

# Free Schools in 2013

## Application form

Mainstream and 16-19  
Free Schools

## Completing your application

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Data Protection**

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

## Application checklist

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

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Bristol Cathedral Choir School [REDACTED] Bristol [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED] / [REDACTED] [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input checked="" type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school  <input type="checkbox"/> Other         </p>
6.	<p>If Other, please provide more details:</p> <p>Bristol Cathedral School is a sponsor of Bristol Cathedral Choir School which is an Academy for students aged 11-19. The school specialises in music and in particular the choral tradition and has a second specialism in mathematics</p>
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>Murtagh Consultants Ltd – Advice and support in application process. Possible consultant up to the start of the school No role once school has started Contact:- [REDACTED]</p> <p>Wells Cathedral School – Advice and support in application process. Independent School partner working with the school as it develops especially in music, primary school teaching and high quality music master classes.</p>

Details of company limited by guarantee	
11.	Company name: Bristol Cathedral School
12.	Company address: Bristol Cathedral School [REDACTED] Bristol [REDACTED]
13.	Company registration number: Company No: 04826888 Charity No: 1098758
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Bristol Cathedral School is a sponsor of Bristol Cathedral Choir School which is an Academy for students aged 11-19. The school specialises in music and in particular the choral tradition and has a second specialism in mathematics
<b>Company members</b>	
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: 8
17.	Please provide the name of each member below (add more rows if necessary):

	Name	Address	Contact
1.	[REDACTED]	[REDACTED]	Home: [REDACTED] Work: [REDACTED] Mobile: [REDACTED] E mail: [REDACTED]
2.	[REDACTED]	[REDACTED]	Home: Work: [REDACTED] Mobile: [REDACTED]
3.	[REDACTED]	[REDACTED]	Tel: [REDACTED]

	Name	Address	Contact
4.	[REDACTED]	[REDACTED]	Home: [REDACTED] Work: [REDACTED] Fax: [REDACTED] Mobile: [REDACTED] Hands-free mobile: [REDACTED] [REDACTED] (work) [REDACTED] (home)
5.	[REDACTED]	[REDACTED]	Tel: [REDACTED] Fax: [REDACTED] Email: [REDACTED]
6.	[REDACTED]	[REDACTED]	Home: [REDACTED] Mobile: [REDACTED]
7.	[REDACTED]		Mobile: [REDACTED] Home: [REDACTED]
8.	[REDACTED]		Home: [REDACTED] Work: [REDACTED] Mobile: [REDACTED]

**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 (Full CV's in Appendix 2)  
Directors appointed by the Bristol Cathedral School (The Company)

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

**Related organisations**

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

Yes  
 No



	bodies; and/or commercial or non-commercial organisations.	
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Bristol Cathedral – Anglican Foundation/ Church of England – Diocese of Bristol.</p>	
<b>Existing providers</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	135575
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:	Age range – 11-19 Role:- 615 Capacity 840

28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>██████████</p> <p>SIAS report enclosed as Annex. 1.</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: ██████████</p>
30.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p><b>Bristol Cathedral School</b>          (Company No: 04826888 Charity No: 1098758) is the sponsor of an existing Academy – Bristol Cathedral Choir School, an 11 – 19 Academy in Bristol specialising in Music and Mathematics. It is the only choir school in the state sector. The School was opened in 2008 following a transformation from an independent choir school with a foundation going back to the 12<sup>th</sup> Century.</p>

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

X

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

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

**Print name:**

**Date:**

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

## Section B: Outline of the school

1.	Proposed school name:	Cathedral Primary School
2.	Proposed academic year of opening:	Sept 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:	Sept 2018
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?  No <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input checked="" type="checkbox"/> Yes School will have religious character	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Christian – Church of England
10.	Postcode of the preferred site of the proposed school:	██████████

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

## Section C: Education vision

**The Cathedral Primary school will be in and at the heart of Bristol providing opportunities for musically aspirant children and providing an outstanding personalised and challenging education. This will be based on Christian values within a supportive and caring family setting. Students will come from a range of backgrounds but all will aspire to make the most of their talents especially in music, art, dance, sport and drama and each of them will develop high level skills in literacy and numeracy. They will develop leadership, confidence and have high aspirations with positive attitudes to learning. Above all they should enjoy school and learning.**

Bristol Cathedral School (Company No: 04826888 Charity No: 1098758) and the Governors of the existing Academy (Bristol Cathedral Choir School 11- 19 Academy) wish to open a primary school adjacent to the existing academy. The primary school would be a separate school but run alongside the existing secondary school and offer to the families of Bristol an enhanced opportunity for education from 5 – 11 and an all-through educational experience.

Bristol Cathedral Choir School is unique. It is the only state funded Cathedral Choir School in the country and has offered a high quality education to a wide range of students from across the greater Bristol area. The Academy set up in September 2008 has been through a significant period of change. In 2010 Ofsted reported that:

“The transition to academy status has been managed very well: much has changed in the past two years, but developments have been well planned and implemented, and priorities for improvement selected carefully. The academy is well placed to continue its growth and development. Leaders have a clear, accurate and detailed understanding, both of the progress that has been made and the things that are still to be achieved; they are ambitious to achieve more”.

The existing leadership team and governing body have a proven track record of successful change management and are well placed to manage further change

The report also reported that:

“The Principal and his senior colleagues are providing clear, determined and highly effective leadership and this has enabled the academy to make a very strong start. Governors provide valuable challenge and support; they played an indispensable role in enabling the predecessor school to gain, and make a smooth transition to, academy status”.

The leadership structure and governance is unchanged and both have the necessary drive, vision and knowledge to ensure that this project is realised achieving value for money.

The Trustees of Bristol Cathedral School feel they are uniquely placed to offer to Bristol families a school that is different and exciting and meets the needs of the community and especially those who are keen to develop and enhance the musical and choral tradition of the city.

This will be achieved through ensuring the Cathedral Primary School retains the DNA of the independent sector, articulated via high aspirations. This will be nurtured through the family house system and the co-curricular activity which will build self-confident young people who believe they have a leadership responsibility in society. The school will also build on the most successful aspects of the state sector, using good information systems, sharing best practice, tracking of students combined with an intolerance of poor teaching.

We wish to open a primary school for the following reasons:

**1. There is a need for a primary school that nurtures music encouraging an awareness of the English choral tradition. We will be able to develop that facility through this primary school.**

The primary school will benefit from being alongside an Academy which specialises in both Music and Mathematics. There are only 59 choir schools in the UK and as such Bristol is the only one not providing opportunities for primary aged children. The Cathedral Primary School will develop the Cathedral choristers and support a world class choir in the heart of Bristol. The curriculum will be supportive of the needs of professional choristers and aspiring musicians while providing a broad and balanced education. The primary school will encourage students to apply to become choristers and provide facilities for chorister practice and liaison with Cathedral staff.

As a city Bristol suffers from a lack of musical opportunity for young people. There is no conservatoire or symphony orchestra. The provincial cities of Birmingham, Cardiff and Manchester all boast both. The existing specialist music academy is the only one of its kind in the south west of England. The expansion will generate outreach opportunities with ensembles, orchestras and professional musicians developing a musical culture for the new primary school and increasingly for other primary and secondary schools in Bristol. Our partnership with Wells Cathedral School will enhance our ability to give musical opportunities to young people within Bristol and the South West.

**2. There is a need for an outstanding and distinctive primary school in the heart of Bristol. We believe that we can create a school that raises expectations and achievements.**

**Our curriculum philosophy can be structured in the following framework:**

<p><b>Personalised Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Students will be challenged at every opportunity.</li> <li>• 1:1 peer and adult support</li> <li>• All students to develop their talents.</li> <li>• A curriculum to stimulate students' curiosity.</li> <li>• Students will work at stage not age.</li> </ul>
<p><b>Creative Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Opportunities to do, make, perform, and problem-solve via a student driven thematic approach at certain points in the curriculum</li> <li>• Opportunity to lead, present, and sing</li> <li>• Opportunity to teach their understanding to others</li> <li>• Opportunity to apply learning</li> </ul>
<p><b>Co curriculum</b></p>	<ul style="list-style-type: none"> <li>• Activities such as sport, dance, music and drama</li> <li>• School and house competitions.</li> <li>• Curriculum and co curriculum activities will be seen as equally important.</li> <li>• The School will develop good attitudes towards learning with real enjoyment</li> </ul>
<p><b>Co parenting</b></p>	<ul style="list-style-type: none"> <li>• Acknowledge parents key role in their child's education.</li> <li>• Parents will be expected to read with their children and support homework activities on a daily basis,</li> <li>• Support will be provided for families.</li> <li>• Opportunities for parents to be involved in their child's learning.</li> <li>• ICT learning platforms will ensure that all parents have access to a supportive and accessible set of resources and information.</li> <li>• The School will consult widely with parents.</li> </ul>
<p><b>Values Driven</b></p>	<ul style="list-style-type: none"> <li>• Core values of fellowship, wisdom and courtesy throughout the curriculum</li> <li>• A distinctly Christian ethos.</li> <li>• Welcoming to all</li> </ul>

The current outcomes for primary aged children in Bristol are poor and unacceptable. The average numbers of students attaining level four in English and Mathematics is 73%, below the national average. Of six schools located within 1 mile of the proposed site two are in special measures, two are rated as satisfactory, and two are judged to be good. One has significantly lower than average KS2 results at 50%. The new free school will offer support to other local primary schools using our



expertise and the resources of South West Academies Group, a federation of four Academies supported by the local business community.

The broad and balanced curriculum at the Free School will focus on the basics particularly at KS1 and reception. Its distinctive character however will support students to become confident articulate aspirant, well rounded and curious young people with a love of learning.

In the early years students will focus on depth rather than breadth with an expectation that the basics will be mastered early. To ensure that students are given every opportunity to achieve this we will be personalising their education from year one. Students will work on reading, writing and number work grouped with students of similar ability not age. The Trustees believe that the all-through nature of the education across the primary school and the adjoining academy will further strengthen the outstanding pastoral and academic support already on offer at the secondary school and highlighted with an outstanding judgement at the recent inspection. We also believe that in setting and working towards clear and ambitious targets we will show that a school can achieve more and set a benchmark for others.

The pastoral support combined with outstanding teaching will ensure that all students have the opportunity to achieve the targets articulated in this vision and fulfil their potential.

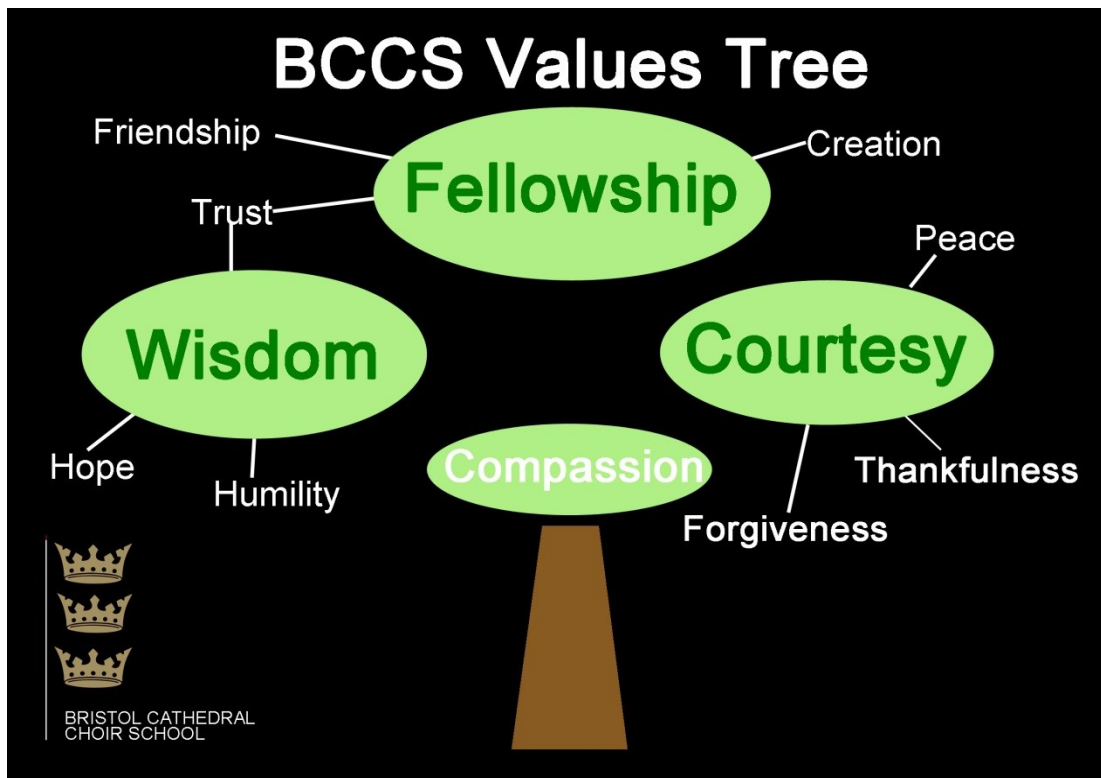
We wish to mirror elements of this pastoral system adjusted for primary aged children with a focus on care, a family house system and a full range of co-curricular activity. The school term dates will follow the independent school system and will be set at 175 teaching days. All teachers will be expected to take on a range of co-curricular activities and the school day for staff will be longer. The day will include opportunities for parents to engage with the school and their child and the longer day is central to the ideals of co-parenting, co-curricular and personalised learning.

Children will be involved with sporting clubs, outward bounds activities, musical ensembles, student voice, dance, drama and community work. All of these activities are central to the vision, ethos and curriculum. Students will be encouraged at every opportunity to develop their social skills, leadership qualities and awareness of venue and occasion. Ultimately children will be nurtured to become confident, articulate, well rounded young people eager to make a contribution to the world in which they live. We use the term co-curricular rather than extra-curricular to denote how integral we feel these activities are to the development of the child.

### **3. Parents want a school with a family setting with moral and spiritual cohesion. We believe we can provide that with our Christian ethos, our openness to other faith traditions and our links with the cathedral**

The primary school will be connected to the Cathedral spiritually and physically. The school will have a distinctive Christian character but will celebrate all faiths through

its religious education programme and its assemblies and openness. Primary children will have regular assemblies both in the Cathedral and the school. The primary school will have its own chaplain shared with the secondary provider. Each term will begin and end with a Cathedral service to which families will be invited. Services and assemblies will be planned to ensure that children of other faiths and none will not feel excluded. Opportunities for prayer for example will be optional. Attendance in Cathedral community activities will be strongly encouraged though there will be opportunities for students and families to absent themselves.



As a school we understand that children do well and achieve when they are happy. The new primary school will share the core values of its secondary sibling, those of fellowship, courtesy, wisdom and kindness. Older students will be encouraged to work with younger age groups. The house structure of the school will further embed this family ethos.

**4. Bristol needs primary schools that can develop and disseminate expertise working in partnership to raise standards across the city. We are committed to sharing and working with others across phases and across other schools.**

The new school will build on the success of the existing academy established in 2008. Both schools will ensure that regular dissemination of good practice occurs within subjects, across a range of curriculum areas and across phases. BCCS will have much to learn from the early years' foundation and primary stage. At KS2 specialist teachers in Science, Music, Drama, Art, Languages and Technology will work with primary colleagues to ensure that students make exceptional progress. The school will encourage educational research to disseminate its practice and train

other teachers with local universities. It will share what it does well across the city with the neighbouring primary schools and in particular St George's primary school which already has a relationship with the academy.

**5. The City of Bristol is very short of primary places and we wish to make a contribution to solving this problem as well as offering diversity of provision.**

Bristol as a City has a severe shortage of primary school places and this project would offer diversity and choice that at secondary level has already proved to be overwhelmingly popular with parents, currently oversubscribed by 7:1. The city has a severe shortage of primary school places with an extra 5,300 required by 2015. BCCS is the most oversubscribed school in the city. Students travel from a wide catchment area and it is clear that this additional parental choice would be popular for the city.

