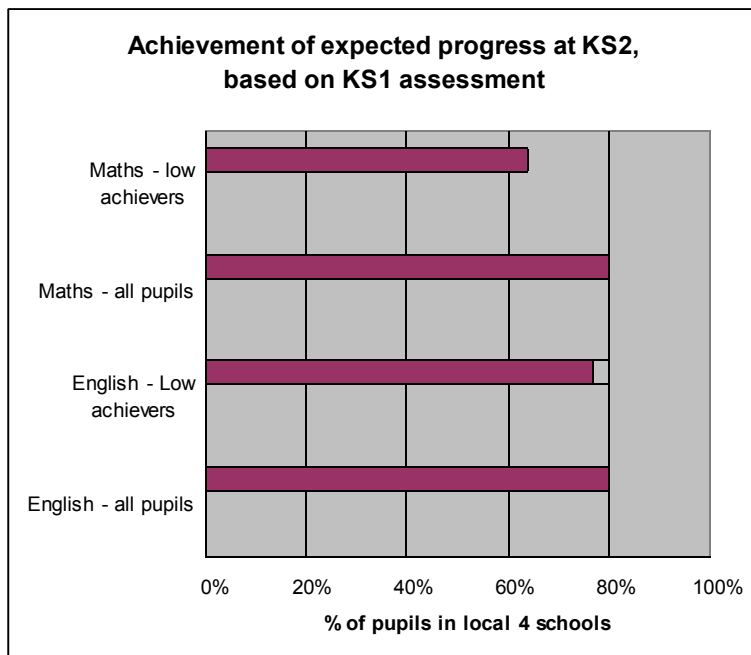


ACHIEVEMENT



As can be seen above, local schools*¹ have received 34% more funding per pupil than the national average, primarily in order to address the effects of social deprivation, but such additional funding has failed to deliver equality of opportunity for these children as they enter secondary education. We believe this is due to the constraints imposed by the National Curriculum as an educational model in areas of multiple deprivation, rather than the efforts of local teachers and schools themselves.

The situation is even starker for children identified as low achievers at age 7. In the 4 local schools, only 13% of low achievers at age 7 were able to catch up and achieve the nationally expected level of education 4 years later. This is only slightly more than half the national rate of 25%.



More than 1 in 3 low achieving children in Maths have even lower achievement at age 11!

Not only is it clear that low achievers are not being sufficiently stretched and challenged to bring them up to the expected level, but it is also evident that many children fail to make their expected level of progress in English and maths, based on their assessed level in KS1. From the chart above we see that 20% of children in our local schools actually fare worse at age 11 than they do at age 7. This backward step is even more pronounced amongst the low achievers, where only 64% of pupils manage to maintain that low standard through to age 11.

Parental concerns

The educational model offered by the local state schools fails to address the underlying needs of local families. Kids & Us recently conducted research with local families. Utilising questionnaires, interviews and group meetings, it was found that there is a need for schools to work more effectively with parents to reinforce education in the home. Our research revealed that:

- Because of decades of social deprivation, because of very limited employment prospects, and because of the low aspirations that are rife in the area, many local people place little or no value on education.
- Parents own experiences in local schools have failed to equip them for life, and schools are seen by many adults as being primarily a source of cheap childcare.
- Many parents were brought up in families where their own parents did not take an active role in their education, and this behaviour now continues for a new generation.
- There was a clear and positive link between the amount of home support received by a child and the educational achievement of that child. However, when parents are able to engage with school activities, they find that in many cases schools are selective about the volunteers they recruit. Parents that don't fit with expectations are generally not welcomed within schools.
- Many parents are confused by school information and don't know what they should do to help their child.

There is a need to address the lack of basic social skills amongst local children, including communication skills, and a need to instil a “behaviour of learning” before embarking on structured teaching methods.

- Children need to know how to sit and listen.
- Children need to learn how to work cooperatively and collaboratively.
- Children need to learn how to learn.

Increasing demand for school places

Newcastle's inner west area is one of extreme deprivation which has been the focus of social regeneration programs over many years. Much of the housing that has recently been demolished will be replaced during the next 15 years, with 1,800 new homes being provided for families in the area by 2025. As a result, the demand for school places will increase significantly during the period that this new school is developing.

The Benwell and Scotswood area remains one of the Council top regeneration priorities, with the successful delivery of the Scotswood Masterplan being the Council's number one corporate priority. Things are now starting to progress at pace and exciting times lie ahead.

The Council have now entered into a partnership arrangement with Barratt, Keepmoat and Yuills and have set up the New Tyne West Development Company. The company will look secure over [REDACTED] of public and private sector investment and will take forward the delivery of the Scotswood Masterplan that will see 1,800 new homes and a new Neighbourhood Centre built on a 60 hectare site over the course of the next 15 years.

In 2010 the Benwell Scotswood Regeneration Investment and Action Plan was formally approved. The plan proposes a programme of regeneration activity including physical, social and economic projects which would improve the lives of residents in Benwell and Scotswood.

School capacity is already coming under pressure because of the increased demand from the number of new migrant families who arrive in Newcastle and are most often housed in the west end. The pressure on existing capacity is likely to intensify in the years to come.

Parental choice

Although the area is *currently* well served by the existing primary schools, in terms of capacity at least, they all offer the same model of education. There are no independent schools within easy reach of the local population, either geographically or financially, and this has a limiting impact on parental choice. As a result, parents who recognise the need for a different approach to education have very limited options.

The School's Mission

To enhance the social mobility of disadvantaged families in west central Newcastle.

The School's Ethos

The school's ethos is based on respect for the intrinsic capabilities of children and the recognition that all children are unique individuals with a wide range of abilities and potentials. Children will be valued as strong, sociable and capable individuals, constantly learning and enquiring about the world around them. The school will be a place where children will be encouraged to be curious, to ask questions, to learn from one another and to create their own theories and solutions.

We believe that, for children to flourish, the educational opportunities provided at school must be supported by caring, knowledgeable adults in the home. Parents and carers will therefore be encouraged, welcomed and respected for the knowledge and experience that they bring to a child's education. Moreover, they will be invited to partake in the ongoing program of training to further enhance their nurturing skills and improve basic skills in literacy and numeracy so that they are better able to support their child's learning.

Dialogue with, and democratic decision-making between, children, staff, parents and the wider community will be central to the running of the school, with parents actively involved in school activities.

Moreover, as much learning as possible will be experiential, open-ended and enquiry-based and undertaken in rich and exciting learning environments, including the outdoors. As often as possible, the arts will be utilised to encourage free expression, imagination and creativity. We recognise, acknowledge and celebrate the uniqueness and individuality of every child, not least by cultivating and celebrating the various talents and interests every child possesses.

Our Vision

Our vision is that **all** children, regardless of socio-economic background, family circumstances, ethnic origin, religion or belief, or special need,

- Will achieve their full potential
- Have a supportive learning environment at home as well as at school
- Develop a love for learning and high aspirations
- Have high levels of self-respect, self-esteem and self-belief
- Cultivate a rich variety of intelligences and competencies
- Have ownership of their learning and develop their own interests and talents
- Be fully prepared to succeed in their secondary education.

Parents will:

- Have improved their nurturing skills
- Be more confident as educators of their children.

Teachers will:

- Continually seek to develop their skills, knowledge and understanding
- Develop and sustain effective, engaging and inspiring learning environments.

The community will:

- Be involved in the life of the school
- Welcome the school into its heart.

Map of proposed sites

School site

Wooded area



Travel distance is [redacted] miles on major roads; travel time is 20-25 minutes

Our Distinctiveness

We will offer a distinctive educational model by combining the following elements:

- An early years foundation stage model for all children up to age 7.
- An emphasis on developing the skills of parents as carers and educators.
- Thematic, cross-curricular, project-based learning for at least 50% of learning time for 7 to 11 year olds.

In keeping with our ethos, we will emphasise these distinctive qualities:

- Experiential, open-ended and enquiry-based learning.
- Problem solving and critical awareness.
- Placing skills acquisition at the centre of the learning process.
- Engaging in significant amounts of learning outdoors and off-site.
- Teachers, parents and other caring adults will be facilitators of, and collaborators with, 'children's learning.
- The importance and value of self-assessment and peer assessment.
- The importance, value and benefits of play.
- The importance of child-centred and project-based learning to ensure children take ownership for their learning and develop their own interests and talents.
- The importance of the arts to encourage free expression, imagination and creativity.

This distinctive model addresses the needs and aspirations of the local population. We recognise that, to improve educational provision in the area, we must first re-engage with the parents. We will provide a model of education that easily involves the parents and is transferable to the home environment. Despite the best efforts of existing schools, many parents report to us that they feel that they are not welcome in schools. To counter this, we want to provide a radically different model that will:

- Make it easy for parents to engage with their 'children's education.
- Develop parental nurturing skills.
- Put children in charge of their own learning.

In keeping with our ethos, every family will be supported as it builds a quality learning environment for their child, so that all children have an enhanced chance to succeed.

References to particular vision statements are below

Children will develop a love for learning and high aspirations

Children will have ownership of their learning and develop their own interests and talents

Children will cultivate a rich variety of intelligences and competencies

Children will have a supportive learning environment at home as well as at school

Parents will have improved their nurturing skills

Parents will be more confident as educators of their children.

Curriculum structure

1. The Infant Department

Continuing the good work of the Foundation Stage, we propose a play-based curriculum for Years 1 and 2 because this provides opportunities for:

- Children to learn at the pace that is right for them.
- Improved social and emotional development.
- Experiential, play-based learning.

For children, play can be (and often is) a very serious business. It needs concentrated attention. It is about children learning through perseverance, concentration and attention to detail – characteristics usually associated with work. Play is not only crucial to the way children become self-aware and learn the rules of social behaviour; it is also fundamental to intellectual development.

The “Foundation Phase for Wales” provides a model, with age appropriate learning goals, that has been extended to cater for children up to age 7. Consequently, we plan to adopt the “Foundation Phase for Wales” for ages 4 to 7. Note that a precedent for extending Foundation Stage principles and practice to children aged up to 7 has been set in England by the Cramlington Village Free School in Northumberland.

Although opportunities to engage parents exist within the Foundation Stage, there is no guarantee of take-up because many parents view school premises as less than welcoming. In order that parents can be enticed into the school, our intention is to make extensive use of the outdoors as a learning environment, thereby providing parents with an alternative, non-traditional school space that will help some parents to engage with the school who otherwise would not. We will also offer accessible volunteering opportunities in more traditional indoor environments so parents have options and choice.

In building good foundations, the Infant Department’s approach will be influenced by the pioneering work of the municipal pre-schools of Reggio Emilia in northern Italy, by the Naturebornhaven schools in Denmark, and by the educational work developed in the UK through the ReFocus Network.

- In Reggio Emilia, the educators’ focus is to develop the children’s powers of hypothesis, communication, exploration, perception, imagination, invention and creativity. This is achieved through exciting environments, shared values, a strong “pedagogy of listening” (Rinaldi 1999), and respect for

References to particular vision statements are below

Children will cultivate a rich variety of intelligences and competencies

Children will have ownership of their learning and develop their own interests and talents.

Children will develop a love for learning and high aspirations

Children will have high levels of self-respect, self-esteem and self-belief

Children have a supportive learning environment at home as well as at school

Parents will have improved their nurturing skills

Parents will be more confident as educators of their children

Teachers continually seek to develop their skills and knowledge.

Teachers make and sustain effective and engaging learning environments.

'children's ideas, which are listened to and form the basis of the work of the school.

By listening to the ideas of the children and developing the curriculum around their ideas, we will ensure that children are actively engaged in their learning and that every child is learning at the right level for their stage of development. This is important because we expect a significant number of our learners to be working below some of the developmental norms, and this greater engagement in learning will help to bring most children up to the age appropriate level by the end of Key Stage 2.

- The Naturebornhaven schools in Denmark enable children to develop in rich, exciting and beautiful outdoor environments where they can learn to be autonomous and follow their own learning experiences together with their peers and teachers. This forest school approach provides a wealth of experiential opportunities that are in complete contrast to the usual urban decay found in inner west Newcastle. The contrast will also provide an additional stimulus to parents who may otherwise be reluctant to engage in school activities. The forest school approach will provide an environment in which the teachers are not naturally in charge, and make it easier for parents to express themselves.
- The ReFocus Network is a UK network of educators who for more than a decade have been working together to develop strong, shared pedagogical values in early childhood education.

The "Foundation Phase for Wales" readily accommodates our extended use of the outdoors, and supports the principles and traditions of Reggio Emilia.

To obtain maximum benefit from the forest school approach, we have identified an area of Durham woodland that will be available to us on a regular basis, and we will purchase a suitable vehicle to enable access. The woodland is only 20 minutes drive from our preferred school site (See map on page 15).

All parents will be encouraged to volunteer within the school, as outdoor assistants, classroom help, in the offices and other support services. Moreover, we will engage other community members, particularly retired people, as volunteers in order to broaden the experiences and skills available to learners.

Volunteer parents will be invited to take part in CPD opportunities. These opportunities will be provided to improve their understanding of how they can support their 'children's learning, and so they can access basic skills training to improve

References to particular vision statements are below

Children will cultivate a rich variety of intelligences and competencies

Children will have ownership of their learning and develop their own interests and talents

Children will have high levels of self-respect, self-esteem and self-belief

Children will develop a love for learning and high aspirations

Teachers will make and sustain effective, engaging and inspiring learning environments

Teachers will continually seek to develop their skills, knowledge and understanding

Parents will have improved their nurturing skills.

Parents will be more confident as educators of their children.

their personal skills and knowledge.

Parent volunteers will become an integral and important part of the teaching team. Training will also be offered to parents who are unable to volunteer, through drop-in sessions, internet courses and handbooks.

By the end of the Foundation Phase, every child will have a much improved learning environment at home, and be ready to fully engage in high quality learning.

2. The Junior Department

Children moving up from the Infant Department will be lively, highly inquisitive and eager to learn. We will provide a curriculum that feeds off their developing interests and provides them with the time and space to explore and investigate deeply, and truly engages them in learning in collaboration with their peers.

The curriculum we propose to use is the International Primary Curriculum (IPC). The IPC offers cross-curricular themed projects which can involve different ages and abilities working together over a lengthy period of time. The IPC offers extensive breadth of subject coverage, including science, art, music, language, geography and history, and includes many opportunities for English and maths practice in context.

Much thought has been given to ensuring that transition from the Infant Department, with a curriculum dominated by the Foundation Phase for Wales, to the Junior Department, with a curriculum dominated by the International Primary Curriculum (IPC), is seamless. In fact, a careful examination of both curriculums reveals that there is a remarkable degree of continuity and progression when the two are read together

The curriculum will be supported by specialist English, maths and science teaching, which will occupy up to 50% of the timetable. All children will be encouraged to perform very well at their end-of-school tests, regardless of their entry point. Consequently, teacher expectations of the children will be very high.

The English, maths and science teaching derives from the National Curriculum for Northern Ireland because the learning goals provide a natural but measurable progression from the Foundation Phase goals, and because the less prescriptive syllabuses allow the staff to blend these outcomes into project work, when appropriate. This reduces the need for as much focused attention on English, maths and science in whole class teaching, although we have the flexibility to provide additional teaching, as required, to groups of any size.

References to particular vision statements are below

Children have a supportive learning environment at home as well as at school

Children cultivate a rich variety of intelligences and competencies

Children have ownership of their learning and develop their own interests and talents

Children have high levels of self-respect, self-esteem and self-belief

Children develop a love for learning and high aspirations

Children will achieve their full potential

Children will be fully prepared to succeed in their secondary education

Aspirations for achievement

We expect the school to become a beacon for learning and development in deprived urban areas. We expect every child to achieve at the highest level, and every adult to expect and encourage outstanding achievements from every pupil. Across the school, these aspirations will be realised, not through narrowly focussed preparation for specific, standardised tests, but through careful preparation of engaging learning environments which open up a breadth of opportunities for further exploration.

We believe every child has the potential to perform very well, and also has the right to receive the support he or she needs to reach their potential.

As a result of our curricular content and process, we expect that our Year 6 pupils will, on average, outperform pupils in Newcastle and the UK in terms of achievement at Levels 4 and 5.

References to particular vision statements are below

Children will be fully prepared to succeed in their secondary education

Teachers will make and sustain effective, engaging and inspiring learning environments

Regardless of socio-economic background, family circumstances, ethnic origin, religion or belief, or special need, children will achieve their full potential

Children are fully prepared to succeed in their secondary education

As well as the hard targets for academic achievement, we are confident that our educational model will prepare children for the challenges of learning at Key Stage 3 of the National Curriculum, by being very confident, self-motivated and resilient learners. The opportunities afforded by the weekly research tasks in the SOLE unit will prepare children for leadership and collaboration, and their confidence will be greatly enhanced by the opportunity for independent learning.

For many of the children passing through our school, their opportunity for success whilst at secondary school, and preparedness for It, was greatly improved because of the work we conducted with their families during the early years. Everything we do at this school is geared towards producing sociable, communicative, self-managing learners who are confident and self-assured enough to not only survive at secondary school, but thrive.

Our vision statements for children translate into the following targets.

VISION STATEMENT	RESULTANT OUTCOMES	WHAT'S MEASURABLE?	TARGETS/MILESTONES
Have a supportive learning environment at home as well as school	Excellent home-school partnerships	% of parents contributing regularly to their child's learning portfolio	90% in KS1
			50% in KS2
		% of children who have an adult read to them every day.	100% in KS1
			40% in KS2

In recent years, the use of contextual added value has served as a means of measuring the abilities and skills of teachers serving disadvantaged communities, but we believe this has been at the expense of the equality of opportunity that every child is entitled to. Our curricular content and process will enable children to extend their learning environment into the home and family, thereby benefiting children with the levels of interest and support usually associated with greater affluence (such levels of interest and support are seen as factors enabling success in the independent sector). One of our roles is to support such family-based learning, to develop a learning culture in the community. As a result, our high standards of expectation, not only from our pupils but from the staff who support them, are fully justified and will deliver outstanding results.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		28	28	28	28	28	28	28
Year 1			28	28	28	28	28	28
Year 2				28	28	28	28	28
Year 3					28	28	28	28
Year 4						28	28	28
Year 5							28	28
Year 6								28
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		28	56	84	112	140	168	196

Section D: Education plan – part 2

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

Section D1 *Set out a viable curriculum plan with appropriate focus on the core areas of learning*

Contents

D1.1 Composition of the West Newcastle Academy curriculum.

- Foundation Phase for Wales.
 - Reggio Emilia pre-schools of northern Italy
 - Naturebornhaven schools of Denmark
- Northern Ireland curriculum for core subjects.
- The International Primary Curriculum.

D1.2 Transition from the Foundation Phase for Wales to the International Primary Curriculum

D1.3 Infant dept

- The Areas of Learning
- Approaches to learning and teaching
- Teaching methods
- A typical day outdoors
- Skills across the curriculum

D1.4 Junior dept

- The International Primary Curriculum
- A Typical Day for KS 2 Children
- Self-managed research opportunities

D1.5 How the Curriculum supports our Vision for West Newcastle Academy

- Cross-curricular skills

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- English
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D1.7 Enrichment Curriculum

D1.8 Conclusion

D1.9 how the curriculum will prepare pupils for success in secondary education

D1.1 Composition of the West Newcastle Academy curriculum

Inspiration for the West Newcastle Academy curriculum derives from the internationally recognised work pioneered by the pre-schools of Reggio Emilia, Denmark's Naturebornhaven schools, the UK's ReFocus Network and the work of Professor Sugata Mitra on Self Organising Learning Environments. Consequently, the curriculum will be predominantly experiential, open-ended and enquiry-based, and undertaken in rich and exciting learning environments, including the outdoors. The arts will be utilised as often as possible to encourage free expression, imagination and creativity, and skills acquisition will be emphasised at all ages. The school will consist of two departments:

- The Infant Department will follow an early years foundation stage model for all children up to age 7 with content based upon the Foundation Phase for Wales.
- The Junior Department (ages 7 -11) will utilise thematic, cross-curricular, project-based learning for approximately 50% of learning time based on the IPC (International Primary Curriculum), with the other 50% dedicated to English, and Mathematics using the National Curriculum for Northern Ireland.

'Children's spiritual, moral, social and cultural development will be addressed, in particular, via the Foundation Phase areas of learning entitled personal and social development, wellbeing and cultural diversity; language, literacy and communication skills; and knowledge and understanding of the world; and via the Junior Department subjects of language, history, art and society.

Project-based learning will dominate the daily routines for most children. However, due weight will be given to English, maths and science, with some regular class-based lessons dedicated to these disciplines throughout the school [See D2].

At all times, the needs of the child are paramount. Consequently, there is great demand on the staff to ensure every child is being challenged and tested sufficiently across all areas, and in accordance with their individual abilities. The curriculum lends itself easily to personalised learning, and all staff will be accountable for ensuring that such learning happens, through weekly team meetings and regular supervision.

D1.2 Transition from the Foundation Phase for Wales to the International Primary Curriculum

Much thought has been given to ensuring that transition from the Infant Department, with a curriculum dominated by the Foundation Phase for Wales, to the Junior Department, with a curriculum dominated by the International Primary Curriculum (IPC), is seamless. In fact, a careful examination of both curriculums reveals that there is a remarkable degree of continuity and progression when the two are read together. This is so because, as the information below makes apparent, they have been conceived with very similar aims, objectives and aspirations in mind. Furthermore, we know that transition will be seamless because:

- Both curriculums emphasise the importance of differentiation, personalised learning, creativity, the acquisition of skills and enquiry-based learning

- Both emphasise the importance of English, Maths and Science
- Both are very precise about learning goals and outcomes, and, taken as a whole, ensure continuity and progression from Reception to Year 6
- Both provide children with a broad, balanced and relevant curriculum which can be easily adapted to individual need and aspiration
- Both are meticulous in identifying the knowledge, skills and understanding that are important for children to acquire from Reception to Year 6, and, taken as a whole, provide us with the best tried and tested curriculum models for realising our vision
- The areas of Learning in the Foundation Phase for Wales are very similar to the Subjects in the IPC
- Our rigorous ongoing approaches to assessment will meticulously track pupils from when they begin their school careers in Reception and thereby ensure that they are fully prepared for the transition to the IPC
- Our assessment procedures will quickly identify any gaps in 'children's knowledge, skills and understanding and motivate staff to intervene in appropriate ways
- Our commitment to rigorous ongoing staff training will also ensure that transition from the Foundation Phase to the IPC is seamless
- Our timetables for each year group also demonstrate that continuity and progression prevail from Reception to Year 6 (see D2).

D1.3 The Infant Department

Children will learn through first-hand experiential activities with the serious business of “play” commonly providing the vehicle. Through their play, children will practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small groups and in large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of 'children's self-image and feelings of self-worth and self-esteem are at the core of this phase.

We have strong expectations that all children will acquire complex skills through engagement in enquiry. Our image of all children as innately capable and competent, transmitted to the children through the multiple learning contexts, will result in this potential being embodied in the 'children's lived experiences.

In building good foundations, the Infant Department's approach will be influenced by the pioneering work of the municipal pre-schools of Reggio Emilia in northern Italy, by the Naturebornhaven schools in Denmark, and by the educational approaches developed in the UK through the ReFocus Network.

In Reggio Emilia, the educators' focus is to develop the 'children's powers of hypothesis, communication, exploration, perception, imagination, invention and creativity. This is achieved through exciting environments, shared values, a strong "pedagogy of listening" (Rinaldi 1999), and respect for 'children's ideas, which are listened to and form the basis of the work of the school.

The Naturebornhaven schools in Denmark enable children to develop in rich, exciting and beautiful outdoor environments where they can learn to be autonomous and follow their own learning experiences together with their peers and teachers.

The ReFocus Network is a UK-based network of educators who for more than a decade have been working together to develop strong, shared pedagogical values in early childhood education.

Our learning from these three initiatives comes together under the banner of the "Foundation Phase for Wales", which is fully compatible with delivery of our vision.

We will extend the principles of the Foundation Phase up to the end of year two. The less formal and structured approach to teaching and learning that is predominant in the Foundation Phase:

- Will give children more opportunity to learn at their own pace and to develop the underlying social, communication and interaction skills that they will need if they are to benefit fully from primary education.
- Will provide greater opportunities to involve parents in supporting their 'children's learning, and thereby encourage those parents to engage in further training themselves, so that children also have effective support for their learning.

The advantage of the "Foundation Phase for Wales" over the "English Foundation Stage" is that:

- It has already been developed to educate children to Year 2, and has identified learning goals and assessment criteria up to the end of Key Stage 1.
- It recommends the greater use of the outdoors as a teaching and learning environment, which fits in very well with our belief in the approaches of the Naturebornhaven schools.
- The Reggio Emilia model for learning and reflective practice is supported and promoted throughout.

As the year group timetables reveal (see D2 below), children in the Infant Department will spend up to two full days outdoors, supported by a woodland based classroom where 'children's ideas can be followed up with teacher support. We are strongly committed to this approach because it means that knowledge, skills and understanding can be developed and applied to real-life and exciting situations, situations which allow children to cultivate a rich variety of intelligences and competencies, to have ownership of their learning, and to develop their own interests and talents. In other words, this approach is integral to our overall ethos and vision.

The Areas of Learning

We have six Areas of Learning which, collectively, provide an appropriate curriculum for 4 to 7-year-olds and support the development of children and their skills. The Areas of Learning will complement each other and provide a relevant curriculum that is cross-curricular in approach. They will not be approached in isolation. Emphasis will be placed on developing 'children's skills across the Areas of Learning, thereby providing a suitable and integrated approach for young 'children's learning.

The six Areas of Learning and the approximate time spent on each per week are:

Subject area	No. of hours
Personal and social development, well-being and cultural diversity	4
Language, literacy and communication skills	6
Mathematical development	5
Knowledge and understanding of the world	3.75
Physical development	4
Creative Development	3.5
Total	26.25

The descriptions of each area, the skills to be acquired and the range of learning experiences derive directly from the "Foundation Phase for Wales", and are therefore considered appropriate for this age group by National assembly for Wales, and are readily accessible on the Internet.

The curriculum will be based on exploring 'children's enquiries and building these into long-term research projects. Many successful examples of this approach can be seen in the UK and elsewhere, for example, in the municipal pre-schools of Reggio Emilia and in the Early Learning in Nature project in the North East of England run by Sightlines Initiative.

Children will spend up to two days per week in a local woodland where they will engage in exciting, imaginative and elemental learning. The teachers will closely observe and work with 'children's fascinations in this special place, which will then be nurtured and developed back in school. In encountering the natural world, the children will create their own stories, names, mythologies, theories and explanations, as humans have always done. Typically these will be the focus of attention for the curriculum projects. They will provide the material for dialogue between children, between children and teachers, and with families. By working with 'children's own interests, teachers and other adults will nurture not only 'children's natural zest for learning, but also their sense of self-worth.

In developing a project-based curriculum for infants, teachers will pay particular attention to:

- Time: enabling children to have time to work in a deep and sustained manner.
- Space: beautiful, exciting environments which encourage 'children's natural sociability and curiosity.
- Expression: enabling children to express their ideas in many "languages", for example, verbally, pictorially or musically.
- Autonomy: giving children the chance to discover their own capabilities and interests, and to take risks.

The curriculum encompasses the developmental needs of children and is fully compatible with the ethos and vision of West Newcastle Academy, because:

- At the centre of the curriculum framework lies the holistic development of children and their skills across the curriculum, building on their previous learning experiences, knowledge, skills and understanding.
- The curriculum framework promotes equality of opportunity and celebrates diversity.
- Positive partnerships with the home will be fostered, and an appreciation of parents as the 'children's first educators will be acknowledged.
- Children will learn through first-hand experiential activities with the serious business of play providing the vehicle.
- Through their play, children will practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups.
- First-hand experiences will allow children to develop an understanding of themselves and the world in which they live.
- The development of 'children's self-image and feelings of self-worth and self-esteem will be at the core of the phase.

The Foundation Phase curriculum is a framework characterised by continuity and progression. It spans 3 years (Reception to Year 2) and builds on pre-school learning to meet the diverse needs of all children, including those who are at an earlier stage of development and those who are more able. Throughout their formative years, 'children's learning develops more rapidly than at any other time. However, progress is not even and children go through periods of rapid development and times when they seem to regress. Our curriculum for young children will be appropriate to their stage of learning rather than focusing solely on age-related outcomes to be achieved. Children will move to the next stages of their learning when they are developmentally ready and at their own pace.

Indoor and outdoor environments that are fun, exciting, stimulating and safe promote 'children's development and their natural curiosity to explore and learn through first-hand experiences. The Foundation Phase curriculum will promote discovery and independence and emphasise the outdoor environment as a resource for 'children's learning.

Children will have access to a variety of media to express themselves and ample opportunities to apply their imagination in a purposeful way. Children acquire and develop skills at different rates and will be allowed to develop at their own unique, individual pace. As children learn new skills they will be given opportunities to practise them in different situations, and to reflect on and evaluate their work. In all aspects of their development, 'children's own work will be respected, valued and encouraged for its originality and honesty.

Approaches to learning and teaching

Educational provision for young children will be holistic with the child at the heart of any planned curriculum. Practitioners will understand, inspire and challenge 'children's potential for learning. Practitioner involvement in 'children's play is of vital importance, particularly when interactions involve open questioning and shared and sustained thinking.

There will be a balance between structured learning through child-initiated activities and those directed by practitioners. A well-planned curriculum will give children opportunities to be creatively involved in their own learning, which will build on what they already know and can do, their interests and what they understand. Active learning enhances and extends 'children's development.

For children, play can be (and often is) a very serious business. It needs concentrated attention. It is about children learning through perseverance, attention to detail, and concentration – characteristics usually associated with work. Play is not only crucial to the way children become self-aware and the way in which they learn the rules of social behaviour; it is also fundamental to intellectual development.

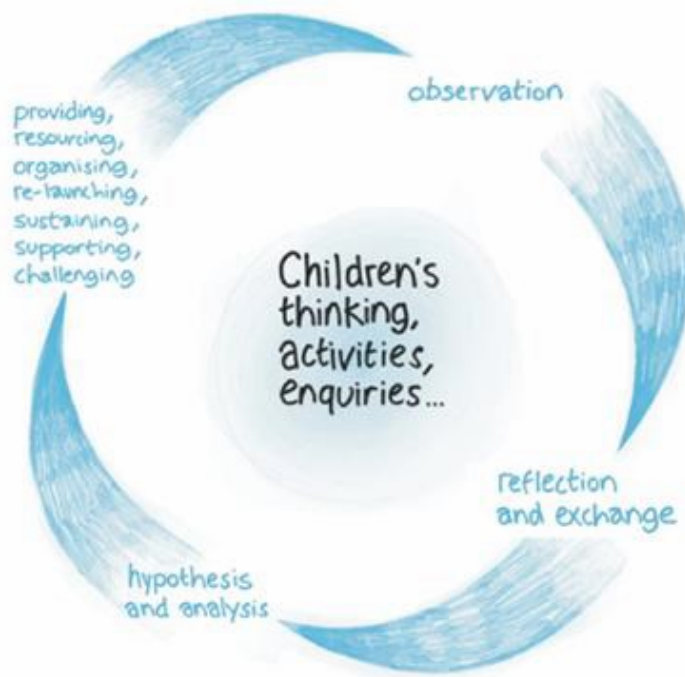
Foundation Phase practitioners will acknowledge prior learning and attainment, offer choices, challenge children with care and sensitivity, encourage them, and move their learning along. The Foundation Phase curriculum will be flexible to allow practitioners opportunities to plan and provide appropriate learning experiences for children who are at an early stage of their development and for those who are more able. Children will have a broad, balanced and differentiated curriculum. Through appropriate planning and structured experiences in the Areas of Learning, children will grow, develop and progress.

Teaching methods

Teachers will work with 'children's ideas and fascinations in a "reflective cycle" of observation, documentation, discussion, hypothesis and continuation of enquiries with the children. They will observe 'children's activities and regularly discuss their observations with colleagues. From these discussions, teachers will make hypotheses on the underlying questions that the children are asking in their work,

assessing what and how the children are learning, and how they can be further supported and challenged.

Central to teachers' work will be creating and maintaining an "environment of enquiry", both in terms of the physical environment and in the atmosphere of the school. Children, parents and teachers will explore, research, develop and test theories and build ideas in a social learning context. This exciting environment will value and promote 'children's engagement, encounter, enquiry and expression.