In a recent paper to the Bristol cabinet (24<sup>th</sup> March 2011) the following figures were given:-

*'A large shortfall in primary school places is predicted: 3,000 places by 2015. This will increase even further, if planned housing development proceeds, to 5,300 places. This shortfall includes a shortage of 950 places in reception by 2015, increasing to 1200 with planned housing development; Bristol needs to find the equivalent of 14 one-form entry primary schools to meet this demand. This increases to 25 one-form entry primary schools if planned housing development is realised.'*

**6. It is important that all schools offer value for money and we believe that the link between the primary school and the existing secondary academy offers very good value for money.**

Judgement about value for money must take into account the educational outcomes. The ambitious targets set, when achieved, would show outstanding value for money for students at the end of year 6, but would also show increased achievement at years 11/13

The Trustees believe that in using some of the existing secondary school facilities for the primary age group they can offer value for money and a more exciting educational experience. Dining facilities and play space could be shared with the secondary school though the younger students will be separated at meal and break times. BCCS owns playing fields a short distance from the school with a dedicated bus service which transports the students for games each day. Primary students in years 4 5 +6 will be allocated curriculum time and will share the transport system. For reception and years 1+2 an assembly hall on site could be used as a sports hall. The primary school would also be able to use the performing arts centre. On one morning each week the school will be able to gather in the Cathedral. The Chapter House may also be used by the primary school on any morning. Concerts and

performances will share a choice of performance spaces seating between 100-700 and offering an experience not often given to primary schools.

## **Targets**

**The new school needs to develop its values and ambition into the following targets based on high achievements, building the musical tradition, offering all co-curricular activity and a Christian tradition based on openness and care for all.**

## **Outcomes for students**

- 90%+ achieve level 4a in English and Maths
- 100% of pupils achieve level 4 in English and Mathematics
- 45%+ of students achieve level 5 in English and Mathematics
- Pupils in the EYFS will be expected to achieve a score of at least six in Communication language and literacy. (CLL) Problem-solving, reasoning and numeracy (PSRN) and Personal, social and emotional development. (PSED) and a total of 78 or higher.
- All Pupils in KS1 will be expected to achieve at least a level 2B in Reading, Writing and Maths. This would mean 15 points in total.
- By the end of KS1 45% of students should achieve level 3.
- All Pupils in KS2 will be expected to achieve at least a level 4B in Reading, Writing and Maths. This would mean 27 points in total.
- Pupils will be expected to make a minimum of two levels of progress between KS1 and KS2.
- 90% of students will still be playing a musical instrument on entry into year 6 and be involved in dance and singing.
- All students will be given regular opportunities to play or sing and perform as a member of an ensemble leading to greater confidence.
- All students will learn a modern foreign language from start of KS2 leading to 90% of them achieving level 5 by end of year 6.
- Students who demonstrate significant musical aptitude will be given opportunities to sing in a world class Cathedral choir.
- The depth of the co-curricular activities in music sport and the arts will help students to become confident, articulate, curious and well-rounded children who lead busy and fulfilled lives and who aspire to fulfil their potential.

- Students who have demonstrated outstanding musical potential in the primary sector will have access to nationally and internationally recognised opportunities for performing and composing beyond primary education.
- Students attainment, effort, progress and behaviour will be tracked and their educational experience personalised to suit their need
- Students at KS2 will have access to a range of specialised teachers within Science, Maths, Music, Art, Drama, MFL and technology leading to higher levels of achievement in KS2 and KS3.
- Children will be known for their fellowship, wisdom and courtesy and this will be seen by visitors and those who come into contact with the school.
- Children will enjoy school as measured through regular child and parent surveys and incidents of bullying or racism will be rare and well dealt with.
- The School will achieve at least 96% attendance each year
- Students of other faiths and none will feel welcome and spiritually sustained in the school and this will be evidenced through student feedback.

### **Developing the staff**

- Staff will gain experience of working across key stages 2+3. They will also benefit from further professional development opportunities with a group of schools.

### **Outcomes for Bristol**

- Once the new school has established itself as a beacon of good practice it will support neighbouring primary schools. We will be committed to outreach work and will harness the support of South West Academies Group.
- The primary school will develop further a partnership with St George's primary school and work with that school to raise achievement, share resources and expertise.
- Primary attainment levels in Bristol will rise through the achievements of the school and its outreach work.
- Secondary outcomes for Bristol will rise. The APS for the current secondary school per student on entry is 29.3. The addition of a primary school should see this rise to over 30. Ambitious whole school and individual targets would then be set for GCSE A level and university entrance by BCCS.

## 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		30	30	30	30	30	30	30
Year 1		30	30	30	30	30	30	30
Year 2			30	30	30	30	30	30
Year 3				30	30	30	30	30
Year 4					30	30	30	30
Year 5						30	30	30
Year 6							30	30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	90	120	150	180	210	210

## **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 D The Education Plan**

#### **D1 Curriculum and organisation of learning**

##### **Key aspects of the Curriculum**

**A focus on the basics in the early years**

**Stage not age approach for reading writing and mathematics**

**An innovative and creative curriculum, which encourages children's natural curiosity.**

**Strong emphases on music education, including opportunities for students to perform, dance, and create**

**A clear sense of values lived out in the school.**

**We will work closely with parents and recognise their key role in education**

**Greater use of specialist teachers throughout years 4-6 especially in the creative and scientific and mathematics curricula**

**The school year and day will provide co-curricular opportunities for children to experience sport and the arts encouraging confident and articulate children who are inherently curious about their world**

### The Cathedral Primary School Framework of values

<b>Personalised Curriculum</b>	<ul style="list-style-type: none"> <li>• Students will be challenged at every opportunity.</li> <li>• 1:1 peer and adult support</li> <li>• All students to develop their talents.</li> <li>• A curriculum to stimulate students' curiosity.</li> <li>• Students will work at stage not age.</li> </ul>
<b>Creative Curriculum</b>	<ul style="list-style-type: none"> <li>• Opportunities to do, make, perform, and problem-solve via a thematic approach</li> <li>• Opportunity to lead, present, and sing</li> <li>• Opportunity to teach their understanding to others</li> <li>• Opportunity to apply learning</li> </ul>
<b>Co curriculum</b>	<ul style="list-style-type: none"> <li>• Activities such as sport, dance, music and drama</li> <li>• School and house competitions.</li> <li>• Curriculum and co curriculum activities will be seen as equally important.</li> <li>• The School will develop good attitudes towards learning with real enjoyment</li> </ul>
<b>Co parenting</b>	<ul style="list-style-type: none"> <li>• Acknowledge parents key role in their child's education.</li> <li>• Parents will be expected to read with their children and support homework activities on a daily basis,</li> <li>• Support will be provided for families.</li> <li>• Opportunities for parents to be involved in their child's learning.</li> <li>• ICT learning platforms will ensure that all parents have access to a supportive and accessible set of resources and information.</li> <li>• The School will consult widely with parents.</li> </ul>
<b>Values Driven</b>	<ul style="list-style-type: none"> <li>• Core values of fellowship, wisdom and courtesy throughout the curriculum</li> <li>• A distinctly Christian ethos.</li> <li>• Welcoming to all</li> </ul>



## **Statement of Principles**

“Children’s education should develop each child’s personality, talents and abilities to the full. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children also have the right to play, and to join in a wide range of cultural, artistic and other activities. “UNICEF

The education and opportunities provided would encompass all of the above through a focus on the basic skills; delivery of an innovative creative curriculum which encourages curiosity; a strong emphasis on music education, a clear sense of values lived out in the school; a close relationship with parents; a curriculum which supports and challenges all children to reach their full potential.

The curriculum at the Cathedral Primary School will enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society.

### **Successful learners** need to:

- have the essential learning skills of literacy, numeracy and information and communication technology
- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- communicate well in a range of ways
- understand how they learn and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can now and in the future

### **Confident individuals** must:

- have a sense of self-worth and personal identity

- relate well to others and form good relationships
- are self-aware and deal well with their emotions
- have secure values and beliefs and have principles to distinguish right from wrong
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyle choices
- are physically competent and confident
- take managed risks and stay safe
- recognise their talents and have ambitions
- are willing to try new things and make the most of opportunities
- are open to the excitement and inspiration offered by the natural world and human achievements

**Responsible citizens who:**

- are well prepared for life and work
- are enterprising and can change things for the better
- are able to work cooperatively with others
- respect others and act with integrity
- understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peaceably with others
- sustain and improve the environment, locally and globally - take account of the needs of present and future generations in the choices they make

These principles form the basis of the Cathedral Primary School curriculum. The new school will broadly follow the National Curriculum however the curriculum will continue to allow children to learn thematically and creatively. The personalized nature of the curriculum relying as it does on intervention and co-curricular opportunities will not be constrained by the requirements of the National Curriculum.

## **What will be distinctive about our curriculum?**

The School will in its pedagogy and curriculum content teach a creative curriculum. <sup>1</sup> This will give opportunity for children to become independent learners and develop their own creativity. The curriculum is a carefully planned approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. There will also be a strong emphasis on the music curriculum as part of this experience, opportunities for children to learn via creative mediums will also be found in the teaching of Maths and English.

## **Music Tuition**

All pupils will be encouraged to study at least one musical instrument with the aim that most pupils will play as part of an ensemble. In the first instance students will learn in small groups. Lessons will be provided free for a short period. All students in receipt of FSM will be entitled to free instrumental and vocal lessons. The cost of these free lessons will be funded by charitable donations. The school is in receipt of a number of charitable donations which currently enable us to operate a similar scheme for students in year seven. Donations are received from the Cathedral Society (Old student network) The BCS trust, the John James Trust and corporate neighbours in the centre of Bristol.

All pupils will be encouraged to take graded examinations as soon as they are ready to do so. The school will support both ABRSM and Trinity Guildhall syllabi and aims to be an examination centre for both. In the first instance pupils will be given the opportunity to try out a number of instruments and pupils will be taught in small groups. The School will have a number of ensembles and some of the older, more musically talented pupils will share in the musical life of the BCCS. The School will encourage those able musicians in BCCS to play a role in encouraging the younger pupils to develop their skills in music, drama and the Arts. The vision of music within the curriculum will combine breadth with depth. All pupils will be encouraged to sing daily either in the Cathedral, the classroom or at co-curricular ensembles. As well as being fun and accessible the musical repertoire will also reinforce the learning within the curriculum. The school choirs will be a key feature of the life of the school both at infant and junior level as well as having a number of carefully structured opportunities to work with students from BCCS.

## **The Importance of singing / music**

Empirical evidence suggests that singing behaviour is multi-sited neurologically, networked across many different brain areas. These include the development and interaction between parts of the brain dedicated to aspects of music (such as pitch,

rhythm, and timbre), language (lyrics), fine motor behaviour, visual imagery and emotion. Similarly these musical elements relate to speech and the development of language. This aspect of performance and the attempted mastery of music is designed to support the high academic targets for the students. Students who learn to play musical instruments are more likely to attain well academically.

New research also suggested that singing or playing an instrument with someone else is not the same as performing alone because it involves neurological areas related to human social interaction the benefits of music making within a community include the development of intra personal and inter personal skills. Singing is a cathartic activity promoting ease of expression and maximises our ability to communicate effectively with others. Learning a musical instrument encourages coordination skills and the daily routine of practice encourages discipline and concentration. The effect of musical tuition on the values driven community cannot be underestimated. Opportunities to share performances via assemblies and concerts add to the sense of community and celebration of achievement. The School will also measure levels of musical skill to ensure musical aptitude can be fully developed.

“Singing is important because it builds self-confidence promotes self-esteem, always engages the emotions promotes social inclusion, supports social skill development, and enables young people of different ages and abilities to come together successfully to create something special in the arts”.

██████████ Institute of education London September 2011

As well as encouraging all pupils to enjoy and learn through music the school will ensure that support, opportunity and encouragement are given to the most able musicians.

### **The Music Hub**

Bristol Cathedral Choir School and Cathedral Primary School are key partners in Bristol’s application for Music Hub funding. The Academy and the Cathedral Primary School are committed to creating opportunities in the curriculum for:

Whole class ensemble teaching

Providing opportunities for progression particularly for the more able students

Opportunities for singing and the contribution to a singing strategy

The mission of the music hub is set in response to the ██████████ report for Department of Culture Media and Sport (Feb 2011)

Bristol Music Hub is a dynamic partnership of expert music professionals and educationalists. The Cathedral Primary School and its City partners will build on, and

transform, music education. The intention of the hub is to provide high quality music-making for children and young people, putting music at the heart of the cultural life of Bristol.

The strategic partners for the hub are City Council and Bristol Music Trust. Together, these two organisations have created a new Board to set the vision and oversee the strategic direction of Bristol Music Hub. Bristol Arts and Music Service (BAMS) will be the main delivery partner

### **The Choristers**

The School will act as the primary feeder school for Bristol Cathedral Choir. Students will be selected via vocal trials for places in the choir in year three. This opportunity will remain open to both boys and girls from across the city who attends a variety of primary schools. Successful choristers will be trained by the Director of Music at the Cathedral and the repertoire will be exclusively from the English Choral tradition. Choristers are expected to perform at four services per week and in addition will be required to contribute to recording sessions, additional concerts and tours. The expectations are that between 10-15% of the pupils will be active choristers at some time during their primary education. Pupils will continue to be choristers up to year 9 for boys and up to year 10 for girls. We understand that choristers have to demonstrate exceptional commitment. There is always a danger that they may fall behind in their work. BCCS already provides a chorister tutor who is responsible for the academic and pastoral welfare of choristers. The well-developed tracking system alerts staff to the possibilities of students falling behind or becoming stressed. If they do then we consider a number of options.

1. Students may have reduced chorister duties
2. Choristers receive help with homework between school and evensong. Supervised support is in place
3. Choristers are occasionally given authorised holiday leave during busy periods
4. Older students who have been choristers act as mentors to the younger students helping with organisation and school work

Pupils who demonstrate aptitude instrumentally will have the opportunity to perform in a wide range of ensembles and will be encouraged to attend rehearsals in the senior school as soon as they are able. Instrumental lessons will be available from the best performers and teachers from around the country.

### **Pastoral structure and organisation of pupils**

The pastoral structure is linked to the core values of the school. The family ethos of the primary school will be further enhanced by the house system. We recognise that

students learn readily from older students and older siblings. Pupils will be introduced to a house system, which will enable older students to take on responsibilities and for students to compete in sport, the arts, mathematics and general competitions. Students will be randomly allocated into four houses although siblings will generally be allocated to the same house.

The School will be organised in years with an EYFS/ KS1 section (Reception to Year 2) and a KS2 section (Years 3 to Year 6). The Class teacher will be a key person in the life of the student and in KS2 specialist teachers will teach in stage groups to allow students to be grouped according to their ability and prior work.

Classes will have a maximum of 30 pupils. The Reception class will have a class teacher and access to a teaching assistant when needed. All other classes will have a class teacher and access teaching assistant.

The curriculum will have an emphasis on creativity and all staff recruited will be convinced of the value of the arts within the curriculum. Many of the staff will have a current active practical engagement with music. Class teachers will be supported by appropriately trained specialist staff who will take a number of lessons with students in key stage 2. There is evidence that teaching at key stage 2 would benefit from greater use of specialists in mathematics, science, music, and physical education. The curriculum would see children spending 10-15% of their time with a specialist teacher at the start of key stage 2 and up to 40% of their time with specialist teachers by the end of year 6. There would be some joint inset training with BCCS and a specific training course for specialist secondary teachers to teach key stage 2.

## **ICT**

ICT skills will be taught discretely and used across the curriculum by pupils to further their learning. Students would be given opportunities to practice ICT skills and software throughout both the creative and core curriculum.

In the early years, the emphasis will be on enabling children to become familiar with the technology. For the first few years, children will learn how to use the equipment, and use the software for isolated tasks. Pupils will be taught how to use various programs for a particular task and given opportunities to do so. They will present their findings from an investigation using several forms of information - pictures, graphics and text.

All class teachers and support staff will be proficient in ICT. They will use an IWB to fully engage pupils in their learning. They will also use ICT for registers, assessment tracking, behaviour tracking, achievement-tracking planning and administration.

## **The Creative Curriculum**

The curriculum will promote high standards in literacy, numeracy and ICT. It will

provide a broad and balanced curriculum and enable children to develop a positive disposition to learn. It will ensure children have the essential knowledge, skills and understanding for them to succeed in their next stage of education and in their future.

The creative curriculum in Years 1-6 will be organised using creative links in the forms of themes or topics. Classes will work in partnership (Years 1/2, Years 3/4 and Years 5/6) on a two year rolling programme of themes. This will support collaborative working and shared planning. The themes or topics will underpin the skills based curriculum covering a broad range of curriculum areas. These themes will have a prescribed content and focused standards as well as an underlying framework of skills to help children become resilient learners. Other opportunities for creativity will be explored throughout the core curriculum.

The Creative curriculum will be a way of teaching a range of subject disciplines and each project or section of work will have to ensure that it teaches the discipline of particular subject areas. The scientific method, or the disciplines of history and the skills of artistic drawing will all have to be taught and mapped carefully in the programme of learning.

The curriculum will be further enriched by an exciting range of visits and stimulating learning opportunities for pupils. This will encourage children to look deeply at an issue and use a range of material to communicate and weave together a range of ideas.

### **Importance of homework**

The School will also give importance to well-managed home learning carefully communicated to pupils and parents; this will focus on guided reading in the early stages. The school will ensure that there are regular meetings for parents to introduce them to, and reinforce, the best techniques for encouraging reading, and learning at home. The School will later introduce spelling tests and mathematical games to support home learning. The school will use a learning platform such as 'Frog' to enable parents to have up to date information on the curriculum and their child's progress. Parents will be able to access information about the teaching that has taken place and the homework online.

Critical to the success of the school will be the careful tracking of individuals, groups and cohorts of pupils. This rigorous assessment will begin in the foundation stage with an entry assessment and continue three times a year throughout the school. Assessments will be an integral part of the planning process to ensure any gaps are addressed promptly. Pupils will be taught to communicate their understanding and evaluate their learning through effective use of formative assessment to enhance their learning. Marking will be linked to child-friendly descriptors of each level. The

School will also measure levels of musical skill to ensure musical aptitude can be fully developed.

### **Early Years Foundation Stage**

The education at this stage will need to be child centred. Children will be able to choose and plan their own learning journeys with skilled intervention from adults. The provision will be set up to ensure that all six areas of learning are covered by all children. Access to outdoor learning will provide opportunities for the six areas. Effective learning will be facilitated by high quality teaching, questioning and scaffolding. Good provision through careful planning and a well-resourced learning environment will ensure all students access the curriculum fully. Learning opportunities will be carefully tailored to meet the needs and interests of the pupils and encourage children to work in depth.

The six areas of learning covered will be:

- PSED        Personal, Social and Emotional Development
- PSRN        Problem Solving, Reasoning and Numeracy
- CLL         Communication, Language and Literacy
- KUW        Knowledge and Understanding of the World
- PD          Physical Development
- CD          Creative Development

There will be a focus on the direct teaching of systematic synthetic phonics using a published scheme such as Read, Write Inc.

### Foundation Weekly Planning: **Reception** 2011-2012: Term 3 Week 5

Focus children to observe:		Starting points from last week's interests:		Observations of children's interests:	
Toucans		Some still enthusiastic about the Sailing ship, most are more interested in the Chinese area.			
Continuous provision: Child-initiated.	Monday	Tuesday	Wednesday	Thursday	Friday
Role play area	Sailing ship	Sailing ship	Sailing ship	Sailing ship	Sailing ship
Construction	Free choice				
Maths area	Rainbow fish game				
Investigation	Floating & sinking				
Creative	Junk modeling				
Writing table	Free/ Chinese restaurant				
ICT	Ed City				



Outside	Chalks Minibeast spotting Quizzes				
Evaluation					

Learning intentions	Adult-led activities	Key language/ questions
PSED: <ul style="list-style-type: none"> <li>I can set a goal for myself.</li> </ul>	My Goal is... Recap what the children chose as their goals. Have you practiced? If not, why not? What problems have made it harder to practice? Has anyone else helped you to achieve your goal?	
CLL:	See separate plan.	
PSRN:	See separate plan.	
PD: Session 1: Gym CT to plan and deliver.		
PD: Session 2: Mathletics. <ul style="list-style-type: none"> <li>To engage in a range of activities based on aiming/ throwing/ controlled movement integrated with PSRN.</li> </ul>	Explain that we will have a carousel of activities available. Explain the games and that the children will need to count up their own scores. <ul style="list-style-type: none"> <li>aiming 6 beanbags at a hoop, counting how many they got in</li> <li>aiming 6 quoits at a cone, counting how many landed</li> <li>racquets and beanbags- count how many bounces they can get in one go</li> <li>skipping rope- count how many times you can jump over the skipping rope</li> </ul> Adults to keep tallies of each activity to model to children. Give out awards for: <ul style="list-style-type: none"> <li>most points scored</li> <li>most perseverance</li> <li>most progress</li> </ul>	
ICT- CT to plan and deliver.		

**Mathletics** is where the class teacher uses PE and Maths together. For example in the plan attached the PE lesson is about throwing and the children are counting the number of quoits, bean bags etc.

**Free planning** is timetabled sessions where the children “choose” from a variety of learning opportunities based on the six areas of learning. The teachers would have provocations for the children to explore e.g. in the KUW area there may be some wildlife photos, a magnifying glass, some paper and pencils. The adults would support the children in their careful observation, encourage descriptive language, encourage the children to draw what they see etc. We have attached a reception class planning sheet (above) to illustrate how they might plan for each area. You will note that only the start of the week is planned. This is because the planning evolves as the interests of the children are developed. The class teacher will respond to the interests of the children in the planning and provision in the classroom.

**PSED** is constantly developed across the curriculum however there is specific teaching using SEAL programme. The attached plan illustrates a circle time session to discuss setting goals and working to achieve them.

**PE Gym** This would be facilitated by the class teacher in the hall. In PE we cover Gym, Dance, and Games etc. and have a focus for each term. We use a published scheme to support planning.

**PSRN intervention** this would be where the class teacher or TA leads a group on some target work, support work, pre teaching, extension work etc. focussed on PSRN.

**ICT in the early years** is a constant part of the provision within the room, with the children being able to access ICT during their free planning time. There would also be direct teaching of small groups in the ICT suite. We teach the skills in the suite in small groups and experience/practice in the classroom. We use the SWGFL scheme of work as a basis for planning. There would also be an interactive whiteboard within the room. This would be used for teaching and as a resource for the children during free planning. We use Promethean boards and they have one which is moveable up and down so the teacher and children can use it easily.

		Snack bar available		Toilets before lunch			Snack bar available		
Mon	Register	Free planning	Read, Write Inc	Free planning	PSRN		ICT	Free planning	PSED- Special Person
							Free planning	Writing intervention	
Tues	Register	Free planning	Read, Write Inc	Free planning	PE- Mathematics		Free planning	Free planning	Story Ensemble Music
								PSRN intervention	
Wed	Register	Free planning	Read, Write Inc	Free planning	PSRN	Lunch time	Free planning	PE- Gym	Circle time/ SEAL
Thur	Register	Free planning	Read, Write Inc	Free planning			PSRN	Free planning	Free planning
				ICT					
Fri	Register	Free planning	PSRN	Free planning			Free planning Adults to hear 1:1 readers		Story Ensemble music

The Sample timetable for Reception / EYFS .

## Key Stage 1 and Key Stage 2

The curriculum will offer both depth and breadth. It will be primarily organised following the principles of the National Curriculum and will foster creativity. Programmes of study will be developed for all subject areas and will focus on the skills, knowledge and understanding required to move successfully to the next stage of education.

### **Example of Principles into Practice for Literacy**

#### **Pre teach activities**

Pre- teach activities will take place during personalised intervention time. Where students demonstrate that they have barriers to learning they will be given time and support to engage with key concepts before whole class teaching takes place.

#### **Reading and phonics**

We recognise our responsibility to send children on to secondary school having mastered the most basic elements of English: speaking and listening, reading and writing. We want them to use talk well in discussion and to manipulate formal language to gain the very highest GCSE grades. We want their writing to demonstrate grammatical and technical understanding and for reading skills to show a secure understanding of texts.

#### **Reading**

- The focus will be to foster a love of reading and books.
- We recognize the importance of taking a consistent whole school approach to the teaching of reading, to close any gaps and to target the highest possible number of children to attain a level 5+ by the end of KS2.
- We aim to use precisely targeted reading interventions and will employ reading assistants to close any gaps. In the first instance these will be volunteer roles.
- The teaching of reading will be carefully planned to meet the needs of our children.
- We will ensure that the school has whole school reading guidelines to promote a love of reading, ensure children are meeting year end targets and ensure consistency throughout the school.
- We will send home a reading booklet to all new parents and run reading workshops for FS and KS1 parents that enable them to support children at home and read every day.
- We will plan opportunities for children to read aloud in public because this has a direct impact on their confidence, social skills and aspirations. These opportunities may include: reading in front of parents and visitors in assemblies.
- We will recognise the links between speaking, listening, talk for writing, writing and reading.

- We will create more planned opportunities to concentrate on the understanding and enjoyment of books and texts e.g. Everybody Writes Day, Book Week, library visits and regular book fairs.
- We will use our close proximity to Bristol public library.
- We will embrace and develop the use of new technologies e.g. e-readers, tablets, kindles etc.

### **Systematic Phonics**

- A systematic approach to synthetic phonics has proved to be successful in the context of a language rich curriculum where books and many stories are shared every day. Our phonics teaching will focus on reading first, then writing.
- Read Write Inc (RWI) will be implemented in Reception, Year 1 and Year 2.
- Phonics tracking will be crucial to the personalised approach
- Synthetic phonics will be used consistently and daily with all pupils

### **Guided Reading**

Children will be encouraged to read material suitable to their ability and will work through a stage approach. This guided reading approach provides a bridge from phonics into fluency, scaffolding children's learning as they meet more complex and less phonic based texts.

- To encourage and extend independent reading skills
- To practice and consolidate what has been learned in phonics sessions
- To apply a full range of strategies
- To develop personal responses and find evidence to support a response
- To predict, infer and deduce.

### **Comprehension**

- We will ensure that children have opportunities to develop good reading and comprehension skills so they can extract, re-present information, analyse and interpret text.
- Comprehension will be taught as part of the RWI programme and formally taught from Year 2 upwards.
- Teachers will need to have a clear understanding of the progression between Year 2 and 6 in terms of reading comprehension and professional development time is put aside for this training.

Essential and key skills should be taught explicitly e.g.:

- underlining key words
- scanning practice (good for lower ability children)
- reading questions carefully, looking for cues in the questions such as:
  - why=explain
  - how=explain
  - who=name

- when=time
- find and copy=locate information
- Making links with guided reading
- Modelling answers using evidence or a quote to support it e.g. “I think this because in the text it says...”
- Extension work for higher attaining students e.g. using dictionaries and thesaurus for etymology and synonyms.

### **Speaking and Listening**

- Early intervention will be crucial for students who show signs of falling behind. Support during personalised time will be essential to close the gap.
- Vocabulary and concept deficits will be identified and professional support provided in school by trained speech and language therapists.
- In lessons, children will be given frequent opportunities to use talk to explore their work so they can become confident and fluent in using formal language and vocabulary in a range of situations.
- The use of talk partners may be employed to improved language fluency.
- As part of peer/self-assessment, children may be encouraged to read their written work aloud to each other.
- Children will always be encouraged to answer questions in full sentences-one word answers will not accepted.

### **Writing**

- The Literacy Framework has provided language structures and writing models that will be used across the school giving children more confidence to write. The sequence of modelling, innovating and inventing text will provide a common framework to develop skills in writing.
- Writing will be moderated regularly to ensure data is accurate and teachers have next step teaching points.
- Marking/day to day assessment will be directly linked to child-friendly learning objectives and success criteria.
- All teachers will take responsibility to integrate and develop literacy in the subject they teach, actively seeking writing opportunities across the curriculum.
- Children will be given opportunities to develop their confidence to write fluently and accurately with attention to their vocabulary, sentence construction, spelling, grammar and punctuation marks when drafting, revising and editing their work.
- High expectations for handwriting and presentation will be essential.

Class teachers, with the support of subject leaders, will develop curriculum maps which illustrate the overall theme and the links made between subjects.

## **Mathematics**

At **Key Stage 1** the scheme of work is likely to relate to:

Number and Number Systems, Calculations, Solving Problems Measures, Shape and Space

At **Key Stage 2** the scheme is likely to relate to:

Using and Applying Mathematics, Number and Number Systems, Calculations  
Problem Solving, Shape, Space and Measures

### **Mathematics teaching will be characterised in the following ways:-**

Children will be continually encouraged to develop a practical and questioning approach to their work.

The development of mathematical processes will be as important as the acquisition of skills and knowledge.

There will be plenty of practical, hands-on experiences of using, comparing and calculating with numbers and quantities.

Pupils will be encouraged to develop mental methodologies from an early age.

Pupils will be encouraged to develop and use consistent mathematical language so that pupils learn to express their thinking using the correct vocabulary.

An Understanding of place value, fluency in mental methods, and good recall of number facts such as multiplication tables and number bonds will be encouraged.

Subtraction will be introduced alongside its inverse operation, addition, and division alongside its inverse, multiplication.

High-quality teaching which secures pupils' understanding of structure and relationships in number, for instance place value and the effect of multiplying or dividing by 10, and progress in developing increasingly sophisticated mental and written methods.

There will be a strong emphasis on problem solving as an integral part of learning within each topic.

Skills in calculation will be strengthened through solving a wide range of problems, exploiting links with work on measures and data handling, and meaningful application to cross-curricular themes and work in other subjects.

The school will be quick to recognise and intervene in a focused way when pupils encounter difficulties. This ensures misconceptions do not impede the next steps in learning.

There will be a clear, coherent calculation policy and guidance

There will be a consistent approach and use of visual images and models to secure progression in pupils' skills and knowledge lesson by lesson and year by year.

Specialist mathematics teaching from Year 4 or 5 onwards will be part of the curriculum. Teachers in key stage 2 will work with colleagues in the secondary school.

The children will be continually encouraged to develop a practical and questioning approach to their work. The development of mathematical processes is as important as the acquisition of skills and knowledge.

Each learning opportunity will support basic skill development to enable all students to access the full curriculum of the arts, science, mathematics, sport and humanities.

### **Science.**

This area of learning in the creative curriculum should provide opportunities for literacy, numeracy and ICT skills, PESD. Skills would be focused on how to define problems, pose questions in order to investigate, engage in practical investigations and experiments and gather and record evidence of users and purposes. Communicate and model in order to explain and develop ideas.

The breadth of learning in this area should include sharing expertise in subjects that interest them and applying their knowledge in real life contexts and work with experts to find out how science is applied to everyday life.

### **History and Geography**

This area should encourage children to study the past and present in outline and depth. They should cover different societies both today and periods of history. They should use fieldwork, first-hand experience and secondary sources. They should develop ideas on local, national and global issues. They should be aware of major issues in British and European life and history as well as key issues in international history.

They should visit a range of geographical and historical places of importance including museums, sites, in both urban and rural settings. They should learn about people, communities, places and environments and know how they are connected.

They should be aware of the main political and social institutions that affect their lives and explore issues of justice, rights and responsibilities. There should be opportunity for music, literacy, ICT, numeracy and personal emotional and social development.

They should be expected from an early age to debate alternative points, undertake investigations and interpret data and evidence from different sources.