The Reflective Cycle (Duckett and Drummond 2009:7)

Teachers will work collaboratively with strong pedagogical supervision and ongoing Continuing Professional Development. Like the children themselves, they will see their role as that of a learner. Teachers will constantly work together to discover more about the 'children's many ways of learning and how they can support and develop such learning to the fullest.

A typical day outdoors

Children and parents will arrive in the morning to a warm and welcoming atmosphere and be greeted by the teachers and other staff. Children who are to spend the day in the woods will leave by coach accompanied by staff, parents and volunteers. Once in the woods, the adults and children will discuss their ideas about their work for the day. Teachers will have already planned activities based on prior observations and reflections of the 'children's enquiries, and these ideas are now shared with the class as proposals. The children will be invited to contribute their own ideas and suggestions, and together the children and teachers co-construct the plan for the day. Democratic decision-making and discussion are key values in the school.

These values ensure that children feel a real sense of ownership and commitment in their learning, and help them to see that their ideas and contributions are highly valued. Groups are formed depending on what is to be studied and where, and the children then work together in the groups for the rest of the morning. For example, a group might be looking for mini-beasts.

The group might make homes for the creatures to live in and use magnifying glasses to study the animals more closely. Another group who love imaginary and dressing-up play could be constructing a castle with sticks, rope and fabric to create a context for their narrative play. A third group might be exploring their theories about light and shade. Sometimes children from other groups or classes may join in with particular activities, for example, if they are especially skilled or interested in a project. Perhaps a boy from an older class is an expert at building and could offer his knowledge and skills to help the younger children build their castle. After lunch the children are able to continue with their activities from the morning or choose to explore something new.

Back in school the following day, the enquiries from the woods are shared and deepened. Perhaps the mini-beast group will find information in books or on the internet about particular animals they are interested in, or they might express their ideas about the creatures through writing, drawing and/or discussion. The group exploring light and shade could use new materials in the classroom to test their theories. The children who have built the castle could explore their interest in story and character by reading, telling and/or writing stories together, creating their own scenes and characters, and/or building their own magical castle in the classroom.

Skills across the curriculum

Children will acquire, develop, practise, apply and refine their skills through group and individual tasks in a variety of contexts across the curriculum. Progression in tasks will move from the concrete to the more abstract, from simple to complex, from personal to the bigger picture, from the familiar to the unfamiliar. Children will progress from needing support to more independent working. They will move from listening and interacting with others in a general way to a situation where they choose to work with others as a deliberate strategy for reaching understanding. In these ways, they become both independent and interdependent learners.

Developing thinking

Children will develop their thinking across the curriculum through the processes of planning, developing and reflecting, which help them acquire deeper understanding and enable them to explore and make sense of their world. These processes will enable children to think creatively and critically, to plan their work, to carry out tasks, to analyse and evaluate their findings, to reflect on their learning, and to make links within and outside the school. The processes that develop thinking will not be seen as a set style of learning and teaching. Each process will not have a specific place in a task. The three processes will be interchangeable.

Developing communication

Children will develop their communication skills across the curriculum through oracy, reading, writing and wider communication. Communication is taken to mean all forms of communication, not only that which depends on developed, unimpaired speech and hearing. Wider communication skills include non-verbal communication of all kinds – e.g. gesture, mime, signing and the expression of ideas and emotions through other mediums such as music and art. West Newcastle Academy will ensure every child has opportunities to explore and develop their talents in a range of creative media, in keeping with our vision that we will celebrate multiple forms of intelligence, through the provision of a dedicated 2 hour “focus on creativity”.

Developing ICT

ICT will be integral across the curriculum. 'Children's ICT skills, knowledge and understanding will be developed through a range of experiences that involve them in (i) finding and developing information and ideas, and (ii) creating and presenting information and ideas.

An understanding of child development will shape 'children's progression in ICT capability. Consequently, the focus in Reception might involve cameras and recording devices, in Year 1 children might want to start exploring their ideas on the internet, and in Year 2 the focus might move to some computer-based presentation or desk-top publishing. Classrooms will be fitted with smartboards so teachers can introduce supportive learning material at the time it is required.

D1.4 The Junior Department

During the Junior Years, the curriculum will gradually move towards more formal approaches to lessons than in the Infant Department. Although there will be less emphasis on outdoor activity, it will still feature within the contact hours of study.

The curriculum will be broad and balanced. There will be discrete lessons for English and maths on four days of each week; opportunities for self-managed research based on 'children's individual learning needs; and a daily session devoted to the creative, performance and expressive arts. Every afternoon will be devoted to the cross-curricular, thematic programme based on the IPC; and there will be physical education activities and personal, social and health education.

Children entering the Junior Department will be used to working in a lively way and will, therefore, be more vibrant, enthusiastic, engaged and challenging learners that would usually be expected. Socialisation during the earlier years will have laid foundations for pupils who are used to listening to and working with the ideas of others and in group contexts. We will build on and develop these skills for every pupil by incorporating the Self Organising Learning Environments as a method of extending 'children's learning, in the IPC topics and core subjects.

Their previous experiences will also have given the children awareness of thoughtfulness for others. The children will be at home in the outdoor environment and will have first-hand knowledge of the elements and seasons. One outcome of their early years experiences will be that they incorporate reflective practice and set

challenges to perceived limitations; thus, they will be used to testing and extending their own skills and competencies.

The Junior Department will continue with project and problem-based engagement facilitating different styles of learning which cross and incorporate the arts and the sciences. There will be discrete lessons in both English/literacy and maths/numeracy throughout the week to complement the thematic learning that will be based upon the International Primary Curriculum (IPC). Outdoor pursuits will enable an appreciation of aesthetic beauty, a good sense of composition and development of ideas over a long period of time. Investigative and explorative work with nature will have developed skills and competencies to enable the application of theory to practice.

Development of the children will, with the aid of technology, continue in research; and in further development of reading, writing and numeracy. All children will have the experience of reading and writing for the purpose of collecting and sharing ideas. Evidence of success will be in the form of books and written work by children and teachers, and successes will be celebrated with the widest possible audience. Monitoring of progress will continue to ensure that children are achieving beyond the national minimum standards for their age group.

Typical amount of time spent on each subject area

Subject area	No. of hours
Literacy	7
Mathematics	5
Science	3
Information and communication technology	2
Technology	2
Humanities	4
Arts	5.75
Total	28.75

The International Primary Curriculum

The IPC contains learning goals for every subject within the curriculum both for personal development and, uniquely, for the development of international understanding. The goals are organized into three groups, or mileposts, appropriate for ages 6 to 7, 7 to 9 and 9 to 11. Needless to say, only the groups, or mileposts, appropriate for ages 7 to 9 and 9 to 11 concern the Junior Department (other than in exceptional cases).

There are specific goals that cover knowledge, skills and understanding in the following subject areas:

- Language arts
- Mathematics

- Science
- Information and communication technology
- Design technology
- History
- Geography
- Music
- Art
- Physical education
- Society

Each unit of work is based on the learning goals, is themed around an area of real interest to the children, allows children to see how subjects work together, is practically based, respects 'children's previous knowledge and understanding, and allows children to develop their own areas of particular interest.

In all, there are 90 different thematic units of work with which children can engage in part or in full. Each unit spans 4 to 8 weeks and covers such stimulating and relevant topics as Treasure, Rain Forests, Mission to Mars and Beyond, Chocolate, Fit for Life, The Olympics, Making the News, Airports and Saving the World. Through their cross-curricular approaches, each unit acknowledges the time-honoured boundaries between subjects while integrating the subjects so that knowledge, skills and understanding develop holistically. As the above makes clear, the overlap with the National Curriculum foundation subjects and science is notable, countless opportunities exist within each unit to establish links with English/literacy and maths/numeracy.

A Typical Day for KS 2 Children

9-15 to 9-30 **Literacy**

Children learning to use a variety of strategies to spell correctly

9-30 to 9-45 **Numeracy**

Children learning that a letter can stand for an unknown number

9-45 to 10-30 **Teacher Directed Learning**

Children working on individual learning outcomes in either Maths or English as directed by the teacher. This is a flexible time that can be used to address the different needs of the individuals. The teacher may feel that one group of children will benefit from continuing with some written work, under the guidance of a teaching assistant, whilst another group need to practice multiplication and division to help them master these skills, before having a supervised reading session.

10-30 to 10-45 **Break**

10-45 to 12-00 **Creativity & Artistic Impression**

Children working on a performance using GAMALAN music, dance, art and puppetry as the foundation for the work

12-15 to 1-00 **Shared Lunch**

Focus on healthy eating and developing 'children's social skills

1-00 to 3-15 **Project work based on the IPC**

Children working on the topic entitled: 'The Holiday Show' and attend a 'press conference' led by the staff to determine the context of a TOWN MEETING, where the children would be working in groups and given various roles to play in the Town Meeting.

The children would learn about how to conduct a press conference and a town meeting and would learn about the impact of tourism [positive and negative] upon a small town. They would learn to appreciate a range of viewpoints and the important skills of discussion, argument, conflict-resolution and compromise.

3-15 to 3-30 **Assembly**

Children participate in a class assembly on the theme of conflict resolution

Self-managed research opportunities

We want our pupils to benefit further from the excellent grounding they will have received in independent learning skills during their time in the Infant Department, and use their inquisitiveness and love of exploration to further develop their skills in collaborative working. The research program is also another excellent vehicle for differentiated learning as every child will naturally be working at the level that best suits their needs.

The self-managed research opportunities are based on the work of Professor Sugata Mitra on self-organised learning environments (SOLE), following his “hole in the wall” discoveries with disadvantaged children worldwide. Mitra found that children are naturally inquisitive learners and can be trusted to research and learn interesting topics without supervision and guidance. They organise themselves into effective learning groups and collaborate in their learning. In this way they can achieve much more depth of understanding in a short time. For Key Stage 2 children the preferred model is a timetabled session, as described by Mitra:

“Timetabled usage: Each class should have at least one session of about 90 minutes in the SOLE, timetabled every week. During this time, a teacher will engage the children with a question that they need to answer using the SOLE. Examples of questions could be „Who built the pyramids and why?’, „What are fractals?’, „What are they looking for with the Large Hadron Collider in CERN, Geneva?’, „Who is Gandhi and what did he do?’, „Where is Botswana and what is it famous for?’ etc. For each session, the children would make groups of around 4 each, of their own choice. Children are allowed to change groups, talk to each other, talk to other groups and walk around looking at other’s work. There are very few rules. The teacher’s role is minimal and (s)he should stay out of the ‘children’s way. Since an attendant is present, (s)he can leave the SOLE if desired. About 30 minutes before the end of the session, the groups should produce a one-page report where they describe what they have found. The teacher can then expand on this in a later class. Use this method for 8-12 year olds.”

This can be supplemented by:

“Free usage: The SOLE should be open to use by any child in the school outside of school hours. It should be made clear to them that they can use this time to play games, chat or do whatever they want to. As usual, working in groups is to be encouraged strongly.”

D1.5 How the Curriculum supports our Vision for West Newcastle Academy

Our curriculum plan supports the educational vision for the school by:

- Recognising the diversity of the ‘children’s backgrounds and experiences,
- Providing a programme of learning that can respond to the ‘children’s individual learning needs
- Recognising ‘children’s different learning styles
- Providing a learning experience that is both pleasurable and challenging
- Allowing children to have responsibility for their learning

- Focusing on active, practically based learning experiences
- Giving children the basic knowledge, skills and understanding to access all aspects of our curriculum
- Ensuring children can make the transition to secondary education
- Allowing families to participate in the educational experience enjoyed by the children
- Incorporating a detailed assessment for learning programme to support the 'children's individual learning needs and measure both progress and continuity.

Cross-curricular skills

The curriculum will seek to develop cross-curricular skills through the self-directed research groups, the performance and expressive arts programme and the thematic approach of the IPC. Cross-curricular skills within our curriculum include:

- Communication
- Using Mathematics
- Using Information and Communications Technology

Additionally, children will engage in Exploration, Expression, Exchange, Evaluation and Exhibition of their work. The curriculum will develop Thinking, Problem-Solving and Decision-Making skills, such as:

- Self-management,
- Working with others,
- Managing information,
- Being creative.

Although the curriculum will focus on a thematic, cross-curricular approach, children will benefit from a structured programme of discrete lessons in both English and maths. Children will receive a daily lesson in the two subjects to ensure that, in conjunction with the individual research programmes and thematic learning activities, every child covers the essential elements of the core subjects in the National Curriculum. In relation to English and maths, children in Key Stage 2 will be assessed against the skills and competencies identified in the following section. Thus, children will continue to learn at the pace that suits them best.

D1.6 English, Maths and Science across the school

The importance of these subjects will be emphasised from the moment children enter Reception Class, as the overview of the curriculum above makes clear.

English

From the moment they enter Reception Class, children will be immersed in language experiences and activities. Their skills will develop through talking, signing/communicating and listening. They will be encouraged to communicate their needs, feelings and thoughts, retell experiences, discuss individual and group play. Some children will communicate by means other than speech. Children will refer to

their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media, and by building on previous experiences.

They will be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software. They will have opportunities to choose and use reading materials, understand the conventions of print and books, and be given a wide range of opportunities to enjoy mark-making and writing experiences. They will be helped to develop an awareness of Newcastle as a city with many languages, to show positive attitudes to speakers of languages other than English. Language skills learned in one language will support the development of knowledge and skills in another language.

Children will be exposed to a wide range of experiences as described in great detail within the Foundation Phase for Wales documentation, and these experiential opportunities will provide a base from which teachers can assess the quality of learning, and the range of skills mastered in Oracy, Reading and Writing. Children will be assessed against the Foundation Phase outcomes, which are aligned with the National Curriculum attainment levels.

We expect all our Infant Department children to achieve Outcome Level 5, which is described as:

Children speak clearly, with increasing confidence and use a growing vocabulary. They show an awareness of the needs of the listener by including relevant detail. They understand and convey simple information. They usually listen carefully and respond to a wider range of stimuli. In some situations they adopt a more formal vocabulary and tone of voice. They begin to realise that there is variety in the language they hear around them. Their reading of simple texts is generally accurate. They show understanding and express opinions about major events or ideas in stories, poems and non-fiction.

They use a range of strategies when reading unfamiliar words and establishing meaning. Children's writing communicates meaning. They use appropriate and interesting vocabulary showing some awareness of the reader. Ideas are often developed in a sequence of connected sentences, and capital letters and full stops are used with some degree of consistency. Simple words are usually spelled correctly, and where there are inaccuracies, the alternative is phonically plausible. In handwriting letters are accurately formed and consistent in size.

Upon reaching The Junior Department [Key Stage 2] children will be given opportunities to build on the knowledge, understanding and skills acquired in the Infant Department. They will be helped to develop the ability to listen and respond in a range of contexts, thinking about what has been said and the language used, and to speak coherently and confidently for a variety of purposes and audiences. They will also be given opportunities to develop their ability to communicate and capture the interest of listeners.

They will be given opportunities to read for different purposes, developing strategies for researching, understanding, managing and refining information from traditional and digital sources. They will be encouraged, through stimulating and fun activities,

to read widely for enjoyment and information. Over time, with praise and encouragement, they will have opportunities to engage independently with more challenging and lengthy texts, including those in digital format, whilst reflecting, analysing and discussing the meaning of the text.

Children will develop the ability to manage and communicate information effectively in their writing in order to produce more demanding, imaginative and factual texts, including those in digital format. They will, over time, use a wider range of vocabulary choice, sentence structures and punctuation in their writing for a range of audiences. They will be helped to develop both the compositional and secretarial aspects of writing through planning, drafting, redrafting, presenting and evaluating their work. Progression through the Junior Department will be measured against a number of statements that are inter-related and interactive characteristics of attainment. These statements can be easily linked to the National Curriculum attainment levels in England, and so will ensure success at end of stage assessments.

The full list of progression measures is available through the Curriculum for Northern Ireland documentation, but some examples are given below.

In relation to Talking and Listening, during their time in the Junior Department most pupils will progress:

- From being able to express themselves with growing clarity and confidence, using a personal vocabulary and a recognisable sentence structure to engaging the interest of the audience by using vocabulary, register of language and detail appropriately, to present ideas and achieve effects;
- From being able to retell stories, events or personal experiences in sequence with reasonable detail to retelling stories, events and experiences keeping to the point and adapting and structuring contributions logically to suit the needs of the audience and purpose;

In relation to Reading, during their time in the Junior Department most pupils will progress:

- From recognising different types of text to expressing interests in and preferences for certain texts;
- From choosing books for a specific purpose to using a range of sources to find, select and use ideas and information to investigate a topic;

In relation to Writing, during their time in the Junior Department most pupils will progress:

- From using a widening range of vocabulary in their writing, to using more imaginative and increasingly precise vocabulary;
- From beginning to write in sentences, to showing increasing proficiency in the use of syntax, spelling and punctuation

Mathematics

During the Foundation Phase, children will develop their knowledge, skills and understanding of mathematics through oral, practical and play activities. They will enjoy using and applying mathematics in practical tasks, in real-life problems, and within mathematics itself. They will use a variety of ICT resources as tools for exploring number, for obtaining real-life data and for presenting their findings.

Much of their work will be oral. They will develop their use and understanding of mathematical language in context, through communicating/talking about their work. They will ask and respond to questions, and explore alternative ideas.

They will use appropriate mathematical language to explain their thinking and the methods they use to support the development of their reasoning. They will develop a range of flexible methods for working mentally with number, in order to solve problems from a variety of contexts, checking their answers in different ways, moving on to using more formal methods of working and recording when they are developmentally ready.

They will explore, estimate and solve real-life problems in both the indoor and outdoor environment. They will develop their understanding of measures, investigate the properties of shape and develop early ideas of position and movement through practical experiences. They will sort, match, sequence and compare objects and events, explore and create simple patterns and relationships, and present their work in a variety of ways.

They will be given opportunities to solve mathematical problems, communicate mathematically and reason mathematically.

Children will develop their mathematical knowledge, skills and understanding through learning about and using number, measures and money, shape, position and movement, and handling data.

Detailed curriculum content can be accessed via the “Foundation Phase for Wales” documentation and children will be assessed against the Foundation Phase outcomes, which align with the National Curriculum attainment levels.

We expect all our children to achieve outcome level 5, which is described as:

Children choose the appropriate operation when solving addition or subtraction problems. They use mental calculation strategies to solve number, money and measure problems. They count sets of objects reliably, and use mental recall of number facts to 10 to add or subtract larger numbers. They order numbers up to 100. They identify and use halves and quarters in practical situations. They use everyday non-standard and standard units to measure length and mass. They talk about their work using familiar mathematical language, and represent it using symbols and simple diagrams. They recognise sequences of numbers. They distinguish between straight and turning movements; recognise half turns and quarter turns and right angles in turns. When they have gathered information, they record their results in simple lists, tables, diagrams and block graphs. They sort objects and classify them using more than one criterion.

During their time in the Junior Department, children will engage in a wide range of purposeful activities which:

- Involve different modes of learning;
- Consolidate and extend their learning;
- Include both independent and co-operative learning;
- Bring together different areas of mathematics;
- Develop mental skills;

- Are balanced between those that are short in duration and those that can be developed over an extended period of time;
- Include those that have an exact result or answer and those that have many possible outcomes.

Children will develop more standard forms of recording than those used earlier. In developing skills in pencil and paper calculation, children will have opportunities to develop their own personal ways of recording. They will compare and discuss these, and ultimately refine and practise pencil and paper methods that are agreed and understood. Children will use calculators in extended investigations in mathematics and in real life situations. They will explore how a calculator works, appreciate the operations possible on a calculator and their proper order, check calculator results by making an estimate, by repeating the operations in a different order or by using a different operation and learn to interpret calculator results.

Children will use ICT to investigate, analyse, present and interpret information, to discover patterns and relationships and to solve problems. A range of ICT should be used to support and enhance their mathematics, including databases and programmable devices.

As with English/Literacy, the National Curriculum for Northern Ireland has a range of progression measures for maths which will enable teachers to assess learning at the same attainment levels as those expected within the National Curriculum for England.

Science

During the Foundation Phase Science is taught through “Knowledge and Understanding of the World”. Children will experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They will be given experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they will be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They will learn to demonstrate care, responsibility, concern and respect for all living things and the environment.

They will develop and communicate using an increasing range of appropriate vocabulary. They will learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children’s skills will be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

Children will be assessed against the Foundation Phase outcomes, which align with the National Curriculum attainment levels.

We expect all our children to achieve Outcome Level 5, which is described as:

Children communicate their observations and knowledge and understanding of different localities through describing natural and human features, recognising how some change and that people’s actions affect the environment. They find information from a map, draw simple maps with symbols and are aware of compass directions. They communicate their developing sense of chronology by using terms concerned

with the passing of time, by ordering events and objects and by making distinctions between aspects of their own lives and past times.

They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and that there are different ways of representing the past. They are beginning to select, organise and communicate items of information about the past. They use simple equipment to make enough observations to be able to sort, group and compare objects, materials, living things and events. They describe the basis for their groupings using simple differences between living things, objects, materials and physical phenomena. They ask and answer questions, make observations, collect information and find answers using learning materials/sources provided. They communicate the steps needed to carry out their investigations. They use their experiences to develop their own ideas. They reflect and evaluate by describing their work in detail using an increasingly appropriate vocabulary. They offer explanations for why something worked or did not work.

In the Junior Department, the key elements of the science curriculum will be covered through the International Primary Curriculum (IPC), which corresponds remarkably closely with the outcomes within the National Curriculum for England.

Teacher planning will ensure that most pupils will progress:

- From making first-hand observations and collecting primary data to examining and collecting real data and samples from the world around them;
- From identifying similarities and differences to investigating similarities and differences, patterns and change;
- From having ideas to forming hypotheses;
- From recognising a fair test to designing and carrying out fair tests;
- From using everyday language, to increasingly precise use of subject specific vocabulary, notation and symbols.

D1.7 Enrichment Curriculum

Amongst the sporting activities available for pupils to engage in after school will be:

- Football, coaching and team competitions, supported by NUFC community program.
- Cricket, coaching and mini leagues, supported by Northumberland Cricket Association.
- Basketball, coaching and team games, supported by the Newcastle Eagles community program

Family Learning activities include:

- Cookery lessons
- Gardening on our allotment
- Art and Design, e.g. making gift cards
- Language lessons, making use of our available volunteer linguists

Children will also be able to pursue their own interests in our games clubs during the after school club, with children playing a variety of board games, role play games and electronic games.

Following the creative and artistic activities within the timetable we will provide space and resources to enable children to follow their passions after school. We envisage that parents and other adult volunteers from within the wider community will offer workshops to the children that relate to their unique knowledge, skills and understanding. Art, craft, dance, music, singing, acting, creative writing and photography are just some of the activities we hope that parents and other adults will offer the children, but, if parents and other adults have interests in, say, chess, astronomy and/or chemistry, we will arrange for their passions to be shared.

We will also forge links with places such as the Sage Concert Hall, the Baltic Art Gallery, the Laing Art Gallery and the Centre for Life, all landmark facilities in Newcastle and neighbouring Gateshead with an international profile, to further stimulate the children.

We will also plan to make use of the natural environment in our area, with opportunities for Dragon Boat racing on the River Tyne, Dinghy Sailing in the Harbour and Stargazing at the Kielder Observatory.

Inevitably, many of the enrichment activities can take place during the after school club, but some such enrichment opportunities will be provided during the normal school day, especially if the opportunities dovetail with our more mainstream curricular aims and objectives. It goes without saying, all children can benefit from an enrichment curriculum, but we see this as an ideal way of meeting the needs and aspirations of gifted and talented children in particular.

D1.8 how the curriculum will prepare pupils for success in secondary education

Children currently moving from local primary schools into secondary education in Newcastle are hopelessly unprepared. In many instances these children have lost all interest in education and this is reflected in poor classroom behaviour or non-attendance. Generally, their parents are unable to motivate them to attend as they do not value the education system themselves.

The WNA curriculum is designed to not only enthuse the children as eager and inquisitive learners, but to empower the parents with the self belief and skills required to support and encourage their children as they become more independent.

The play based curriculum model in the Infant Department serves to involve the parents and give both parents and children the opportunity to settle into a good learning behaviour that suits their particular needs, without the pressure to progress week on week in line with the National Curriculum schemes of work. Until this appetite for learning is grasped, along with the basic skills top-up for those parents who need it, our pupils will suffer the same fate as children from other local schools. But in this model, the children are entering the Junior department with an appetite for inquisitive learning and with a supportive home environment which will encourage further learning. The Junior curriculum itself is very lively and interesting and will

encourage children to use their developing skills to collaborate with others to achieve results. The work they will be involved in is very personalised, and so suits the needs of everyone. No one gets left behind, or held back because of the need for the whole class to progress according to age related norms.

The Self directed research work itself provides excellent development opportunities for our pupils, as we prepare them for the unknown waters of the 21st century workplace. The skills of collaboration and teamwork that our pupils are going to excel in, combined with their rapidly improving inter personal skills and report writing will position them ahead of their peers when they start in secondary school.

A more pertinent question for us to consider in years to come is:

“How will the local secondary schools manage to retain the hunger for learning that our ex pupils demonstrate, and provide interesting and challenging work that will maintain their progress towards excellent results at age 16?”

D1.9 Conclusion

The above is designed, taken collectively, to realise the targets outlined in sections C and D4, which relate intimately to our ethos and vision for the school and what is best for the children who will attend it.

We believe that our curriculum and the ways in which it will be delivered are certain to maximise the achievement of the children who attend West Newcastle Academy. Why? Because the learning tasks and processes the children engage in will relate intimately to their diverse and developing interests, talents, intelligences and capabilities; while the emphasis on English, maths and science, on the Foundation Phase areas of learning and on the IPC subjects, will ensure that the core and foundation subjects of the National Curriculum are addressed in depth and breadth sufficient to ensure that the children succeed at secondary school.

D2: Provide a coherent and feasible school timetable and calendar.

The school year

The school will open for three terms per annum, with a half term break in each term, and run from early September and late July. The school year will therefore be the same as that for other schools in the area and equate to 190 days' contact time. We believe that this provides the best platform for engagement with parents in the area, as many traditions are entrenched within a very strong community spirit. There is an expectation that children are off school for 6 weeks in the summer and 2 weeks at Christmas and to do anything different would be to label the children as different or 'special', and risk alienating the rest of the community.

Throughout the process of gathering support, there has been no request from any parent for a different structure.

Thus our first school year will commence on Monday 2nd September 2013 and run until Friday 18th July 2014. This provides for the 190 days contact time and an additional 3 days of staff training which will be attached to the end of school holiday periods, as yet still to be finalised. A further 2 days of staff training will take place during pupil holidays.

Term	Start	Break	End
Autumn	02/09/2013	21 – 25/10/2013	20/12/2013
Spring	05/01/2014	17 – 21/02/2014	11/04/2014
Summer	28/04/2014	02 – 06/06/2014	18/07/2014

Length of the school day

During the Foundation Phase we will make extensive use of the outdoors as a learning environment. We have identified a number of safe and accessible areas of woodland that are within reach of the school. In accessing the woodland we anticipate a travelling time of up to 30 minutes, and will therefore spend all day outdoors and allow extra time for this. Children in Reception and Year 1 will have 2 days in the woods, and Year 2 will have 1 day in the woods.

The compulsory school day will run from 9.00am till 4.00pm, Monday to Friday. This is a longer day than other schools in the area, but we have chosen to do this so that the Foundation Phase children who are in the woods all day have ample time to return to school after a full program of learning. The children who are not returning from the woods will enjoy a mixed age Free Play session between 3.00pm and 4.00pm. The Key Stage 2 children will also be working till 4.00pm, enabling them to become deeply engaged in the project work that dominates every afternoon.

We are offering a breakfast club for parents and children from 8.00am, where everyone can enjoy a healthy start to the day and parents can meet with staff. At the end of the day, from 4.00pm to 6.00pm, we will offer an after school club for all

children, at low cost, and it will include homework clubs and a hot & healthy meal as well as activity groups.

Pastoral care

There is just one class in each year, with up to 28 children. Throughout the school children will be allocated a key worker who will get to know the family and the child very well. Generally the children will be allocated equally between the teacher and the teaching assistants for this purpose. Some children will also have close relationships with volunteers working regularly in the school and best use will be made of this provision. This is particularly pertinent during the Foundation Phase when children spend a lot of time off-site. We will recruit regular volunteers to support this function so that children have consistent, trusted support.

Reception Class

Children in Reception Class will assemble at 9.00am on Monday and Wednesday for the journey to the woods. Our coach will be equipped with seats around tables to facilitate group interaction during the journey. This is a very positive time of the day as the children will discuss among themselves the ideas and activities they want to explore. Adults will participate in discussions to assess the involvement of individual children, and help to develop the plans for the day.

Children will be fully equipped for all weathers, and the staff will erect a shelter, as required [in emergencies, the bus is also available]. Food will be provided, and sometimes this will involve preparing and cooking on site, e.g. vegetable soup. Adults and children will talk about what they have learned during the day, and how they want to develop it further, if at all. The return journey will be an opportunity for the children to talk and listen to each other in an excited babble as they wind down at the end of the day.

On Tuesday and Thursday, the children will assemble as a class with their teachers and plan together what they would like to do as a follow-up from the discoveries in the woods. The rest of the morning will be taken up by the children pursuing their interests, with teacher assistance, and building their knowledge around their interests. Sometimes a child might be involved in long-term work on a particular theme, and sometimes groups might form to build a model or make up a song together. Teachers will be aware of the Literacy and Numeracy outcomes for children and opportunities will be engineered that allow children to practice these core skills.

The projects the children engage in will be left in place at the end of the session so that they can be worked on at a later occasion. It is important that children are given the time and space to engage fully with their ideas.

Lunch will be shared with the adults at the same table, and is an ongoing lesson in social skills and conversation. Children will be encouraged to help with serving food to each other, laying and clearing the tables, etc.

During the afternoon, teachers will have an opportunity to work with children to develop their literacy and numeracy in line with the requirements of the Foundation Phase curriculum and the needs of the individual children.

The day ends with a full class assembly, perhaps reflecting on the events of the day. At 3.00pm the children have a supervised free play session, where they can mix with the older children and play and learn together, whilst they await the return of the woodland class.

Year 1 class

The Year 1 timetable dovetails with the timetable for Reception Class, in that Year 1 is in the woods when Reception is in school, and vice versa. On the Friday, both groups are in school and come together for the creative activities in the morning and literacy and story time in the afternoon. The reading session is in small groups, or individual sessions if required, and supported by many adults.

By bringing the classes together for these sessions we are providing a differentiation opportunity for all children. Teachers have greater opportunity to match children with others of similar ability. This is particularly important for children born in the summer term who are in reception, and children born in the autumn term who are in year one, as they may have very similar needs.