Sample curriculum map for Key Stage 1 (two year cycle)

**Year 1/2 Curriculum Map A**

Topic	Seaside	War and remembrance	Fire of London	People who help us	Our environment	Variation
Science			Light and dark		Plants and animals in the local environment	variation
ICT	Key board skills	Word processing	Fresco	Publisher booklets	Publisher booklets	Beebots
History	Now and then	War and remembrance	Fire of London	Florence Nightingale		
Geography	Comparing different locations	Geography of war	Now and then of London		Mapping local area	Isle of Struay
DT		Winding toys		Emergency vehicles		puppets
Art & Design	Colour mixing		Marbled pictures		Andy Goldsworthy	
Music	Sounds interesting Opportunities for singing Whole class ensemble work	Long and short of it  Opportunities for singing Whole class ensemble work	Feel the pulse Opportunities for singing Whole class ensemble work	Taking off Opportunities for singing Whole class ensemble work	What's the score Opportunities for singing Whole class ensemble work	High and Low Opportunities for singing Whole class ensemble work
PE	Swimming/ Dance	Dance /games	gym	Dance /gym	Swimming/ Games	Swimming/ games
RE		Places of worship		Caring for myself and others		Hindu stories
PSHE & C	New Beginnings	Getting on/ Falling out Say no to bullying	Going for Goals	Good to be me	Relationships	Changes



	<b>Ourselves</b>	<b>Toys</b>	<b>Healthy lifestyles</b>	<b>Growing plants</b>	<b>Investigating materials</b>	<b>Homes</b>
Science	Health and growth Sound and light	Pushes and pulls Forces and Movement	Health and growth	Growing plants	materials	Using electricity
ICT	Opening/saving work	Bee bots – making things happen	Word processing publisher	Word processing publisher	research	research
History	Time line	Now and then	Now and then			Now and then
Geography	Walking to school	Toys around the world	Foods from around the world	climate		Homes around the world
DT		Toys	Fruit salads Smoothies	Junk flowers		Homes
Art & Design	Picasso			Van Gogh	weaving	
Music	Sounds interesting Opportunities for singing Whole class ensemble work	Long and short of it Opportunities for singing Whole class ensemble work	Feel the pulse Opportunities for singing Whole class ensemble work	Taking off Opportunities for singing Whole class ensemble work	What's the score Opportunities for singing Whole class ensemble work	High and Low Opportunities for singing Whole class ensemble work
PE	Dance/swimming	Dance/games	gym	Dance /gym	Swimming /games	Swimming/games
RE	Thinking about God	Festivals and celebrations	Stories and sacred writing		Hinduism	
PSHE & C	New Beginnings	Getting on/ Falling out Say no to bullying	Going for Goals	Good to be me	Relationships	Changes

## Year 1 / 2 Curriculum Map B

These curriculum maps will then form the basis of more detailed termly plans. Termly plans will illustrate the skills, knowledge and understanding to be covered.

Monday	Tuesday	Wednesday	Thursday	Friday
Creative Bell Work	Numeracy Bell Work	Self-assessment Bell Work	Literacy Bell Work	Numeracy Bell Work
Literacy Intervention	Literacy Intervention	Literacy Intervention	Literacy Intervention	Literacy Intervention
Read, Write, Inc.	Read, Write, Inc.	Read, Write, Inc.	Read, Write, Inc	Read, Write Inc
Celebration Assembly in Cathedral	KS2 Assembly In classroom	Singing Assembly	Class Assembly	Assembly
Playtime				
Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
Numeracy Intervention	Numeracy Intervention	Numeracy Intervention	Numeracy Intervention	Numeracy Intervention
Lunch time and co-curricular activity				
Creative Curriculum	Creative Curriculum	Creative Curriculum	ICT	Creative Curriculum
PSHE	ICT	Music Composing, performing, appraising + listening.	PE	PE
Singing ensemble	Parent Session. Show and tell / perform	RE	Singing Ensemble	Story
Co-curricular				

### Sample Timetable for key stage 1

A number of students will have the opportunity for music lessons in small groups before the start of the day or at the end of the planned lessons.

A large number of lunchtime activities will be planned and there will be whole day lessons where students will focus on a project or a field study

Fri	Thurs	Wed	Tues	Mon
Creative Bell Work	MFL Bell Work	Self-assessment Bell Work	Literacy Bell Work	Numeracy Bell Work
Literacy Intervention	Literacy Intervention	Literacy Intervention	Literacy Intervention	Literacy Intervention
Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
Celebration Assembly	KS2 Assembly In classroom	Singing Assembly	Class Assembly	Assembly
Playtime				
Numeracy	Numeracy	Numeracy	Numeracy	Literacy
Numeracy Intervention	Numeracy Intervention	Numeracy Intervention	Numeracy Intervention	Numeracy Intervention
Lunch time and co-curricular activity				
PSHE	PE	ICT and research skills	Music	PE and dance
ICT	Creative Curriculum- Humanities	Creative curriculum- Art	Creative Curriculum – humanities	Creative curriculum - Science
Music, composing and performing	MFL	RE with music	Creative curriculum - Science	Story with music
C0-curricular activity / music tuition / parent led sessions				

Sample Timetable for key stage 2

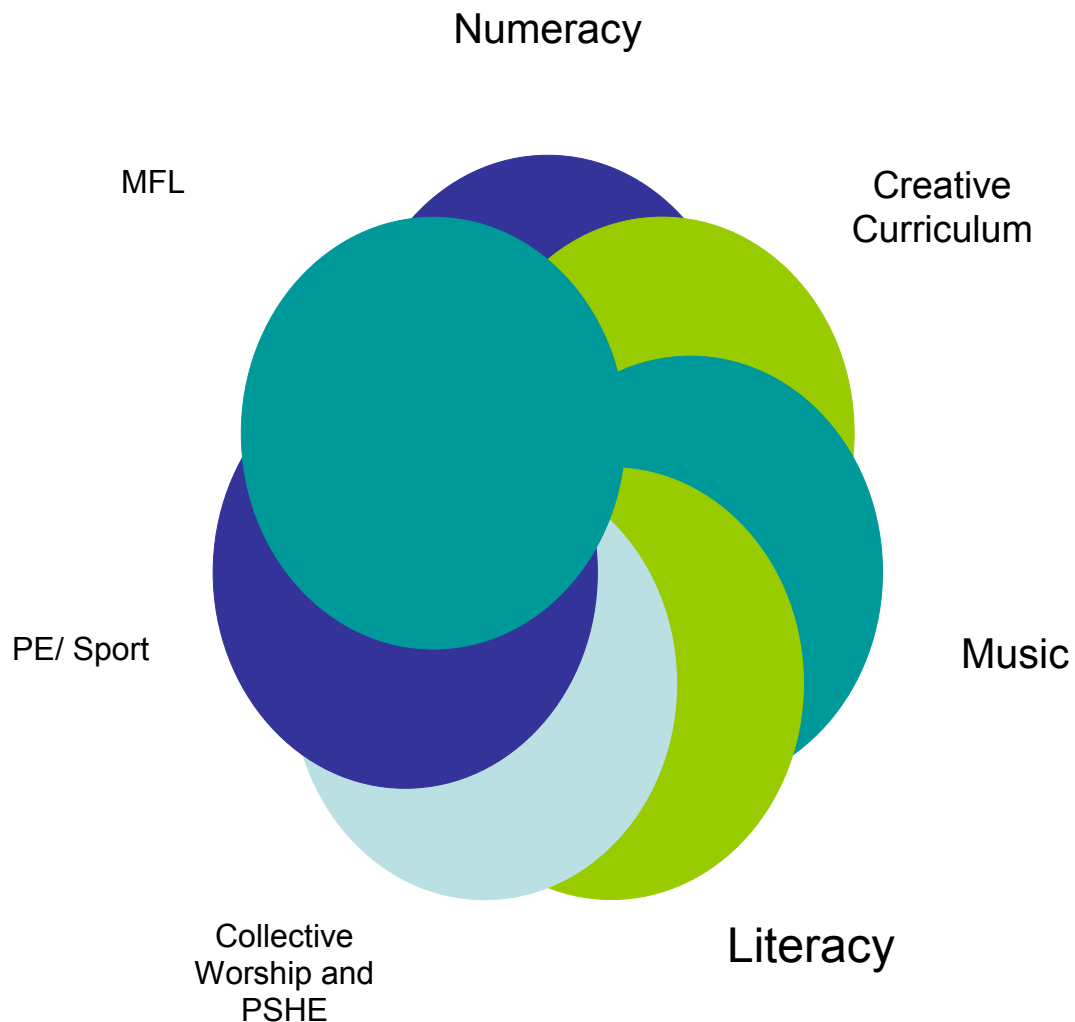
There will be some whole day lessons associated with visits and intensive project work either in the school or in field work

Each fortnight in the spring and summer terms there will be half day sport days where pupils will spend the morning at Failand sport fields

Most students will have music lessons or individual tuition before or after school at least once a week

The proportion of time allocated to the direct teaching of literacy, numeracy and ICT will not take into account the links that may be made with other subjects.

Some of the creative curriculum time in key stage 2 will be focused on particular areas such as science or humanities.



Curriculum time: - All areas will be delivered through a creative curriculum but there will be a minimum amount of each subject area to ensure each area is delivered. Literacy and Numeracy will have a minimum of 20% each, with Creative Curriculum, of Humanities, Science, Art, taking a minimum of 27%. PE, Collective worship and MFL will take a minimum of about 6-7 % each. Music will take a part in each subject but having a minimum of 10%. ICT will take about 3-5%. The above diagram shows the way in which we believe we can deliver a range of subject skills through a range of linked methods.

### Key stage 1 Example of a possible creative curriculum scheme of work

#### The Seaside

Objective	Activity	Assessment	NC links
What do I know about the seaside?	Assessment for learning: What I already know. Mind map ideas.	To be able to identify differences between ways of life at different times	H: 1a, b, 2a, 2b, 4a, b, 6a, b  G 2a, 3a, d, 6a, b.
To know in which parts of the year key holidays take place.  To be able to recall information from their past to answer questions about holidays.	<p>Session 1: What is a seaside holiday? Music stimulus: Beach Boys Holiday Madonna Schools Out Summer Holiday CR Dreadlock Holiday 10cc</p> <p>What is a holiday? Where have you been on holiday? Was it a city holiday in the countryside or a seaside holiday? What features would we find at the seaside?</p> <p>When do we go on holiday? Discuss with children the different times of year that people go on holiday.</p> <p>Why do people go away mostly in July and August? Look at a timeline showing the months of the year and discuss when holidays are taken when we are on holiday from school and mark on the time line. Why would it be better to go on holiday to the seaside in August than December? Discuss the weather with the children and <b>conclude that</b> August is warmer and you want it to be hot at the seaside so you can paddle, sunbathe, build sandcastles etc.</p> <p>Why do we go on holiday? Children to talk to response partner and share ideas. Share ideas with the rest of the class.</p> <p>What do you think people did in the past about holidays? How often do you think they went on holiday? Where did they go? Children to talk with response partner and then with class. Decide that we do not know anything about holidays in the past so for the next couple of weeks we will find out about holidays in the past. How will we find information about the past? Hopefully children will say: CD ROMs, Internet, videos, photographs, books!</p> <p>Activity: Children to work in pairs and compare two photographs taken from 1900 and today. Children to discuss in pairs then 4s. One person from each table then to go to another table and share ideas.</p> <p>Plenary: What have we found out this is different about holidays in the past compared to today?</p>	<p>Do children know what time of the year seaside holidays usually happen and why?</p> <p>Can children compare photographs of seaside holidays now and then?</p>	Hist 1a, b, 2a, b, 3a, 4a, b, 5a, 6b.
To be able to put photographs into chronological	<p>Session 2: How did people get to the seaside?</p> <p>How did we get to the seaside on our visit? How else has anyone got there?</p>	To know how people travelled to the seaside	Hist 1a, b, 2a, b, 3a, 4a, b, 5a, 6b.

<p>sequence</p> <p>To be able to find out about holidays in the past from photos and video</p>	<p>Explain to the children that today we are going to be thinking about how people travelled to the seaside in the past.</p> <p>Read pages 14, 22-25 of 'At the Seaside' together. What types of transport were mentioned? Record all types of transport on list on IWB. How did they get to the seaside in 1900? 1950? Today? Sort the different types of transport into the appropriate column 1900, <b>1950 or now</b></p> <p>Activity: Children are to complete travelling sheet drawing in how people got to the seaside next to the appropriate year.</p> <p>AA / A – Children are to draw picture and add explanation next to it BA – Children to draw picture and add a label</p> <p>Plenary: Where did we discover people stayed when we watched the video / read the books? How long did they go the seaside for? Why?</p>		
<p>To be able to find out about holidays in the past from photos</p> <p>To be able to sort information into categories that distinguish the present from the past</p>	<p>Session 3: What is the promenade and what did we do there? Music stimulus Oh I do like to be beside the seaside. Discussion about brass band listen to a recording What is a brass instrument?</p> <p>Invite a student in form the secondary school who plays a cornet or a euphonium performance and appreciation of venue and occasion</p> <p>Explain to the children that today we are going to find out about the promenade.</p> <p>Read p 7 from 'At the Seaside' and discuss what they have learned about promenades.</p> <p>Children to sit in pairs and look at a collection of photographs showing the promenade during the 1900s, 1950s and now.</p> <p>Activity: Children to record in history books what they have learned about promenades.</p> <p>AA / A – Children write about all 3 time periods using sub-headings. BA – Children to draw a picture of the promenade in 1900</p>	<p>To be able to sort information into categories that distinguish the present from the past</p>	<p>Hist 1a, b, 2a, b, 3a, 4a, b, 5a, 6b.</p>

## D2 A coherent and feasible school timetable and calendar. Outline for how long the days and terms will be

The School day, term and year will be similar to the Bristol Cathedral Choir School.

There will be 175 teaching days in the school year. These will be organised into six terms as it is the current academy. There will be five training days.

The main school day will begin at 8.45am and end at 3:30pm, with a large number of activities at both ends of the day. There will be an hour for lunch and a 20 minute morning break for all students. The infant section will have an additional 15 minute afternoon break. All primary students will use the playground facilities from 10:30 -10:50. Primary students will have lunch at 12:30 – 1.30, and before the secondary school eat lunch.

Pupils will have the opportunity to extend the school day to take part in a wide offer of co-curricular activities and the expectations would be that most children would take advantage of a number of sessions each week. The majority of co-curricular activities will finish at 4pm so that students with siblings in the senior school can be collected simultaneously. Pupils will also have the opportunity to join breakfast club and after school club on site before and after school. The School will have a flexible timetable with students starting their day at 8.45 with



the opportunity for students to take part in instrumental tuition before school and choristers having their morning rehearsal in the Cathedral.

The school will adjust the school day for the students who are choristers to enable them to further their academic life alongside their musical education and chorister duties. This flexibility will extend to a range of activity. Choristers will begin each day in the Cathedral rehearsing from 8:30.

Many aspects of the school will be dovetailed with the senior school to enable best use of the facilities and give value for money. Lunch will be taken at time when the senior school is in class and this will offer both good value for money and also enable the school to offer a high quality range of facilities not often available to a small primary school.

A typical day for ██████████ a year 5 student: (refer to timetables above for EYFS/KS1 &2

8:15	██████████ arrives for her violin lesson with 3 other students, she is joined by a sixth form student who is doing music group work as part of her community work. The group is getting ready for the Christmas concert with the music hub at Colston Hall
8.45	██████████ arrives and settles into her Bell activity on planning her goals and creating a work plan. This settling time ensures that students are encouraged to become independent learners. These activities can include reading or numeracy.
9:00	Personalised interventions. Students may work in smaller groups specific to their need. Following the literacy hour many students will work on numeracy skills. This may be with the support of LSA or older students including sixth form students who will be timetabled to work in the primary sector. Some interventions may be opportunities for students to have instrumental lessons or chorister rehearsals. Some students may be given time to practice their skills during this time. Opportunities for research or problem solving for more able students. Whole class activities relevant to personalised time include spelling tests or handwriting practice. Pre teach activities will be in place for students who need extra support before whole class teaching of a concept.  ██████████ continues to work on a story she is writing. She is on her second draft working to improve the language and spelling.
10:00	Literacy hour. All students will work on literacy skills reading writing and comprehension. ██████████ is working with some year 6 students who are working on persuasive language and preparing for the debating club.
10:30	Break. ██████████ sits in the garden area looking at the vegetable garden that the year 4's students have planted with their garden mentor from year 13.
10:50	Assembly. There will be an assembly every day. This may be whole school collective worship, singing, class reflection, key stage reflection or whole school celebration and performances. The Assembly today is the Cathedral and includes a drama from the GCSE drama group in BCCS. The drama is about heroes in the Sikh religion.
11:10	Numeracy Hour. ██████████ is working with the gifted Maths group who are

	working at level 5.
12:10	Personalised interventions. Personalised interventions would be literacy based. Students may be encouraged to practice their literacy skills and may be grouped according to ability. Opportunities for LSA intervention. Pre teach activities. ██████████ spends this time in her Chorister practice in the Chapter House. She has a tutor to make sure she does not miss any school work during her choir activity.
12:30	Lunch (co-curricular activity for some led by a range of staff, mentors and parents) ██████████ has her lunch and joins a mentor from the lawyers next door who is mentoring the gifted and talented group.
1:15	Creative curriculum time. There will be a thematic approach to this curriculum and further key stage examples are given later in the curriculum model section. All thematic approaches must start with a “wow” moment. The creative curriculum has to be exciting. Teachers will take great care to explore what the children already know and understand. All teachers plan with year group partners. Y1+2, 3+4 together 5+6 together. A 2 year rolling programme will ensure the national curriculum coverage but also provide opportunities for stretch and challenge. There will be opportunities to perform in small groups and large ensembles during this time.  ██████████ is working on the class project ‘Bristol harbour’ which looks at the history of the harbour and the science of a floating harbour. She also needs to use her ipad to research her work on rivers and why they silt up. The key question she is trying to answer is ‘Why did the Bristol harbour become so important?’
2.00	ICT – This may dovetail with the above activity to enable student to use tablets/ computers to display information. Students will be able to use ICT for research and other tasks if needed at any time – ██████████ continues to work on her research
3.00 – 3.30	Music work / singing and composition – the whole class are singing sea shanties that mention Bristol. Many pupils extend this beyond the 3.30 finish with instrumental work. They are planning to finish this project with a display and presentation for parents next week.
3.30 -	Many pupils go home for 3.30 or join their music lesson but ██████████ walks through with the LSA to the Orchestra practice with key stage 3 and 4 students.

**Pre teach activities** Pre- teach activities will take place during personalised time. Where students demonstrate that they have barriers to learning they will be given time and support to engage with key concepts before whole class teaching takes place.

### **D3 A strategy for ensuring that Cathedral Primary School meets the needs of all pupils**

The assumptions driving the curriculum model and plan are derived from the data from the current Year 7 and Year 8 in BCCS. This should give an approximate indication of the cohort demographic of the new primary school.

The data shows that:

SEN (statemented) 5-6% SEN (SA and SA+) 8-10%  
Gifted – 12% and Talented 20% LAC 1-2% FSM 4.7% EAL 7%

Cathedral Primary School will be a fully inclusive school and to this end will follow a number of discrete policies to address different areas. These policies will include; SEN, G and T and Inclusion. There will also be the overarching equality policy which will take into account the Equalities Act 2010. In particular, Cathedral Primary School wishes to ensure, that in provision of services, it makes every effort to overcome disadvantage and celebrate difference.

**SEN** Cathedral Primary School is committed to providing an appropriate and high quality education to all students within its community. All the children, including those identified as having 'Special Educational Needs' have an equal entitlement to a broad and balanced academic and social curriculum. This curriculum is accessible to all, with everyone fully included in every aspect of Cathedral Primary School life. Every child is equally valued and we will strive to develop an environment where all children can flourish and feel safe.

This does not mean we treat all children exactly the same, but that we will respond to individuals in ways which take account of their varied life experiences and their own special needs.

- Cathedral Primary School is committed to inclusion. Barriers to learning can be affected by age, gender, ethnicity, impairment, attainment and background. We aim to develop cultures, policies and practices that include all learners.
- Cathedral Primary School recognises factors that can affect achievement including ability, emotional state, age and maturity. We therefore know that many learners, at some time in their school career, may experience difficulties which affect their learning; these may be long or short term.
- Cathedral Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs, whether long or short term. Those needs will be made known to all who are likely to teach them. The school will use support teachers to enable them to identify and provide for those pupils who have special educational needs, to allow pupils with special educational needs join in the activities of the school together.

#### **Definition of Special Educational Needs**

- Children have special educational needs 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 similar schools.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

### **Cathedral Primary School will:**

1. Ensure the SEN and Disability Act, Equalities Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the school.
2. Ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with 'Special Education Needs'.
3. Monitor the progress of all learners, to identify needs as they arise and to provide support as early as possible, including referring to outside agencies as appropriate.
4. Provide full access to a broad and balanced curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.
5. Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those learners recorded as having SEN at School Action, or School Action Plus.
6. Involve parents/carers at every stage in the plans to meet their child's additional needs, and where possible, involve the children themselves in any decision making.
7. Enable children to move on from Cathedral Primary School well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. Identify additional provision for groups of children, or individuals, and through a planned provision map provide intervention work for the duration of a term. Support staff may be trained to deliver intervention groups.
9. Monitor progress of all learners regularly and carefully.
10. Ensure that children with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by all staff and parent/carers.

### **Guidelines**

1. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support may be delivered by trained TAs throughout the school. Outside agencies such as Speech and Language Therapy may support with delivering additional provision or training up support staff to deliver programmes. All interventions will be carefully monitored and evaluated.
  2. The SENCO will meet with class teachers as often as required to discuss both newly arising concerns, on-going additional provision and to help write or review IEPs.
  3. The SENCO will monitor class SEN files, TA contributions and intervention planning annually.
  4. Children in Nursery have IPPs or Group Play Plans. Children in Reception, KS1 and KS2 have Individual or Group Education Plans.
  5. Children in the Early Years / Foundation Stage will be assessed using the Early Learning Goals appropriate to their age. Children working significantly below National Curriculum Level 1 will be assessed using the SEN P level system.
  6. All Teaching and Support staff involved with teaching a child may be asked to contribute to referrals, annual reviews or multi-agency meeting; these will be coordinated by the SENCO.
  7. The SENCO will provide In-house training through staff meetings, and where required arrange training for teachers and support staff in response to a need.
  8. In line with the Code of Practice, The Cathedral Primary school will provide additional provision through four stages of extra support.
- **Differentiated Curriculum** support within the class

- Additional support through **School Action** provision
- Additional support through **School Action Plus** provision
- School request for a **Statutory Assessment** to determine the need for a **Statement of Special Educational Needs**.

#### **Differentiated Curriculum Provision:**

Within normal class planning the teacher will differentiate at least three ways. In order to make progress a child may only require differentiation of the plans for the whole class. This may involve modifying the learning objectives, teaching styles, recording methods or access strategies. Differentiation will be recorded in the daily planning by the class teacher.

The monitoring of progress will be reviewed at the same intervals as for the rest of the class. The class teacher, with the possible support from TAs and SENCO will make a decision about whether a child is making satisfactory progress at this level of intervention.

The school will use the definitions of progress as suggested in the revised Code of Practice:

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

#### **School Action Provision:**

The triggers for intervention through *School Action* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of learning
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties
- continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and

of the outcome of this action. Individual Play Plans, Individual Education Plans or Group Play/Education Plans will be used to monitor and record significant achievements and difficulties. As part of the review process, contributing school colleagues, in consultation with parents/carers, may conclude that despite receiving an individualised programme and concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. A decision then will be made to make provision at the **School Action Plus** level.

School Action Plus Provision:

The triggers for *School Action Plus* will be that, despite receiving individual support under *School Action*, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individual behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Provision at this level always includes the involvement of outside **specialist services**. The SENCO with the class teacher will make a referral to the single point of service indicating the support service required.

The external support services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Children not making adequate progress, despite a period of support at School Action Plus, and in agreement with parents/carers, we will request the Department of Children and Young People (Local Authority) to make a **statutory assessment** in order to determine whether it is necessary to make a **Statement of Special Educational Needs**.

Where a request for a statutory assessment is made by the school, the child will have demonstrated significant cause for concern. The Local Authority will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Action* and *School Action Plus*. This information may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child

### **Statement of Special Educational Needs.**

The SENCO and class teacher will submit evidence to the Assessment Panel. Usual planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

If a parent/carer seeks a Statement of Special Educational Needs, school will support the application with as much evidence as available.

If a child receives a statement, they will continue to have arrangements as for School Action Plus, and additional support as laid out in the statement. If extra funding is available through the statement, this will be implemented accordingly.

Children with a Statement of Educational Needs will have an annual review, chaired by the SENCO or visiting Education Officer, to review the appropriateness of the provision and to recommend whether any changes need to be made, either to the statement or to the funding arrangements for the child. The SENCO will submit the paperwork two weeks before the review and the review write up within two weeks following the review date.

### **Annual review of a statement of special educational needs:**

All statements must be reviewed at least annually with the parents; the pupil, the Local Authority, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

### **Gifted and Talented**

Cathedral Primary School will believe all pupils are entitled to develop their full potential and have a talent. Gifted pupils will be given the opportunity to develop their specific gifts and talents alongside their normal educational development. All achievement is celebrated and children given every opportunity to share their gifts

and talents with others.

## **Definition of Gifted and Talented Pupils**

### **Gifted Pupils are:**

- Working at a level above and substantially above (exceptionally gifted) the national average for their peer group

### **Talented Pupils are:**

- Pupils who have abilities in art and design, music, sport and the performing arts such as dance music and drama. This will also include students who have a talent for spatial awareness intelligence, Interpersonal intelligence and intrapersonal intelligence.
- The Cathedral Primary School believes that all children have a talent and that the job of the school is to develop and encourage that talent. The G&T policy is set in that context.

### **Cathedral Primary School will:**

- enable all pupils to develop their full potential
- promote and celebrate high achievement
- enable pupils who are gifted and talented to meet and learn together
- develop provision for these pupils in all areas of the curriculum
- ensure gifted and talented pupils have an equal access to the wider curriculum

## **Guidelines**

1. A register will be kept identifying gifted and talented pupils and updated regularly.
2. Opportunities for developing these gifts and talents will be included in teachers' planning.
3. Key Stage Co-ordinators will monitor provision.
4. Subject Leaders will monitor the teaching and learning for these pupils.
5. Specific programmes of study will be written for individual pupils where necessary.
6. Effective open ended questioning will be used. Differentiated questioning will form a key aspect of teachers planning and assessment
7. Pupils will be offered breadth, depth, acceleration, independence and reflection where appropriate. Able students will be encouraged to deepen and extend their understanding within the same time frames as other students
8. Opportunities to work in small groups or in out of class activities will be provided where appropriate.
9. Enrichment activities will also be arranged on a regular basis.
10. Parents will be informed where appropriate and asked to become partners in developing their child's gifts or talents.



11. Staff will be trained in how to develop gifted and talented pupils within their lessons.
12. Resources will be identified and listed for staff to use.

Able students will be given very challenging target that work towards level 5a and level 6 at the end of KS2 (Reference targets in Section C). The targets will be discussed with parents and students and will be generated in all year groups.

## **Inclusion**

Cathedral Primary School will:

- Be committed to inclusion
- Believe that every learner should have equal rights
- Include everyone as a valued and equal member of the learning community
- Aim to provide access to an inspiring, broad, balanced and an inclusive curriculum, which reflects diversity, and which is delivered through differentiated teaching and learning opportunities
- Enable all learners to have access to all facilities and activities enjoyed by their peers
- Be committed to providing the support required to enable learners to achieve their full potential and access a life-long learning process.
- Understand that barriers to learning can be affected by age, gender, ethnicity, impairment, attainment and background
- Recognise factors affect achievement including ability, emotional state, age and maturity. Aim to develop cultures, policies and practices that include all learners.
- Want all learners to know that at Bristol Cathedral Primary School they can have their views heard, their gifts recognised, their differences celebrated and their contributions acknowledged.

To be fully inclusive Cathedral Primary School will:

- Ensure the SEN, Disability and Race Relations Acts and all relevant Codes of Practice and guidance are implemented effectively across the school.
- Eliminate prejudice and discrimination, and work together to develop an environment where all learners can flourish and feel safe.
- Not treat all children the same, but will respond to learners in ways which take account of their varied life experiences and needs.
- Pay particular attention to the provision for and the achievement of different groups of learners including:
  - girls and boys
  - Minority ethnic and faith groups, travellers, asylum seekers and refugees
  - learners who need support to learn English as an additional language (EAL)
  - learners with special educational needs
  - learners who are disabled
  - those who are gifted and talented
  - those who are looked after by the local authority
  - others, such as those who are sick or are young carers, or in families under stress
  - any learners who are at risk of disaffection and exclusion

- Continually monitor the progress of all learners, to identify needs as they arise and to provide support as early as possible.
- Work in partnership with parents, carers and guardians.
- Involve the learner in any decision making that affects them.
- Record all racial incidents

**Guidelines:**

1. Within each class, teaching and learning styles and organisation should be flexible to ensure effective learning.
2. Displays, curriculum content and role models will reflect the diverse world in which we live in a positive way.
3. Age appropriate extracurricular activities will be wide ranging, broad and balanced to include as much choice for as many children as possible.
4. Every effort to meet a learner's preferred format will be met. E.g. Makaton, laptops.
5. Circle-time is maximised to deliver both SEAL and issues of language and disability equality. Learners will be taught the impact of the words they use.
6. We will not tolerate derogatory name calling.
7. We will purchase individually required resources according to need.
8. The SENCO will carry out audits of resources and in line with the available budget will make requests for materials to enhance the diversity of our global community.
9. The Inclusion co-ordinator will submit a RAP (Raising Achievement Plan) and report findings to SLT.
10. Training opportunities will be given to all staff to develop inclusive strategies.

Cathedral Primary School will ensure that it makes all reasonable adjustments to ensure that disabled students can access the school. This will include the provision of ICT and special equipment. Buildings will be adapted where possible and within budget and the purchase of special furniture will be made if that is possible.

**D4 Our definitions and measures of success and how we will deliver our aspirations for pupil achievement.**

**How will you define success?**

The new school will aim to ensure that:

At least 90% achieve level 4a in English and Maths

At least 100% of pupils achieve level 4 in English and Mathematics

At least 45% of students achieve level 5 in English and Mathematics

Pupils in the EYFS will be expected to achieve a score of at least six in CLL, PSRN and PSED and a total of 78 or higher.

All Pupils in KS1 will be expected to achieve at least a level 2B in Reading, Writing and Maths. This would mean 15 points in total.

All Pupils in KS2 will be expected to achieve at least a level 4B in Reading, Writing and Maths. This would mean 27 points in total.

Pupils will be expected to make two levels progress between KS1 and KS2.

Aspirational targets on an individual basis will be set yearly and monitored three times a year

Attendance will be at 96% each year.

<b>Aim</b>	<b>Measures of success pupil level</b>	<b>Measures of Success - institution</b>
High Standards	At least 90%+ achieve level 4a in English and Maths  At least 100% of pupils achieve level 4 in English and Mathematics  At least 45% of students achieve level 5 in English and Mathematics	Top 5% nationally KS2 results  Top ten schools in Bristol (inc. independent)  Recognised as Outstanding as a school by 2017
Focus on basic skills in EYFS	Pupils in the EYFS will be expected to achieve a score of at least six in CLL, PSRN and PSED and a total of 78 or higher.  All Pupils in KS1 will be expected to achieve at least a level 2B in Reading, Writing and Maths. 15 points in total.	Ofsted recognise EYFS as outstanding by 2016
Pupils make good progress	Pupils make at least two levels of progress at each key stage	Ofsted recognise progress as outstanding at each key stage
Gifted and Talented pupils make outstanding progress	45% of students achieve level 5 or above in English and maths	Programme for gifted and talented programme is recognised as outstanding
All students will learn a MFL at KS2	Most students get at least a GCSE grade B in MFL by end of year 8 at BCCS  Most students reach level 5 at the end of year 6	School is recognised as a centre of excellence for MFL
All students make good progress	Students from following groups make progress better than national average and at least as good as whole cohort – EAL, FSM, Ethnic	Ofsted recognise that all groups make good progress

	minority children, LAC and recently adopted, G&T,	
High quality music curriculum	50% of students have reached level a grade 3 examination in an instrument by end of KS2	School is recognised as outstanding in its music by Ofsted
High Quality Music curriculum	All students have tried out instrumental music in three instruments for at least one term each  90% will still be playing an instrument on entry into year 6	School with BCCS has a national recognised orchestra in which some KS2 students take part
High Quality Music	School choir is entered for at least one national competition	School is recognised as one of the top primary school choirs in the country
High Quality Contribution to the chorister programme	A number of choristers each year come from the primary school and make a significant contribution beyond KS2	
High quality values driven curriculum	All students and parents respond positively to survey about values in school	SMC is recognised as outstanding by SIAS inspectors report
A distinctive Christian ethos	Children and parents of all faiths and none comment favourably on Christian ethos in annual survey	Christian ethos is judged by SIAS report as outstanding
School has positive impact on schools in City	School is a major hub of music tuition and choral singing for City	School can measure positive impact in neighbouring schools
School provides outstanding teaching and learning	All teaching and learning is rated as highest grade by internal reviews  School is a teaching school	School recognised by Ofsted as highest grade for teaching and learning and leadership
Parental involvement in the school is outstanding	Parents give school highest grade in annual survey for opportunities for parents to be involved in children's learning  Hits by parents on website and IT platform are high	School is recognised by Ofsted as outstanding for parental support and involvement

**What will change in BCCS as the result of an all through educational experience for 30 students each year – the added extra.**

The new Cathedral Primary School will be a standalone school with a separate governing body but will work very closely with BCCS and although some children may well choose to go elsewhere for their secondary education it is the expectation that most children will use the close working relationship between the two schools to have an all-through experience from 4-19. This will demand certain changes in BCCS to enable children to make the most of that experience. The table below outlines some of the major changes we envisage:

<b>Personalised Curriculum</b>	<p>Many students would take a GCSE in MFL early and start another language as well as follow that language to A level from year 9</p> <p>Stage not age would have to become more common in KS3 and KS4 leading to higher achievement for many students</p> <p>The number of students getting the highest grades at GCSE and A level would be increased</p> <p>Any dip in progress will be quickly identified at the early stages of KS3 strategies implemented effectively</p>
<b>Creative curriculum</b>	<p>The KS3 / KS4 curriculum would be given greater flexibility to allow students to pursue in depth some of their interests with academic rigour through a more flexible approach</p> <p>The co-curricular opportunities would be enhanced at BCCS with not only more subjects but greater depth</p>
<b>Music curriculum</b>	<p>A number of students would be given the opportunity to extend their music through composing, performance and introductions to the highest level of master classes.</p> <p>The level of ensemble and choir would be enhanced to national level</p>
<b>Co-parenting</b>	<p>The School would have a core of families that it worked with for 15+ years and would need to invest in those relationships in the early stages</p>
<b>Values Driven</b>	<p>The values of the School would be supported by a cohort of students who spent most of their childhood at the school and had the values deeply embedded.</p>

### How will we track students?

Critical to the success of the school will be the careful tracking of individuals, groups and cohorts of pupils. This rigorous assessment will begin in the foundation stage with on entry assessment and continue three times a year throughout the school. Assessments will be an integral part of the planning process to ensure any gaps are addressed promptly. Pupils will be taught to communicate their understanding and evaluate their learning through effective use of formative assessment to enhance their learning. Marking will be linked to child-friendly descriptors of each level. <sup>2</sup>

Assessment tracking will be comprehensive using SIMS. Data will be recorded three times a year and monitored by the class teacher and SLT. Any pupils slow to move or falling behind will be highlighted for support or intervention.