Reception Class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00	Breakfast Club				
09:00	Travel to woods	Full class assembly – planning & PSHE	Travel to woods	Full class assembly – planning & PSHE	Directed numeracy teaching
10:00	Outdoor Learning - Children explore and work in self- directed groups outdoors	Literacy and numeracy (15 minute break)	Outdoor Learning - Children explore and work in self- directed groups outdoors	Literacy and numeracy (15 minute break)	Focus on creativity - performance skills (15 minute break)
11:00		Practice based on children's Interests		Practice based on children's Interests	art, dance, singing, music, drama. etc.
12:00	Shared lunch with teaching staff- Focus on health and social skills				
13:00	Outdoor Learning - children bring their interests indoors to investigate together	Directed numeracy teaching (15 minute break)	Outdoor Learning - children bring their interests indoors to investigate together	Directed literacy teaching (15 minute break)	Directed literacy teaching (15 minute break)
14:00	(15 min. assembly)	Supported reading groups (15 min. assembly)	(15 min. assembly)	Supported reading groups (15 min. assembly)	Story time (15 min. assembly)
15:00	Return to school	Free play, mixed ages	Return to school	Free play, mixed ages	Free play, mixed ages
16:00	After school club, with hot meal provided				
18:00					

Year 1 Class

Time	Monday	Tuesday	Wednesday	Thmsday	Friday
08:00	Breakfast Club				
09:00	Full class assembly – planning & PSHE	Travel to woods	Full class assembly – planning & PSHE	Travel to woods	Directed numeracy teaching
10:00	Literacy and numeracy (15 minute break)	Outdoor Learning - Children explore and work in self- directed groups outdoors	Literacy and numeracy (15 minute break)	Outdoor Learning - Children explore and work in self- directed groups outdoors	Focus on creativity - performance skills (15 minute break)
11:00	Practice based on children's Interests		Practice based on children's Interests		art, dance, singing, music, drama. etc.
12:00	Shared lunch with teaching staff- Focus on health and social skills				
13:00	Directed numeracy teaching (15 minute break)	Outdoor Learning - children bring their interests indoors to investigate together	Directed literacy teaching (15 minute break)	Outdoor Learning - children bring their interests indoors to investigate together	Directed literacy teaching (15 minute break)
14:00	Supported reading groups (15 min. assembly)	(15 min. assembly)	Supported reading groups (15 min. assembly)	(15 min. assembly)	Story time (15 min. assembly)
15:00	Free play, mixed ages	Return to school	Free play, mixed ages	Return to school	Free play, mixed ages
16:00	After school club with hot meal provided				
18:00					

Year2 Class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00	Breakfast Club				
09:00	Full class assembly- planning & PSHE	Full class assembly- planning & PSHE	Full class assembly- planning & PSHE	Full class assembly- planning & PSHE	Travel to woods
10:00	Teacher directed learning (15 minute break) based on Foundation Phase outcomes	Focus on creativity • performance skills (15 minute break) such as art, dance, singing, music, drama, etc.	Directed numeracy teaching (15 minute break)	Directed literacy teaching (15 minute break)	Outdoor Learning • Children explore and work in self - directed groups outdoors
11:00			Teacher assigned groups or individual work focused on individual needs. Adult support available		
12:00	Shared lunch with teaching staff Focus on health and social skills				
13:00	Directed literacy teaching (15 minute break)	Directed numeracy teaching (15 minute break)	Directed literacy teaching (15 minute break)	Directed numeracy teaching (15 minute break)	Outdoor Learning • children bring their interests indoors to Investigate together (15 min. assembly)
14:00	Supported reading groups		Teacher directed learning linked to Foundatio Phase outcomes		
	Story time				
15:00	(15 min. assembly)				Return to School
	Free play, mixed ages				
16:00	After school club, with hot meal provided				
18:00					

Year 2 class

Year 2 spends one day outdoors, on the Friday, on the same basis as for earlier years. The ideas and themes they want to explore are followed up in class during 6 hours of teacher directed learning during the week, with the children again being allowed the time and space they require in order to engage fully with the learning.

It is likely that most of the science knowledge, skills and understanding will be covered during the work the children develop, but the teachers will be able to use these sessions to occasionally top up 'children's understanding of science if they feel it is necessary. Children will also be observed engaging in extensive reading, writing, measuring and counting, and these observations will help teachers plan their support in these areas.

The school day ends at 3.15pm for Year 2, to enable the younger children to access the play space first.

Bad weather contingency plan

We expect that teachers will be able to take the children outdoors in most weather conditions, and importantly this will be agreed during the recruitment process. Our experience of this work with young children suggests that children are happy to be outdoors in all weathers and temperatures, and so the only concern should be safety.

The types of conditions that may present concern are:

- High winds, as broken branches can be a hazard
- Heavy snowfall, may prevent access to woodland
- Black Ice.
- Heavy and persistent rainfall.

Brief spells of bad weather shouldn't present a problem, with shelter being available on site, in the form of a 'classroom' that children will have access to as part of the day.

When severe weather does disrupt our plans for safety reasons then we will accommodate the 'children's learning within the school, using our contingency plans to make an exciting and engaging day of learning for our pupils.

These plans will include sports activities, concerts and performances, and will make best use of the skills of our volunteers.

Key Stage 2 – International Primary Curriculum

The highly popular International Primary Curriculum (IPC) provides a cross-curricular, thematic, rigorous structure for teaching and learning designed to engage children of all abilities in the demands of today's world. The IPC has proved to be successful in inner city schools, in international schools and small remote schools in rural environments. It is just as relevant for children who need challenge and extension as it is for children who need support in accessing the mainstream curriculum.

English and maths will be addressed through lessons taking up 45 minutes per day. Much of the practical maths work involving, for example, measuring and counting, and a lot of writing practice, will be covered extensively through contextual practical work in the IPC, which is followed for 15 hours per week. The lessons devoted specifically to English and maths will be an opportunity to focus on less practical matters such as punctuation and algebra, with the teacher able to identify knowledge that the children can use in their project work later in the day.

The children and staff will have plenty of time to identify individual learning needs through practice, observation and discussion, and, every morning, there will be 1 hour allocated for teacher directed small group work on topics that the teacher feels are most relevant for individual children. In this way it is possible that some children will spend twice as long on maths practice as they do on literacy, because that is where their needs lie.

Study time on the Friday will be supported by many volunteers, be they parents or other community members. This will enable every child to receive personal attention, and allow the teacher to focus her/his skills most appropriately.

Appropriate homework will be set, including work for parents to do with their child to support their learning.

The 'children's learning will not be restricted by the constraints of the National Curriculum, so, if there is a need to continue with a particular topic during the following week, the teacher has the flexibility to do that, and to offer additional targeted support to those in need during project time, or as homework support.

3 hours per week will be devoted to class research projects, with children working in self-managing groups to research particular topics and report on their findings. Each class will have this time in the dedicated research room on different days. The projects may relate to the suggestions contained in the IPC, or may derive from a class discussion. The children will produce a report on their findings which the teacher may use as a springboard for further discussions. This approach is based on the work of Professor Sugata Mitra about self-directed learning experiences, following his "hole in the wall" discoveries with disadvantaged children worldwide. [REDACTED] has expressed an interest in being involved with the WNA project, and will help and advise on this initiative.

An hour each day will be dedicated to creative and artistic expression, to give children an opportunity to explore and develop different talents in ways that suit them best. This is in line with our ethos and vision, and also fits well with the other elements of the curriculum, as performances can be easily related to study topics.

Lunch will be a shared experience for the whole school. Children will be involved in preparing and serving the meals, and teachers will join the children at the tables. There will be many opportunities to work on the social skills of the group, as well as encourage healthy eating from a diverse menu.

The afternoon will be devoted to the themed project work which makes up most of the learning at Key Stage 2, and the children will then return to their class groups for a 15 minute plenary session with their teacher.

School ends at 4.00pm, although there is then an optional after school club with homework support groups and a hot meal, the latter provided at low cost to encourage parents to attend when they can.

Year 3 - 6 Class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00	Breakfast Club				
09:00	Self-directed research groups, minimal teacher input	Literacy	Maths	Literacy	Maths
		Maths	Literacy	Maths	Literacy
10:00	(15 minute break)	Teacher assigned groups or individual work focused on individual needs, with adult volunteers helping with group work or individual support			(15 minute break)
11:00	Pupils report on investigations	Focus on creativity and artistic expression Performance skills, creative writing, storytelling, art, dance, singing, music, drama, etc. leading to performances, presentations and exhibitions			
12:00	Shared lunch with teaching staff- Focus on health and social skills				
1.3:00	Project-based work - the International Primary Curriculum				
14:00	Themed cross-curricular projects lasting many weeks, with measurable outcomes for a broad subject range, English, maths and science included				
15:00	15 minute class assembly				
16:00	After school club, with hot meal provided				
18:00					

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Our Inclusion Strategy

To ensure the curriculum is fully inclusive and meets the needs of all children, teachers will:

- Use teaching approaches appropriate to different learning styles;
- Use a range of organisational approaches, such as grouping or individual work, to ensure that individual needs are properly addressed;
- Vary content and presentation so that it matches the learning needs of particular children;
- Use a range of activities and contexts for work and allow a variety of interpretations and outcomes;
- Allocate sufficient time for children to complete tasks;
- Use accessible texts and materials that suit children's age and level of learning;
- Plan work which builds on interests and cultural diversity;
- Plan the pace of work so that all children have the opportunity to learn effectively and achieve success;
- Plan challenging work for those whose ability and understanding are in advance of their peer group;
- Provide support by using ICT, video or audio materials, dictionaries and other suitable aids;
- Enable the fullest possible participation of children with disabilities, including those with medical needs, to access physical activities and extra-curricular activities with appropriate support, aids or adaptations. Many children with disabilities can learn alongside their peers with little need for additional resources beyond the aids or equipment they use as part of their daily lives.

The above will be carried out with consideration for the demographic needs of our local area.

We have a particular strategy for children with special educational needs (SEN).

The **school's ethos** is based on respect for the intrinsic capabilities of children and the recognition that all children are unique individuals with a wide range of abilities and potentials. We recognise, acknowledge and celebrate the uniqueness and individuality of every child and young person.

Our vision is that all children will:

Regardless of socio-economic background, family circumstances, ethnic origin, religion or belief, or special need, achieve their potential;
Have a supportive learning environment at home as well as at school;
Develop a love for learning and high aspirations;
Have high levels of self-respect, self-esteem and self-belief;
Cultivate a rich variety of intelligences and competencies;
Have ownership of their learning and develop their own interests and talents;
Be fully prepared to succeed in their secondary education.

Parents will:

Have improved their nurturing skills;
be more confident as educators of their children.

Teachers will:

Continually seek to develop their skills, knowledge and understanding;
develop and sustain effective, engaging and inspiring learning environments.

The community will:

Be involved in the life of the school;
welcome the school into its heart.

Definition

Children have SEN if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age.

Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

The unique needs of our area

Our school recognises the needs of the children and families who live within our area, and the fact that they may need additional support before they can access a full curriculum. We expect to encounter:

- Many children with social and emotional difficulties
- Many children from deprived communities
- Many children from homes where English is not their first language.

We are also aware of the need to provide breadth and challenge to all pupils, that this includes those of very high ability or displaying particular interests and talents.

This is reflected in our decision to extend the Foundation Phase up to age 7, and the greater involvement of parents during this phase. We also recognise that existing statutory provision within the area fails to address the needs of such children, as results show that “low achievers” fail to improve during the course of their primary education.

Social and emotional difficulties

By delivering a curriculum model that is significantly different from most parents' experience of school, we believe we will encourage parents to get involved in the life of the school. We will have a range of training opportunities for parents, including ones that develop parenting and nurturing skills as well as ones providing educational support for their children. Our charity sponsor, Kids & Us, is keen to work with parents to develop communication skills within the family, to address issues of self-esteem and self-belief within the family context, rather than working with the child in isolation. This objective is based on Kids & Us' experience in local schools over the past 5 years.

The curriculum is specifically designed to work with the child's strengths and interests, and to support the child as he/she engages in play-based learning. We put the responsibility for unobtrusively guiding the learning on the teachers, so that children can remain immersed in their activity for deeper learning. This is inherently good for self-esteem and self-belief, particularly if coupled with an attentive and supporting parent at home.

Where parents are unable to offer sufficient time to support the child, we will make more adult 1:1 contact available in school.

These approaches will work in conjunction with the SEAL program, which we will introduce from the outset.

Speakers of English as an additional language (EAL)

West Newcastle Academy will welcome children from families where English is not the first language. We will offer the parents classes to improve their English conversation and reading skills, and encourage them to help teach in the school, as volunteers, so that the variety of languages in the community can be fully appreciated. This will help their children to appreciate the value of their home languages, and to be proud of their family's culture.

Our extended Foundation Phase curriculum, supported by community volunteers, is perfect for instilling confidence in young learners, as it gives them:

- Space and time
- Adult patience and support
- Thoughtful and personalised provision
- Acknowledgement of skills in their home language.

We would hope that the variety of cultures and languages within the area will be reflected among the school's staff to further support 'children's learning. Children will be encouraged to communicate and think in their home language whilst learning English, to enable them to perform better across the curriculum.

Kids & Us has extensive links with charitable organisations across the city, including many black and minority ethnic (BME) support groups and Refugee community organisations, and can access translation and interpretation services for a large number of community languages. Many Refugee groups have expressed interest in working alongside the school to support and educate pupils.

We are acutely aware that some of our families might have arrived in the country at very short notice, and we will take into account the age of the child and the length of time spent in England, and previous exposure to the language as well as the child's ability in other languages, to ensure we are not misinterpreting poor grasp of language as a learning difficulty. We will offer as much language support as is needed for the child and family so that the child can reach her/his potential at West Newcastle Academy.

Children from particularly disadvantaged communities

In many ways, every child in west central Newcastle could be said to live in a disadvantaged community due to the extensive social deprivation and child poverty across the area. But even so, there are some families that are faced with further disadvantages due to a historic lack of trust in the statutory services, and a lack of understanding of their cultural heritage. These families are part of the Roma community of which there are a large number in the area.

It is traditional in Roma communities for children to stay with the family and be cared for and educated by their mother for as long as possible. It is very unusual for Roma families to place children into early years provision; the children are much more likely to take up a school place when they reach statutory school age. Roma children will have little or no experience of behavioural expectations in schools, and possibly very little English language. As a general rule, Roma parents do not trust schools to look after their children and have little respect for the education process.

West Newcastle Academy has the perfect curriculum for these children, as they will have a lot of freedom to learn at their own pace and in a flexible environment. This gives the children plenty of time to acclimatise to the school's way of life as the more structured curriculum builds around them. The challenge for us is to identify children in the area as soon as possible, through our links with the local 'Children's Centre, and to engage with the families on an outreach basis, so we can introduce them to the ethos of our school, and enable the parents to be involved alongside their children for as long as they want.

What takes place in the home influences what children value and how they react to the experiences offered to them in school. If parents do not appear to value aspects of schooling, then children are likely to lose their enthusiasm. Our early years teachers will ensure that they get to know the fears and aspirations of Roma families, in order to create an environment in which Roma families feel included and able to "opt in" to the school's provision. In such an environment, Roma adults will want their children to succeed within the school.

Outreach also offers an opportunity to introduce the child to some activities that are typical of our Foundation Phase, perhaps through access to our weekend toddler group in a local woodland.

Gifted and talented pupils

Many gifted and talented pupils get overlooked in schools because they adapt to the norms of the class and try not to stand out from their peers. They may be aware that the questions they want to ask are completely different from the questions being addressed by the busy teacher, and therefore decide not to ask them. Sometimes gifted and talented children will be disruptive in class because they are not sufficiently stimulated. Teachers naturally focus on the disruptive issue and may miss the underlying talents.

At West Newcastle Academy we will provide all children with a learning environment that fits their needs, and suitable adult support will ensure that every child can work at the limits of their knowledge and explore the avenues that most interest them. This is an ideal environment in which gifted and talented pupils can thrive, and ongoing teacher observation and assessment will identify particular talents, whether the talents be academic, artistic or sporting.

Whether children are experiencing supported learning for the first time, perhaps with no knowledge of the English language (as might be the case with a 5 year old Roma child), or whether children have all the social benefits and educational background that we could hope for (as might be the case with a [REDACTED] who transfers from an

independent fee-paying school), our learning environment will enable them to thrive and enjoy their learning.

During the Junior Department years, the daily program of group research and project-based learning will offer many opportunities for gifted and talented children to experiment and enquire, whatever their talents.

Pupils with disabilities

Not all pupils with disabilities will necessarily have SEN. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. However, teachers will take action in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the curriculum provision and the statutory assessment arrangements. Potential areas of difficulty will be identified and addressed at the outset of work, without recourse to formal provisions for disapplication.

Teachers will take specific action to enable effective participation of pupils with disabilities by:

- Planning appropriate amounts of time to allow for the satisfactory completion of tasks (with so many open-ended learning opportunities at West Newcastle Academy, and longer blocks of learning time, teachers will have little difficulty planning for this).
- Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum (this will also be easily addressed due to the curriculum and learning environments on offer).
- Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals (as the project-based work is a long-term objective, there is sufficient time to identify individual difficulties and to make necessary adjustments).

SPECIAL NEEDS POLICY

Rationale

West Newcastle Academy is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having SEN, have an entitlement to a broad and balanced academic and social curriculum which is fully accessible to them, and an entitlement to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, to develop an environment where all children can flourish and feel safe.

The degree of difficulty which any child may experience is the result of complex interaction between the individual needs, the curriculum and the learning context. Some children experience short-term problems, whilst others may experience profound and persistent difficulties.

In order to achieve the objectives in this policy, inclusion and special needs are seen as whole school issues which are the responsibility of everyone, the head teacher, the teachers, the support assistants, the parents, the children and the governors.

Objectives

Our main objectives are:

To ensure that the SEN Code of Practice is fully implemented and followed through, and to ensure that all legislative responsibilities and duties in relation to SEN are complied with.

To create a framework for action which will support links between staff, relevant support agencies and families.

To provide full access to the curriculum through differentiated planning by class teachers, the SENCO, and support staff, as appropriate.

To make available strategies and resources relevant to pupils' SEN.

To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for pupils recorded as having SEN at School Action or School Action Plus.

To ensure that pupils with SEN are perceived positively by all members of the school community and that provision for SEN and inclusion are positively valued and accessed by pupils, staff and parents/carers.

To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible. To organise and maintain records and resources so that all members of staff know what is available and where they are kept.

To agree, as a whole school, methods of identification, assessment, provision for and review of children with SEN.

To ensure that all children are recognised and rewarded for their achievements, however small.

To involve parents at every stage in plans to meet their child's additional needs.

To involve the children themselves in planning and in decision-making that affects them.

Identification of Children with SEN.

Accurate and sensitive assessment of pupils' needs and achievements is vital. Assessment forms the foundation of any intervention and allows teachers to set a baseline by which pupils' progress can be measured. Any child whose learning is adversely affected should be considered to have SEN. The school's system for regularly observing, assessing and recording the progress of all children will be used to identify children who are not progressing satisfactorily and who may have additional needs. The school's system includes reference to information provided by:

- The child's family.
- Entry assessment results.
- Curriculum progress descriptors.
- Progress measured against the P level descriptors.
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development.
- An existing Statement of SEN or SENSS assessment.
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs.
- Another school or local authority which has identified or has provided for additional needs.

Evidence can be gained from observation, discussion, questions, responses, pupils' self-assessment, specific examples of work, teacher constructed tests.

Other forms of assessment include:

- Baseline assessments.
- The Hodder and Stoughton test.
- NLS sight vocabulary tests.
- SENSS - informal assessment tests.
- Physical assessments.
- EPS assessments.

The Role of the SENCO

- Ensure that all pupils, including those with special or additional needs, receive their full educational entitlement and have access to the whole curriculum.
- Guide and advise all staff in their support of a child with additional needs.
- Develop alternative teaching strategies and individualised learning programmes, where necessary.
- Provide a strategic overview of SEN and inclusion throughout the school, including planning, policy writing, advising and supporting other staff.
- Prepare and manage statutory assessment paperwork.
- Organise, attend, chair and administer annual reviews (including writing the school's advice and the recommendation report).
- Meet with parents and carers.
- Prepare referrals and attend meetings with other outside agencies.
- Manage the transition process:
- Track pupil progress using all available data and evidence.
- Initiate and carry out assessments.

- Manage the budget and resources, including the annual audit where this is necessary to secure additional funding from the local authority.
- Manage special arrangements for end of Key Stage tests and external examinations.
- Lead CPD for all staff, governors and parents.
- Contribute to and write Individual Education Plans.

Differentiated Curriculum Provision

At West Newcastle Academy, the vast majority of the work is personalised and follows the lead of the child. The teachers will provide the environment that the child requires in order to advance her/his learning. Thus, there is an ongoing process of observation, assessment and personalisation that ensures the curriculum is differentiated to the needs of every individual.

The formal literacy and maths lessons will be mainly instructional, and children with sensory difficulties will be supported appropriately so they can access the lessons. Children of different abilities will receive practical support appropriate to their needs in order to understand the work in a practical setting. When children are identified as not understanding particular elements of the teaching, the teacher will assign some specific practical work during research time, or sit with a group to work through practice examples.

Strategy for the use of ICT to support SEN

Before we employ new technology solutions we are careful to identify precisely which of a child's needs we wish to address so that targeted support can be employed.

- Those working with a pupil need to consider:
- What is currently working well for the pupil?
- What is not working for the pupil?

Next consider:

- What are the needs we wish to target?
- Why is the pupil having problems?
- What do we want ICT to do?
- What other strategies (non-ICT) could be used?

List the priority areas to target, identifying which of the need types they come under:

Cognition and Learning Speech

There is great potential for using ICT to promote inclusion and for supporting personalised learning. Different learning styles can be addressed by using a range of media such as sound, pictures, text and film that can be manipulated by pupils using an interactive whiteboard to reinforce learning.

Language and Communication

It is important for all parties involved in supporting a pupil with Special Learning and Cognition Needs (SLCN) to consider potential benefits and challenges when basing support around ICT. There needs to be a reasoned approach to using ICT resources. Some pupils with SLCN may have very specific needs and these may require activities or resources that are more “specialised”. Alternatively, other resources may be appropriate for several pupils with more general language and communication aims.

Physical and Sensory Behaviour

It has long been established that ICT is an important tool for enabling pupils with physical difficulties (PD). However, when considering ICT support for pupils with PD, it is important to remember that there is a huge variation in the degree of physical impairment, from mild, barely noticeable impairment to extremely severe. It is thus important to set clear objectives for each individual pupil - stating what technology could be used and for what purpose. For many, a professional assessment is an essential starting point in establishing specialised equipment requirements. For many of us technology is about making things easier. For those living with sensory impairments it can be about opening up possibilities.

The nature of the individual's visual impairment will inform the way in which ICT could facilitate and enable learning. It is therefore important to have a clear understanding of the pupil's visual impairment. In addition, consideration needs to be given to what can be done to create a more supportive environment in which to access the curriculum. Technology and resources can be identified to support access and individual learning. There needs to be a clear understanding as to the purpose of the technology and what it can bring to each individual (e.g. blind or partially sighted) pupil.

Social and Emotional

For many children with emotional and behavioural difficulties the computer can provide a non-threatening environment in which they can learn without fear or failure. This is particularly true when:

- Tasks are organised in a consistent manner;
- Programs can perform some complex or tricky actions - such as interpret information or presenting information in alternative ways;
- Information is presented visually (multimedia formats make tasks interesting and suitable for those who may get overloaded with language or task content);
- The need to engage and interact with people is much reduced and language can be simplified;
- ICT environments are not as threatening as face-to-face contacts.

D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

D4.1 Our aspirations

West Newcastle Academy has very high expectations for pupil achievement.

By:

- Working closely with the parents of children from when they first enter school, and valuing what they have to offer to the learning environment;
- Enabling children to learn at the pace that is right for them;
- Providing learning environments that are tailored to the developing needs of the children, and supported by knowledgeable and enthusiastic adults; and
- Believing in our 'children's ability to be responsible, self-managing learners in support of project goals;

we expect that every child will achieve the nationally expected standards of attainment at age 11, as a minimum, and the number of high achieving children will exceed that in other schools in the immediate area.

We acknowledge that this target is far higher than the current attainment levels in local schools, but our curriculum is designed to specifically address the needs of the local population. Also, we believe that, despite the problems some families have in terms of previous educational experiences, poverty and disadvantage, our role is to ensure that every child fulfils their potential and is therefore able to benefit fully from their secondary education, just as pupils from more advantageous backgrounds might benefit.

Success in secondary education is not just down to academic achievement though, and our targets include measurements related to inquisitiveness, and resilient and independent learners.

Our vision statements have been translated into measurable outcomes below and we have established targets to monitor 'children's achievement against these expected outcomes. Most of the softer outcomes are simple to monitor, requiring the maintenance of records and logs by key staff. The academic outcomes require the establishment of baseline data at the end of Reception Year, using the current Early Years Foundation Stage Profile, and regular observations checked against the expected Foundation Stage outcomes, to ensure children are on target to achieve at age 11.

D4.2 Assessment management

The effective management of pupil performance data is recognised as an important aspect of the organisational knowledge of West Newcastle Academy. Pupil performance data is a key element in ensuring effective pupil learning and in

improving pupil learning. Schools throughout the world use assessment to gather pupil performance data, however, some schools make less than effective use of available data whilst others utilise it effectively to improve pupil attainment. It is our aim to use quality data to improve pupil performance through better planning and more attention given to individual pupil's needs.

For our pupils up to the age of 5 we will use the Early Years Foundation Profile and utilise the Profile Results throughout England to provide comparative data to indicate areas for further improvement.

For pupils in KS1 & KS2 we will use PUPIL ASSET as a comprehensive system to provide detailed tracking of pupil performance, progress and attainment. It will enable us to determine accurate baseline information and provide us with progress statistics for a wide range of cohort it will also give the capacity to identify which levels pupils are on target to achieve and how well they are performing in relation to national and personal targets. It is fully compatible with other management information systems and allows for teachers to have up to date information about individuals and groups of pupils within their classrooms at all times. It will ensure that we can chart our actual results against our targets for both groups of pupils and individuals.

In addition we will be utilising the comprehensive International Primary Curriculum Assessment for Learning (AfL) Data Management System. Recording assessments in The AfL Tracking Tool will make it simple for teachers to record 'children's progress against the AfL rubrics using this online recording and tracking tool. The recording element of AfL initially involves accessing and setting up classes in a secure database. This database will hold pupil data including their assessments, classes, rubrics, skill-levels achieved (beginning, developing or mastering) and subjects being assessed. This information can then be added to the PUPIL ASSET system to give even more comprehensive information concerning pupils' progress, attainment and achievement.

D4.3 Our targets and milestones

VISION STATEMENT	RESULTANT OUTCOMES	WHAT'S MEASURABLE?	TARGETS/MILESTONES
Have a supportive learning environment at home as well as school	Excellent home-school partnerships	% of parents contributing regularly to their child's learning portfolio	90% in KS1 50% in KS2
		% of children who have an adult read to them every day.	100% in KS1 40% in KS2

Develop a love for learning and high aspirations	Energetic, inquisitive and enquiring children Resilient and independent learners	-Number of children contributing to research projects: - Quality and usefulness of the research outcomes - Number of pupils making expected progress throughout school -Contribution towards research work -Levels of perseverance with difficult tasks	By the end of Year 3, 100% of children will have found their role in groups. Reports produced are helpful for teachers and address the problem that was set. Starting with baseline data collated in Reception Class, every child progresses satisfactorily Research reports indicate that every child has undertaken independent research. Teacher reports indicate that every child shows improvements in resilience every year.
Have high levels of self-respect, self-esteem and self-belief	Excellent behaviour and respect for others	Entries in bullying log Whole class behaviour reports	Zero bullying instances involving KS2 children who graduate from the Infant Department. 100% of KS2 class reports are positive
Cultivate a rich variety of intelligences and competencies	Children take part in a variety of activities,	Number of performances, games, presentations, productions per child Range of activity per child	Every child will have taken part in public presentation of their talents at least once per year. Every child will have experienced opportunities to develop skills in drama, music, singing, dance, team sport, storytelling, creative writing
Be fully prepared to succeed in their secondary education	Have sufficient breadth and depth of knowledge at the end of KS2	Pupils' assessment reports from IPC projects Pupil attainment at end of KS1 and KS2 tests in English, maths and science	-IPC reports show experience and achievement across the whole subject range for every child -100% of KS1 children will reach Level 2 in teacher assessments in English, maths and science. -100% achieve level 4 in English, maths and science -30% achieve level 5 in English, maths and science

D4.4 Stage One: The Infant Department

'Children's learning will be formatively assessed by teachers on an ongoing basis during their observations, discussions and analysis of the project groups, as part of the reflective cycle discussed in D1 above. Documentation from group projects and individual work will be on display in school and kept in portfolios which children and parents will be able to read and add to on an ongoing basis. This documentation is the foundation of exchange between children, teachers and parents, focussing on the learning experiences of the children. It contributes to the continual evolution of the school as a thoughtful, reflective learning environment and forms the basis of teacher's assessment of the 'children's attainments.

Every term this documentation will be used to assess each child's learning in the following areas:

Curiosity and engagement What is the nature of the child's engagement with others and with the environment?

Expressive languages What languages of expression does the child favour using (for example, drawing, construction, writing, drama) and to what effect are they being used? How might these languages be developed, and what new languages of expression could be introduced?

Imagination and ideas What theories is the child exploring? How are their ideas developing? How could these be further supported and developed?

Autonomy and responsibility How does the child take responsibility for him/herself, others and the environment? What challenges are the child working with, and how is he/she meeting them?

The ¹Laevers Child Involvement Scale (Appendix B1) will be used to assess the levels of engagement and interaction of the children, which teachers will use to help them further enhance the quality of the environment and teaching.

'Involvement' is a quality of human activity:

- Which can be recognised by a child's concentration and persistence;
- Is characterised by motivation, fascination, an openness to stimuli and an intensity of experience both at the physical and cognitive level, and a deep satisfaction with a strong flow of energy;
- Is determined by the 'exploratory' drive and the child's individual developmental needs;
- As a result of involvement there is evidence to suggest that development occurs. (Laevers, 1993)

Involvement is a measure for quality applicable to an endless list of situations and is

¹ Laevers, F. (1993) Deep level learning: an exemplary application on the area of physical knowledge
European Early Childhood Education Research Journal 1(1) 53-68

observable at all ages. One of the predominant characteristics of involvement is motivation. An involved child is fascinated and is totally absorbed in the activity; the time passes quickly for the child. An involved child is extremely alert and sensitive to relevant stimuli, releases an immense amount of energy and experiences a wonderful feeling of satisfaction. The source of this satisfaction is an inbuilt desire for the child to gain a better understanding of reality.

Involvement does not occur when the activities are too easy or when the task is too demanding. It is situated at the edge of a child's capabilities, or in the "Zone of Proximal Development" (Vygotsky, 1962). There is evidence to suggest that an involved child is gaining a deep, motivated, intense and long-term learning experience (²Csikszentmihalyi, 1979, Laevers, 1994).

Class family meetings will be held at half-termly intervals where teachers will meet together with family members to discuss aspects of the 'children's learning. For example, if a project was emerging around 'children's interests in the creatures they had discovered living in the woods, the teachers and family members could discuss aspects of the 'children's learning, how the children might be continuing their learning at home, and information and ideas from families about their 'children's interests and learning outside of school. Teachers may discover that family members have specialist knowledge or interests which could be utilised to further develop 'children's skills and knowledge. These meetings will value the contribution of families and encourage them to take an active interest in their 'children's education.

² Csikszentmihalyi, M., & Graef, R. (1980) The experience of freedom in daily life American Journal of Community Psychology 8(4) 401-414

Foundation Phase Outcomes

The Foundation Phase outcomes incorporate the current Baseline Assessment Scales and Descriptions and the National Curriculum level descriptions. They have been developed to support the end of phase statutory teacher assessment. There are six outcomes per Area of Learning, and for information purposes the following outcomes broadly cross-reference to the current National Curriculum level descriptions:

- Foundation Phase Outcome 4 links with National Curriculum Level 1
- Foundation Phase Outcome 5 links with National Curriculum Level 2
- Foundation Phase Outcome 6 links with National Curriculum Level 3.

Teacher assessment covers the full range and scope of the Foundation Phase learning continuum. It will take account of evidence of achievement in a range of contexts, including that gained through discussion and observation throughout the Foundation Phase.

At the end of the Foundation Phase, teachers are required to assess and report outcomes attained by each child by means of teacher assessment in:

- Language, Literacy and Communication Skills
- Mathematical Development.

The Foundation Phase Outcomes describe the type and range of achievements characteristic of children within the Foundation Phase. In deciding a child's outcome at the end of the Foundation Phase, teachers will judge which description best fits the child's performance. Each description will be considered in conjunction with the description for adjacent outcomes.

The aim is for rounded judgement that:

- Is based on knowledge of how the child performs across a range of contexts
- Takes into account the different strengths and weaknesses of that child's performance
- Is checked against adjacent outcomes to ensure that the outcome awarded is the closest match to the child's performance.

We expect that teachers will have been guiding 'children's learning throughout the Foundation Phase to enable the children to achieve outcome Level 5 or 6, which will act as a springboard for learning at KS2.

Examples of the skills and achievements expected at each outcome level are provided through the Foundation Phase for Wales across the 6 Areas of Learning. Here we include the expectations in Literacy and Mathematics.

Language, Literacy and Communication Skills Outcomes

Foundation Phase Outcome 4 (NC1)

Children speak audibly, conveying meanings to a range of listeners. They begin to extend their ideas or accounts by including some detail. Children listen to others, usually responding appropriately. They recognise familiar words in simple texts and, when reading aloud, use their knowledge of letters and sound–symbol relationships to read words and establish meaning. They respond to poems, stories and non-fiction, sometimes needing support. Children’s writing communicates meaning through simple words and phrases. In their reading or writing, they begin to demonstrate an understanding of how sentences work. Children form letters, which are usually clearly shaped and correctly orientated. They begin to understand the different purposes and function of written language.