### **Tracking and Assessment**

Accurate assessment will be essential to ensure that children reach their full potential. Assessment will provide the link between the effective teaching of one learning objective and the effective planning of the next. Good assessment practice will involve both formative and summative assessment. The children will be kept informed about the standards of attainment they have reached. Assessments of progress will be shared regularly with parents to enable the partnership between home and school to be developed fully.

#### ***Assessment will be used:***

- To ensure children progress.
- To enable children to reflect on their learning.
- To empower the learner to make progress through collaboration with their teacher.
- To inform planning and teaching
- To assist in evaluating the success of curriculum delivery.
- To encourage teacher reflection as to the appropriateness of teaching styles employed.
- To promote continuity and progression between year groups.
- To identify and support special needs and gifted.
- To ensure a consistent approach to judging children's attainment.
- To inform parents of their children's progress.
- To provide information to external auditors.
- To support the professional development of teachers.

There will be two formal Parent Consultation meetings and one Report each year. Other meetings will be arranged with parents where there is concern over progress.

Pupil Data will be tracked using Assessment Manager Marksheets on SIMS.

### **Statutory Assessment Tests**

All children in Year 2 and Year 6 will complete the Statutory Assessment Tasks / Tests (KS1&2), unless the teacher assesses the children as working below the level of the tests.

#### **Teacher assessment.**

##### **Reception**

The Foundation Stage Profile will be used to assess the children throughout the Reception year based on staff observations of the children and in accordance with the guidance of best practice issued with the profile.

Evidence will be gathered on the 1-9 scale on entry, within the first term in the following six areas:

CLL                  PSRN                  KUW                  PD                  CD                  PSED

## **KS1 & 2**

**Writing:** Using the Assessing Pupils' Progress (APP) approach for Writing, teachers will record children's achievements by highlighting the statements that apply to each child at the end of Terms 2, 4 and 6. Individual Sheets will be passed on to the next teacher at the end of the year. Teachers will use this to identify focus groups. Teachers will keep detailed evidence for one child per ability group. Genre book work will be kept and passed up to the next teacher as a record of their writing.

**Reading:** During Guided Reading, teachers annotate APP sheets for groups of children. Group Record Sheets will then be completed to give a profile for the class. Teachers will use this to identify focus groups. In terms 2, 4 and 6 teachers will use annotated sheets to make a level judgement about each child. Teachers will use a tracker child for each ability group and keep detailed evidence.

**Maths:** Using APP for Maths, teachers will record children's achievements by highlighting the statements that apply to each child in Terms 2, 4 and 6. A Class Record Sheet will then be completed to give a profile for the class. Teachers will use this to identify focus groups. The teacher will keep detailed evidence for one child per ability group and use these children as tracker children.

### **Target Setting:**

After each APP cycle, the children will be given targets; these will be shared with children verbally and/or displayed on a Target Display.

KS1 and KS2 targets will include Reading, Writing and Maths. The previous targets will be assessed. Annual progress targets in English and Maths will be set for classes and individual children based on the May assessment data.

### **Pupil Progress meetings:**

As part of the school's assessment cycle, each teacher will have a Pupil Progress Meeting with the SLT. During this meeting, each individual's progress will be monitored and any intervention needed will be planned.

### **1:1 Tuition:**

Teachers from Years 1 -6 submit 1:1 tuition requests based on current AAP assessment in reading, writing and maths to the assessment coordinator, who reviews and selects children to be part of the 1:1 programme, with agreement from SLT. 1:1 tuition is reviewed each term.

### **Literacy and Numeracy Moderation meeting:**

Three times a year the assessment leader with the Literacy or Numeracy leader will carry out internal moderation meetings with KS1 and KS2 teacher.

### **Marking**

Children's work will be marked in accordance with the school's 'Marking Policy', which will ensure consistency of frequency and feedback. 'Assessment for Learning' strategies will play a key role in assessment.

### **Summative Assessment**

Each year in May to coincide with the National tests in Key Stage 1 and 2 Optional SATs assessments will be given to each child in Years 3, 4 and 5 to take a snap shot of their attainment at that time. This will be used to support teacher assessment.

### **Monitoring of Assessment:**

The **Assessment Co-ordinator's** role is to:

- Manage data coming into the school.
- Support the R/Year 1 co-ordinator to review assessment strategies.
- Support the Year2/3/4 co-ordinator and Year 5/6 co-ordinator to review assessment strategies.
- Compare school data to most recent data from external sources.
- Ensure that key issues are reflected in School Evaluation and Development Plans.
- Record data from within the school.
- Track pupils at an individual level across the school.
- Track target groups such as G+T Musicians and choristers
- Track pupils in vulnerable groups, e.g. SEN FSM LAC Ethnicity.
- Provide data for teachers which clearly identify focus groups (aiding transition from year to year).
- Support Teachers to identify patterns in the data and focus groups for additional support or challenge.
- Work with the Maths and Literacy Leaders to help them to identify strengths and areas for development.
- Support Literacy and Numeracy leader using whole school monitoring meetings
- Review and select children for 1:1 tuition to be agreed by the SLT.



**Teacher assessments will:**

- be made and recorded systematically and continuously throughout each key stage.
- give all pupils the opportunity to demonstrate what they know, understand or can do by using the traffic light style system.
- use a variety of assessment techniques.
- be carried out as part of normal classroom activities, using both formal and informal assessment opportunities.
- be passed on to the next teacher / school at the time of transfer.
- Maths, Reading and Writing will be teacher assessed in terms 2, 4 and 6.

**Foundation stage assessment**

- evidence of early learning goals reached will be kept
- records will be kept of each child's Foundation Stage profile
- results will be analysed and discussed with SLT and Governors
- will focus on the child's individual learning journey
- will include parent comments
- will include pupil voice

**Assessment Evidence****Year 1-6 individual pupil assessment folder will include:**

- Formal assessments
- Yearly reports

**Year 1-6 teacher's assessment folder will include:**

- Previous years statutory/optional SATs results, plus targets for the current year
- Summary sheet for Maths, Writing and Reading

**Assessment for Learning**

Learning objectives and success criteria should be made clear to children so that they can understand the purpose of their activities, the progress they have made, and targets for future learning. Children will use traffic light style system to reflect on their learning. Children will be encouraged to self-mark, peer mark and reply to teacher marking comments.

## Annual Cycle of Data Assessment, Review and Evaluation:

Term	Data Point	Use of Data
Autumn 1	Raise online Data previous year	<p><b>SLT</b></p> <ul style="list-style-type: none"> <li>- Analysis for end of KS attainment and trends</li> <li>- Inform Statement for School Evaluation/Development Plan</li> </ul> <p><b>Subject leaders</b></p> <ul style="list-style-type: none"> <li>- Analysis whole school picture/ priorities</li> </ul> <p><b>SENCO</b></p> <ul style="list-style-type: none"> <li>- SEN children tracked</li> </ul> <p><b>Class teacher</b></p> <ul style="list-style-type: none"> <li>- Analysis of class data</li> <li>- Fill out 1:1 referrals</li> <li>- Plan and launch interventions</li> <li>- Prepare for initial PPM</li> <li>- Foundation subject assessments</li> </ul> <p><b>Governors</b></p> <ul style="list-style-type: none"> <li>- Report data to FGB</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Reception cohort tracking to be presented to SLT</li> </ul>
Autumn 2	Reception – FSP entry levels APP assessments (Maths, Reading Writing)	<p><b>Class Teachers</b></p> <ul style="list-style-type: none"> <li>- Carry out assessments</li> <li>- Report assessments on SIMS</li> <li>- Target set, intervention set/ review, 1:1 referrals</li> <li>- Prepare for Pupil Progress meetings</li> <li>- Foundation subject assessments</li> </ul> <p><b>SLT</b></p> <ul style="list-style-type: none"> <li>- Analysis of data</li> <li>- Plan 1:1 referrals</li> <li>- Pupil Progress meetings</li> <li>- SIP meeting – Target setting Yr2/Yr6</li> </ul> <p><b>Assessment Co-ordinators</b></p> <ul style="list-style-type: none"> <li>- Meeting with assessment focus (APP)</li> </ul> <p><b>SENC</b></p> <ul style="list-style-type: none"> <li>- Monitor SEN and vulnerable groups</li> </ul> <p><b>Governors</b></p> <ul style="list-style-type: none"> <li>- Report data to Governor committee</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Reception cohort tracking to be present to SLT</li> </ul>
Spring 1	Autumn 2 data (Rec - yr6)	<p><b>Class teachers</b></p> <ul style="list-style-type: none"> <li>- Use data and Pupil Progress meeting feedback to update interventions</li> <li>- Fill out 1:1 referrals</li> <li>- Foundation subject assessments</li> <li>- Prepare for interim PPM</li> </ul> <p><b>Assessment Co-ordinators</b></p> <ul style="list-style-type: none"> <li>- Select for 1:1 intervention from 1:1 referral</li> </ul> <p><b>SLT</b></p> <ul style="list-style-type: none"> <li>- Inform Statement for School Evaluation/Development Plan</li> </ul> <p><b>Governors</b></p> <ul style="list-style-type: none"> <li>- Report data to Governors</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Reception cohort tracking to be presented to SLT</li> </ul>

Spring 2	Reception – FSP levels APP spring assessments (Maths, Reading Writing)	<p><b>Class Teachers</b></p> <ul style="list-style-type: none"> <li>- Carry out assessments</li> <li>- Report assessments on SIMS</li> <li>- Target set, intervention set/ review, 1:1 referrals (as required)</li> <li>- Prepare for Pupil Progress meetings</li> <li>- Foundation subject assessments</li> </ul> <p><b>Assessment Co-ordinators</b></p> <ul style="list-style-type: none"> <li>- Analysis data ready for report to SLT</li> <li>- Continue new foundation assessment development</li> </ul> <p><b>SLT</b></p> <ul style="list-style-type: none"> <li>- Analysis of data</li> <li>- Plan 1:1 referrals</li> <li>- Pupil Progress meetings</li> <li>- Inform Statement for School Evaluation/Development Plan</li> </ul> <p><b>Assessment Co-ordinators</b></p> <ul style="list-style-type: none"> <li>- Meeting with assessment focus (APP)</li> </ul> <p><b>SENCO</b></p> <ul style="list-style-type: none"> <li>- Monitor SEN and vulnerable groups</li> </ul> <p><b>Governors</b></p> <ul style="list-style-type: none"> <li>- Report data to Governor committee</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Reception cohort tracking to be present to SLT</li> </ul>
Summer 1	Spring 2 data Rec - End of FSP Year 2 and 6 – End of NC levels.	<p><b>Class teachers</b></p> <ul style="list-style-type: none"> <li>- Use data and Pupil Progress meeting feedback to launch new interventions (as required)</li> <li>- Fill out 1:1 referrals</li> <li>- Foundation subject assessments</li> <li>- Prepare for interim PPM</li> </ul> <p><b>Assessment co-ordinators</b></p> <ul style="list-style-type: none"> <li>- Collect in new intervention timetables/ groups and analyse</li> <li>- Select for 1:1 intervention from 1:1 referrals</li> <li>- Check intervention progress/ effect</li> </ul> <p><b>SLT</b></p> <ul style="list-style-type: none"> <li>- Support statements for SEF</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Reception cohort tracking to be present to SLT</li> </ul>
Summer 2	APP assessments (reading, writing, maths) Optional SATS and TA	<p><b>Class Teachers</b></p> <ul style="list-style-type: none"> <li>- Carry out assessments during assessments weeks</li> <li>- Report assessments on SIMS</li> <li>- Target set, intervention review, - Prepare for Pupil Progress meetings</li> <li>- Share assessment data with new class teacher</li> <li>- Foundation subject assessments</li> <li>- Assessments to be recorded on Reports</li> </ul> <p><b>Assessment Co-ordinators</b></p> <ul style="list-style-type: none"> <li>- Analysis data ready for report to SLT</li> </ul> <p><b>SLT</b></p> <ul style="list-style-type: none"> <li>- Analysis of data</li> <li>- Review impact of 1:1</li> <li>- Pupil Progress meetings</li> <li>- Support statements for SEF</li> <li>- Whole school data analysis</li> </ul> <p><b>SENCO</b></p> <ul style="list-style-type: none"> <li>- Monitor SEN and vulnerable groups</li> </ul> <p><b>Governors</b></p> <ul style="list-style-type: none"> <li>- Report data to Governors</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Reception cohort tracking to be presented to SLT</li> </ul>

Attendance, behaviour and achievements will also be recorded and monitored.

## **D5 Admissions**

In the admission policy the trustees wish to serve the whole city of Bristol and offer an education to those that want a high achieving education that has a musical focus. It wishes to make use of its position in the centre of the city to serve a wide range of families. It sees its 'local' community as the music community of Bristol. The trustees are committed to making the admissions policy fair and transparent and are committed to attracting families from all areas of Bristol.

The trustees have chosen a published admissions number of 30. This keeps the primary school small and allows the trustees to keep the primary school close to BCCS to give an all-through experience for the students. The small PAN also allows access to the academy for some students at age 11.

The Governors of BCCS would seek to change the admissions of the current Academy to give students a priority.

The Admissions policy for the primary school will be similar to that of BCCS. namely: identical admission criteria (LAC, SEN, Medical & Social Needs, Siblings) with the exception of admitting choristers and those demonstrating musical aptitude and having a smaller area of first priority. Any remaining places will be allocated randomly.

The Cathedral Primary School will not seek to apply a geographical criterion in the first instance but restrict applications to an area of first priority to include postcode regions within or partly within the county and City of Bristol and the BS postcodes in North Somerset and South Gloucestershire.

The Cathedral Primary School would seek to be a part of the LA coordinated admissions scheme and use the services of the LA Appeals service.

## **2012/13 Admission Arrangements for Cathedral Primary School**

This document sets out the admission arrangements for Cathedral Primary School in accordance with the Funding Agreement between Cathedral Primary School and the Secretary of State. Any changes to the arrangements set out in this document must be approved in advance by the Secretary of State. Obligations in this document are to be treated as if imposed by the Funding Agreement.