Foundation Phase Outcome 5 (NC2)

Children speak clearly and with increasing confidence and use a growing vocabulary. They show an awareness of the needs of the listener by including relevant detail. They understand and convey simple information. They usually listen carefully and respond to a wider range of stimuli. In some situations they adopt a more formal vocabulary and tone of voice. They begin to realise that there is variety in the language they hear around them. Their reading of simple texts is generally accurate. They show understanding and express opinions about major events or ideas in stories, poems and non-fiction. They use a range of strategies when reading unfamiliar words and establishing meaning. Children’s writing communicates meaning. They use appropriate and interesting vocabulary showing some awareness of the reader. Ideas are often developed in a sequence of connected sentences, and capital letters and full stops are used with some degree of consistency. Simple words are usually spelled correctly, and where there are inaccuracies, the alternative is phonically plausible. In handwriting, letters are accurately formed and consistent in size.

Foundation Phase Outcome 6 (NC3)

Children begin to modify their talk to the requirements of the audience, varying the use of vocabulary and level of detail. They explore and communicate ideas, showing an awareness of sequence and progression in a range of contexts. Through relevant comments and questions, they show that they have listened carefully. They read a range of texts with growing accuracy, fluency and emphasis. They read independently, using appropriate strategies to establish meaning. They respond to texts and express preferences. They show an understanding of the main points and talk about significant details. They use their knowledge of the alphabet to locate books and find information. Children’s writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately. Words are chosen for variety, interest and effect. The basic grammatical structure of sentences is usually correct. Punctuation is generally accurate. Spelling is usually accurate. Children produce legible writing.

Mathematical Development Outcomes

Foundation Phase Outcome 4 (NC1)

Children use mathematics as an integral part of classroom activities. They count, order, add and subtract numbers when solving problems involving up to 10 objects. They count on and back in steps of different sizes and from different numbers. They can read and write numbers up to 10. They use everyday language to compare and to describe positions and properties of regular shapes, and to discuss their work. They represent their work with objects or pictures. They measure and order objects using direct comparison, and order events. They are aware of the values of different coins. They recognise, use and make simple repeating patterns. They sort and classify objects, demonstrating the criterion they have used.

Foundation Phase Outcome 5 (NC2)

Children choose the appropriate operation when solving addition or subtraction problems. They use mental calculation strategies to solve number, money and measure problems. They count sets of objects reliably, and use mental recall of number facts to 10 to add or subtract larger numbers. They order numbers up to 100. They identify and use halves and quarters in practical situations. They use everyday non-standard and standard units to measure length and mass. They talk about their work using familiar mathematical language, and represent it using symbols and simple diagrams. They recognise sequences of numbers. They distinguish between straight and turning movements, and recognise half turns and quarter turns and right angles in turns. When they have gathered information, they record their results in simple lists, tables, diagrams and block graphs. They sort objects and classify them using more than one criterion.

Foundation Phase Outcome 6 (NC3)

Children organise their work and try different approaches. They use place value in numbers up to 1000 to make approximations. They develop further mental strategies for adding and subtracting numbers with at least two digits. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division, including those giving rise to remainders. They use standard units of length, capacity, mass and time. They use decimal notation in recording money, and recognise negative numbers in the context of temperature. They talk about and explain their work. They use and interpret mathematical symbols and diagrams.

D4.5 Stage Two: The Junior Department

Extensive use will be made of Assessment for Learning, which depends on:

- The provision of effective feedback to children and young people
- The active involvement of children and young people in their own learning
- Adjusting teaching and learning to take account of the results of assessment
- A recognition of the profound influence assessment has on the motivation and self-esteem of children and young people, both of which are crucial influences on learning
- The need for children and young people to be able to assess themselves and understand how to improve.

Methods to assess achievement will include:

- Observing children and young people - this includes listening to how they describe their work and their reasoning
- Questioning, including using open-ended questions, phrased to invite children and young people to explore their ideas and reasoning
- Setting tasks in a way which requires children and young people to use certain skills or apply certain ideas
- Asking children and young people to communicate their thinking through drawings, artefacts, actions, role play and concept mapping as well as writing
- Discussing words and theories and how they are used or applied.

Assessment for Learning requires that assessment is undertaken in a flexible and imaginative manner, a manner which ensures that many, if not all, aspects of learning are assessed, and assessed in ways which reflect the 'children's preferred learning styles.

The International Primary Curriculum (IPC) has two detailed forms of assessment. Assessment for Learning where:

- Learning goals and standards are clearly articulated
- Children can demonstrate what they have learned
- Children know how to improve their learning
- Children are actively engaged in assessment and evaluation of their learning and the learning of others
- All subjects and themes are included.

Assessment of Learning where:

- Nine subjects are assessed
- Assessment applies across three age ranges: 6 to 7, 7 to 9 and 9 to 11 (but in the Junior Department, other than in exceptional cases, only the latter two age ranges concern us)
- Three levels of performance are identified
- Performance descriptors are available for children and teachers
- All assessment data is recorded on a web-based database.

As well as the IPC assessment tools, we will measure 'children's progress in English and maths against the National Curriculum attainment level descriptors to ensure that learning is continuous and ongoing in these core subjects.

Assessment for learning and assessment of learning will allow us to improve 'children's learning and understanding, and to track progress over varying periods of time, in different areas of the curriculum and across different groups/groupings of children.

These increased assessment opportunities will provide rigorous data to ensure continuity and progression, and further opportunities for children to demonstrate success in a wider range of curriculum areas, including an international dimension. We firmly believe that our pupils will perform very well at these tests, and will demonstrate the success of this approach.

Each unit explains clearly how the work builds upon 'children's previous knowledge and previous experiences. Each unit has a specific planning framework to ensure that all aspects of the curriculum are covered in detail, that specific learning outcomes are identified, that appropriate activities are articulated and resourced, that assessment for learning takes place throughout the unit to help children improve their learning, and that assessment of learning takes place throughout the unit to quantify what the children have learnt and identify where they need to improve.

For KS2 units the learning outcomes for each curriculum area are clearly identified. For example, in a unit entitled: **Saving the World [7-9 year olds]** the following scientific learning outcomes are identified:

- Be able to carry out simple investigations about plants:
 - Suggest ways of collecting evidence
 - Prepare simple investigations which are fair with one changing factor
 - Predict the possible outcomes of such investigations
 - Use simple scientific equipment
 - Test ideas using evidence from observation and measurement
 - Link the evidence to broader scientific knowledge and understanding
 - Use evidence to draw conclusions
 - Record and communicate observations and findings in a variety of ways
 - Explain observations and findings
- Be able to gather information about rainforests from simple texts
- Know about the living things that are supported by the rain forest environment
- Know about the ways in which animals are suited to life in the rain forests
- Know about the effects that light, air, water and temperature have on plants
- Know about the functions of leaves
- Know about the life-cycles of plants.

Assessment will take place throughout the themes/units with:

- The **KNOWLEDGE** learning targets measured at the end of the unit,
- the **SKILLS** observed and recorded throughout the unit,
- the **UNDERSTANDING** learning targets assessed by a judgement of observations carried out throughout the unit.

There is a sophisticated database to help teachers record, analyse and report their 'children's skills development within the IPC.

- **Record** The assessment tracking tool makes it simple for teachers to record pupil progress against the IPC Assessment for Learning rubrics.
- **Analyse** The analysis stage of the tracking tool allows teachers or school leaders to critically examine assessment data for pupils.
- **Report** The reporting stage allows teachers and school administrators to generate simple and structured reports for school use and communication to parents/carers.

We believe that the programme of assessment outlined above will benefit children attending West Newcastle Academy in a number of ways:

- It builds upon the school's ethos of recognising the diversity and uniqueness of each child
- It provides for a dialogue between child and teacher when undertaking the range of assessment for [and of] learning tasks
- It allows for detailed assessment of learning to take place in the full range of subjects and is not restricted to English, maths and science alone
- It enables children to demonstrate what they know and understand through a variety of assessment platforms
- The assessment tasks can reflect the school's aim to make learning as experiential, open-ended and enquiry-based as possible
- It will make full use of summative assessment tasks provided by both the English and the Northern Ireland National Curriculum End of Key Stage assessment tasks
- It will build up the 'children's self-confidence and self-belief by demonstrating what they know, how they can improve, and what to do when they do not know what to do.
- It will allow for a full range of skills, intelligences and competencies
- It will ensure that they are fully prepared for transition to senior school.

D4.6 Accountability for success

Accountability for success, and therefore responsibility for measuring success, lies with the Principal, who will delegate tasks appropriately. However, all staff will have individual responsibilities clearly defined in their Job Descriptions.

The school will operate a hierarchical structure of supervision and accountability, with all staff receiving individual supervision from their line manager every half term, where performance against targets is measured.

Unsatisfactory performance triggers a range of support mechanisms, including training and mentoring, to help the teacher improve, and there will be measures in place to ensure that children continue to receive the best opportunities whilst such a training plan is in place.

We have a member of our steering group with experience of developing supervision and appraisal systems for school staff, and he will assist the leadership team in this area, to ensure a robust system of accountability is in place by the time the school opens.

D4.7 Transition to KS3

West Newcastle Academy places great importance on the transition of its pupils from primary to secondary school and it will ensure both continuity and progression through effective co-operation between the Academy and local senior schools and the effective formative and summative assessment of the pupils to monitor their progress and attainment in order to allow the senior school to maintain pupil improvement and reduce any „dip‘ in performance observed by many senior schools. Our aim will be to share more information about individual pupils‘ achievements and attainment and the contributory factors, such as attendance and behavioural difficulties or family and social issues. A number of areas of concern can affect pupil performance in the early years of secondary education including:

- The way pupils are „taught to the tests‘ at KS2
- A loss of momentum between the end of the KS2 tests and the start of the secondary school
- „Peer pressure‘ at KS3 which could discourage high performance, especially amongst boys, through the influence of disinterested pupils on others; „working hard is not cool.
- The fact that pupils were not taught by the same teacher
- Pupil disillusionment after the initial burst of enthusiasm for the new school
- The need to merge different cultures of the various primary schools to which pupil were used

Our intention is that pupils will develop a love of learning, a motivation for learning and a passion for lifelong learning. Our strategies will develop resilient, reflective, resourceful, reciprocal and independent learners who are most able to adapt to the rigours and challenges of secondary education. We would seek to work closely with senior schools and develop a range of procedures to improve the transition process such as:

- Allocation of a transition co-ordinator
- Transfer of detailed data to senior schools
- Meetings between staff of West Newcastle Academy and the senior schools to discuss pupils, curriculum planning, consistency, pedagogy and assessment
- Encouraging staff from senior school to observe lessons at West Newcastle Academy

- Encourage pupils from senior school to participate in specific alternative curriculum days with pupils of the West Newcastle Academy
- Utilise the expertise of the leadership team at Royal Grammar School to improve the awareness of senior school procedures, practices and pedagogy.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

ADMISSIONS POLICY

The ethos of West Newcastle Academy is concerned with helping children from disadvantaged backgrounds to achieve their potential.

Our mission is: To enhance the social mobility of disadvantaged families in west central Newcastle.

This admissions policy has been compiled to comply with the School Admissions Code, and to help us to achieve our vision. We have defined the socially deprived area of west central Newcastle as our catchment area, so that we can prioritise families in the neighbourhoods where we conducted our surveys. This is the area where we identified parents as needing help as they support their 'children's education. The catchment area also helps to build an identified community presence at the school, rather than pupils being dispersed in all directions, so we can focus our community engagement within the area.

The school will have the following agreed admission number for the academic year 2013/14 and, subject to any changes approved by the Secretary of State, for subsequent years

The agreed admissions number for Reception Class will be 28. That number of places will be offered in Reception annually.

Admissions policy

Applications will be managed via the local authority system.

1. All children with a statement of SEN identifying West Newcastle Academy as the desired school will be admitted.
2. The school will then accept applications from any family applying within the application window, regardless of gender, race, faith, first language, ability or social status.

If oversubscribed, children will be allocated places according to the following:

1. Children who are looked after by a local authority in accordance with Section 22 of the Children Act 1989 at the date the relevant application for admission is made, and who the local authority has confirmed will continue to be looked after by it in accordance with the said section at the time they are admitted to the school.

2. Children for whom it is essential to be admitted to the school because of special circumstances to do with significant medical or social needs evidenced by written professional advice, explaining why these needs can realistically only be met by West Newcastle Academy.
3. Children who, on the date of admission, will have a sibling on the roll of the school. Sibling means a full, step, half, adopted or fostered brother or sister, but not cousin, who will be living permanently with them at the same address at the date of their entry to the school. The school may require proof of relationship.
4. Children living within the defined catchment area, further prioritised by:
 - 4.1 Entitlement to free school meals [up to the agreed quota and subject to change in School Admissions Code]
 - 4.2 Travelling distance from the school main gates to the front door of the building (at ground level), using public roads and pathways.
5. Children living outside the catchment area, further prioritised by:
 - 5.1 Entitlement to free school meals [until the quota has been reached and subject to change in School Admissions Code]
 - 5.2 Travelling distance from the school main gates to the front door of the building (at ground level), using public roads and pathways.

Definitions

- The catchment area is defined as the area of west Newcastle that is enclosed by the [REDACTED] to the west, the [REDACTED] and [REDACTED] to the north, the River Tyne to the south and the [REDACTED]. ([REDACTED]) and [REDACTED]. ([REDACTED]) to the East, subject to approval by DFE.
- The agreed quota for children entitled to FSM is initially set at 50%, this will be disregarded if there are no changes made to the Schools Admission Code.

Should there be a 'tie' between two or more applicants for a place in any category then lots will be drawn.

Catchment area



Operation of waiting lists

We will maintain a waiting list in line with the School Admissions Code.

Where in any year the school receives more applications for places than there are places available, a waiting list will operate for the first year. This will be maintained by the School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list following an unsuccessful application. A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria set (as applicable). Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

If time restricts the ability to work within the local authority system for the first year, the school will manage its own process for the 2013 intake only.

If we managed our own admissions procedures for the first reception intake, we would appoint an independent panel chaired by a local councillor, including local professionals (eg. Solicitor, Doctor etc)

We would approach our initial list of supportive parents and advertise the application process according to our marketing strategy; the admission process would be overseen by RGS.

We will provide parents details of the appeal process, which we intend to be conducted in line with the New Schools Admissions appeals code (Published 2012).

D6: Strategy for Behaviour and Attendance

Many of the children we want to attract to the school are likely to come from homes where the behaviour learned (in the sense that all behaviour is learned) may have little to do with positive attitudes to school or to learning. This supposition is supported by the outcomes of our initial consultation with local residents. Behaviour, for this school, is about far more than attendance and not disrupting lessons. There is currently talk in schools, and teacher training, about “behaviour for learning” which suggests that children must be regulated and regimented in order to fit the “teaching” model provided by the school. The aim of the school might be described as starting out, from the very beginning, on developing not behaviour *for* learning but, rather, “the behaviour *of* learning”. In other words, listening skills, and the development of tolerance and respect, are absolutely at the heart of the curriculum and the school’s aims from a child’s first day in school.

Infant Department - respect, responsibility and high expectations

When engaged deeply in learning activities, children are far less likely to be disruptive or disrespectful. By basing the curriculum on children’s innate enthusiasm and desire for sociable learning, we know that we will not have problems with “dis-engagement” that can sometimes be the result of following a set curriculum. High expectations will be placed on children as capable learners and thinkers, who can be challenged to question and deepen their ideas about the world. Teachers will create contexts where children are able to ask good questions and are challenged to create and test their own theories and solutions.

Children will be encouraged from the outset to have high levels of respect for other children, teachers and the environment. An emphasis on listening and working together in groups will enable children to gain understanding of others’ points of view as well as their own, and enable them to relate to other children and adults confidently and respectfully.

Children will feel a shared sense of responsibility towards the environment and the wellbeing of their classmates, encouraged through the model of care and respect shown by teachers and through the giving of appropriate responsibilities to children to care for the environment and one another. Through dialogue and debate children and teachers will agree on ways to be responsible and respectful in school. This democratic approach will mean that children will feel ownership over their systems for care and behaviour and are far more likely to follow them, encouraging others to do the same.

Junior Department behaviour

Behaviour and discipline are important in any situation in which significant numbers of people are brought together to engage successfully in education, but, when agreeing what standards of behaviour and discipline are acceptable, the children will play the lead role in reaching decisions. When empowered to do so, children from a very young age quickly agree what is and what is not acceptable behaviour and discipline to ensure that everyone’s right to a safe, secure and happy learning environment is realised. Whatever rules, rewards and/or sanctions are agreed to

encourage positive behaviour and good discipline, they will be shaped by the children themselves, be kept to a minimum, be unambiguous in meaning and be made known to everyone.

This behaviour strategy is underpinned by the draft policies for behaviour and dealing with bullying. We are also aware that pupil absence is a problem in many schools, so we have prepared a draft attendance policy.

WEST NEWCASTLE ACADEMY Behaviour Policy (Linked with Anti-Bullying Policy)

This behaviour policy is written in support of the ethos and vision of the school. It recognises the entitlements and responsibilities of different members of the school community. This policy is intended not only to apply to school but also during journeys to and from school, all extra curricular activities and on educational visits.

The policy is given to the parents/carers of all children joining the school and to new staff. It is also posted on the school website and its contents regularly referred to in assemblies or when dealing with children regarding behaviour issues.

Aims of the Policy:

- To encourage self-discipline
- To encourage respect for self and others.
- To establish a purposeful and efficient learning environment
- To promote health and safety
- To provide a clear framework for pupils, parents and staff to encourage good behaviour through praise and positive reinforcement
- To foster emotional and social development
- To foster good home/school relationships

Entitlements and responsibilities within our school community

All members of the school community are entitled to work and learn in an environment free from:

- Misbehaviour, whether this is persistent, defiant or low level disruption
- Bullying, assault, physical, racist or verbal abuse
- Unacceptable language
- People carrying offensive weapons or illegal substances
- People showing inappropriate materials e.g. violent, age-inappropriate, or sexual
- Accidental or deliberate breaches of school rules

All pupils are entitled to:

- Educational provision that meets their needs and enables them to enjoy their learning, be safe and healthy and make a positive contribution to their schools and the wider community
- Be taught in environments that are conducive to learning and free from disruption
- Be free from circumstances in which they are bullied, ignored, ridiculed or subjected to any form of discrimination
- Have their voices heard, to be listened to and to know where to go to share their concerns.
- Be consulted on class and school rules and have these rules displayed
- Receive an initial warning in order to give them an opportunity to behave in the expected way
- Have their personal space respected
- The support of staff including the SENCO, especially where breaches of the behaviour code are linked with a child's special needs in accordance with the Disability Discrimination Act.

All pupils have a responsibility to:

- Show, through their behaviour and their language, respect and consideration for teacher, support staff, pupils and other adults
- Take proper care of books, equipment and the school environment
- Accept and support the school's behaviour policy and expectations of behaviour, responding to advice and warnings
- Show the highest standards of work, behaviour, courtesy and appearance
- Respect others' personal space
- Respect and follow school rules at all times

Teachers and classroom support staff

Teachers and classroom support staff should be able to enjoy teaching and supporting without being subjected to the stresses caused by unacceptable pupil behaviour.

They should be entitled to:

- Expect the highest standards of work, behaviour, courtesy and appearance
- Regular professional development on behaviour strategies
- A clearly defined range of available disciplinary measures
- Clear guidelines and professional development on disciplinary matters
- The necessary time in the school day to share information, experiences and strategies meeting the behavioural needs of individual pupils
- Freedom from verbal abuse, threats or physical assaults within their working environment

- Be consulted on the school behaviour policy
- Expect pupils to respect and follow school rules.

Teachers and classroom support staff should be entitled to know:

- Where to turn when they need support
- The arrangements in place when pupils are removed from the classroom
- Sanctions they may apply when the behaviour policy and/or school rules are breached

Teachers including the Principal and classroom support staff have a responsibility to:

- Respect the pupils they teach
- Consult with their pupils on expectations of behaviour in the class and the school and reinforce these expectations, including by displaying the rules in classrooms
- Be committed to and have high expectations of pupils' learning
- Encourage and reward good behaviour and respect for others
- Prevent all forms of bullying amongst pupils
- Keep their pupils safe
- Seek support and advice about how to promote positive behaviour
- Keep parents informed of their 'children's educational and social progress
- Investigate incidents where unacceptable behaviour is observed or alleged and take action within the guidelines of this policy
- Work as part of a team with other teachers and support staff, seeking the advice of community based professionals if required
- Model expectations of behaviour including standards of courtesy shown to all in school –pupils, staff, parents and visitors
- Remind children of expected behaviour to give them a chance to avoid sanctions where possible
- Support children whose unacceptable behaviour is linked with their special needs in accordance with the Disability Discrimination Act: such support may include placing a child on the Special Needs Register or reviewing the stage they are at on the SEN register or reviewing their support provision.
- Impose sanctions where a child does not respond to expectations of behaviour or where behaviour is severe

Parents have a right to expect:

- The opportunity to be consulted on key school policies, including the behaviour policy
- Information on how the school promotes positive behaviour and how they can support it
- Information on school rules
- The facility to discuss and resolve any concerns.

Parents have a responsibility to support staff by:

- Supporting the application of the school behaviour policy and school rules and its system of incentives, rewards and sanctions
- Insisting that their child pays proper respect to staff, pupils, other adults in school and the school environment while in the school building, on school premises or on offsite visits organised by the school
- Not behaving aggressively or violently in words or actions towards staff, pupils or other adults

The Governing Body should:

- Be involved and contribute to the school behaviour policy
- Ensure the health and safety of the entire school community is not undermined or jeopardised
- Contribute to the school's positive ethos and its work in enhancing pupils' learning
- Ensure the behaviour policy is applied fairly and consistently and followed by all members of the school community, including visitors to the school
- Review the policy annually including considering the appropriateness of sanctions

Rewards

The school aims to reward good behaviour and positive attitudes to promote these standards and encourage pride and self-esteem in the pupil. Rewards and incentives will be decided by staff in consultation with pupils.

Strategies for dealing with unacceptable behaviour:

Step 1

When misbehaviour is identified, an adult will discuss it with the child and an appropriate way forward agreed. An appropriate warning or sanction may be implemented.

Step 2

If a misbehaviour continues Step 1 is repeated. In addition, parents will be informed, an oral target agreed and review period set. Other adults who interact with the child in the year group will be informed.

Step 3

If little progress is being made to improve the behaviour identified as targets within the time frame agreed, or if additional serious misbehaviours of concern occur, in addition to the previous steps, a member of the Leadership Team will become involved. A target sheet will be issued and behaviour recorded. The Principal will be informed.

Step 4

Should serious misbehaviours continue, a behaviour plan will be written. The Principal will be involved at this stage. Additional appropriate adults within the school will support and monitor behaviour. Guidance may be sought from other agencies and the SENCO who might provide support for the child. A meeting of all interested parties will be held and minutes of the meeting agreed.

Home/school communication

When difficulties arise, we need a means to deal with all situations, address and resolve all problems. WNA operates an Open Door Policy to parents who have a concern about the achievement or welfare of their child. A class teacher is available at the start and end of the school day to either deal with a concern or to make an appointment for the earliest opportunity.

Visitors to the school will be treated with the greatest courtesy and their problems are our concern. We will do all we can to help.

Lunchtime Supervision:

Midday supervisors must expect the same respect as teaching staff and pupils must know that these staff have the authority to carry out their duties effectively.

Strategies for Improving Attendance

When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills.

Children who miss school frequently can fall behind with their work and do less well in exams. West Newcastle Academy will make full use of the following strategies to ensure that pupils attend regularly and that we exceed our attendance targets.

The following strategies will be used to ensure the best possible attendance:

- An effective attendance policy setting out the systems and procedures for ensuring regular attendance
- Using an electronic registration system and make good use of the data provided to track specific days, weeks or activities which result in reduced attendance
- A first day contact system which reinforces the responsibility of parents to ensure their child attends school but also makes parents aware if their child is not at school when the parent thinks they are
- Raising the profile of attendance through publishing attendance data, celebrating good attendance, rewarding high attendance and punctuality
- The use of targeted intervention and support in areas of specific need and working in close support of families where poor attendance is a regular and persistent problem

WEST NEWCASTLE ACADEMY

ATTENDANCE POLICY AND GUIDELINES

1. Rationale

Regular school attendance for all children is important to ensure continuity and progression in their education. It is a school's responsibility to monitor and actively pursue the goal of regular attendance. The Government's recommendation is for pupils to attend for 96% of the school year.

We expect all our pupils to want to come to school. They should want to come because they will find a welcoming environment which is stimulating and interesting, good behaviour is praised and everyone feels valued and secure.

The school has a duty to make our 'children's time at school interesting and worthwhile. Parents have a duty to make sure that their children attend. The school is committed to working with parents as the best way to ensure a high level of attendance in line with our Ethos.

The suggestions of parents and children about how to encourage attendance are especially welcome.

2. Parents

Your child should come to school every day

Pupils should only be absent if the reason is "unavoidable". Allowing a child to be absent without good reason is against the law and parents can be fined. Every half-day absence from school has to be classified by the school (not by the parents), as either *authorised* or *unauthorised*.

This is why information about the cause of each absence is always required.

Authorised absences are mornings or afternoons away from school for a good reason: illness or other unavoidable causes.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This includes keeping children off school for trivial reasons; absences which have never been properly explained and children who arrive at school too late to get a mark. Providing a note may not be sufficient if the reason given is not "unavoidable". Children should never be kept off school for reasons such as shopping or as a treat.

Any problems about attendance are best sorted out between the school, parents and the child. It is better for Parents not to give in to pressure from their child to excuse them from school. This gives the impression that attendance does not matter and may make things worse. When there are difficulties Parents are expected to contact school at an early stage and to work with the staff to resolve problems together. This is nearly always successful.

3. Procedures

The school applies the following procedures in deciding how to deal with individual absences.

Illness and other legitimate reasons

If a child is unfit for school, parents should contact the school as soon as possible – either by telephone or by sending a message by letter or via another adult at the earliest opportunity.

If school does not receive notification of why a pupil is absent Parents will be contacted to provide an explanation. Frequent or long, unexplained absences from school will result in the school referring the matter to the Educational Welfare Officer (EWO) who will visit the home. Where a child's attendance falls below 80%, the Educational Welfare Officer will also be informed and may contact the family.

4. Registration

The school at present uses a computerised registration system. The register is taken on PDAs at the start of each morning and afternoon. If the class teacher is absent, a spare PDA with the data for the class can be collected from the ICT suite. Data is sent remotely to the Office.

(1) Staff should ensure there is a mark in the box for each child present for each session

(2) Registers are marked at the start of the morning and afternoon sessions.

(3) The Office staff update absence data daily following first day calling and by checking late book entries, letters, verbal and phone messages.

Codes for absence are applied using up to date DfES guidance.

5. Authorised Absence

Once the absence has been authorised, the appropriate coding, should be entered on the SIMS system.

6. Unauthorised Absence

Where no explanation is given to a child's absence or if the school does not accept the explanation given, the absence must be recorded as unauthorised. The class teacher and Principal have a duty to monitor each child's unauthorised absences.

7. Monitoring Attendance

It is important that the class teacher and the Principal monitor attendance and where necessary, involve the school's EWO. The following monitoring arrangements will be used to ensure attendance is 95% or more.

(i) Any member of staff concerned about a pupil's attendance should report their concerns to the Principal, who will take the appropriate action. (ii)

The School Administrator will print off an overview of every class attendance monthly and give it to the Principal for monitoring.

(iii) Parents of children whose attendance falls below 85% will be sent a letter pointing out their child's attendance. A printout will be attached.

(iv) Parents of children whose attendance falls below 80% whose attendance has not improved since previous monitoring will then be either contacted by phone or invited by letter to discuss any problems and look at strategies for improvement either in school, with the school's EWO in school or a visit made to the home. Any attendance printout will be

attached.

v) Good attendance will be encouraged in school. Pupils who achieve 100% will receive certificates, on a termly basis, to celebrate achievement.

8. Lateness

We actively discourage lateness by a pupil. With so many classes working off site it is unlikely that a child arriving late would be able to attend the outing. This is not in the child's best interests and upsets the routine for other classes.

Any child's lateness should be recorded in the school's lateness monitoring book. Children not arriving in class before the register closes will be given a late mark. If lateness persists then the school will contact the parent to discuss the issue. Late arrivals must report to the school office to be registered.

9. EWO/Other Agencies

The school's EWO needs to work closely with the school in monitoring attendance and lateness. The school will refer children to the school nurse, social services, or any other agency, where it is deemed appropriate, to offer support and guidance regarding attendance issues. This is done in collaboration with the EWO service.

The school and the EWO will always seek to resolve attendance difficulties by agreement but, if other ways of trying to improve a child's attendance have failed, these officers can use court proceedings to prosecute parents or to seek an education supervision order on the child.

10. Conclusion

Parents should feel supported and not threatened by the school's attendance policy. Parents should be aware of the attendance monitoring procedures are there to keep them informed so that appropriate action can be taken. Parents are welcome to discuss attendance concerns with the class teacher, Principal or the EWO (contact details from the school office) whenever they feel it is appropriate. The school's policy should be conveyed to the parents by the school prospectus, information/newsletters and by talking to them as and when appropriate.

WEST NEWCASTLE ACADEMY

ANTI-BULLYING POLICY

WNA recognises that bullying is a serious issue. Respect for self and others is at the heart of our School ethos and everyone is responsible for ensuring the safety of everyone else in the school. We recognise the damage bullying can cause to the life of the victim, the bully and the school as a whole.

Aims

The aim of this policy is to provide a definition of bullying and to establish some basic guidelines for:

- The prevention of bullying
- The reporting of bullying

- The recording of incidents of bullying
- Supporting the victim
- Supporting the bully
- Sanctions
- Communication

Definition

Bullying is repeated action that is intended to cause someone else harm or upset. It is different from one-off actions or flare ups which may happen spontaneously and even be seen by one person as a joke or something that got out of hand, although these incidents are also taken seriously because of their effect on the victim and because failure to act may lead to them being repeated.

Repeated actions which we would define as bullying include:

- Name calling
- Teasing
- Any action which causes emotional harm, embarrassment or distress
- Punching, kicking or any other action causing physical harm
- Any form of discrimination which highlights or mocks a person's race, creed, colour, beliefs or sexuality in a way that they or others perceive as insulting
- Leaving children out
- Ignoring
- Spreading rumours or lies
- Stealing, hiding or damaging possessions
- Threatening behaviour or language including by phone, e-mail, cyber-bullying or text
- Continually bothering someone
- Making rude comments or signs
- Forcing someone to do something

Prevention

The school will:

- Ensure whole-school and class rules reaffirm expected behaviour
- Take seriously and investigate all complaints from pupils, staff and parents where a child has been physically or emotionally harmed, even if these are one-off incidents
- Have an Anti-Bullying Week every year to promote the school's bullying policy and anti-bullying strategies.
- Deliver anti-bullying lessons in assemblies, circle time and other relevant curriculum areas.
- Deliver training to staff on the Anti-Bullying Policy and other associated issues, ensuring they are aware of symptoms of bullying.
- Have an Anti-Bullying display board promoting the reporting of bullying.
- Ensure that all parents have a copy of the Anti-Bullying Policy sent to them.
- Translate the Anti-Bullying Policy into relevant languages as required.
- Provide pupils with an anti-bullying handbook
- Promote a high level of vigilance from staff, pupils and parents
- Ensure sanctions are applied to punish bad and hurtful behaviour

Reporting

The school is committed to removing the culture of secrecy from bullying. We recognise that many young people will be put off reporting because they fear that it will make matters worse.

In order to encourage pupils to report bullying the school will:

- Provide training for staff in how to deal with a disclosure about bullying
- Take each allegation of bullying seriously and investigate it, guaranteeing anonymity if appropriate
- Carry out regular pupil surveys including through circle time/class councils allowing pupils to disclose if they or others are being bullied
- Provide a worry box
- Ensure pupils understand bullying is not acceptable and how bullies and victims will be treated
- Provide an open door policy for parents who have concerns
- Consult with pupils about the effectiveness of anti-bullying strategies and their ideas for improvement

In order to ensure the accuracy of reporting, written and/or verbal testimony will be taken from the victim, the perpetrator and any witnesses. These will be treated sensitively and kept confidential.