Notwithstanding these arrangements, the Secretary of State may direct Bristol Cathedral Primary School to admit a named pupil to Cathedral Primary School on application from a Local Authority (LA). Before doing so the Secretary of State will consult the Academy.

## **Process of application for 2013/2014 onwards**

The admission arrangements for the Cathedral Primary School for the year 2013/2014 and, subject to any changes approved or required by the Secretary of State, for subsequent years are:

- a. Cathedral Primary School has an agreed admission number of 30 pupils. Bristol Cathedral Primary School will accordingly admit at least 30 pupils in the relevant

age group each year if sufficient applications are received, and no more than 30 pupils;

- b. Cathedral Primary School may set a higher admission number as its Published Admission Number for any specific year. Before setting an admission number higher than its agreed admission number, Cathedral Primary School will consult those listed at paragraph 24 below. Pupils will not be admitted above the Published Admission Number unless exceptional circumstances apply and such circumstances shall be reported to the Secretary of State.

### **Process of application**

Applications for places at the Cathedral Primary School will be made in accordance with the LA's co-ordinated admission arrangements and will be made on the Common Application Form (CAF) provided and administered by the applicant's home local authority Bristol.

Bristol Cathedral Primary School will use the following timetable for applications each year (exact dates within the months may vary from year to year) which, whenever possible, will fit in with the common timetable agreed by the Bristol City Council (BCC) Admissions Forum.

- a) By September - Cathedral Primary School will publish in its prospectus information about the arrangements for admission, including oversubscription criteria, for the following September (e.g. in September 2012 for admission in September 2013). This will include details of open evenings and other opportunities for prospective pupils and their parents to visit the school. Cathedral Primary School will also provide information to Bristol for inclusion in the composite prospectus, as required;
- b) September/October - Cathedral Primary School will provide opportunities for parents to visit the School;
- c) January - CAF to be completed and returned to the LA to administer.
- d) Bristol sends applications to the Cathedral Primary School;
- e) The Cathedral Primary School sends the list of pupils to be offered places to Bristol;
- f) February - Bristol applies the agreed scheme for its own schools, informing other LA's of offers to be made to their residents; and
- g) April - offers are made to parents on the primary admissions day

## **Consideration of applications**

Cathedral Primary School will consider all applications for places. Where fewer than the published admission number for any relevant age group are received, Cathedral Primary School will offer places to all those who have applied.

## **Procedures where the Cathedral Primary School is oversubscribed**

Where the number of applications for admission is greater than the Published Admissions Number (PAN), applications will be considered against the criteria set out below. After the admission of pupils with statements of Special Educational Needs where Cathedral Primary School has agreed to be named on the statement, the criteria will be applied in the order in which they are set out below:

- A. Children who are 'looked after' at the date of the relevant applications for admission is made and who a local authority has confirmed will continue to be looked after by it at the time they are admitted to primary School. A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).
- B. Pupils who, on the date of admission, will have a sibling on the roll of Bristol Cathedral Choir School or Cathedral Primary School. The term "sibling" means a full, half, adopted, step brother or sister, but not cousins, who will be living permanently with them at the same address at the date of their entry to the Cathedral Primary School. The School may require proof of relationship.
- C. Pupils for whom it is essential to be admitted to the Cathedral Primary School because of special circumstances to do with significant medical or social needs evidenced by written professional advice. The definition of what constitutes medical or social needs is 'Cathedral Primary School is the only school that can meet the child's needs'.
- D. Places by Random Allocation to those living in the following postcodes: BS1 to BS25, and BS30 – 49. These are the BS postcodes in the Bristol, South Gloucestershire and North Somerset.
- E. Where places are still available these will be allocated by random allocation to those applicants living outside of the above areas.

Cathedral Primary School defines a "late application" as one that we are unable to include in the first round of random allocation. This may be due to the application arriving after the published deadlines and not in time to allow information to be gathered to include it in the random allocation process.

### **Operation of waiting lists**

Subject to any provisions regarding waiting lists in Cathedral Primary School's admission scheme, the school will operate a waiting list. Where in any year the Cathedral Primary School receives more applications for places than there are places available, a waiting list will operate until the first day of the Academic Year and a consolidated waiting list will operate thereafter. The waiting list will be maintained by Cathedral Primary 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.

Children's position on the waiting list will be determined solely in accordance with the oversubscription criteria set out in paragraph 7a - e above. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

There will be a right of appeal to an Independent Appeal Panel for unsuccessful applicants.

## **II: ANNUAL PROCEDURES FOR DETERMINING ADMISSION ARRANGEMENTS**

### **Consultation**

Cathedral Primary School will consult on its proposed admissions arrangements by 1 March 2013 for entry in 2013/14:

- a) Bristol City Council;
- b) The admission forum for Bristol City Council;
- c) Any other admission authorities for primary and secondary schools located within the relevant area for consultation set by the LA;
- d) Any other governing body for primary and secondary schools (as far as not falling within paragraph c) located within the relevant area for consultation;  
and
- e) Affected admission authorities in neighbouring LA areas.

### **Publication of admission arrangements**

The Cathedral Primary School will publish its admission arrangements each year once these have been determined, by:

- a) copies being sent to primary and secondary schools in BCC, BANES, NS & SG LAs;

- b) copies being sent to the offices of BCC, BANES, NS & SG LAs;
- c) copies being made available without charge on request from the cathedral Primary School; and
- d) Copies being sent to public libraries in the area of BCC, BANES, NS & SG LAs for the purposes of being made available at such libraries for reference by parents and other persons.

The published arrangements will set out:

- a) the name and address of the Cathedral Primary School and contact details;
- b) a summary of the admissions policy, including oversubscription criteria;
- c) a statement of any religious affiliation;
- d) numbers of places and applications for those places in the previous year; and
- e) *Arrangements for hearing appeals.*

#### *Statutory School Age*

*Information relevant to children entering Reception Year 2013 who are not yet of Statutory School Age*

*As a rough rule, Statutory School Age means that a child has to be receiving appropriate education in the school term following their fifth birthday.*

*That is:*

- *A child born between September 2008 and December 2008 has to be in school as from 3 January 2014*
- *A child born between January 2009 and April 2009 has to be in school from 16 April 2014*
- *A child born between May 2009 and August 2009 has to be in school as from 1 September 2014*

#### *Deferred Entry*

*You may defer your child's entry to school until January or April 2014 depending on their date of birth. No deferral is possible beyond April. To do so you must inform the Head Teacher in writing that you wish to defer to either January or April. You do not have to contact School Admissions. Your child's name will remain on any waiting lists that have been requested.*

- *A child born between September 2008 and December 2008 has to be in school as from 3 January 2014*
- *A child born between January 2009 and April 2009 has to be in school from 16 April 2014*
- *A child born between May 2009 and August 2009 has to be in school as from 1 September 2014*



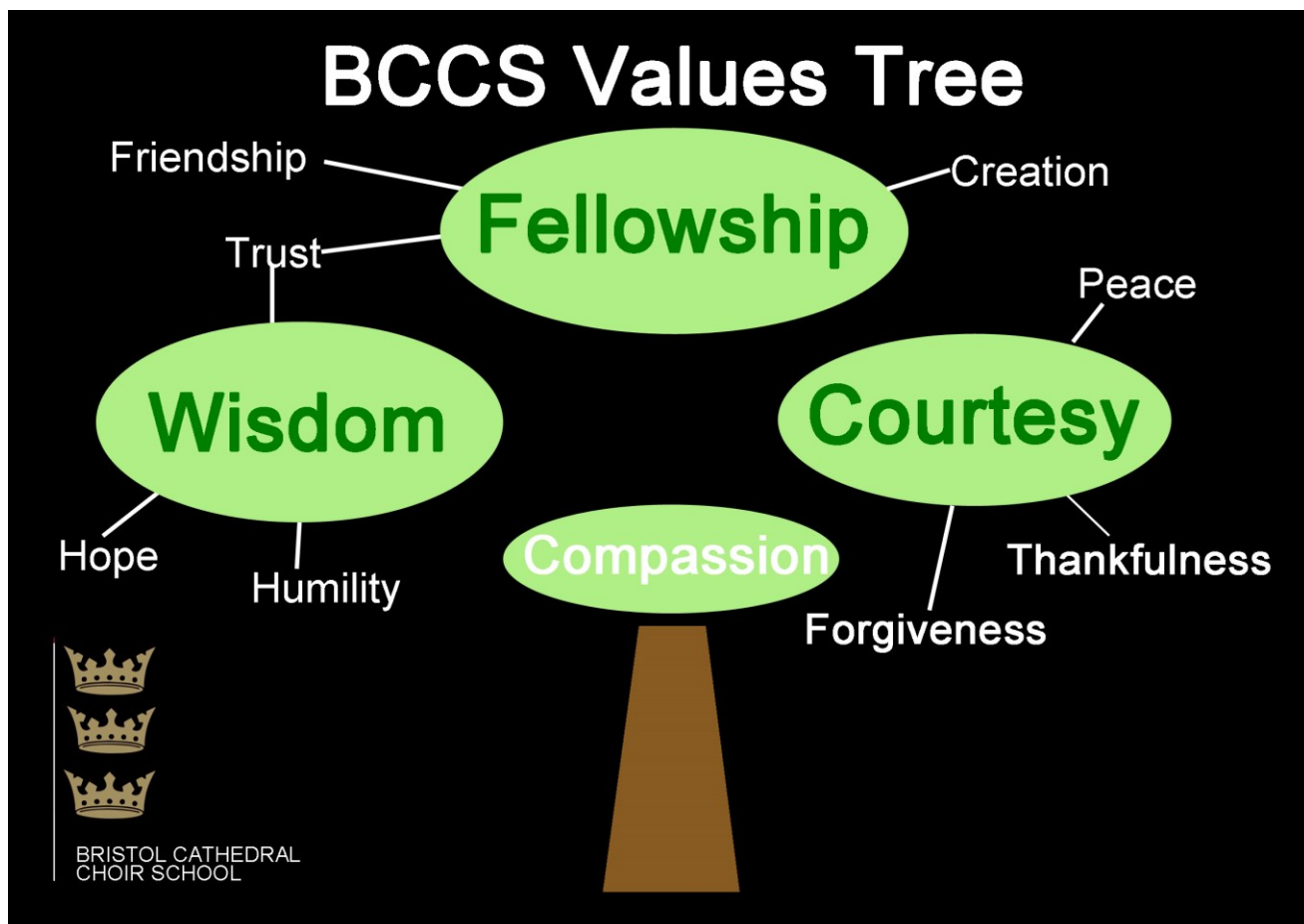
*Legally they do not have to receive approved education until that date. Therefore, if your child falls within these birth dates and your choice is that they start school in September 2014 you should inform the School in writing. At this point the school place offered will be withdrawn and your application closed including removing the child's name from any waiting lists.*

## **D6 Cathedral Primary School approach to behaviour management, pupil wellbeing and attendance and how it will improve pupil outcomes**

### **Behaviour and attendance**

Critical to encouraging children to learn good behaviour and attendance will be the promotion of the values in the values tree. The whole community will seek to develop values in action ... Fellowship, Wisdom and Courtesy. These will be practiced in action by staff, parents and children. Prizes and awards will be given for showing these values. These will be understood through compassion and lived with thankfulness, trust, friendship, peace, trust and humility.

The Cathedral Primary School will have a distinct Christian ethos. The school will welcome students from all faiths and none. Primary children will have regular assemblies in the Cathedral and the school will have its own Chaplain shared with the secondary provider. Each term will begin and end with a church service. The school will have these shared with the secondary provider. The value tree further develops these values and children will have the opportunity and voice to develop these in a variety of ways <sup>3</sup>



## Behaviour and Rewards

Good behaviour will be encouraged with a good reward system which will encourage stickers for good work and effort in work (crowns). Behaviour based on our values will be given a tree sticker and the high quality involvement in co-curricular activity will be rewarded with a musical note.

The school will adopt some elements of the current successful Behaviour Policy in place in the senior academy. This will be appropriate to the age of the children. This will include Intervention and Reward Policies in the classroom and clear guidelines on when to move to external support from senior leaders via the Referral Policy. Pupils from the senior school will adopt Peer Mentor and Subject Mentor roles with clear supervision and training. This will be monitored.

The school will build on its religious foundation and links with the Cathedral and enable all students to take part in the world class liturgy and worship in the cathedral. The school will encourage students to use their talents for the service of the community and build on the charitable work of the cathedral and its foundation of schooling on the site since 12<sup>th</sup> Century.

The Chapter in supporting this school on the cathedral site will be continuing the work of the oldest school site in Bristol and a tradition going back to the days of the 12<sup>th</sup> Century.

Our key Principles	<b>Values in Action –through the rewards system</b>		
Personalised Curriculum	Rewards for something done out of school	Every student will be encouraged to celebrate their unique nature	Children encouraged to talk about and celebrate their own interests
Creative Curriculum	Rewards will be for good ideas and understanding  Team work will be taught and rewarded	Children rewarded for making links across subject areas  Soft skills will be encouraged and rewarded	Small group music lessons and good attendance at clubs will be rewarded
Values driven Curriculum	Children rewarded by for good behaviour based on the values  A specific reward will be given for values behaviour and this will be a crown from the badge  Rewards will be shown as house points and spirit of completion will be taught	Values are celebrated through story and songs of heroes, saints and people who live values  All children have regular access to the Cathedral – sense of place and purpose  Regular reward assemblies will take place in the Cathedral and celebrated in worship	Children will be rewarded for charity work and clubs that help others in our society
Co-parenting	Parents have access to seeing their child's rewards on the IT system	Parents will give rewards when they watch presentations – these will be done through secret voting	Parents will be encouraged to nominate for rewards

## **Cathedral Primary School. Draft Behaviour and Rewards Policy**

### **Fellowship**

Our school is a friendly environment where we work & learn together & because of this we are able to; say hello to each other with a smile, accept each other's way of life & beliefs, make sure we are kind to each other & involve everyone in what we do as a community.

### **Wisdom**

Our experiences at school are not just for curriculum, teaching & learning. Wisdom is learnt through experience. We share our experiences by listening to each other & make informed decisions to enable our wisdom to grow. Wisdom is learning from our mistakes & not being afraid to fail.

## Courtesy

The way we treat each other & conduct ourselves is important to us at Cathedral Primary School. Being courteous to each other does not take extra time or effort, yet it is good for all. Our polite manner towards each other can make people feel welcome. This gives us a code of conduct:-

### **CODE OF CONDUCT:-**

**As a pupil of the Cathedral Primary School we expect you to:-**

**Be helpful to other pupils in the school and in your class**

**Be encouraging in what you say – help others to feel good about themselves**

**Be kind to your friends...take time to look after them**

**Do your Best...make every effort in what you do**

**Let a member of staff know if you see someone upsetting another pupil**

**MAKE THE CATHEDRAL PRIMARY SCHOOL A FRIENDLY PLACE FOR**

**EVERYONE**

The School expects pupils to behave courteously and show respect to all those around them. They should respect others' views and to work with others in a constructive and positive way

The following are ways we promote good behaviour:

**Praise:** All pupils should be praised for what they are doing that is good and in a group situation the teacher or adult should pick out those behaving or working well. Praise in front of another teacher or headteacher is often liked by students. A word to the parent about how well they behaved is a good way of rewarding pupils.

**Rewards** – There is a system of reward points that go towards the house points. These should be given for good work and good behaviour as well as effort and overcoming difficulty.

They should be especially given for the living out of the values of wisdom, fellowship and courtesy. Rewards should be given for good things, but must not be seen as 'a bribe'. They should be given for things noticed and not seen as a way of getting pupils to do the right thing for the wrong reason.

The following sticker will be given for the following activity:



Tree – for a good action that supports the values expressed in the values tree



Crown – for good work and real effort in learning



Musical note for high quality contribution to co-curricular activity

## Sanctions

These should be used where appropriate and after you have told a child how to behave. Do not threaten a sanction but after telling someone to behave if that is ignored a sanction should be given which could be withdrawn from an activity, missing a break time or part of a break-time, a negative note on a report card or a telling off in front of another member of staff or their parent. (make sure that it is not escalated too soon).