Recording

In order to monitor the frequency with which incidents of bullying take place the school will record each incident of bullying centrally. The following information will be recorded:

- The student's name.
- Their form/class.
- Whether or not they wish to remain anonymous.
- Date, time and name of person making the report
- Brief details about the alleged incident.
- Who dealt with it, what happened and any findings
- What action was taken
- Whether the victim was satisfied with the school's response to the incident.

The School recognises how traumatic being the victim of bullying can be. We are committed to providing each victim with the support they need to continue with their education in an environment free from the fear of bullying. In order to do this the school will:

Victim Support

- Ensure the victim is happy with action taken
- Arrange an apology, written or verbal, from the perpetrator of the bullying.
- Discuss with the student what support they feel that they need.
- Discuss with the parent/s what support they feel their child needs.
- Make referrals to external agencies if necessary.
- Offer a meeting with the perpetrator of the bullying.

Support for the Bully

The school recognises that bullying can damage the life and education of the bully as well as the victim. Students that bully will be offered a range of support. This will include one or more of the following:

- Discussion to find out why they are bullying
- Give them chance to make a fresh start.
- A Behaviour Action Plan.
- Discussion with parents
- A Pastoral Support Programme.
- A referral to an external agency.

Communication

Whenever an allegation about bullying is made the parents, class teacher and Principal of both victim and bully will be informed.

D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

You must:

demonstrate a good understanding of the community your pupil intake will come from and show how the education plan reflects that while retaining high expectations for pupil achievement;

describe any plans you have for working with other schools, educational establishments or the wider community; and

set out how you will promote good community relations.

Local background

The chosen location for the school is the inner west of Newcastle-upon-Tyne, primarily covering the two wards of Benwell and Scotswood, and Elswick. These wards are among the most deprived 10% in the country [index of multiple deprivation 2007].

The coal mines and engineering works that provided thousands of Tyneside jobs in the last century are long gone, and in recent decades the area has seen a general decline in neighbourhood services and the jobs that supported them. The residents that remain largely comprise of two groups, long established families, many of which have experienced generations of worklessness and very poor educational experiences, and new migrants from Eastern Europe and Africa. The latter may have family problems as a result of leaving their homelands, and speak English only as an additional language, if at all.

In Newcastle, poverty remains a reality for around one in three children. In some parts of the city, cycles of intergenerational poverty have become entrenched, and children growing up in these circumstances experience worse outcomes than other children in all areas of their lives, whether in terms of their health, education, housing, safety or wellbeing.

Evidence from across the UK suggests that the gap in educational attainment between children from richer and poorer backgrounds emerges early in children's lives and widens throughout childhood. Even by the age of three there is a considerable gap in cognitive test scores between children in the poorest fifth of the population compared with those from better-off backgrounds. The gap widens as children enter and progress through the school system, especially during primary school. By the time children are in secondary school, the gap can be substantial. In Newcastle in 2009, 18% of pupils eligible for a free school meal (FSM) attained five or more A* - C GCSEs, English & Maths included, but 48% of pupils not eligible for a FSM attained five or more of the same GCSEs.

[Extracts from]

The Newcastle Children and Young People's Plan (CYPP) 20-11-14

ACHIEVING – Raising aspirations, achievements and opportunities

Our strategic actions as the 'Children's Trust will be:

6. To support educational reform, where this improves outcomes for children and young people, and further raise standards by challenging and protecting the interests of children and young people
7. To support and challenge young people, especially the most vulnerable, to access learning and employment opportunities in order to gain the necessary skills and attributes to succeed in education, training and the world of work
8. To be participation champions, and encourage all organisations to engage and involve children, young people, their parents and carers in decision-making about their local area and about the services they receive.

In developing the CYP plan above, the local authority considered the following data about Newcastle:

Population growth

There are 284,300 people living in Newcastle and the population is growing. Latest population estimates suggest 64,100 children and young people aged 0 to 19 live in Newcastle, 23% of the total population (Office for National Statistics, 2009).

The birth rate has risen steadily over the last five years. There were 3,359 live births in Newcastle in 2009, compared with 2,920 in 2004, a 15% increase.

BME origin children

20% of the school population are of black or minority ethnic origin (BME), compared with 23.4% of the school population nationally; and 17% of Newcastle pupils speak English as an additional language (EAL), compared with 13.8% nationally.

In Newcastle, the number of children and young people from BME communities has been increasing year on year to 7,273 in 2010 (20% of the school age population).

A higher proportion of younger year groups are from BME communities, varying from 27% of Reception age children to 20% of Year 4 to 14% of young people in Year 11. The proportion of children whose first language is other than English increased from 15.7% in 2009 to 16.8% in 2010.

FSM registered children

The proportion of children and young people registered for free school meals (FSM) in Newcastle has fallen from 28.7% in 2005 to 25.2% in 2010, but is still well above the national rate of 17.4%.

SEN children

The proportion of children and young people identified with special educational needs (SEN) has increased from 19.3% in 2005 to 22.9% in 2010, which is well above the national rate of 21%.

Poverty level

In 2007, 32.3% of children in Newcastle were living in poverty (defined as families in receipt of benefits or tax credits where their reported income is less than 60% of median income).

Roma children

Community estimates suggest there are around 4,000 Roma in the city and that each Roma family has an average of four children.

- The majority of Roma do not have qualifications and their English is poor. Many of the adults do not have English as a first language and tend to use the children to interpret.
- Unlike other non-English speaking children, e.g. asylum seekers, Roma have extended family living in other parts of the UK, whom they visit frequently.
- As Roma families often have no recourse to public funds if they lose their job, some Roma children are subsidising the family income by working and may not attend school because of this.
- Other children are responsible for looking after younger siblings to enable parents to work, as Roma families will not use crèche facilities for under 4 year olds as it is not culturally acceptable to leave children with strangers.
- The age of starting school is earlier in the UK than in the home countries of the Roma, so parents are reluctant to send their children to school before they are 6 years old.
- Like many asylum seeker families, Roma parents don't always understand the UK school system or curriculum and are put off by the cost of buying uniforms, shoes, school meals and paying bus fares.

Refugee and asylum seekers

Of the 1,843 children and young people who arrived in Newcastle as refugees or asylum seekers between 2001 and 2007:

- 722 (39%) were aged 0-4 years
- 861 (47%) were aged 5-16 years
- 260 (14%) were aged 17-18 years.

Refugee and asylum seeker children and families face difficult circumstances with no access to money and reliance upon vouchers. In recent research, children and young people who are refugees or asylum seekers:

- Often felt a loss of self-identity and loss of confidence
- Struggle to make new friends and mention that bullying is a great concern to them
- Have often lost contact with family members and friends; and
- Can have mental health issues stemming from past traumatic experiences in their home country (it is estimated that 11% of refugees and asylum seekers have mental health issues).

All the above data, combined with the regeneration and education information that follows, has been useful in helping us to develop a vision and then a curriculum for our school, which we believe will benefit the local population of west central Newcastle.

Benwell & Scotswood: Area Action Plan –

Preferred Options Report Summary November '06 [an extract]

Objectives

The vision for Benwell and Scotswood is underpinned by the following objectives and policies which have been developed to deliver them.

Objective 2:

To strengthen and broaden the population and economic base of the area through retaining existing and attracting new residents to the area, particularly families.

We must therefore attract new and varied people, particularly families.

Currently there is a below average proportion of families in the plan area. The Plan will **increase the amount of families coming into the area** by widening the range of housing on offer and ensuring there are appropriate community facilities, schools, shops and transport to enable families to stay.

Objective 4:

To transform local people's capacity to benefit from City and regional economic growth **through improved education opportunities** and enhanced connections to/from employment locations.

Objective 5:

To facilitate schools and other education providers to be key drivers of transformation of the area, through giving appropriate priority to the development of new and improved facilities. **The role of schools in the area is vital in the regeneration process.** This is obviously linked to the previous objective. The establishment of the Excelsior Academy will ensure that, by providing high quality education in the heart of the area, families will be attracted to move into the area.

Strategic Issues

Housing

The preferred option to take the plan forward is to have a population target for Benwell and Scotswood by 2021 in the range of 17,500-18,000 the equivalent of regaining the lost population between 1981 and 2001. As previously mentioned this will mean that 2000 new houses will be built throughout this period.

In order to achieve this growth and objectives, developments will be **targeted specifically at family type households**, and the preferred option is to ensure that 25% of these will be affordable including a minimum of 10% new social rented housing.

All new developments will be expected to provide a range of property sizes and types.

The aim is to provide 1800 units of family accommodation, that is to say 3 bedrooms or more with one in 5 units being flats. This will help deliver the aim of attracting families to the area.

Education and Employment

In order to retain the existing population and to attract new residents to the area **it is important to provide excellent schools** which are of the highest standard in terms of physical building and also of reputation.

From the Area Action Plan above it can be seen that 1,800 new family homes are to be built in our area in the next 10 years. Conservative estimates suggest that this could eventually require places for an additional 100 children in each year group.

In developing our plans, we have looked at the current primary school provision in the immediate area, and as well as questioning local parents to gather their experiences and opinions, we have studied the academic attainment of local pupils and noted the comments of the school inspectors.

We have taken these comments on board when compiling our plans for West Newcastle Academy.

Current school provision in the area

¹National statistics for school performance show that the 5 primary schools most affected by our plans are performing well below the local authority average, in terms of attainment at age 11, and are also below par in terms of the progress individual children are making from age 8 to age 11.

1*	both English and Mathematics	English		Mathematics		Achieving expected progress	
		L4+	L5	L4+	L5	English	Maths
	Local Authority	74%	80%	37%	81%	35%	
School 1	64%	71%	12%	76%	12%	91%	89%
School 2	56%	75%	13%	69%	19%	93%	80%
School 3	59%	70%	7%	70%	30%	74%	70%
School 4		60%	13%	56%	10%		
School 5		73%	20%	70%	30%		

¹* DfE Performance tables 2010

accessed on
21/05/11

These comments are extracts from the OFSTED inspection reports for the five local schools above. West Newcastle Academy's curriculum, and the way in which it will be delivered, will address many of the Ofsted inspectors' recommendations. Moreover, the curriculum has been developed with the needs of the local community in mind.

Attainment :

- All the above schools are required to "raise attainment", "improve achievement" or "raise standards".

The Curriculum :

- "Provide *practical opportunities* for pupils to engage in learning"
- "Develop the range of those learning activities that offer pupils exciting *opportunities for practical and investigative work* and to apply their skills"
- "Ensure a better balance between teacher direction and pupil activity in lessons"
- "Develop the curriculum so that pupils are regularly able to use their literacy, numeracy, and ICT skills *in relevant and real-life contexts*,"

Assessment:

- "Use the information of what individual pupils can do well to plan their next steps in learning"
- "Ensure data is well used so that work is well matched to the needs of individual pupils"
- "Ensure that better use is made of assessment information and more lessons have an appropriate match of work to learners' needs."

Families:

- "Improve attendance and punctuality by working closely with families to help them to ensure their children come to school regularly."

OFSTED Inspection reports



accessed on 21/05/11

The **school's ethos** is based on respect for the intrinsic capabilities of children and the recognition that all children are unique individuals with a wide range of abilities and potentials. We recognise, acknowledge and celebrate the uniqueness and individuality of every child.

Our vision is that all children, regardless of socio-economic background, family circumstances, ethnic origin, religion or belief, or special needs will:

- Achieve their full potential
- Have a supportive learning environment at home as well as at school
- Develop a love for learning and high aspirations
- Have high levels of self-respect, self-esteem and self-belief
- Cultivate a rich variety of intelligences and competencies
- Have ownership of their learning and develop their own interests and talents
- Be fully prepared to succeed in their secondary education.

Parents will:

- Have improved their nurturing skills
- Be more confident as educators of their children.

Teachers will:

- Continually seek to develop their skills, knowledge and understanding
- Develop and sustain effective, engaging and inspiring learning environments.

The community will:

- Be involved in the life of the school
- Welcome the school into its heart.

Consultation activity.

In the Autumn of 2011 we conducted a preliminary consultation with 20 parents in the west end of Newcastle, the aim of which was to sample parental experiences in education and identify areas of need which could be explored more precisely.

We discovered:

- I. Many people had a poor school experience, and did not realise their potential; most went on to further education and achieved academic and vocational qualifications.
- II. There was a very clear correlation between the amount of home support received from a parent and the academic achievement of the child.
- III. There was clear correlation between the amount of home support a person received from a parent and the amount of home support that person offered to his own child.
- IV. Most parents feel excluded from helping at school, feeling that schools are not welcoming environments, even when parents offer to help.

Street canvassing.

In January 2012 we conducted targeted street canvassing, in the areas surrounding our proposed sites. Comments from residents on their own poor experiences of education in the local schools replicated the initial research, there was a real indication of a „them and us’ feeling towards schools and teaching staff, many parents were resigned to their children attending under-performing schools as the better schools were oversubscribed or too far to travel.

A summary of comments from local residents:

“I hated school and I don’t want [REDACTED] going to the same school I went to, I will support your plans, please keep me up to date on your progress”

Resident of [REDACTED].

“The head teacher of [REDACTED] school is totally unapproachable, if I could move him to a better school I would, will you be accepting older children too?”

Resident of [REDACTED].

“It’s no good penning my little [REDACTED] in a classroom all day, he is so active I don’t know where he gets all his energy, I like the idea of more lessons outdoors so they can explore and be more active, I will gladly sign your petition”

Another resident of [REDACTED].

Use by local groups

Our aim is to encourage out of school use of the premises by the local and wider community. We have met with a number of community groups to gauge whether they would be interested in being involved with us. The response has been very encouraging. Community group representatives met with us in December 2011. The following (identified below the box) are happy to promote the school to their respective groups, and, after a discussion, completed the following questionnaire:

We would be interested in:

- Providing services to the school
- Renting low cost offices
- Using the school facilities for evening events
- Accessing training events
- Promote the school within our community

We have met with [REDACTED], the [REDACTED]. He has funding to provide coaching in the community and is interested in our plans. He would like to offer cricket activities in our school, and is also keen to discuss future cricket activities including long term plan to arrange cross-school cricket tournaments.

We have linked with Ravenside Playgroup in Newcastle, to deliver a program of „Learning in Nature’. Kids & Us have invested in this project, involving the entire Playgroup transporting to a woodland for a full day every fortnight. The ideas and interests of the children are explored and developed during subsequent indoor sessions at the Playgroup. Initial feedback from staff, parents, children and the professionals who accompany them is fantastic

[REDACTED] said “So far I can feedback the children are really enjoying the activity in the woods; it’s fantastic to see them get so much out of it. We have noticed some of the quieter children have really been a lot more vocal and have been participating in group activities where previously they have not been as involved.”

“Taking the children outdoors, exploring the woods, has fired their imaginations, we have taken the stories and produced a book for parents about the tree pirate they invented, a superhero from another planet and a mud monster”.

“Our playgroup would gladly refer children to the proposed free school”

We also have a Parent and Toddler group that meets fortnightly in a city woodland, as a way of promoting the ethos to interested parents. This is also very successful.

“I am really glad to have found the free school as I see the current education system as something that fails many of us. I was looking to home educate my son however I feel it is important to have a community of people who have roles in the development of a child and so I feel home education could have limited his learning too. My idea of healthy learning runs alongside the ethos of the free school in that it nurtures the

natural interests of the child and removes judgement and therefore pressure from the learning process. Learning is not something we do for someone; it is an instinctual, natural desire which we all have, so how can we set rules on how learning must happen? “

“The forest school activity has been a great example of how free play is the most successful way for a young child to develop and learn. The children have explored the outdoors in the way they chose and had time to dwell, deliberate and enjoy the outdoors come rain or shine and have bonded very well with each other despite quite different age ranges and had adults nearby to support them and offer knowledge when needed. I have found the forest School an essential part of our lives as city dwellers where it sometimes feels like we are quite distanced from the natural world. The children really enjoy the time they have together and in this really beautiful space.”



How we intend to reach out to the local families and the wider community

Family Involvement

Families will be seen by the school as partners in their 'children's learning and will be closely involved and consulted in the educational process. As people who best know their children, their knowledge will be highly valued and welcomed. [REDACTED] describes “family understanding, solidarity and support, achieved by parents coming to the *nido* [education centre] not to be instructed and educated on parenthood but to bring their parental knowledge. They would then see the *nido* as a place where value could be attributed to them.” [REDACTED], In Dialogue with Reggio Emilia (1999) p26

We will place great importance on children feeling part of their wider community by making their learning visible both in the school and in the local area. We will work with local groups to enable 'children's voices to be heard within the locality, for example, at an exhibition of the 'children's work open to the public.

Although requirements dictate that the school opening hours are as listed in this document, it is the school's desired that learning will continue in the home. In particular during the early years, but, where possible, also beyond age 8, parents will be encouraged to learn with their children and to facilitate their 'children's learning both in the school and at home. Participation will be encouraged by incorporation of parental sharing of their knowledge and understanding about their work and skills. Parents will work with groups of children and young people, help with clubs, and join activities during off-site visits and generally within the school. It is anticipated that this will be a challenging opportunity for the new school. To ensure success, we will facilitate parent co-ordination, training and safe incorporation within the learning environment. Opportunities to enhance parent experience will be sought via accredited courses.

It is anticipated that continued support for the school will be sought from parents whose children have progressed from the school. Additional support will derive from interested parties in the local and wider community, for example, engagement with students seeking work experience from universities and colleges, and with members

of the community who are seeking fulfilment of skills application within the school environment.

To help us facilitate the engagement of parents, we propose to employ a volunteer coordinator within the school. We have met with [REDACTED] [REDACTED], and [REDACTED] the [REDACTED] for the new UTC planned in Newcastle city centre. They have agreed in principle to support the parental engagement and are committed to devising targeted programs to support parents in the education their children. They have experience of delivering parent and child literacy classes and this program will be funded and supported by Newcastle college if our plans are approved, adding value to this bid.

Future activity in schools

- We have a commitment to organise annual cross-school activity, initially a cricket event supported by the [REDACTED] and local Catholic primary schools.
- Plans to consult with other secondary schools to devise activities to ensure smooth transition from KS2 to KS3.
- There has also been interest in cultural cooking and creative activities in conjunction with community groups
- We have plans to hold a school fete open to the community, with stalls selling cultural food the children have made, also an exhibition to showcase artistic talents of pupils.

We would seek to work closely with senior schools and develop a range of procedures to improve the transition process such as:

- Allocation of a transition co-ordinator
- Transfer of detailed data to senior schools
- Meetings between staff of West Newcastle Academy and the senior schools to discuss pupils, curriculum planning, consistency, pedagogy and assessment
- Encouraging staff from senior school to observe lessons at West Newcastle Academy
- Encourage pupils from senior school to participate in specific alternative curriculum days with pupils of the West Newcastle Academy
- Utilise the expertise of the leadership team at Royal Grammar School to improve the awareness of senior school procedures, practices and pedagogy.

Future meetings/action planned

- Engagement with local centres that provide creative activities, Newcastle Dance centre, The Sage music and arts centre, Baltic centre for contemporary art.
- Direct mailshot to local businesses.
- Meeting arranged with the Children Society, who have strong links with the Roma community locally.
- Resident groups and associations.

- West End Refugee service, supporting refugees, based locally.
- The Roma Community Organisation, a meeting to be arranged with their development worker
- We intend to return to meet with the [REDACTED], also form links with Kenton Academy and outer west secondary schools
- Engage with local Councillors and MP.

as a result of our information gathered through our consultation process the Vision and curriculum plan of WNA has been shaped according to this table:

Group	What needs and aspirations the community have	RESULTANT OUTCOMES	VISION STATEMENTS	The relationships that develop
Initial parent consultation group	Parents are not welcomed and valued in schools as contributors to their child's education	Excellent home-school partnerships	Children have a supportive learning environment at home as well as school	Training for parents. volunteering opportunities. open door policy. fully inclusive attitude – school builds on home contributions to learning.
Local parent & Toddler groups	Children need more play based learning in main school time. 5 is too young to start formal teaching.	Energetic, inquisitive and enquiring children	Children develop a love for learning and high aspirations.	Forest school for under 8s. Foundation Phase for under 8s.
Initial parent consultation group	There is a great need for children to learn more about social skills before they start to learn other things	Excellent behaviour and respect for others	Have high levels of self-respect, self-esteem and self-belief.	Communal mealtimes. Play based interactions. Nurturing courses for parents.
African community groups	Children need to learn respect for other cultures and for each other.	Excellent behaviour and respect for others	Have high levels of self-respect, self-esteem and self-belief.	Volunteer opportunities for parents to share knowledge & experience.
Parents on doorstep meetings	Children do not progress academically at local schools. Bright children suffer.	Energetic, inquisitive and enquiring children	Children develop a love for learning and high aspirations.	Independent and small group work. Research. Project based work. Individual Learning Plans.

Section E: Evidence of demand and marketing – part 1

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	28	71		254%	28	69		246%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

Survey

We undertook the task of gathering support using the following methods:

- Online - using the website and through social media
- Direct engagement – at community events, outside of local shops, street canvassing, at toddler and play groups.

Following changes in DFE guidance, the website was updated in Nov 2011 and the online form was changed to;

We are currently collecting surveys to measure support for a new primary school in our area. We may share a summary of this information with the Department of Education as part of our application for a new school.”

West Newcastle Academy will be a school that focuses on learning through experience, with children working together to solve problems. A lot of time is spent outdoors, and parents are invited to join in too. All children will reach their potential and be fully prepared for secondary school.

Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

I would select West Newcastle Academy as first choice for my child(ren)

(Note: By adding your name does not guarantee your child a place, nor has any bearing on the local authority admissions process, you will still be required to apply for the school of your choice at the appropriate time)

For face to face interviews a new survey form was used from December 1st following the change of guidance from the DFE, all parents who had already signed the existing petition were contacted for consent to be added to the new survey.

We asked;

“We are currently collecting surveys to measure support for a new primary school in our area. We may share a summary of this information with the Department of Education as part of our application for a new school.

West Newcastle Academy will be a school that focuses on learning through experience, with children working together to solve problems. A lot of time is spent outdoors, and parents are invited to join in too. All children will reach their potential and be fully prepared for secondary school.

Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.”

And they signed beneath this statement.

*“I would select West Newcastle Academy as first choice for my child(ren)
Please sign.”*

School Support Survey

We are currently collecting surveys to measure support for a new primary school in our area. We may share a summary of this information with the Department of Education as part of our application for a new school.

West Newcastle Academy will be a school that focuses on learning through experience, with children working together to solve problems. A lot of time is spent outdoors, and parents are invited to join in too. All children will reach their potential and be fully prepared for secondary school.

Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

Name	Address & Postcode	Child's date of birth	I would select West Newcastle Academy as first choice for my child(ren) <i>Please sign</i>	And/or I'm interested in more info	Tel/Email

(Note: By adding your name does not guarantee your child a place, nor has any bearing on the local authority admissions process, you will still be required to apply for the school of your choice at the appropriate time)

Each signatory was given either of these leaflets containing further details on the proposed school, and a link to the website, the newer glossy version being used after December 2011.

Petition for a new school

We are a group of local parents and teachers; we would like to open a new primary school in west end of Newcastle

- **A new primary school**

Our school will be at the heart of the local community, free from the local authority and National Curriculum, where parents who wish to be involved in their child's education will be welcomed at all levels.

- **Tried and tested European teaching methods**

With many lessons taking place outdoors for under 8's, the curriculum will be based on your child's interests and personalised for their individual needs, achieving excellence by creating an exciting, engaging and fun learning experience.

- **Outdoor lessons**

We believe children learn more when they are fully engaged in an activity, learning by encouraging their natural curiosity and desire to explore their surroundings, free from the restrictions of a traditional classroom and blackboard.

What we need

In order to progress the plans, we need to demonstrate demand and support from parents of children aged 4 and under, to open our school in Sept 2013.

How you can help

Please sign the petition, this does not affect the usual admissions process nor guarantees your child a place at our school.

Find out more

Westnewcastleacademy.org



West Newcastle Free School



With your support we can open a
new school in Sept 2013.

Please sign our petition today,
and we'll keep you informed of
our progress.



Proposed primary catchment area is
the area [redacted] of the
[redacted], including Benwell,
Scotswood and Elswick.

West Newcastle Free School

High Expectations

Inspirational Teaching

Quality Learning Environment

ALL PARENTS WELCOMED!

**Learning at the right pace
for YOUR child**



(Side 2)



Our belief is:

Every child has the ability to achieve.
They will succeed with the right support from caring adults.
Parents are the most important educators for their children.
Children learn more when they are fully engaged in an activity they enjoy

Our commitment is:

To find and develop the talents within every child.
To make every day an enriching learning experience.
To develop skills of lifelong learning, to help survive the 21st century.



Our plan:

An Infant school (KSI) which continues with the best of Early Years education.

Use of the outdoors — infants spending 2 days per week in the woods and forest.

A more personalised learning program, not restricted by the National Curriculum.

Less testing, and preparing children for tests = more educational experiences.

Opportunities for greater involvement of parents and families in all aspects of the school.

A Junior school (KS2) where the focus is on 'Project Based Learning', using modules catering for the child's interests.

Artistic and creative development is encouraged in all areas of life.

Achieving excellence by creating an exciting, engaging and fun learning experience.

Placing the school at the heart of the community.

Gathering support

In April 2011 we created a website, [REDACTED] and a facebook page where interested parents could ask questions, get information and respond to the survey. Links to the website, telephone and email contacts details were included in all of the literature produced.

A frequently asked questions (faq's) Newsletter was designed and distributed along with the leaflets.

Through April - June 2011 we visited 22 toddler and play groups 2 or 3 times each, we spoke to parents and made links with group leaders.

In the same period we handed out leaflets outside of local shops, spoke to parents and passersby about the plans, in June we also attended the Newcastle Green festival and handed out leaflets.

Another newsletter was designed and posted direct to survey participants, along with the date of an open meeting.

We arranged the open meeting on 12th July 2011 to talk to parents and interested parties; this was attended by 6 local parents, which formed the basis of a parent steering group.

We met with the [REDACTED], which would possibly be our nearest feeder secondary school, she is committed to further meetings and discussions, should our plans be approved.

We have contacted [REDACTED], a renowned [REDACTED], he is keen to meet on his return to England in March 2012 and is willing to advise further on setting up a self organising learning environment.

Links established with Catholic primary schools, and we are involved in delivering fitness activities in some of these schools, in partnership with our founding charity, Kids & Us.

We met with the Northumberland Cricket development officer, he has agreed to support one of our volunteers gain her level 2 coaching badge and also provide coaches in our cricket activities within the primary Catholic schools we have identified, he is also happy to help us organise an annual inter-school cricket event should our free school plans be approved.

We have linked with Ravenside Playgroup in Newcastle, to deliver a program of „Learning in Nature’. Kids & Us have invested in this project, involving the entire Playgroup transporting to a woodland for a full day every fortnight. The ideas and interests of the children are explored and developed during subsequent indoor sessions at the Playgroup. Initial feedback from staff, parents, children and the professionals who accompany them is fantastic

██████████ said “So far I can feedback the children are really enjoying the activity in the woods, it’s fantastic to see them get so much out of it”

“We have noticed some of the quieter children have really been a lot more vocal and been participating in group activities where previously they have not been as involved.

By taking the children outdoors exploring the woods has fired their imaginations, we have taken the stories and produced a book for parents about the tree pirate they invented, a superhero from another planet and a mud monster”

“Our playgroup would gladly refer children to the proposed free school”

A further open meeting was held in October 2011, advertised in a newsletter and on the website and social media, this was attended by 12 local parents.

Keen to get involved, the parents have initiated an outdoor ‘forest school’ activity in Heaton park, they meet fortnightly with their children and are led by a qualified teacher volunteer, this group has also formed the basis of a marketing group and have helped distribute leaflets and gather survey support.

A summary of comments from parents attending:

“I was thrilled to hear that there might be the possibility of an alternative education system available to my child. The state of the current system, where there is a one size fits all education, sees so many of our young people leaving school feeling totally disaffected by their experience. I was planning to home educate my child so as to avoid this outcome, but as a single parent this would mean relying on state benefits for support and was not a realistic situation either. The free school gives my child a real chance of developing a love of lifelong learning, as she will be encouraged to follow the subjects that she finds engaging.”

██████████, Mother to ██████████
(██████████)

“I am really glad to have found the free school as I see the current education system as something that fails many of us. I was looking to home educate my ██████████ however I feel it is important to have a community of people who have roles in the development of a child and so I feel home education could have limited his learning too. My idea of healthy learning runs alongside the ethos of the free school in that it nurtures the natural interests of the child and removes judgement and therefore pressure from the learning process. Learning is not something we do for someone; it is an instinctual, natural desire which we all have, so how can we set rules on how learning must happen? “

“The forest school activity has been a great example of how free play is the most successful way for a young child to develop and learn. The children have explored the outdoors in the way they chose and had time to dwell, deliberate and enjoy the outdoors come rain or shine and have bonded very well with each other despite quite different age ranges and had adults nearby to support them and offer knowledge when needed. I have found the forest School an essential part of our lives as city dwellers where it sometimes feels like we are quite distanced from the natural world.

The children really enjoy the time they have together and in this really beautiful space.”



In December 2011 we met with local community leaders from 10 groups, detailed comments are in section D7, all groups are supportive of our plans and are committed to help promote the school within their community if plans are approved.

In January 2012 there was a targeted street canvass, we chose the areas surrounding our proposed sites, we decided to directly engage in these areas as they contain the particular estates that have the highest levels of deprivation within our proposed catchment area, they possibly have limited opportunity to visit our website or have may not have read local news coverage, or may not be engaged with the local toddler and play groups we had already visited.

During this time we managed to double the signatories supportive of our plans, comments from residents on their own poor experiences of education in the local schools replicated the initial research done by Kids and Us, there was a real indication of a "them and us" feeling towards schools and teaching staff, many parents were resigned to their children attending what they perceive as *under performing schools* as the better schools were oversubscribed or too far to travel.

A summary of comments from local residents:

Resident of [REDACTED] estate: *"I hated school and I don't want [REDACTED] going to the same school I went to, I will support your plans, please keep me up to date on your progress"*

Resident of [REDACTED] estate: *"The head teacher of [REDACTED] school is totally unapproachable, if I could move him to a better school I would, will you be accepting older children too?"*

Another resident of [REDACTED] estate: *"It's no good penning my little [REDACTED] in a classroom all day, he is so active I don't know where he gets all his energy, I like the idea of more lessons outdoors so they can explore and be more active, I will gladly sign your petition"*

On January 24th our bid was featured in the local newspaper [REDACTED]

This led to increased traffic to [REDACTED] website and to several emails offering their support to the bid, there was also an increase in online signatories for the survey.

In February we have made links with Scotswood Natural Community Garden, their woodland site is adjacent to one of our preferred locations for our plans, they are keen to see where they can support us in our bid and would be open to discussions on providing access to their facilities.

Results

At the date of application, we have gathered a total 184 parents with children from the first 3 years proposed entry ages

First year intake, children born between: 1/09/08 - 31/08/09, 71 signatories

Second year intake, children born between: 1/09/09 - 31/08/10, 69 signatories

Third year intake, children born between: 1/09/10 – 31/08/11, 44 signatories

Maps of demand

 Red flags indicate addresses of signatories

Blue flags indicate the preferred school sites (see section H)

Orange line indicates the proposed catchment area

First year intake

Children born between: 1/09/08 - 31/08/09, 71 signatories of which more than half fall within the proposed catchment area, the rest within walking distance or a short bus journey.



Second year intake

Children born between: 1/09/09 - 31/08/10, 69 signatories of which more than half fall within the proposed catchment area, the rest within walking distance or a short bus journey.



Third year intake

Children born between: 1/09/10 – 31/08/11, 44 signatories, of which more than half fall within the proposed catchment area, the rest within walking distance or a short bus journey.



Future plans

We are committed to continuing gathering evidence following this submission with:

- Ongoing leafleting campaign
- Attending community events (Green festival 2012)
- More parent meetings
- Taster sessions invitations for survey signatories
- Regular newsletters and web updates
- More meetings with faith groups and community leaders
- More meetings with possible feeder local secondary schools
- Organise inter-school cricket tournament

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

How we have engaged with the community

In section D7 we have explained the steps taken to reach out to our local community in our proposed catchment area and the wider surrounding area.

The chosen location for this school is the inner west of Newcastle upon Tyne, primarily covering the wards of Benwell & Scotswood and Elswick. These wards lie almost exclusively within the 10% most deprived in the country, [index of multiple deprivation 2007].

In developing our plans we have looked at the current primary school provision in the immediate area, and as well as questioning local parents to gather their experiences and opinions, we have studied the academic attainment of local pupils and noted the comments of the school inspectors.

We have taken these comments on board when compiling our plans for West Newcastle Academy.

As outlined in E1 and D7 we have undertaken the following strategy in engaging with parents and the wider local community.

- Leafleting outside of local shops
- Street canvassing
- Attending community events
- Visiting toddler and play groups
- Online through our website
- Social media
- Meeting with other local schools heads
- Linking with other charities
- Meeting community leaders
- Engaging with local media
- Open meetings for parents
- Regular newsletters via post and email

Deprived Students

Our proposed catchment area contain 3 wards that lie almost exclusively within the 10% most deprived in the country, as such we envisage the school will ultimately be almost entirely be filled with pupils from within this demographic.

Local authority

In March 2011 we met with the [REDACTED] (the [REDACTED]) and, and [REDACTED] (the [REDACTED])

We met again in December 2011, this time [REDACTED] the [REDACTED] and [REDACTED].

The local authority are committed to supporting us within their legal requirements, they will help us through the process of joining the admissions process once our plans progress

How we intend to reach out to the wider community

The school will place a high importance on children feeling part of their wider community by making their learning visible both in the school and in the local area. We will work with local groups to enable 'children's voices to be heard within the locality, we plan for example an open exhibition of the 'children's work, to open the school for fete's and sporting events, we plan to organise an interschool cricket tournament in conjunction with [REDACTED], this idea is supported by heads of local Catholic schools where our supporting charity Kids and Us already have volunteers.

Participation will be encouraged by incorporation of parental sharing of their knowledge and understanding about their work and skills. Parents will work with groups of children and young people, help with clubs, and join activities during off-site visits and generally within the school. It is anticipated that this will be a challenging opportunity for the new school. To ensure success the business manager and volunteer coordinator will facilitate parental involvement, training and safe incorporation within the learning environment. Opportunities to enhance parent experience will be sought via accredited courses, we have an undertaking from representatives of Newcastle College that they will be able to work with us to design and develop courses specific to the parents needs, for example they already have experience of delivering parent and child literacy courses through Surestart.

It is anticipated that continuation of support for the school will be sought from parents whose children have progressed from the school. Additional support will be from interested parties in the local and wider community; for example, engagement with students seeking work experience from Universities and Colleges and with members of the community who are seeking fulfilment of skills application within the school environment.

Within the teaching curriculum our business manager would work with the local entrepreneurs and social enterprise agents in the area to celebrate achievements and to share skills and knowledge by incorporation of work within projects, with pupils either by off-site visits or by presentation and or workshops within the school learning environment.

Our aim would be to encourage out of school use of the premises by the local and wider community.

Community

Our founding charity, Kids & Us has excellent links with refugee organisations and with other local community groups. We will continue to use these links as a way of engaging these groups in the life of the school, as parents, volunteers and contributors.

We have already met with many groups, all are supportive of our plans, we aim to further engage with the wider community and have plans to meet with leaders of local faith groups.

Future marketing

Moving forward, as well as continuing to do more of the above, we plan to

- Direct mailing to reach local employers
- Distribution of leaflets directly to homes within the area, with brief notes in most common languages,
- Compilation of a report, publication of a response as to the way forward. .This report will be on the website.
- Promotion of the school in the media

The prime charity which promoted this proposal, *Kids & Us*, concentrates on helping families in the predominantly disadvantaged area that has been defined as the catchment area for this school. By placing the school within this area it is hoped to attract a large proportion of families from disadvantaged backgrounds. We do however acknowledge that our proposals will be attractive to parents from outside the area, who have perhaps had a more beneficial educational experience, and we are keen to counter any such outside demand by concentrating our marketing efforts within the catchment area, and by using media that are most accessible to local families.

Our marketing plan involves use of:

- Community radio
- Local free papers
- Poster advertising on local buses
- Brochure distribution through neighbourhood facilities such as housing offices and libraries
- Leaflet drops in locality housing
- Street canvassing of survey signatories

We also intend to further develop our links with local private pre-schools, to encourage a partnership approach; in this way we will be able to introduce new parents to our way of working whilst they are still within the familiar surroundings of the nursery. The experience for these stakeholders would be in the form of outside activities incorporating projects.

Through Kids *and Us*, an established charity in the area, we already have links with various community facilities, such as the local Mosques and Temples; and also with many refugee groups in the area. We are keen to include significant representation from these communities, not only in terms of pupils but also volunteers and staff at the school.

The parents who have expressed interest in our school already are to be nurtured through to application time with regular updates on progress (currently bi-monthly), small meetings to meet like minded parents, sample days with proposed school staff. We intend to bring people together in small support groups to build a strong support base. These groups could be based around the parent & toddler groups that we have visited to garner support in the first place, the forest activity parent group and would provide continuity within those toddler groups to build future intakes.

Section F: Capacity and capability

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Our Skills

In setting up the school we intend to use the skills available to use through our steering group. The steering group is comprised of the directors of the company and other committed supporters, and we have audited their skills and listed the results below. All except for 2 members of the group have been or are employed in the [REDACTED].

The results of the audit demonstrate that there is a wide variety of skills at our disposal and [REDACTED]. All have been subject to quality audits such as Ofsted and or QAA. One member of the team has been a quality audit consultant for another educational organisation. This kind of experience is very good at deconstructing what is required to develop an excellent educational experience for all stakeholders from government funding agencies to parents and children.

As you will see from the skills audit table we intend to use our experience to inform the development of the school. Each of the Directors will take responsibility for a different area of expertise, and will work with a Project Manager to develop this area pre-opening and then with the Principal when appointed. We currently have an [REDACTED] who has been at the centre of the proposal construction through from the conception of the school idea to its present level of development, and has managed the needs of the project very efficiently.

Our 6 Directors/Governors

[REDACTED]	
Position and commitment	[REDACTED].
Education	[REDACTED]
Training Courses include:	[REDACTED]
Experience:	<p>[REDACTED]</p> <p>Currently: [REDACTED]</p> <p>Key Outcomes:</p> <p>[REDACTED]</p>

[REDACTED]	
Position and commitment	[REDACTED]. [REDACTED].
Training Courses include:	[REDACTED].
Experience:	[REDACTED].

Position and commitment	[REDACTED]. [REDACTED].
Education	[REDACTED]
Training Courses include	[REDACTED]. [REDACTED].
Experience:	[REDACTED]. [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED].

Position and commitment	[REDACTED]. [REDACTED].
Education	[REDACTED] [REDACTED]
Experience:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]

[REDACTED]	
Position and commitment	[REDACTED].
Qualification	[REDACTED]
Experience:	[REDACTED]. [REDACTED]. [REDACTED]

[REDACTED]	
Position and commitment	[REDACTED].
Experience:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]. [REDACTED].

As can be seen from the mini CVs above and the skills analysis that follows, we have assembled an excellent Board with extensive experience in most relevant areas.

These Directors are supported by the rest of the steering group, most of whom will become members of WNA:

[REDACTED], [REDACTED]. [REDACTED].

[REDACTED], [REDACTED] - [REDACTED]. [REDACTED]

[REDACTED], [REDACTED]. [REDACTED]. [REDACTED].

[REDACTED], [REDACTED]. [REDACTED]. [REDACTED].

[REDACTED], [REDACTED]. [REDACTED].

[REDACTED], [REDACTED] - [REDACTED].

[REDACTED], [REDACTED].

[REDACTED].

Our analysis of the expected tasks for the development of the school:

Pre opening preparation:

- Selecting and agreeing the site (Operations Director/Project Manager)
- Coordinating site development (Operations Director/Project Manager and Chair)
- Developing the financial plans (Finance Director and Operations Director/Project Manager)
- Setting up the physical environment (Operations Director/Project Manager, bringing in skills where necessary)
- Recruitment of the Principal – (WNA Chair, [REDACTED], [REDACTED] and any other which may be considered appropriate based on advice from the DfE and or the Local Council).
- Recruitment of the Business Manager – (WNA Chair, Finance Director and an experienced volunteer development manager.)
- Setting up the processes, procedures for the running of the school (newly appointed Principal in conjunction with governors responsible for the relevant areas of the application)
- Setting out the financial control environment (Business Manager, Principal and the Financial Director)
- Curriculum implementation – (Principal and Education Director) with strategic input from all the governors as this area will be core to the foundations of the school ethos.

Post opening:

- Governors commit to attend meetings and sub groups regularly, having prepared for such meetings and read all necessary papers.
- In carrying out their duties as governors they will engage whatever support is necessary to enable the efficient running of the school.

WNA Governors / Leadership skills required to set-up and operate a school

Knowledge, Experience and Skills required	No of governors who consider themselves to be:		Lead director during development and operation of the school	No of additional Steering group members with skills and experience	Other agency willing to help and advise voluntarily	Areas requiring additional support
	Competent and experienced	Knowledgeable with Some experience				
Primary Curriculum	2	1	██████████	5		
Early Years curriculum	1	2	██████████	5	██████████	
Special Educational Needs	1	2	██████████	3		
Every Child Matters	2	1	██████████	3		
Legal/Contracts/ Purchasing/Negotiation	1	5	██████████	3		X
Personnel and staffing	4	2	██████████	4		
Finance/ Accounting	1	4	██████████	1		X
Financial management in schools		3	██████████	1	██████████	

WNA Governors / Leadership skills required to set-up and operate a school (cont.)

Knowledge, Experience and Skills required	No of governors who consider themselves to be:		Lead director during development and operation of the school	No of additional Steering group members with skills and experience	Other agency willing to help and advise voluntarily	Areas requiring additional support
	Competent and experienced	Knowledgeable with Some experience				
Volunteer Management	2	2	██████████	2		x
Strategic planning	4	2	██████████	4		
Project management	2	3	██████████	7		
Publicity/marketing	2	3	██████████	2		
Training/ Development	2	2	██████████	5		
Community Relations	1	3	██████████	3		X

Commitment from individuals in pre-opening phase

All directors/governors commit to attend monthly strategy meetings, and to attend sub group meetings with other agencies and advisors as often as weekly if required, within their area of responsibility.

We have negotiated a partnership arrangement with RGS, clearly outlining their commitment to support WNA during the application, pre-opening and operating phases. They will:

- Offer advice on school organisation and management, as and when required, by phone, email or personal meeting.
- Help with recruitment and selection of senior staff, working with our directors throughout the recruitment and selection process.
- Help with finance and administration tasks pre-opening, assisting and advising our project manager and responsible directors as required.
- Help to ensure the depth and breadth of studies, by acting as a pseudo School Improvement Partner, performing quality audits on learning systems and acting as a critical friend to the governors.

In order to fulfil the above tasks [REDACTED], [REDACTED], and [REDACTED] will commit to host and attend the monthly strategy meetings at [REDACTED]. [REDACTED] will also liaise with [REDACTED] from [REDACTED] and the WNA Chair to organise the recruitment of the senior staff team.

We are also negotiating with [REDACTED] to develop a program of CPD for our staff, delivery of which is budgeted for within the school spending budgets. However there will be a cost implication for the development of this work and we will want to proceed with this development once we are authorised by the DfE.

All members of our steering group are able and willing to attend the monthly strategy meetings if required, and are committed to weekly sub group meetings if their expertise is required.

Identifying (and recruiting) educational expertise that is lacking.

As a group of Directors we are confident that we have the necessary expertise to deliver our vision. The school management experience of our governors is supplemented by the Early Years experience of our Steering group. Once the school is authorised to continue we are confident that some of our Early Years experts will be available to join our Board and the rest will become members of WNA.

The whole structure is overseen by the Senior Managers from the Royal Grammar School, who will take responsibility for the overall educational quality of the school.

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

We have identified that we need a Finance director/governor with sufficient knowledge and experience of accounting procedures to be able to monitor and appraise all aspects of the school finance, and hold people to account. We have recruited such a person onto our Board. Our Financial Director is:

██████████ ██████████.

The Finance Director will be responsible for implementing the financial procedures by which the school will operate, and ensure that all finance related reporting is carried out.

Any book-keeping or banking activities required pre-opening will be conducted by the Operations Director/Project Manager, under the Finance Director's supervision.

During the pre-opening phase, the Finance Director will take responsibility for negotiating with an accounting firm to produce appropriate management and end of year accounts, and agree our precise requirements with them. This will include a book-keeping service during the early years of the project. As the school staff team grows we will be able to take the book-keeping aspect in-house.

Our ██████████, ██████████, has sufficient financial and budgeting experience as project manager of Kids & Us to provide support for ██████████, and cover in her absence. Other members of the Board have ██████████ too.

The support we obtain from the Royal Grammar School will include oversight of our financial systems to ensure quality, and advice on the particular requirements of school financing.

██████████, ██████████, will arrange for the ██████████ to meet with our Finance Director to discuss the particular needs of school financial management and to set up suitable finance procedures for WNA. This will be an initial commitment of 3 meetings pre-opening, with further assistance arranged as required.

In order to secure our financial management into the future we intend to recruit a second governor with accounting experience to work alongside the Financial Director, and provide long term security. We have identified such a person within the ██████████, who has expressed an interest in our school, and we anticipate that this person will be able to join us before opening.

As well as this we will advertise our need for these skills locally through the Newcastle Community and Voluntary Service and the local community volunteer service. We will also use the online governor recruitment agencies.

We believe these arrangements will cover all our requirements, and [REDACTED], [REDACTED] and RGS have committed to this project for a minimum of 4 years. We will ensure continuity of this level of expertise before that time, and hopefully recruit another finance professional to our team before then.

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

Please refer to the personnel details and the skills analysis that are included in section F1. We are confident that we have most of the skills and experience required to develop this project through pre-opening and to then run a successful school. As well as the school leadership experience available to us through 4 Head teachers and 4 School governors, we also have experience of:

- Developing new organisations
- Starting new school initiatives
- Dealing with site management
- Developing ICT systems
- Quality control processes
- Managing human resources

If we are ever lacking any urgently needed skills or knowledge within our group, we are fortunate to have the quality assurance oversight from the RGS, and the senior staff there will be able to support us through any shortcomings.

As the table in section F1 demonstrates, the current directors acknowledge that they would benefit from strengthening the Board with:

- A legal advisor; who could offer an opinion on whether the board should seek legal advice or not.
- A volunteer manager to guide and advise on recruitment, training and management of volunteers within the school. And to assist with the recruitment of the Business Manager who will oversee these procedures.
- Community development experience; we have sufficient experience amongst our directors to progress the school through to opening, but we feel that we would benefit from greater access to some of the communities we will be working with. This need will hopefully be addressed through the recruitment of parent governors.

We will advertise a vacancy for a legal advisor and a volunteer manager to serve on our board, using the same methods as for the financial vacancy. We will advertise our need for these skills locally through the Newcastle Community and Voluntary Service and the local community volunteer service. We will also use the online governor recruitment agencies.

These additional appointments are not urgent in terms of developing the school, and so we will continue to look for people with relevant skills and experience amongst new supporters, and amongst parents and staff when the school opens. At that time we will actively approach local professionals to seek their support if the vacancies have not been filled. We will take the time necessary to ensure we get the right person. In the short term, our relationship with our sponsor charity means that we already have access to their business support, including book-keeping and administration, and could access legal advice and volunteer management through this route too; although we would need to source new suppliers for these services before opening.

We welcome discussions with representatives of the DfE to identify other areas where we will require support as the development of the project unfolds, and we will work with any DfE appointed consultants to fill any gaps in our capacity from time to time.

F4: Show how your staffing structure will deliver the planned curriculum.

The following organisational charts show a phased build up of staff over 7 years. They should be viewed in conjunction with the payroll section of the finance plans.

Our principal will initially be the [REDACTED], and will need all the qualities necessary to manage such a facility. After 3 years, when our Junior department begins to become populated this person may become the Principal for the whole school, or may stay as [REDACTED], and [REDACTED] overall, as we employ our future leader.

Throughout the development phase and once the school reaches steady state the Principal is supported by the Business Manager who manages all the non curricular activity, including administration and finance, facilities, and volunteers. The volunteer recruitment, training and management is a very important aspect of this role as the engagement with parents is the main driver for the school vision.

The following charts demonstrate how the school will grow year on year, with some roles starting as part time and growing, and other roles being introduced as the pupil numbers warrant them. In the absence of any particular role the responsibility for ensuring tasks are carried out falls on the Principal or the Business Manager according to the lines of authority displayed.

In the charts all the workers within the Foundation Phase are grouped together with the volunteers, as there will be trained volunteers working alongside staff throughout this department, and the same volunteers may work across different classes.

The first chart demonstrates the relationship between senior staff posts when the school is at steady state, clearly demonstrating that the Principal, and in her absence the Deputy Head, has complete authority over the running of the school.

Approach to staffing

It is vital that everyone employed within the school believes in and supports the ethos and vision of the school. The role parents play in educating children is considered to be most important, and as such it is important that our workforce accept parents within the school and respect them for what they have to offer.

When recruiting staff this commitment to our vision will be a primary consideration, and evaluated thoroughly before consideration is given to the more traditional requirements of specific roles.

As well as a strong belief in our vision, we consider it of vital importance that our staff team are indeed a team. They need to be able to work with each other in an atmosphere of trust and helpfulness. We will want to see how people engage with each other before employing them, wherever possible.

Once we find the right staff we would want to retain them for as long as possible, and so we plan to offer a comprehensive package of CPD and personal supervision, so that our school becomes a very desirable place to work. However it is important for the future well being of our pupils that we are able to ensure the quality and commitment of our staff in the future, so we will ensure a rigorous appraisal system is in place to enable management to identify potential weaknesses and instigate remedial action. The appraisal system will be linked very closely with the CPD program.

Our belief is that we should employ people with the right skills to do a particular job; thus we will expect our higher paid leaders to spend their time on leadership related duties, qualified teachers to be using their skills to assess 'children's progress and plan future lessons, and teaching assistants and volunteers to be carrying out much of the face to face work with children.

In the event that our school is not full, as described in our financial sensitivity analysis, it will be necessary for our leadership team to spend regular time teaching pupils, and for the Business Manager to perform more basic administrative duties in the opening phase. Whilst this presents a more expensive staffing solution in these circumstances, we would seek to address this issue in the longer term by ensuring that all contracts had the potential to downgrade the role for part of the working time, with a reduced salary for that period.

Accountability

Accountability for the outcomes achieved by individual pupils, and their progress towards these outcomes, lies with the class teacher. Support is available from the line manager, and specialist advice can be sought from area specialists, such as the maths coordinator.

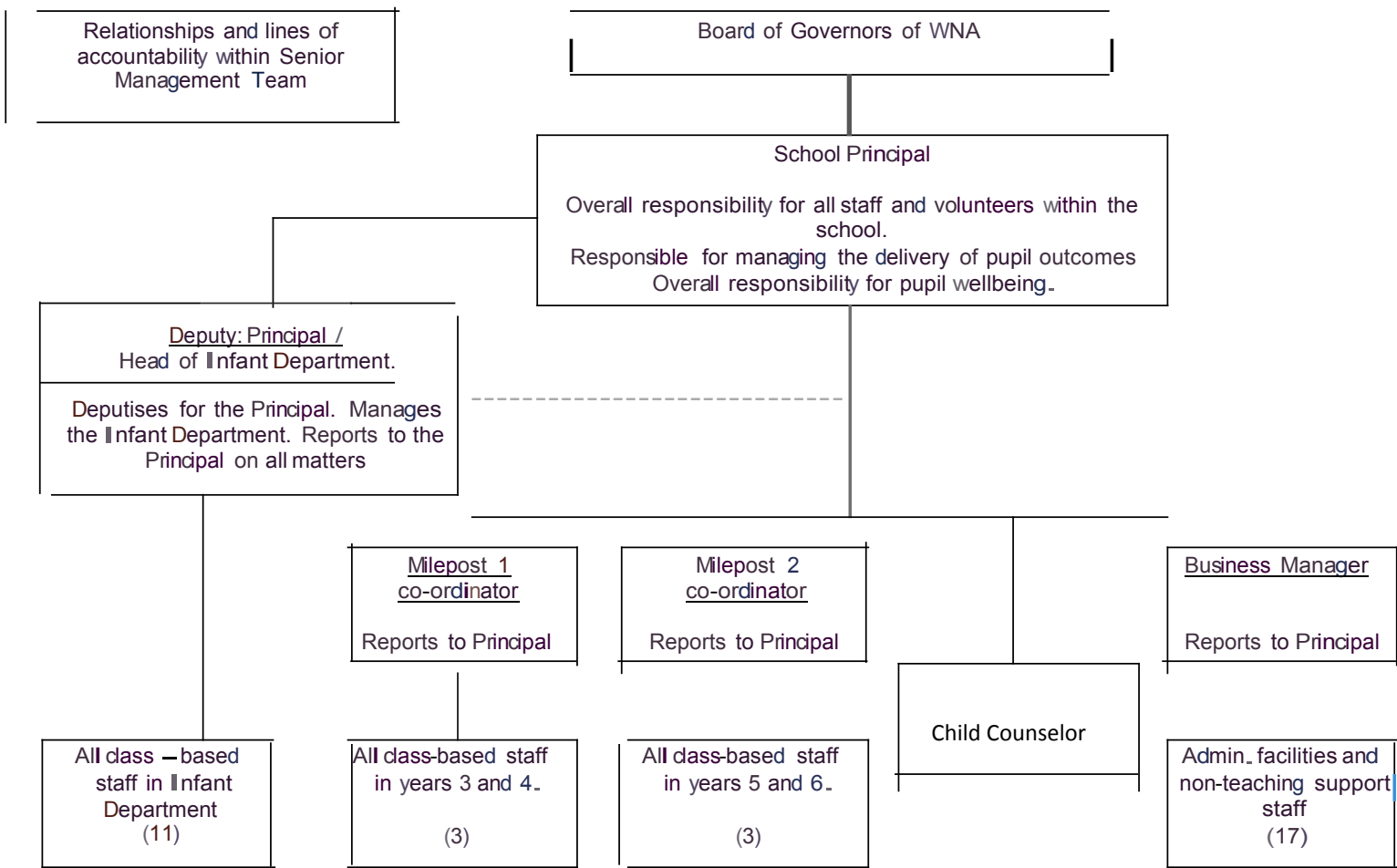
Learning support teams will revolve around the Foundation Phase classes and the two IPC milestone groups, and pupil progress will be discussed amongst these teams.

The learning support teams are led by the Deputy Head and the Milepost coordinators, and class teachers are accountable to them and ultimately to the Principal.

All staff will be required to attend regular supervision sessions with a line manager, to assess progress against targets, identify any skills gaps and plan appropriate training. The frequency of such meetings will depend on the number of hours worked, but everyone will have supervision:

- Once per term if working 15 hours or less p.w.
- Twice per term if working up to 27 hours p.w.
- Monthly for full time staff

Every employee will also have an appraisal every year, where their performance is evaluated and areas of improvement identified.



WNA Organisational Chart

Year 1 of 7 year development

No of pupils: 28 in one class

Post	Category	Contract	FTE	2013/14	
Principal	Leadership	FT	1.00	0	0.0
deputy	Leadership	FT	1.00	1	1.0
business manager	Leadership	PT	1.00	1	1.0
Milepost coord	Teaching Staff	FT	1.00	0	0.0
Milepost coord	Teaching Staff	PT	0.50	0	0.0
NQT	Teaching Staff	FT	1.00	0	0.0
NQT	Teaching Staff	PT	0.50	2	1.0
Exp. Teacher	Teaching Staff	FT	1.00	0	0.0
Exp teacher	Teaching Staff	PT	0.50	0	0.0
senior TA	Education Support	TTO	0.40	0	0.0
Basic TA	Education Support	TTO	0.40	3	1.2
lunch supervisor	Admin/Support Staff	TTO	0.16	0	0.0
canteen asst.	Admin/Support Staff	TTO	0.20	2	0.4
cleaner	Admin/Support Staff	TTO	0.16	1	0.2
caretaker	Admin/Support Staff	PT	0.50	1	0.5
admin/reception	Admin/Support Staff	TTO	0.80	0	0.0
admin/reception	Admin/Support Staff	TTO	0.40	1	0.4
finance officer	Admin/Support Staff	TTO	0.40	0	0.0
driver / asst.	Admin/Support Staff	TTO	0.16	3	0.5
volunteer coord.	Admin/Support Staff	TTO	0.40	0	0.0
parent support wo	Admin/Support Staff	TTO	0.40	1	0.4
child counsellor	Admin/Support Staff	FT	1.00	0	0.0

During this first year there is only the one Reception Class. We will employ 2 part time teachers and 3 part time assistants to this class as we feel this arrangement will afford greater flexibility to deal with absences and other unforeseen circumstances, now and as the school develops.

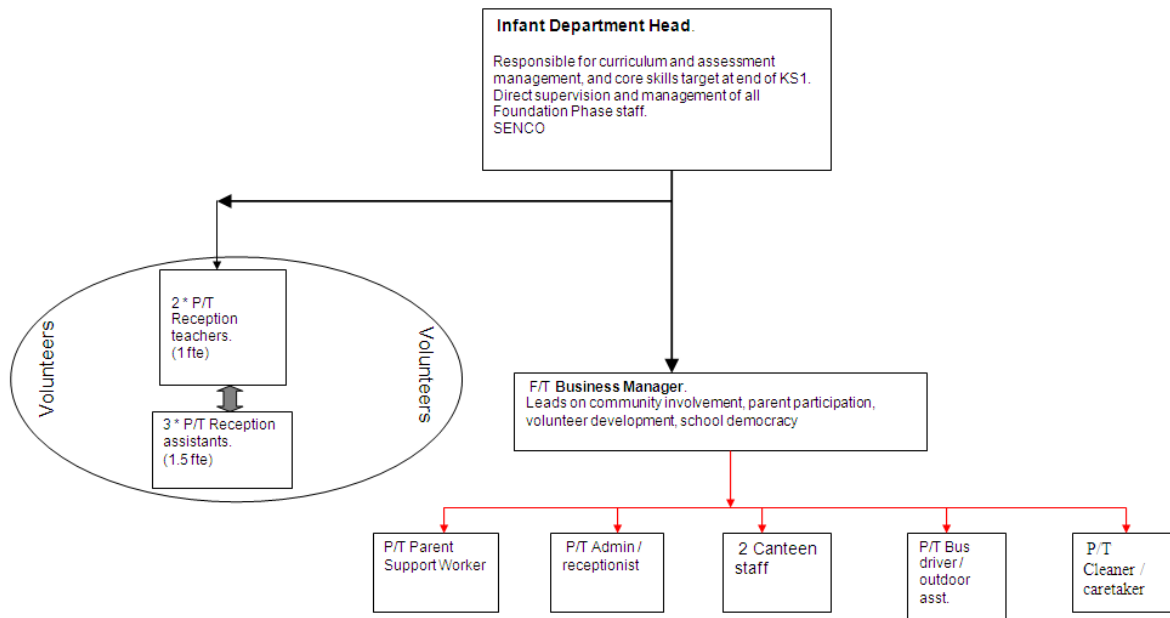
The Infant Department Head needs to be very familiar with the demands of our curriculum model, particularly related to the Early Years delivery.

The Full time Business manager will be responsible for the administrative duties, facilities management and development and training of volunteers, and is assisted in these tasks by an increasing number of assistants as the school grows.

In this year we have only a part-time administrator, part-time caretaker/cleaner, a bus driver on the 2 days that the children go to the woods, 2 canteen staff to prepare and serve meals, although this will be an area for volunteer development.

We also employ a part-time Parent Support Worker, as we see this link with parents as central to the ethos of the school.

WNA - ORGANISATIONAL CHART
YEAR 1 of 7 year development.



WNA Organisational Chart

Year 2 of 7 year development

No of pupils: 56 in two classes

Post	Category	Contract	FTE	2014/15	2015/16
Principal	Leadership	FT	1.00	0	0.0
deputy	Leadership	FT	1.00	1	1.0
business manager	Leadership	PT	1.00	1	1.0
Milepost coord	Teaching Staff	FT	1.00	0	0.0
Milepost coord	Teaching Staff	PT	0.50	0	0.0
NQT	Teaching Staff	FT	1.00	0	0.0
NQT	Teaching Staff	PT	0.50	2	1.0
Exp. Teacher	Teaching Staff	FT	1.00	1	1.0
Exp teacher	Teaching Staff	PT	0.50	0	0.0
senior TA	Education Support	TTO	0.40	2	0.8
Basic TA	Education Support	TTO	0.40	3	1.2
lunch supervisor	Admin/Support Staff	TTO	0.16	0	0.0
canteen asst.	Admin/Support Staff	TTO	0.20	2	0.4
cleaner	Admin/Support Staff	TTO	0.16	1	0.2
caretaker	Admin/Support Staff	PT	0.50	1	0.5
admin/reception	Admin/Support Staff	TTO	0.80	0	0.0
admin/reception	Admin/Support Staff	TTO	0.40	1	0.4
finance officer	Admin/Support Staff	TTO	0.40	1	0.4
driver / asst.	Admin/Support Staff	TTO	0.16	4	0.6
volunteer coord.	Admin/Support Staff	TTO	0.40	1	0.4
parent support wo	Admin/Support Staff	TTO	0.40	1	0.4
child counsellor	Admin/Support Staff	FT	1.00	0	0.0

This second year sees the continuation of the policy of recruiting part-time classroom assistants. This is consistent throughout the school to ensure flexibility. As the school grows it is likely that some part-time posts will be combined.

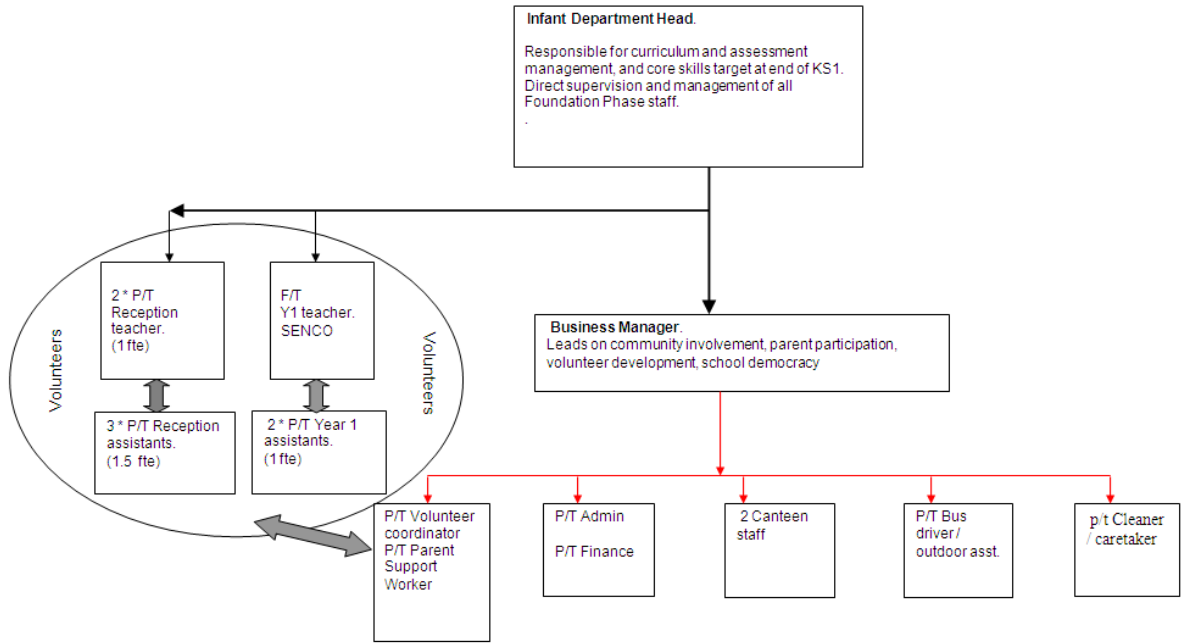
Apart from the Reception Class teachers, other teaching posts are likely to be full time as this is the most likely way of ensuring quality and choice.

Further support staff are added with the inclusion of a part-time Volunteer co-ordinator to help with recruitment and retention of volunteers, identifying skills gaps and agreeing training plans.

We can also afford a dedicated Finance Officer to take on the book-keeping and payroll duties.

The bus driver's hours are doubled as children now visit the woods on 4 days of the week.

WNA - ORGANISATIONAL CHART
 YEAR 2 of 7 year development.



WNA Organisational Chart
Year 3 of 7 year development

No of pupils: 84 in three classes

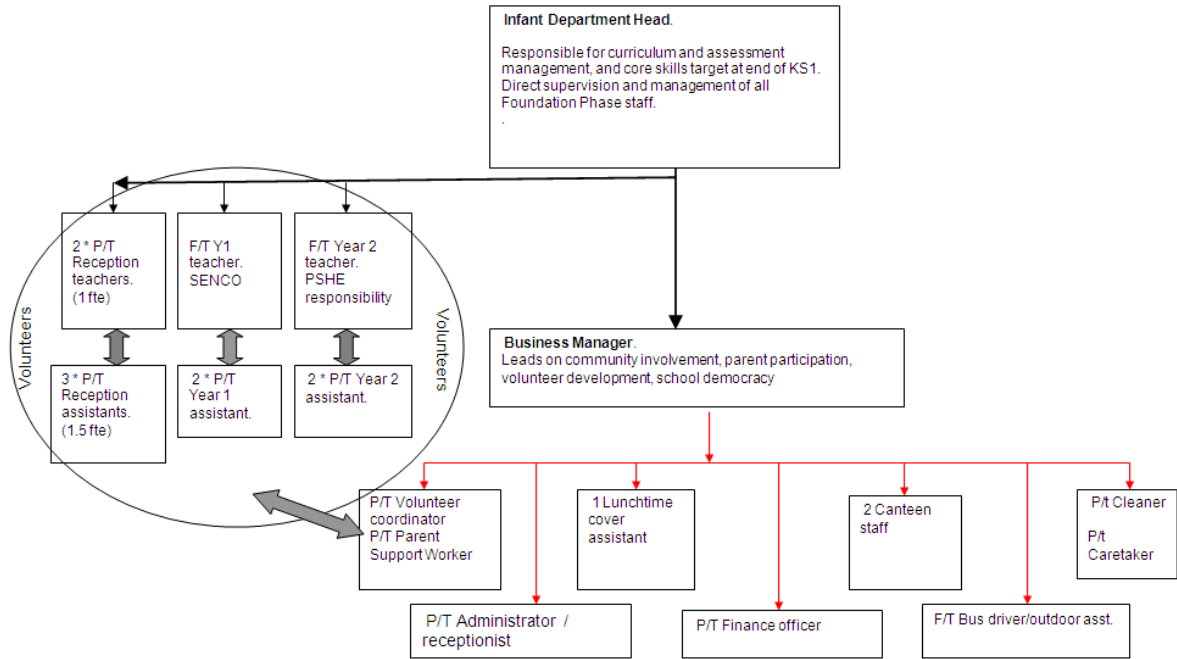
Post	Category	Contract	FTE	2015/16		
Principal	Leadership	FT	1.00	0	0.0	.0
deputy	Leadership	FT	1.00	1	1.0	49.9
business manager	Leadership	PT	1.00	1	1.0	43.6
Milepost coord	Teaching Staff	FT	1.00	0	0.0	.0
Milepost coord	Teaching Staff	PT	0.50	0	0.0	.0
NQT	Teaching Staff	FT	1.00	1	1.0	30.7
NQT	Teaching Staff	PT	0.50	2	1.0	29.1
Exp. Teacher	Teaching Staff	FT	1.00	1	1.0	37.0
Exp teacher	Teaching Staff	PT	0.50	0	0.0	.0
senior TA	Education Support	TTO	0.40	4	1.6	32.0
Basic TA	Education Support	TTO	0.40	3	1.2	18.6
lunch supervisor	Admin/Support Staff	TTO	0.16	1	0.2	2.3
canteen asst.	Admin/Support Staff	TTO	0.20	2	0.4	5.8
cleaner	Admin/Support Staff	TTO	0.16	2	0.3	4.6
caretaker	Admin/Support Staff	PT	0.50	1	0.5	8.3
admin/reception	Admin/Support Staff	TTO	0.80	0	0.0	.0
admin/reception	Admin/Support Staff	TTO	0.40	1	0.4	6.7
finance officer	Admin/Support Staff	TTO	0.40	1	0.4	8.0
driver / asst.	Admin/Support Staff	TTO	0.16	5	0.8	16.0
volunteer coord.	Admin/Support Staff	TTO	0.40	1	0.4	8.0
parent support wo	Admin/Support Staff	TTO	0.40	1	0.4	8.0
child counsellor	Admin/Support Staff	FT	1.00	0	0.0	.0

This third year completes the staffing for the Infant Department, with the year 2 class duplicating the year 1 class arrangements. Parents and other volunteers are key to the success of our vision and they will be heavily involved throughout all aspects of learning in this department.

Further support staff are added with the inclusion of a lunchtime supervisor. There are now 2 classes of children in the school each lunchtime and so they require a permanent presence. Like most support roles in the school we see this as an opportunity for volunteer involvement too.

The bus driver now becomes a full time position as children are visiting the woods every day.

WNA - ORGANISATIONAL CHART
 YEAR 3 of 7 year development.



WNA Organisational Chart

Year 4 of 7 year development

No of pupils: 112 in four classes

Post	Category	Contract	FTE	2016/17	
Principal	Leadership	FT	1.00	1	1.0
deputy	Leadership	FT	1.00	1	1.0
business manager	Leadership	PT	1.00	1	1.0
Milepost coord	Teaching Staff	FT	1.00	0	0.0
Milepost coord	Teaching Staff	PT	0.50	1	0.5
NQT	Teaching Staff	FT	1.00	1	1.0
NQT	Teaching Staff	PT	0.50	2	1.0
Exp. Teacher	Teaching Staff	FT	1.00	2	2.0
Exp teacher	Teaching Staff	PT	0.50	0	0.0
senior TA	Education Support	TTO	0.40	4	1.6
Basic TA	Education Support	TTO	0.40	5	2.0
lunch supervisor	Admin/Support Staff	TTO	0.16	2	0.3
canteen asst.	Admin/Support Staff	TTO	0.20	2	0.4
cleaner	Admin/Support Staff	TTO	0.16	3	0.5
caretaker	Admin/Support Staff	PT	0.50	1	0.5
admin/reception	Admin/Support Staff	TTO	0.80	1	0.8
admin/reception	Admin/Support Staff	TTO	0.40	0	0.0
finance officer	Admin/Support Staff	TTO	0.40	1	0.4
driver / asst.	Admin/Support Staff	TTO	0.16	5	0.8
volunteer coord.	Admin/Support Staff	TTO	0.40	2	0.8
parent support wo	Admin/Support Staff	TTO	0.40	1	0.4
child counsellor	Admin/Support Staff	FT	1.00	0	0.0

This is the year when we appoint a Principal to manage the whole school.

We also employ a full-time teacher for year 3, with 2 part-time assistants.

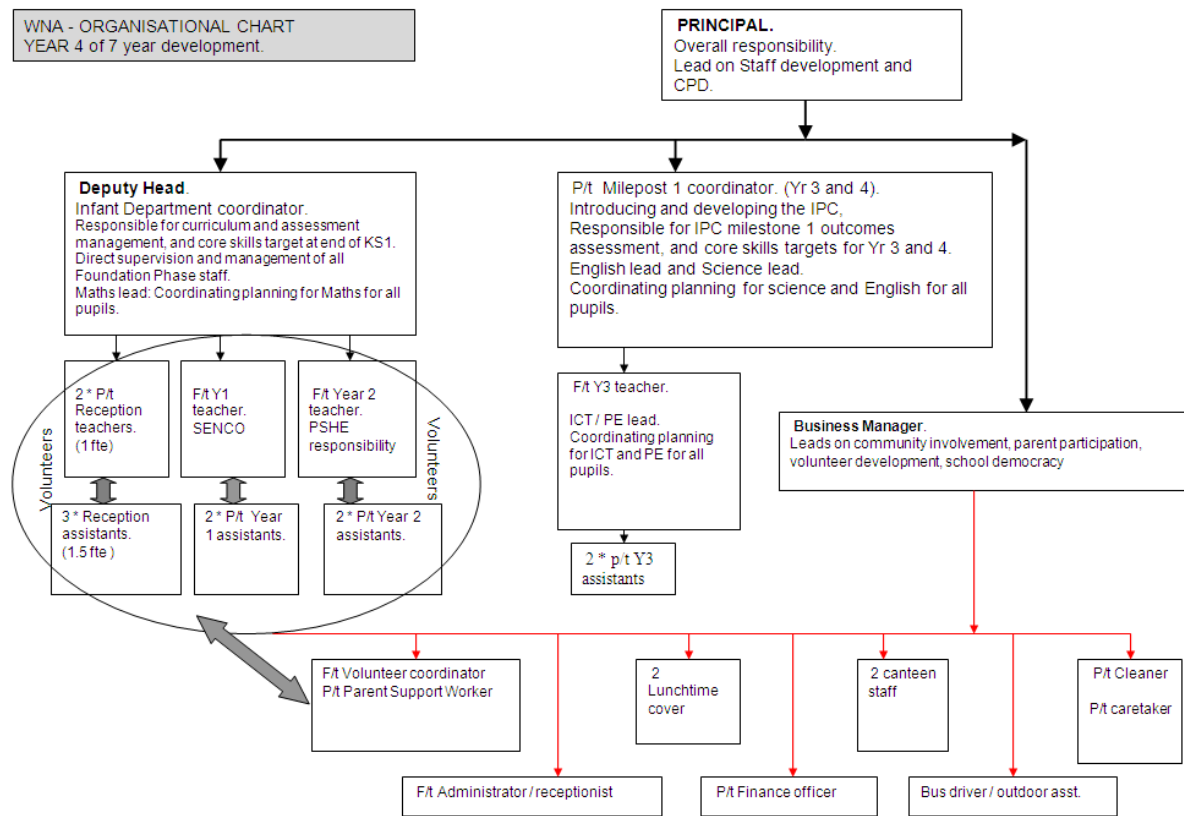
This is the first year of the International Primary Curriculum and so we will employ a part-time coordinator to help with introducing this curriculum.

As we are now entering Key Stage 2 we feel it is important to introduce subject specialists for the core subjects of English, Maths and Science, as well as a Lead person for PSHE, PE and ICT. The identified staff will vary as the school develops as we find the right blend.

Within the support staff, the Volunteer Coordinator becomes a full time post this year, and an additional 0.5 administrator is employed.

The lunchtime cover is also doubled, as there will be always be three classes in school at lunchtime.

WNA - ORGANISATIONAL CHART
YEAR 4 of 7 year development.



Year 5 of 7 year development

No of pupils: 140 in five classes

Post	Category	Contract	FTE	2017/18	
Principal	Leadership	FT	1.00	1	1.0
deputy	Leadership	FT	1.00	1	1.0
business manager	Leadership	PT	1.00	1	1.0
Milepost coord	Teaching Staff	FT	1.00	1	1.0
Milepost coord	Teaching Staff	PT	0.50	0	0.0
NQT	Teaching Staff	FT	1.00	2	2.0
NQT	Teaching Staff	PT	0.50	2	1.0
Exp. Teacher	Teaching Staff	FT	1.00	2	2.0
Exp teacher	Teaching Staff	PT	0.50	0	0.0
senior TA	Education Support	TTO	0.40	6	2.4
Basic TA	Education Support	TTO	0.40	5	2.0
lunch supervisor	Admin/Support Staff	TTO	0.16	3	0.5
canteen asst.	Admin/Support Staff	TTO	0.20	3	0.6
cleaner	Admin/Support Staff	TTO	0.16	3	0.5
caretaker	Admin/Support Staff	PT	0.50	1	0.5
admin/reception	Admin/Support Staff	TTO	0.80	1	0.8
admin/reception	Admin/Support Staff	TTO	0.40	1	0.4
finance officer	Admin/Support Staff	TTO	0.40	1	0.4
driver / asst.	Admin/Support Staff	TTO	0.16	5	0.8
volunteer coord.	Admin/Support Staff	TTO	0.40	2	0.8
parent support wo	Admin/Support Staff	TTO	0.40	2	0.8
child counsellor	Admin/Support Staff	FT	1.00	0	0.0

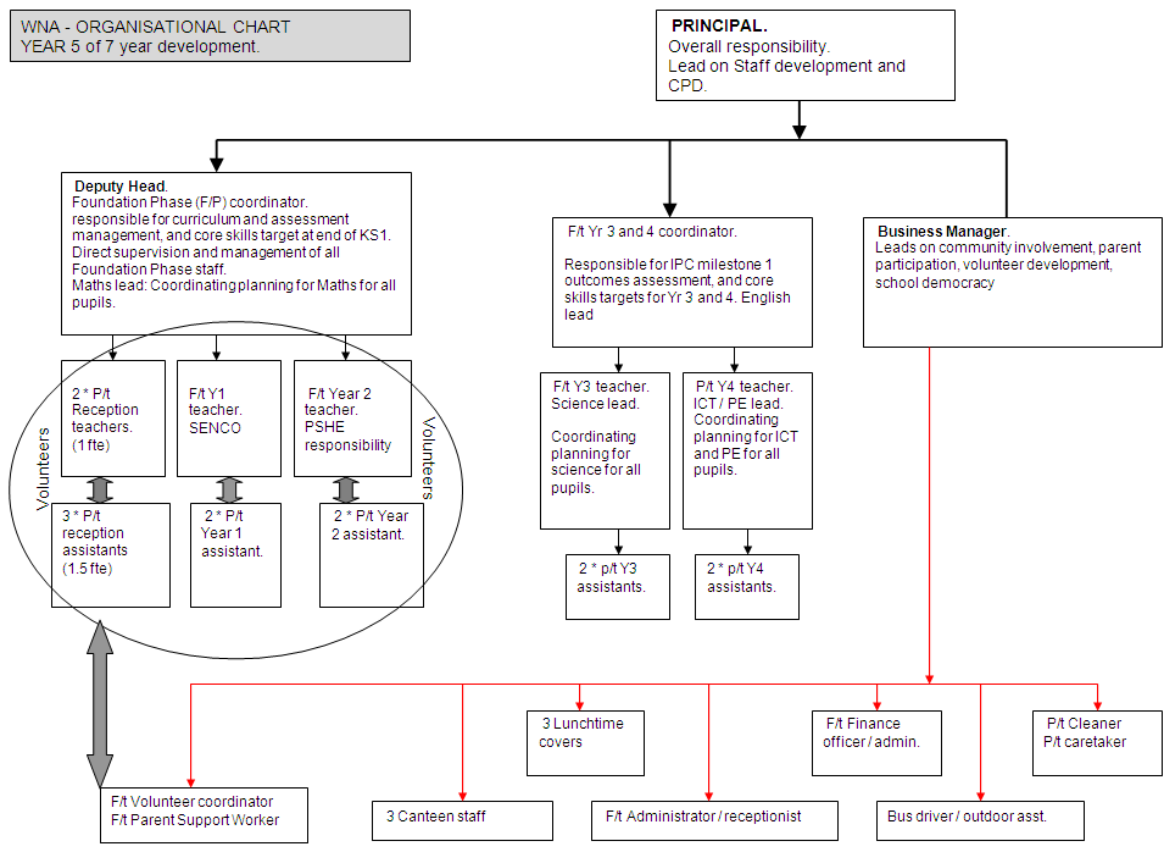
In this year the part-time coordinator appointed last year becomes full time, responsible for the IPC milestone 1 (years 3 and 4).

A new teaching team is recruited for the year 4 class, on the same lines as before.

As the pupil numbers increase again we will employ additional lunchtime cover, and an extra canteen assistant.

The Parent Support Worker becomes a full time post in this year as the number of parents involved with the school increases. This person has a key responsibility in identifying families in need of additional support, either for educational or welfare reasons.

WNA - ORGANISATIONAL CHART
YEAR 5 of 7 year development.



WNA Organisational Chart

Year 6 of 7 year development

No of pupils: 168 in six classes

Post	Category	Contract	FTE	2018/19	
Principal	Leadership	FT	1.00	1	1.0
deputy	Leadership	FT	1.00	1	1.0
business manager	Leadership	PT	1.00	1	1.0
Milepost coord	Teaching Staff	FT	1.00	2	2.0
Milepost coord	Teaching Staff	PT	0.50	0	0.0
NQT	Teaching Staff	FT	1.00	2	2.0
NQT	Teaching Staff	PT	0.50	2	1.0
Exp. Teacher	Teaching Staff	FT	1.00	3	3.0
Exp teacher	Teaching Staff	PT	0.50	0	0.0
senior TA	Education Support	TTO	0.40	6	2.4
Basic TA	Education Support	TTO	0.40	7	2.8
lunch supervisor	Admin/Support Staff	TTO	0.16	3	0.5
canteen asst.	Admin/Support Staff	TTO	0.20	4	0.8
cleaner	Admin/Support Staff	TTO	0.16	4	0.6
caretaker	Admin/Support Staff	PT	0.50	2	1.0
admin/reception	Admin/Support Staff	TTO	0.80	1	0.8
admin/reception	Admin/Support Staff	TTO	0.40	1	0.4
finance officer	Admin/Support Staff	TTO	0.40	1	0.4
driver / asst.	Admin/Support Staff	TTO	0.16	5	0.8
volunteer coord.	Admin/Support Staff	TTO	0.40	2	0.8
parent support wo	Admin/Support Staff	TTO	0.40	2	0.8
child counsellor	Admin/Support Staff	FT	1.00	1	1.0

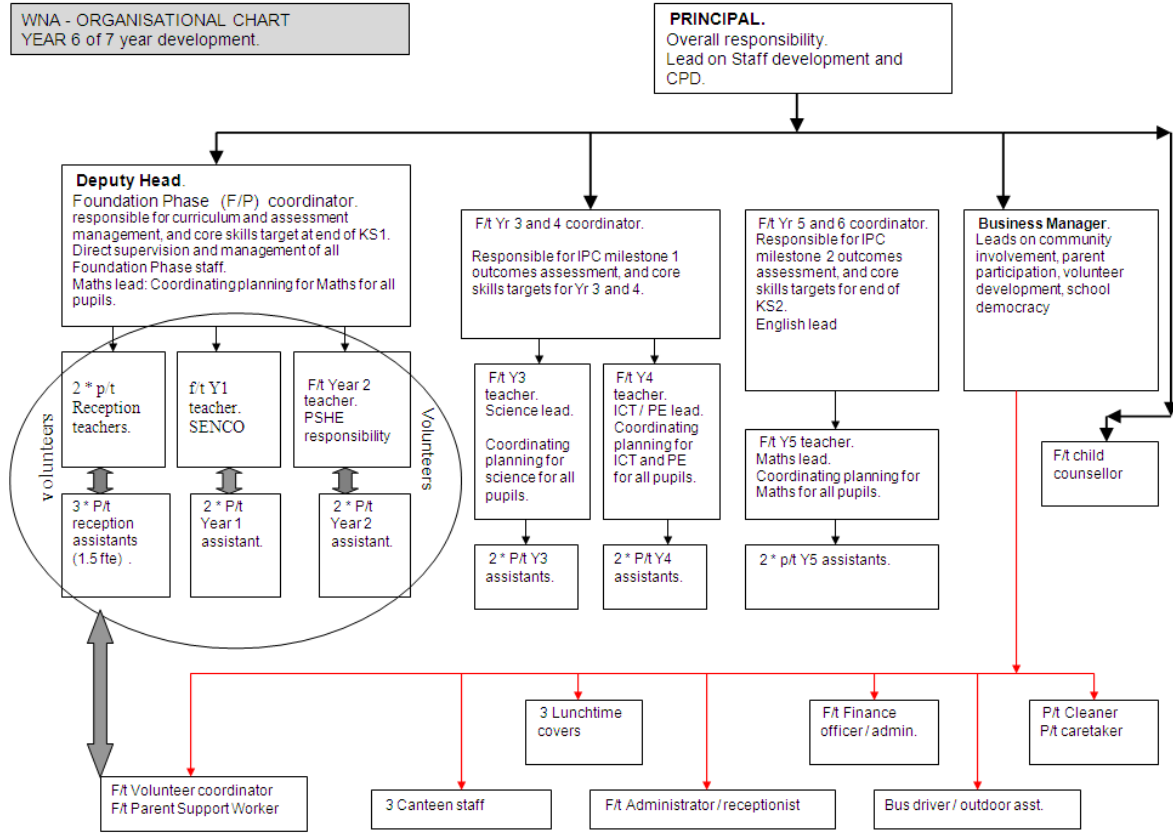
This year sees the introduction of the upper half of Key Stage 2, which is Milepost 2 within the IPC. We will therefore employ a co-ordinator for this section of the curriculum, who can manage the allocation of units to ensure depth and breadth of learning, monitor all the assessment for this milestone and also help with delivery of some of the more „involved’ projects. The milestone 1 co-ordinator plays a similar role in year 3 and 4.

There is the addition of a new teaching team for year 5, and the introduction of a new post of Child Counsellor. Up until this point children have been referred to an outside agency when identified as being in need of this support, but now we can afford a staff post. The Counsellor reports directly to the Principal to avoid any conflict of interest when dealing with class teachers and pupils.

This counselling role is very important to the ethos of the school, as it enables us to help children and families when they need it most, to deal with social and emotional issues as soon as possible so that the child can return to maximum learning.

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WNA - ORGANISATIONAL CHART
YEAR 6 of 7 year development.



WNA Organisational Chart

Year 7 of 7 year development

No of pupils: 196 in seven classes

Post	Category	Contract	FTE	2019/20	
Principal	Leadership	FT	1.00	1.2	1.2
deputy	Leadership	FT	1.00	1	1.0
business manager	Leadership	PT	1.00	1	1.0
Milepost coord	Teaching Staff	FT	1.00	2	2.0
Milepost coord	Teaching Staff	PT	0.50	0	0.0
NQT	Teaching Staff	FT	1.00	3	3.0
NQT	Teaching Staff	PT	0.50	2	1.0
Exp. Teacher	Teaching Staff	FT	1.00	3	3.0
Exp teacher	Teaching Staff	PT	0.50	0	0.0
senior TA	Education Support	TTO	0.40	8	3.2
Basic TA	Education Support	TTO	0.40	7	2.8
lunch supervisor	Admin/Support Staff	TTO	0.16	4	0.6
canteen asst.	Admin/Support Staff	TTO	0.20	4	0.8
cleaner	Admin/Support Staff	TTO	0.16	4	0.6
caretaker	Admin/Support Staff	PT	0.50	2	1.0
admin/reception	Admin/Support Staff	TTO	0.80	1	0.8
admin/reception	Admin/Support Staff	TTO	0.40	1	0.4
finance officer	Admin/Support Staff	TTO	0.40	1	0.4
driver / asst.	Admin/Support Staff	TTO	0.16	5	0.8
volunteer coord.	Admin/Support Staff	TTO	0.40	2	0.8
parent support wo	Admin/Support Staff	TTO	0.40	2	0.8
child counsellor	Admin/Support Staff	FT	1.00	1	1.0

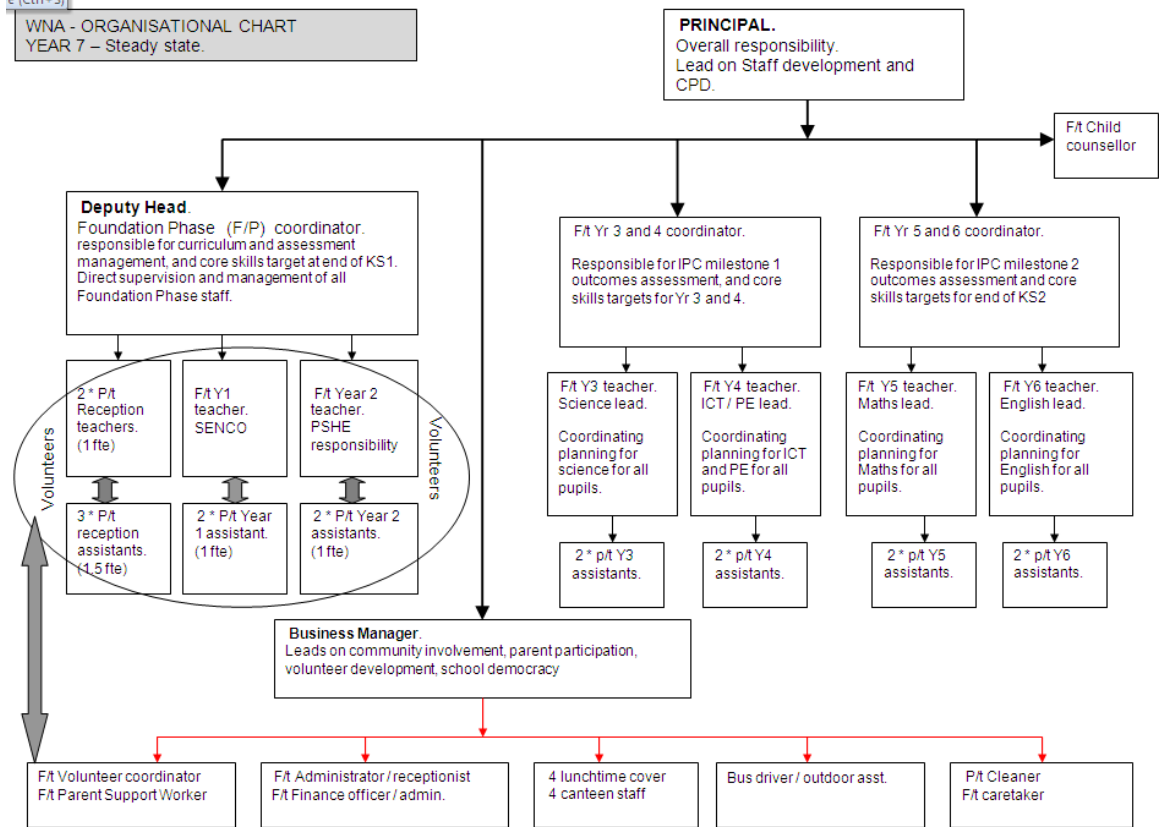
The school reaches steady state, with 7 classes now full.

The Year 6 teaching team is recruited now, and as always we will be assessing skills gaps in our existing team before recruiting.

Again we increase the number of canteen staff and lunchtime assistants in line with pupil numbers, and we can now employ a full time caretaker and a part-time cleaner rather than the combined post last year.

With normal staff turnover we expect to be recruiting similar numbers of staff every year when full, which will keep the team fresh and knowledge up to date.

WNA - ORGANISATIONAL CHART
YEAR 7 – Steady state.



F5: Provide realistic plans for recruiting a high quality principal designate other staff and governors in accordance with your proposed staffing structure and education plans.

Approach to recruitment

Our approach to recruitment will be to integrate volunteer parents into the school activity working with and supporting teachers to providing a learning environment which can be emulated within the home environment. For this reason, it is important that the business manager works with parents and teachers thus ensuring they have opportunities to be included.

The approach to interaction between different types of staff will be to have an atmosphere of co-operation rather than dependence on a hierarchal structure. Reflective practice will be the aim in all things, although we are asking for qualified teachers we acknowledge that there are many skills, talents and competencies that we can utilize within the support staff and the volunteers.

All staff positions will be recruited to in accordance with current legislation. Posts will be advertised widely and appropriately according to the role offered.

Teaching staff will be recruited through a combination of methods including a formal interview process, lesson observations and group discussions with other staff. As part of the process teachers may be tested on their assessment ability, observation skills, ability to engage the class, awareness of the needs of all students, and their personal qualities. Belief in the ethos of WNA and commitment to fulfilling the vision is essential and there will be discussions with various stakeholders to establish the applicant's level of commitment.

All staff and volunteers will be subject to CRB checks and must provide suitable referees.

Recruitment of key staff

The free school aims to recruit the principal of the school and a business manager one term in advance of the opening of the proposed free school (that is in April 2013). Our timescale for recruitment of the Principal is as follows:

We appreciate that a working applicant may need to give one term's notice to their current employer.

The process for recruiting the Business Manager would run approximately 2 months later, as we wouldn't anticipate longer than 1 month's notice being required, and this would enable the Principal Designate to be involved in the process in some way.

November 1 st 2012	Place advertisements
November 23 rd 2012	Deadline for applications
November 30 th 2012	Short listing candidates
December 10 th – 12 th 2012	Interview / selection process
December 14 th 2012	Appoint a Principal Designate
April 2013	Start date

The Principal will be in charge of all aspects of learning and assessment, and will be responsible for recruitment and retention of a strong teaching team. The Business manager will be responsible for all the non-teaching aspects of the school, including finance, administration, property management, volunteer management etc.

The post of Principal is seen as central to the success of the free school, the successful post holder would be experienced, distinctive and particularly someone who understands and is committed to the philosophy of the organisation; not necessarily a current head of school but an individual with the understanding, knowledge and ability to further develop and implement a plan in accordance with the philosophy set out in this application.

As part of the recruitment process professional assistance would be sought, this would ensure the best possible candidate is appointed. [REDACTED] are members of the steering group and have confirmed their willingness and desire to take an active part in the recruitment and selection process. Advertisement would be in Times Educational Supplement and The Guardian (Educational Supplement), the advert would also be sent, electronically, to teaching organisations.

We value the benefits of strong leadership and will be recruiting a principal with reference to the National Standards for head teachers, which provides a framework for assessment covering the six themed areas:

- Shaping the future
- Leading learning and teaching
- Developing and working with others
- Managing the organisation
- Securing accountability
- Strengthening accountability.

We acknowledge that particularly as the school is building from a single entity point, potential may outweigh experience, and we will consider recruitment along the lines of the future leaders programme, identifying someone with the core characteristics and values required, with the ability to grow into the role over time.

Recruiting new Governors

We intend to employ a similar level of rigour when recruiting new governors for the school. We will identify the qualities and skills that the board are lacking and seek to recruit people to these posts. We will advertise locally in the press and through existing networks, as well as using governor recruitment websites.

We will treat Governor roles as we would paid employment, with full details of the role and responsibilities and commitment required.

When possible, we will advertise annually for all our staff, governance and volunteer requirements. This will produce a more effective advertisement package.

Role of the principal

Initial duties:

- Set out plans for the pre-opening and post-opening phases
- Fine tune all procedures and processes required within the school setting.
- Initially set up detailed class plans with the help of other staff members for the start of the new year.
- Instigate assessment procedures to ensure learning is captured and recorded for necessary audits and children/parent/governors reports.
- Be part of the recruitment process new staff required each year,
- Put structures in place to roll out the recruitment of a new team each year, to fit in with the annual increase of pupils
- Work with the business manager to employ the administration and finance staff, develops the volunteer recruitment policy, and nurture parent volunteers into learning support roles, also employ a bus driver / outdoor support worker in year 1, to accompany classes on outdoor visits, as 1 class will go out every day.

The qualities we would be looking for in a principal would be:

- A firm belief in, and commitment to the philosophy of this school.
- Knowledge and understanding to apply the philosophy successfully
- Commitment to deliver excellence
- A participative manager,
- Commitment to inclusivity

- Commitment to achieving higher standards than is currently experienced within the community,
- The ability to set strategic measurable objectives
- Team management experience
- Leadership skills
- Public relation skills
- Communicate effectively across all mediums
- Budgetary management
- Ability to work under pressure
- Empathy and compassion
- Openness to change

WNA Person Specification – Head Teacher

Qualifications

- Qualified Teacher; or similar European or Early Years qualification
- Evidence of further professional development

Experience of:

- Successful teaching and curriculum experience in primary or pre-schools
- Understanding of, and belief in, alternative curriculum models
- Management of human and financial resources
- Successful leadership in education
- Working knowledge of EYFS principles and practice

We are looking for a Principal who is able to demonstrate competence according to the following framework:

Shaping the future

Is able to:

- Formulate in conjunction with the governing body, staff, pupils and the wider community, the overall vision, values, aims and objectives of the school and the relevant policies for their implementation.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

Leading learning and teaching

Is able to:

- Demonstrate personal enthusiasm for, and commitment to, the learning process as defined at WNA.
- Demonstrate the principles and practice of effective learning through child-led activities.
- Access, analyse and Interpret information
- Acknowledge excellence and challenge poor performance across school

- Develop our creative curriculum to provide further opportunities for learning across a broad spectrum of opportunities.

Developing self and working with others

Is able to:

- Operate successfully in an environment in which conventional hierarchical structures within the organisation are flattened in the interests of collective, collaborative and egalitarian decision-making.
- Treat people fairly, and with respect to create and maintain a positive school culture.
- Develop and maintain a culture of high expectations for self and others.
- Build a collaborative learning culture within the school and actively engage with diverse stakeholders in the wider community.

Managing our school

Is able to:

- Establish and sustain appropriate structures and systems.
- Manage the school effectively and on a day-to-day basis.
- Delegate management tasks and monitor their implementation
- Make professional, managerial and organisational decisions based on informed judgements.
- Think creatively to anticipate and solve problems.

Strengthening the community

Is able to:

- Build and maintain effective relationships with governors, staff, parents, and the wider community, which enhance the education of all our pupils.

Personal Attributes

Thinking

Analytical Thinking

- Analysing complex data and understanding the connections that exist between issues through breaking down problems into their component parts.
- Organising parts of a problem in a systematic way, prioritising issues moving forward, as well as establishing causal relationships between issues that may or may not be obviously related.

Conceptual Thinking

- Identifying patterns between potentially unrelated concepts, drawing on past experience to understand a situation.
- Simplifying complex issues, being highly innovative, taking a broader view and bringing in additional information.

Curiosity and Eagerness to Learn

- A curiosity and willingness to develop or acquire new knowledge, skills or

experiences regardless of the challenges involved.

- Making the most of opportunities despite being outside of one's comfort zone.
- Enjoys discovering different ways of doing things both within and outside of education.

Being

Self Awareness

- Aware of one's personal strengths and areas for future growth and understands how own behaviour impacts on others.
- Being aware of one's own emotional triggers and identifying ways to manage these more effectively.
- Taking ownership for what one can do and sharing out responsibilities when others are better placed to accomplish particular tasks or objectives.

Resilience and Emotional Maturity

- Demonstrating a level of emotional maturity that enables the individual to remain tenacious and focused when faced by increasingly challenging circumstances.
- The ability to respond appropriately, manage uncertainty and bounce back even in the most trying of situations.

Integrity

- Honest, transparent and principled when interacting with others.
- Standing up for personal and organisational values even in difficult situations.
- Being able to gain the respect of others by acting in line with their own values, as well as making decisions or choices with the best interests of education and pupils in mind.

Personal Drive

- Sets own targets and achieve the highest standards within their role.
- Self motivated, energetic and willing to take on new challenges to improve own levels of performance.
- Makes decisions having assessed what will be in the best interest for students and the school.
- Seeks out opportunities and new challenges showing a desire to improve.

Leading

Holding to Account

- Clarify expectations, setting high standards for others and ensuring that goals or objectives are achieved.
- Holding others to account for performing in line with expectations.
- Using one's own position or authority to get others to do what is asked of them, and at times, this will involve making tough or unpopular decisions. However, these choices or actions will always be instigated with the best interests of students and schools in mind.

Developing Others

- Develops and empowers colleagues so that they experience real, significant personal growth.
- Looks for ways to develop others even when they are not required to do so.
- Continually seeking out opportunities to develop colleagues through activities such as mentoring, supporting, championing and guiding, in order to bring out the very best in them.

Inspiring Others

- Leading through motivating and energising students, colleagues and other educational staff, uniting them around shared goals or objectives.
- Articulating a compelling vision.

Impact and Influence

- Have a positive impact on students, colleagues and the wider community through persuading, convincing and bringing others round to the speaker's perspective.
- Understanding others perspectives and priorities.

Relating to Others

- Build relationships through being able to pick up on and understand the thoughts, emotions and feelings of students and colleagues, identifying reasons for why others behave the way they do.

Collaboration

- Working with a range of people in schools and the wider community to build a culture of co-operation and achievement through team working.
- Understands the importance of creating and maintaining a network of diverse people to share expertise, achieve common objectives and improve the learning environment for all.

Underlying the competencies we also look for evidence of Moral Purpose

Moral Purpose

- Acts in ways that are principled, built upon a clear set of personal values.
- Contributes value as a leader and is passionate about making a positive difference to the lives of children and families.
- Believes that schools have a crucial role to play in changing lives and improving life chances.
- Energised and motivated by the prospect of making a difference.

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are an active equal opportunities employer and ensure that everyone receives equal treatment in all aspects of their employment and expect all our employees to help promote equality and celebrate diversity at our school. Appointment to this position would be subject to an enhanced disclosure.

Business Manager Job Description

Post Title: Business Manager
Salary range: [REDACTED]
Responsible to: Principal
Performance management of: non teaching support staff.

We are looking to appoint a dedicated and confident School Business Manager who shares our vision, values and belief in the highest standards of academic progress. You will have experience of successfully managing finance, HR and support functions, and we welcome applications from dynamic and talented individuals who see their role as a key part of a Senior Team, leading decisions that will impact on the best possible education for our students.

We offer:

- An exciting opportunity to join a new school from day 1 and help shape its direction.
- A competitive salary based on skills, experience and proven achievements.
- We welcome applications from existing School Business Managers and exceptional personnel who may have wider experience within the finance and / or business sector.

Job Purpose

As a member of the Senior Leadership Team, to take the strategic lead in the effective and efficient development, provision and operation of financial, administrative and all other support services for the school, ensuring best practice and financial stability and growth.

To provide the Principal, Governors and Senior Leadership Team with clear information, advice and recommendations regarding the strategic development of school support services.

To utilise school assets and develop the school's business activities, to help ensure the best possible learning environment for students.

To lead, manage and motivate all support staff, ensuring appropriate line management and performance management of all support staff, and providing all necessary oversight and monitoring of any external service providers.

To be responsible with the Principal and Senior Leadership Team in exploring and implementing "Extended Services".

To be responsible with the Principal for the review and implementation of safeguarding, particularly as it affects current staffing, appointments, visits by adults to the school and students outside of the school.

Overseeing all site developments.

Key responsibilities

- A. To serve as a member of the Senior Leadership Team (SLT) and to play a full part as a member of this team.
- B. Financial Management
- C. The management of school support services
- D. HR Management
- E. Site Development/ Management
- F. Health & Safety
- G. Extended Schools
- H. Admissions
- I. General responsibilities

Key Tasks

- A1 To serve as a member of the SLT and to play a major role in contributing to the overall organisation, management and direction of the school.
- A2 To share responsibility with the Principal and SLT for monitoring and evaluating school progress against the stated objectives and targets of the School Development Plan, and for taking any additional actions as may be agreed to be necessary.
- A3 To attend meeting, including Governing Body meetings in fulfilment of the responsibilities of the post.
- A4 To comply with all school policies, procedures and systems, in Finance, Best Value, Health and Safety, Equal Opportunities and Data Protection requirements.
- A5. To participate in the school Performance Management Scheme and in relevant training opportunities.
- A6. To performance manage school support staff, monitoring progress and advising on any necessary remedial actions.
- B1. To prepare policies for Financial Standards and Financial Regulations.
- B2. To be responsible for the development and implementations of the school's financial and service support policies, systems and procedures; ensuring that they adhere to agreed policies, relevant legislation, financial regulations and standing orders; and to develop new systems as required, ensuring that service support staffing is provided for new systems.
- B3. To develop, implement and revise financial systems necessary for the efficient running of the school, and to meet the financial responsibilities statutorily delegated or devolved to the school.
- B4. To prepare the annual school budget in consultation with the Principal. To analyse and present financial statements and reports to the Governing Body, committees, and the SLT.
- B5. In consultation with the Principal to be responsible for extended schools,

lettings, sporting activities etc providing information of income and expenditure and any other information required by external bodies.

- B6. To undertake financial planning and to prepare annual estimates of expenditure and income.
- B7. To advise school budget holders of their budget allocations and to ensure that they monitor and manage their budgets effectively.
- B8. To implement and monitor procedures for the safe collection, correct handling, recording and banking of cash and related tasks and the operation of the school cheque book accounts, all in accordance with financial regulations.
- B9. To obtain quotations, negotiate prices with suppliers and contractors as required and ensure that goods and services are ordered, received and paid for in accordance with current procedures.
- B10. To ensure that the inventory is maintained and checked in accordance with school requirements.
- B11. To ensure the school has appropriate insurance cover and other licences as required.
- B12. To identify and pursue ways of developing the business activity of the school. Working with external consultants where necessary to pursue additional sources of funding, sponsorship and grants.
- C1. To line manage the school support staff ensuring that aims and objectives are met and linked to the school development plan and to attend to any HR, deployment or resourcing issues, as necessary.
- C2. To ensure that specifications for any externally provided services are appropriate and provide Best Value.
- C3. To be responsible, in conjunction with the Principal and other external advisers, for the school's Asset Management Plan, ensuring that accurate data is maintained and that appropriate strategic priorities are set.
- C4. In consultation with the Principal, to ensure an appropriate programme of capital improvements, planned maintenance and decoration, and security and cleaning is in place and being carried out.
- C5. To liaise with the Catering Manager and the Healthy Eating Working Party/School Council, to ensure the school's catering meets national dietary requirements and to promote the service.
- C6. To consult with the Principal and SLT with regard to providing an efficient, high quality learning resource service to all staff and pupils.
- C7. Ensure effective communication systems for the school e.g. mail distribution, e-mail, telephone, fax etc.
- C8. To work closely with internal and external advisers to maintain appropriate ICT systems to meet all administrative and curriculum requirements of the school, and to investigate costing of new developments to the system.
- C9. To ensure that all necessary records are maintained and that statistics are prepared as required.
- C10. To make all necessary statistical returns to the relevant bodies, and to comply with all audit requirements.
- D1. To be responsible for the administration of Human Resource matters, especially those relating to support staff, including appointments, contracts of employment, conditions of service, and discipline and grievance matters, making recommendations as necessary to the Principal and Governing Body, and to participate in the recruitment of support staff.

- D2. To manage, in collaboration with an approved supplier if necessary, the administrations of payroll matters relating to all school staff.
- D3. To be responsible for all support staff and to provide effective means to develop skills, systems of appointment, induction and performance management, making recommendations to the Principal on school support staff efficiency.
- D4. Ensure that teaching staff are employed in accordance with pay and conditions of service.
- D5. To ensure that all staff appointed are suitable to work with children.
- D6. To ensure that all CRB checks are carried out and recorded in accordance with regulations.
- D7. To ensure that suitable safeguarding arrangements are in place for all visitors to the school.
- E1. To ensure that the school's admissions process is managed efficiently and with due regard to the Admissions Code.
- E2. To provide advice and guidance to Admissions Panel.
- E3. To manage admissions appeal process as necessary, to include appointing panels and key advisors.
- E4. To oversee all school transport arrangements.
- F1. To review the school's Health & Safety Policies and to ensure in liaison with the governing body that all required procedures, including DDA requirements, are in place and observed, including required risk assessments.
- F2. To ensure the Annual Health & Safety return is completed.
- F3. To ensure all members of staff and volunteers have been CRB checked.
- F4. To ensure the premises and grounds are maintained and developed in an effective and planned way.
- F5. To ensure the school cleaning is kept to a high standard through regular meetings and spot checks.
- F6. Monitor and review the effectiveness and value for money of „contracted out' services.
- F7. To oversee the project management of any new initiatives for the school with particular reference to new builds.
- G1. To be responsible for ensuring the sustainability of the lettings facility.
- G2. To have an oversight of school bookings/lettings, to ensure maximum effective use of buildings and facilities.
- G3. To promote facilities and regularly review usage.
- G4. To keep abreast of new legislation relating to extended schools e.g. relevant courses, meetings etc.
- H1. To participate in training days and other training opportunities as, required.
- H2. To participate in other continuing professional development opportunities, as required or agreed.
- H3. To participate in the school's programme of performance management.
- H4. To comply with all financial, safety, data protection, ICT software licences, child protection and equal opportunities requirements and any other relevant guidelines.
- H5. To undertake any other reasonable duties as may be agreed from time to time with the Principal.

Key Indicators/Performance Objectives

1. To carry out individual responsibilities to the highest standard.
2. To professionally manage the support staff team to a high standard.
3. To provide efficient and cost effective school financial management to ensure the best possible learning environment for students.
4. To investigate new financial opportunities to utilise the assets of the school to ensure maximum potential is achieved.

Person Specification

Experience & Qualifications

- UK First Degree qualification or equivalent
- Willingness to train towards a School Business Manager specific qualification i.e. DSBM or CSBM.
- Evidence of significant finance, business, administration, HR and/or project management experience.
- Experience of school and/or academy/company finance and regulation.
- Experience of working in a busy office environment.
- Experience of working with Senior Managers
- Experience of managing strategic finance.
- Experience of line and performance management of others.
- Experience of managing team and groups.

Knowledge & Skills

- Able to deliver value for money initiatives.
- Able to deliver services and systems applicable for effective school management.
- Able to strategically influence decision making within the school.
- Ability to introduce a visionary and entrepreneurial approach to all aspects of school development
- Verbal and written skills appropriate to the need to communicate effectively with colleagues, students and other professionals.
- Ability to work constructively as part of a team, understanding school roles and responsibilities including post holder's own.
- Ability to improve own practice/knowledge through self-evaluation and learning from others.
- Managing and monitoring budgetary lines and providing required reports.
- Good standard of numeracy and literacy skills.
- Knowledge and experience of using ICT packages and equipment effectively.
- Ability to work effectively to time scales and deadlines
- Ability to work under pressure.
- Knowledge of relevant policies, procedures, codes of practice and awareness of relevant legislation.

Equal Opportunities

- An understanding of and commitment to Equality of Opportunity for all.
- Sympathy with the aims and objectives of comprehensive & community education.
- A commitment to improving standards for all

Personal Qualities

- Initiative and ability to prioritise one's own work and work to tight deadlines.
- Able to work flexibly to support others.
- Able to work in collaboration with the school's senior leadership team.
- Efficient and meticulous in organisation and detail.
- Desire to enhance and develop skills and knowledge through CPD.
- Evidence of excellent attendance and punctuality record.
- Commitment to the highest standards of child protection.
- Recognition of the importance of personal responsibility for Health & Safety.
- Commitment to the school's ethos, aims and its whole community.

Professional Development

- Evidence of personal development, training and qualifications.
- Willingness to take part in all relevant training and a commitment to one's own professional development.
- The calibre to become an outstanding member of staff.
- The ability to plan support and/or training for others.
- The capacity and enthusiasm to learn and continuously improve.

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school

The membership of WNA

The company membership is comprised of people who are interested in the aims and values of the school and wish to promote them. This group is ultimately responsible for the agreement with the DfE to run the school, and is accountable to the DfE for school performance. The membership appoints a large number of the Governors. The members have been responsible for making the application to the DfE, and have laid out the ethos of the school and the vision of success. Although they elect Governors, not all Governors are members. The company members delegate delivery of the vision to the Governors.

The Board of Governors

Strategic responsibility for the school lies with the Board of Governors, who include the Principal within their number. Its responsibilities include but are not limited to:

- Setting targets for pupil achievement
- Managing the school's finances
- Making sure the curriculum is balanced and broadly based
- Appointing staff
- Reviewing staff performance and pay.

The Governors will need to set terms of reference for their meetings, and in the case of WNA we have initially elected to operate a system of subgroups, reporting to the full Governors' meeting every term, as indicated in the accompanying organisational chart.

Our committee structure will focus on monitoring quality, and will be assisted by the RGS managers in this task.

Although we already have 2 experienced school Governors amongst our Board, and a further 2 on our steering group, we welcome the leading brand experience that the RGS management will bring to our discussions.

The governing body will scrutinise the running of the school, and challenge the Principal and senior staff. In this respect we are confident that we have sufficient experience of managing organisations, including large schools, to be very effective in this role.

The Principal

Although the Governors have overall responsibility for running the school, they will delegate operational responsibilities to the Principal who will implement the strategic plans agreed by the Governors and be responsible for managing the internal organisation of the school. The Principal is responsible not only for the educational performance of the pupils, but also for ensuring the school fulfils its legal duties in terms of employment, equality and safety. The Senior Management Team assists the Principal in carrying out these duties.

The Principal is ultimately responsible for the well-being and personal development of the staff team, and so needs to be an excellent leader and teacher who the staff respect. Developing the staff team is very important to WNA so that we have excellent teaching throughout the school.

Accountability

The members will hold the school governors to account by receiving the minutes of full governor meetings, along with a report on activities and a financial breakdown, every term. The Chair of Governors is a member and will be responsible for delivering the report to the members. A number of members also sit on the Board of Governors.

Members will want to retain a strong commitment to the vision of WNA as the team develops, and so the membership might be represented on recruitment panels to ensure that the vision and ethos are given due weight.

It is important that not all members are Governors and not all Governors are members, to ensure that there is always someone looking after the interests of each committee.

The governors hold the Principal to account in a similar fashion, as the principal has to report to all Governor meetings with reports on pupil progress and budgetary compliance amongst others. If the Governors are not satisfied they must intervene to ensure that progress is satisfactory.

The Governors will act as a critical friend to the Principal, and so they will want to ensure that they are aware of the day to day operation of the school, and should be welcomed into the school at regular and frequent times to experience the learning environment and gather feedback from staff and pupils. They are then in a position to offer challenge to the Principal by drawing on personal experience in the school as well as their working experience.

Managing escalation

Throughout the school's policies and procedures, whether related to behaviour, achievement, staff performance or parent complaint, the first point of contact for any complaints or grievances will be the Principal.

The Principal will try to resolve these issues within the procedures that are agreed by the Governors, but if this is not possible then the issue will generally be referred to the Chair of Governors. Again, we will have a procedure for dealing with these issues at this level, and most conflict will be resolved here.

In the event that there is an issue involving the performance of the Senior Leadership Team then it may be appropriate for the Chair of Governors to refer the matter to the members of the company, as they are responsible for delivering the planned outcomes.

The membership can remove their elected Governors by unanimous vote if that is considered an appropriate solution.

The company may elect to refer the matter to the DfE if it is considered to be so serious that it is damaging pupil performance, and the Secretary of State may appoint additional or Further Directors to replace the member appointed Directors.

Conflict of Interest

Issues of conflicting interests amongst the Board of Governors are clearly spelt out in the Memorandum and Articles of Association of the company, and will be included in the terms of reference for the Governors. This covers issues such as:

- Relationships between Board members
- Relationships with external suppliers

There are further areas of potential conflict on the Board, including:

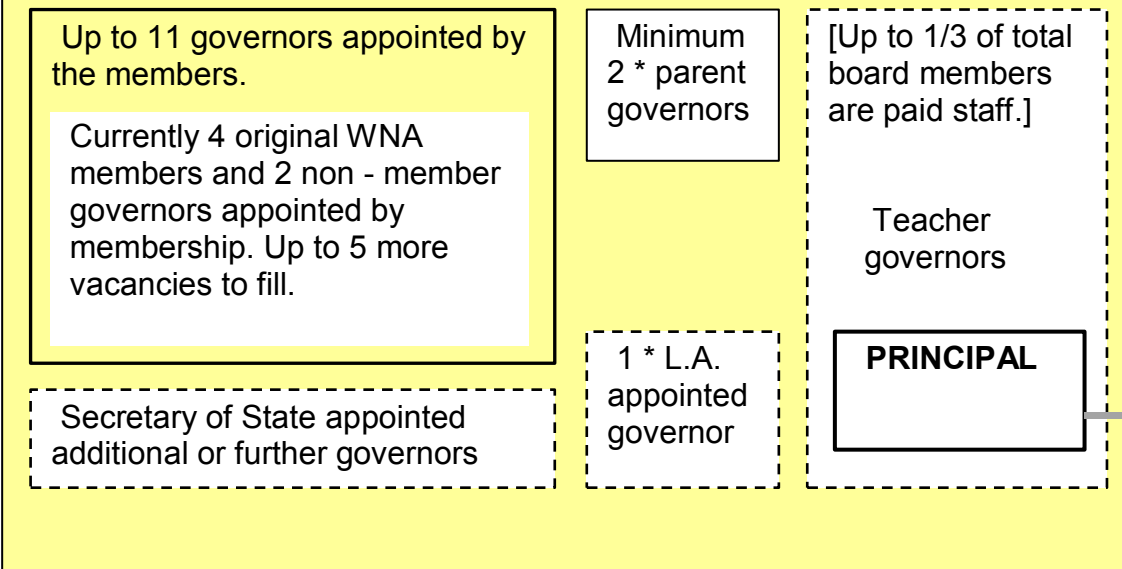
- Parental relationships, where the child is attending the school
- Teaching relationships, where teacher governors may have an interest in behaviour or exclusion interests
- Professional interest where staffing matters are being discussed.

All Governors will need to declare any areas where they consider there may be a conflict of interest and they may be excluded from any discussions on these matters.

MEMBERSHIP OF W.N.A



FULL BOARD OF GOVERNORS / DIRECTORS [meets termly]



SUBGROUP
Learning & Development Team (Curriculum, children and staff)

Governors
Education director
Inclusion director
Up to 2 other governors

Staff
Principal
Deputy Head
SENCO
IPC co-ordinator

[Receives reports from Core subject leads]

Meets every term

SUBGROUP
Strategy Team

Governors
Chair
Operations director
2 others as required

Staff
Principal
Deputy Head
Business manager
Others as required.

Meets every half term

SUBGROUP
Resources Team (Finance ICT and premises)

Governors
Chair
Finance director
Up to 2 other governors

Staff
Principal
Business manager
ICT Lead

Meets every term

STAFF TEAM
[See organisational charts]

Section G: Initial costs and financial viability

[REDACTED]















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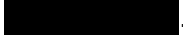
















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G Sensitivity Analysis

Strategy

In the event that our pupil numbers are short by 10% we have developed the following strategy to ensure the quality of learning continues, and remains in line with delivery of our vision.

As well as the fall in pupil related grants, there would also be a similar reduction in income from school meals. We anticipate a slight fall in community fundraising too as there will be less volunteers involved, but we do not believe the other identified income streams would be affected by a reduction of this nature.

Some of the cost are reduced proportionately too, significantly the cost of providing the meals, and the investment in learning resources.

Year 1 response:

During this initial period we will assume that the shortage of applicants is a temporary situation, perhaps bought on by the reluctance of local families to try a new form of schooling for their children. In this case our main concern is to first of all operate within our budget, and secondly to improve awareness of our project within the community.

In ideal circumstances we would employ an additional classroom assistant in the Reception class on the days when the children visit the woods. This would not be absolutely necessary as it is always our intention to involve parent volunteers for this task, and so this would provide an easy way to save expense in the opening years, without making any structural change at this point. Therefore we would revert to a more traditional model of a single TA in the Reception class, although supported by the outdoor assistant / driver when on outings.

We would try and deal with the potential ongoing effects of the low numbers of pupils by increasing our marketing efforts. During our consultation period in the community it was the face to face contact with parents that worked best in raising awareness and gathering support and we would employ these tactics again. Therefore, in dealing with this shortfall in income we would actually propose spending a bit more on marketing to try and increase income in future years. In the sensitivity analysis spreadsheets we have included an annual marketing budget in „other payroll costs’.

Year 2 / 3 response:

If our earlier intervention through increased marketing has still not made a difference, this could be just because it takes time for people to change their practices. We do believe that the community will reach a tipping point where people accept our message and the school is seen as nothing but positive for their children. We will commit to continue with the community development and marketing as before, until

such time as demand reaches acceptable levels.

To cope with the continued income shortage we would continue with the reduced TA hours in Reception, increasing our focus on volunteer development.

We would also expect the Foundation Phase leader / Deputy Head to be involved with class teaching from year 2, sharing the role with a part time teacher. The Business Manager will help with school management tasks.

Beyond year 3:

We have to accept that there is an ongoing problem with enlisting pupils which hasn't been addressed by increased marketing. The short term changes introduced to address these issues already will be continued. When we recruit our permanent Principal there is a sharp increase in expenditure and we need further cuts to compensate at this time.

As we have less pupils in the school we feel that the counselling service can be reduced without too much impact on pupil outcome. So from this point onward we would only build towards a half time equivalent counselling service, and seek to retain this function as a contracted out service so that any further sensitivity in this area can be addressed quickly. The new Principal will take over the Headship duties which enable the deputy head to continue with part-time teaching and the Business Manager to concentrate on staff supervision and volunteer support.

We believe that this response to the shortfall in income will preserve the vision and ethos of WNA and enable children to achieve their potential even in these difficult times. Our vision for working with the community and particularly parents, and our charitable experience in this field, will ensure no loss of quality for pupils.

Assumptions involving reduced numbers

Assumptions related to Projected Pupil Numbers	
1 D20-J20	We assume pupil numbers drop by 10%, including a 10% fall in numbers qualifying for FSM.
2 D21-J21	We assume pupil numbers drop by 10%, including a 10% fall in numbers on School Action and School Action +.
Assumptions related to Projected Grant Funding	
3 D25-J25 D26-J26	Insurance and Rates are fixed sums that will not be affected by changes in numbers

Assumption related to Other Than Grant Income	
4 Row 9	The figures are calculated on the same basis as for the main spreadsheet, but then reduced by 10% across the whole school.
5 Row 10	Room hire: We don't anticipate that this figure will be affected by any reductions.
6 B11	Training days: Same calculation as previously, and we do not anticipate any significant reduction in this figure.
7 B12	Community fundraising: With less volunteer parents involved with the school, we expect that our fundraising efforts will be affected. We have reduced this figure proportionately, by 10%.
Assumptions related to Payroll	
8 Row 17-18	The Deputy Principal/Head of Infant Department will be expected to take on a part time teaching role, supported by a part time teacher from year 2 onwards. If the situation is not rectified by our increased marketing then this arrangement will continue in the long term. It may be necessary as a long term strategy to reduce the role of Head of the Infant Department to a part time role rather than pay such high salaries for so much teaching time.
9 Row 19	The business manager is a pivotal role, and will not be affected much by a reduction in income, except that the role becomes even more significant.
10 Rows 20-25	Overall, from year 2 onwards we will reduce capacity by employing a part time teacher in the Infant Department (shared with the Head of Infant Department), rather than the full time teacher originally planned for.
11 Rows 26 - 27	Similarly, we will reduce staffing costs by not employing the additional assistant in Reception.

12 Rows 28 - 31	Ancillary support staff are not affected by a reduction of this magnitude, as they are almost entirely a fixed cost.
13 Rows 32 – 36	Other support staff are likewise not affected by this reduction, although we would revisit this decision if further cuts were necessary.
14 Row 37	Parent Support Worker: No change to this role, although this person would be able to spend some time assisting in classrooms if required.
15 Row 38	Child Counsellor: This service will now be contracted out even when the school reaches steady state. This gives us more flexibility for further savings.
Assumptions related to Other Payroll Costs	
16 Row 10	Child Therapy Service: This contracted out service is now at a reduced level, and continues to grow with pupil numbers but we are now budgeting for the equivalent of a half time counsellor at steady state rather than the full time role assumed in earlier projections for 100% take-up.
17 Rows 11- 14	These elements are all important for the delivery of our vision and we would be reluctant to reduce our commitment to these areas until it was necessary. For this level of reduction it is not necessary.
18 Row 15	We will seek to address the fall in pupil numbers by increasing our marketing activity. This money will be spent on additional door-door canvassing, which was so successful in gaining support originally.
19 Row 16	Our budget for cover staff is unaffected by the reductions, although we are aware that we now have less cover available in years one and two of the development. The majority of our staff at this time are core, management staff and are therefore less likely to be absent, and we also have qualified teaching staff on our Board of Governors who would be willing and able to assist if required.

Assumptions related to Non-Pay Expenditure	
20 Rows 10-19	These expenditure elements are fixed and not affected by this reduction in numbers.
21 Row 20	Learning resources: this figure has been reduced by 10% in line with the reduced pupil numbers.
22 Rows 21-23	These expenditure elements are fixed and not affected by this reduction in numbers.
23 Row 24	Catering supplies: this figure has been reduced by 10% in line with the reduced pupil numbers.
24 Rows 25 - 29	These expenditure elements are fixed and not affected by this reduction in numbers.
Assumptions for Planned Outsourced Costs	
25 Rows 33- 34	These elements are all important for the delivery of our vision and we would be reluctant to reduce our commitment to these areas until it was necessary. For this level of reduction it is not necessary.
Assumptions related to Start Up Grant Funding	
51 Row 42	Deduction to grant: Having made the other reductions to our budgets we are still in the same position as regards the start-up grant. We would accept the help in year 1, but then would be able to manage without it.

90% Capacity

Name of Proposed School	W.N.A.
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Local Authority Area	Newcastle upon Tyne
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Proposed Opening Date	September 2013
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Age Range	Primary
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the selected age range is
"Other" please give the range
here:

90% Capacity

Please use this sheet to state all the assumptions which you have made in building up this financial plan.

Income Reference Assumption

Income	Reference	Assumption
		All BASIC ASSUMPTIONS FOR THIS SENSITIVITY ANALYSIS ARE THE SAME AS FOR THE STANDARD 100% SHEET.
		THE STRATEGIES EMPLOYED TO COPE WITH REDUCED INCOME ARE DESCRIBED IN THE ACCOMPANYING SENSITIVITY ANALYSIS.
		ASSUMPTIONS MADE REGARDING REDUCTIONS ARE DESCRIBED IN THE ANALYSIS.



[REDACTED]

[REDACTED]







[REDACTED]

[REDACTED]

[REDACTED]





██████████

██████████

Section H: Premises

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

Steps Taken

Phase 1.

As the outdoor environment is central to our curriculum, we started by studying local maps to try and find a location within our catchment area with nearby woodlands. We then visited the 2 localities that offered woodland, to try to identify suitable premises for a school.

At [REDACTED], the only 2 possible locations were an existing school, [REDACTED], which is an excellent location but is still part of the local authority plans and therefore not available to us, and a former Library building which is also used by the local authority, and not big enough for our needs.

The second locality offered a few possible premises, in the heart of the area. We enquired about a [REDACTED], but it had just been sold to another group wanting to open an Islamic school. We then investigated the [REDACTED], but this site proved unsuitable as the new water pumping station was too close, and would form an unacceptable hazard.

We now realised that we should just concentrate on a suitable building, and plan to transport children to accessible woodland outside of the city. We have a partner, [REDACTED] who have negotiated access to vast areas of local Forestry for us.

Phase 2.

We engaged to help of a local firm of estate agents, [REDACTED], to investigate availability in the area. First we travelled round the area identifying potential buildings which could accommodate some or all of the school. We returned with a list of 15 buildings of different shapes and sizes.

We then evaluated and prioritised these buildings, and shortlisted 6, 4 of which are owned by the local authority and are marked on the map below.

After further research, the most promising candidates are:

1. [REDACTED], [REDACTED] leased by Newcastle College. Its a former [REDACTED] in the right location with off street access for buses. We had a meeting with the [REDACTED], and more recently with the [REDACTED], and we were hopeful of a deal being struck granting us a phased access, with additional space being handed over each year. Unfortunately the College have since decided that they cannot commit to decisions like this within our timeframe, although we are still pursuing this

option and will inform the Dept for Education if this situation is clarified further. This would be our preferred site if it does become available, and we feel that there is a strong likelihood of positive discussions after we have been granted approval by the DfE. This site would offer us excellent value for money as there would be little need for large scale refurbishment and the phased hand over would mean that we would only rent the areas we need.

It has the added advantage of neighbouring the local community wildlife garden, which would provide a great resource for our younger pupils as an alternative to the woodland. The site also has extensive outdoor play space available.

We understand that the Freehold is owned by the local authority.

2. [REDACTED], [REDACTED] owned by the local authority, this [REDACTED] was most recently used as an [REDACTED], but has stood empty for approximately 5 years. Previous attempts to sell this Grade 2 listed building have failed and the local authority are considering their options over the next few months. Whilst being empty the property has suffered damage after the theft of lead from the roof, and there is currently a program of repair work that is ongoing.

This property has been viewed by [REDACTED], and although there are concerns about the possible cost of refurbishment, it was still considered a viable site as at least it will be cheap to purchase.

This is the only property that the local authorities are currently talking to us about, and it is the only one that is sure to be available. [REDACTED] (above) would offer similar learning spaces at presumably much better value, and it is our intention to try and progress with these negotiations.

3. [REDACTED] [REDACTED], is a very large, former [REDACTED], until recently used by the local authority as a [REDACTED]. It is available this year and the council intend it to be sold for housing development. Although it is an excellent site, it is not within our core area, being situated approximately 2KM north.
4. [REDACTED] [REDACTED], on the periphery of our catchment area is an old Victorian 3 storey school building that is being replaced by a shiny new primary school on the neighbouring land. This is likely to be available, but is not considered good enough by the local authority so would need refurbishment.

We are also continuing with our efforts to locate any other property in the area, and if we are successful will inform the DfE immediately, so that they may be considered as secondary options.

We currently have no capital funding to contribute towards the premises.



Annexes

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

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