Substandard work with no effort – work repeated in breaktime or for homework

Poor behaviour in class – community service

Withdrawn from activity

Stand or sit away from the class activity

*(Punishments must never be physical punishment nor should pupils be given any lines or copying out of poetry or prose.)*

Disruption of learning – this should always be treated seriously and regular offenders should be referred to senior staff and a clear strategy put in place

**Recording of serious incidents** staff should record an activity that they consider serious and give details to senior staff at pupil focused meetings.

**Report card and monitoring.** Those pupils who cause concern should be put on report card and their behaviour monitored very closely and this would lead to meeting with parents where a clear strategy would be planned.

**Interventions** – Interventions should be measured and carefully staged so that the pupil is well aware of the stepped seriousness of their behaviour.

## **Introduction**

Clear choices, warnings and consequences form the basis of Levels of Intervention. Many of the Level 1 and Level 2 strategies should be considered as “Expected Good Practice” in general classroom behaviour management. Levels 3 to 4 provide a framework to offer choices and face –saving time for the pupil to de-escalate any potential conflict or crisis. Of note is the need for any consequences to be certainly applied. Their severity is secondary but should always be proportionate, logical and fair.

Think about some visual means of indicating pupils are on the warning scale e.g. issue a warning to write that pupil’s name to the left hand side of the board. A development of this system is to write names on the right hand side of the board, which can be used to celebrate particular successes for some children.

Other Suggestions:

A good attention getting device e.g. ‘Give Me Five’ or a simple direct phrase taught to the pupils so that they know this means ‘quiet now while I speak’.

Wait while the pupils respond and wait and wait quietly rewarding those who do respond using your reward system. Finally mention those who are not attentive.

More ‘Catching pupils being good’ in a way appropriate to their age.

## **LEVEL 1 INTERVENTIONS**

***‘Catch’ pupils on task or behaving appropriately as often as possible, especially for achieving targets in both work and behaviour.***

Give them the attention they seek for the *appropriate* reasons. Plan to ignore certain behaviours only if;

- there is no safety issue;
- the behaviour is not likely to get worse by being ignored;
- you are able to ignore it.

Give attention to those around others behaving inappropriately who are doing well, reward them with directed praise and/or tokens that others may value.

Additionally, give individuals a reminder of what they should be doing rather than acknowledge what they aren’t doing, i.e.;

**‘(Name), what should you be doing?’**

**‘What is our rule about using that?’**

**‘(Name) , show me what you should be doing?’**, etc.

If the first reminder is not successful move to Level 2.

## LEVEL 2 INTERVENTIONS

Give individuals a direct instruction without acknowledging the inappropriate behaviour, i.e.;

**'(Name), put your name on the paper please by the time I return and earn...(incentive). Thanks.'**

**'(Name), finish your first sentence and earn/help to earn...(incentive). You have one minute. Thanks.'**, etc.

It is important that children have some 'face-saving' time to comply with an instruction. They could be given any of the following time-limits;

- by the time I return;
- in one minute;
- in two minutes, etc.

before *the teacher or T.A. moves away*. It is important that nobody waits for them to comply immediately.

If the first reminder/direct instruction is not successful move to Level 3.

## LEVEL 3 INTERVENTIONS

If the individual has not responded to interventions at Level 1 or 2 move to Level 3.

They will need a warning and a choice; i.e.;

**'(Name), I have already asked you to...(repeat same instruction)...You either do that and earn...(incentive)...or you will...(consequence)...You have...(time-limit). It's your choice.'**

As before it is important that they have;

- an incentive to behave;
- a time limit;
- face saving time to comply.

The consequences should be logical ones if possible, i.e. those connected with the behaviour, i.e.;

- spending choice time at the end of the day doing work that has not been done;
- taking unfinished work home to do instead of T.V. time;

- spending time writing a letter of apology for wasting time/hurting others, etc.

If this is not successful move to Level 4.

## **LEVEL 4 INTERVENTIONS**

Carry out consequences, i.e.;

**'(name) , you have not...(instruction). You will now have...(consequence). Remember it's your choice.'**

It is important that children have an opportunity to make up for their inappropriate behaviour. If they have no opportunity to do this there is no longer any incentive to start behaving appropriately, i.e. they may think that they have 'blown it'.

**'?, once you have...(consequence)...and (instruction)...you can start to earn your...(incentive). Remember it's your choice.'**

The individual is warned that he either does what has been asked or they could have a greater consequence such as 'Internal Exclusion, etc., i.e;

**'?, you either spend your break finishing that or (consequence). You have...(time limit). It's your choice.'**

*If the individual is unable to make an appropriate choice the consequence should be carried through even if they then decide to conform. They should be praised for being back on task/behaving appropriately and given opportunities to earn their rewards as soon as possible.*

## **How do we secure good attendance?**

A clear attendance policy will be key to good attendance This outlines clear guidelines, expectations and monitoring. It also details interventions, support strategies, the involvement of outside agencies and working with the LA where appropriate. It may be possible to extend the work of the senior school EWO and Attendance Officer to the primary section. The close relationship with parents is critical to the promotion of good attendance and for the school to have a ladder of interventions and support to encourage good attendance. The School will reward attendance but only at the highest levels and parents will be informed that as the main school days only number 180 they will be expected to take family holidays in holiday time except in exceptional circumstances.



## **Draft attendance Policy**

Cathedral Primary School is a Primary School with an ethos reflecting the Christian faith. It welcomes those of all faith and none.

It aspires to be a learning community where all achieve their full potential in a supportive and tolerant environment, so that they can contribute fully to the society in which they live.

### **Introduction**

At Cathedral Primary School we recognise the importance of regular school attendance as a key factor in promoting the welfare, social inclusion and achievement of pupils. A high priority is given to ensuring that parents and pupils are supported to achieve regular attendance of pupils registered in our school.

### **Aims & Objectives/Rationale**

In law every parent of every child of compulsory school age has a duty to ensure that he or she receives efficient full-time education suitable to his or her age, ability and aptitude, either by regular attendance at school, or otherwise (section 7 of the Education Act 1996). Full-time education means attendance for the period prescribed by the school authorities and a pupil may be marked absent if he or she arrives after the time when the school closes its register.

### **Purpose**

- To support the school vision, mission aims and values
- To ensure all pupils achieve their full potential
- To support all pupils to achieve their maximum possible attendance
- To ensure the safety of all pupils by recording attendance and lateness

### **Process/Procedure**

1. A register of attendance will be kept in each lesson.
2. Parents should contact the school and give a reason for absence as soon as possible on the first day of absence. A note, verbal message or telephone call or E mail is required. A letter of explanation or E mail should accompany the child on their return to school after a phone call.
3. Parents may not authorise absence - only schools can do this. If school staff have reason to doubt that the explanation offered about a particular absence is genuine, the absence should be treated as unauthorised.

4. Absences are recorded and will be monitored. When attendance or punctuality are a cause for concern, the Headteacher will talk to the parents about their concern and may involve an Education Welfare Officer for intervention and support.

5. Parents are strongly urged to avoid taking family holidays during term time. Indeed, parents do not have the right to take their child out of school for such a holiday and a formal application should be made to the school by sending a Holiday Proforma to the Headteacher giving specific reasons for requesting holiday absence during term time, before a holiday is arranged and at least 4 school weeks in advance of the requested dates. The Cathedral Primary School has shorter terms than many schools and parents should try to holiday in the school holiday unless there is some particular reason for a holiday.

6. When requests for holiday absence are considered, the Principal may authorise 10 school days holiday being taken during the school year, provided there is no other concern about the pupil's attendance. Where there is concern, a request for holiday absence will not be authorised. We hope that parents will request holiday absence during term-time only when it is unavoidable.

7. Holiday absence will only be authorised in the most exceptional circumstance. Any unauthorised holiday could result in the issue of Fixed Penalty Notice (£50 per child). Failure to pay a Fixed Penalty Notice could result in prosecution.

8. The Headteacher will always raise concerns with the Education Welfare Officer and, in addition, the following departments will also be contacted when there are attendance concerns about such pupils:

- i. Pupils on Child Protection (CP) register - Social Worker, Social Services
- ii. Looked After Pupils – Relevant authority
- iii. Pupils with statements of SENCO - Caseworker,

9. Parents will be contacted and supported to improve the attendance of pupils whose percentage attendance is a cause for concern. This may include the following forms of intervention:

- i. Parenting Contracts
- ii. Fixed Penalty Notices
- iii. Fast Track to Prosecution

10. Attendance will be regularly reported to Governors and the DFE and the school will set targets for attendance.

### **How do we develop good attitudes to learning?**

The school will follow a curriculum which will build on the values tree. It will be a spiral curriculum that revisits each theme and associated skills. It will aim to teach a range of personal and interpersonal skills. It will encourage all students to do the following:-

- How to be effective and successful learners and people with skills to develop
- How to make and sustain friendships
- How to deal with and resolve conflict effectively and fairly
- How to solve problems with others or by themselves
- How to manage emotions such as frustration, anger and anxiety
- Recover from setbacks and persist in the face of difficulties
- Work and play cooperatively
- Understand and value the differences between people, respecting the right of others to have beliefs and values different from their own.

The school will encourage the seven dimensions of learning and try to build these at each stage as we teach so that pupils become lifelong effective learners:-

**Changing and Learning:** Seeing Learning as a positive experience. Seeking out new learning experiences. Accepting responsibility for learning and having belief in your personal capacity to learn/change

**Critical curiosity:** Effective learners have energy and a desire to find things out. They like to get below the surface of things and try to find out what is going on. The opposite pole of critical curiosity is 'passivity'.

**Meaning Making:** Effective learners are on the lookout for links between what they are learning and what they already know. They like to learn about what matters to them. The contrast pole of meaning making is 'data accumulation'.

**Dependence and Fragility:** Dependent and fragile learners more easily go to pieces when they get stuck or make mistakes. They are risk averse. Their ability to persevere is less, and they are likely to seek and prefer less challenging situations. The opposite pole of dependence and fragility is 'resilience'.

**Creativity:** Effective learners are able to look at things in different ways and to imagine new possibilities. They are more receptive to hunches and inklings that bubble up into their minds, and make more use of imagination, visual imagery and pictures and diagrams in their learning. The opposite pole of creativity is ‘being rule bound’.

**Learning Relationships:** Effective learners are good at managing the balance between being sociable and being private in their learning. They are not completely independent, nor are they dependent; rather they work interdependently. The opposite pole of learning relationships is ‘isolation and dependence’.

**Strategic Awareness:** More effective learners know more about their own learning. They are interested in becoming more knowledgeable and more aware of themselves as learners. They like trying out different approaches to learning to see what happens. They are more reflective and better at self-evaluation. The opposite pole of strategic awareness is ‘being robotic’.<sup>4</sup>

These will work in the framework of core principles of the Cathedral Primary School

Framework	Values in action - attitudes to learning and self
<b>Personalised Curriculum</b>	<p><b>Effective learners:</b> How to be effective and successful learners and people with skills and talents to develop</p> <p><b>Changing and Learning:</b> Seeing Learning as a positive experience. Seeking out new learning experiences. Accepting responsibility for learning and having belief in your personal capacity to learn/change</p>
<b>Creative Curriculum</b>	<p>The school will encourage .the following dimensions of learning:-</p> <p><b>Critical curiosity:</b> Effective learners have energy and a desire to find things out. They like to get below the surface of things and try to find out what is going on. The opposite pole of critical curiosity is ‘passivity’.</p> <p><b>Meaning Making:</b> Effective learners are on the lookout for links between what they are learning and what they already know. They like to learn about what matters to them. The contrast pole of meaning making is ‘data accumulation’.</p> <p><b>Dependence and Fragility:</b> Dependent and fragile learners more easily go to pieces when they get stuck or make mistakes. They are risk averse. Their ability to persevere is</p>

	<p>less, and they are likely to seek and prefer less challenging situations. The opposite pole of dependence and fragility is 'resilience'.</p> <p><b>Creativity:</b> Effective learners are able to look at things in different ways and to imagine new possibilities. They are more receptive to hunches and inklings that bubble up into their minds, and make more use of imagination, visual imagery and pictures and diagrams in their learning. The opposite pole of creativity is 'being rule bound'.</p> <p><b>Learning Relationships:</b> Effective learners are good at managing the balance between being sociable and being private in their learning. They are not completely independent, nor are they dependent; rather they work interdependently. The opposite pole of learning relationships is 'isolation and dependence'.</p>
<p><b>Values driven Curriculum</b></p>	<p>Friendship and Relationships:- How to make and sustain friendships</p> <p>Difficulties and Conflict:- How to deal with and resolve conflict effectively and fairly</p> <p>Problem Solving:- How to solve problems with others or by themselves</p> <p>Emotional Maturity:- How to manage emotions such as frustration, anger and anxiety</p> <p>Real Resilience:- Recover from setbacks and persist in the face of difficulties</p> <p>Self-Worth and work ethic:-Work and play cooperatively</p> <p>The Value of others and Community: -Understand and value the differences between people, respecting the right of others to have beliefs and values different from their own.</p>

### **D7 Cathedral Primary School and Community Engagement**

The primary school would be run as a separate institution to BCCS with a separate governing body, principal and a dedicated group of staff who work just in the primary school. The two governing bodies would have some joint meetings throughout the academic year. The primary school would have its own entrance, reception, hall and classrooms with its own timetable and calendar, which would dovetail with the senior

school. The primary school would share many of the facilities with the secondary school such as existing sports facility, dining room, drama studio and science facility and back office facilities such as accounts, nurse support, counselling facility and chaplain. The Principal of BCCS would be the executive principal of both the primary school and the secondary school and exercise that authority through a place on the governing body of the primary school. This would enable all staff to plan an all-through experience building on their achievements at each level.

This all-through experience would enable students from the primary school to join the Cathedral Choir and specialise in music and the choral tradition, alongside an academic, high quality, broad and balanced curriculum. It would also enable students in the secondary school to have focused responsibility for coaching, support or caring roles in the primary school on a supervised and measured level.

The unique nature of the school would be its music and choral tradition, its high academic achievements and its clearly articulated and shared values of fellowship, wisdom, and courtesy. This would be reflected in a curriculum that encourages all students to take music to a high level and into the community. The existing Academy is already developing these links and there will; be considerable scope to include younger students as part of the outreach programme. Existing links with Colston Hall and St Georges' Concert hall are already proving very valuable for the city and the school is contributing to the new "Music Hub" writing process with these partners. The school will have a partnership with Wells Cathedral School, an independent all through school that specialises in music including a focus on choristers and mathematics and has had excellent reports both on its junior school and its early years' provision. The partnership will enable the two schools to work together to bring the best from the independent sector and the new Academy impacting on the standards of the new Cathedral Primary School.

The primary school would want to be a beacon of good practice and share with other schools its staff skilled in music, mathematics and other areas of good practice. The intention is to work first with a neighbouring school, St George's Church of England School and the current Academy already has some aspects of the collaboration in place. The Cathedral Primary School would want over time to deepen this relationship beyond collaboration to partnership and possibly federation.

The longer term intention is that BCCS with the Cathedral Primary school becomes a centre for music education in the South West drawing in the current providers in Bristol and expanding the opportunity and range of providers so that Bristol has a 'conservatoire' centred on the Cathedral site focused on a wide range of music including Chorister style choirs.

**With which sections of the local community will your school build a relationship? –**

<b>Groups</b>	<b>What kind of relationships</b>	<b>How will we build these</b>
<b>St George's C of E School Bristol</b>	Full partnership and mutual support building on each other's strengths	Regular meetings at governor and management level focused on partnership  Shared programmes on music and other aspects of the curriculum  Audit of need and strengths
<b>Musical Outreach to schools in areas of deprivation</b>	The Cathedral Primary School commits itself to working with schools and in areas of deprivation to ensure that the classical and choral tradition is shared with young people of all backgrounds	Work in BCCS is already underway in this area and the Cathedral Primary School would create links with a variety of schools and community groups
<b>Parents</b>	Deep Relationships that expect a lot from them in the way they engage with their children's learning and promise very high standards in the way that we respond to their concerns and expectations	Clarify expectations in advance publicity and be clear in our expectations and our correspondence. We will agree a clear parent-School agreement which we will clarify what we expect and ask them to hold us to account
<b>South West Academies Group</b>	Work on joint staff training, use joint services including estates finance and HR	The South West Academies group is already set up and the Cathedral Primary School would be part of that group
<b>Students in BCCS</b>	Students from the Academy will act as mentors, group leaders and subject champions in all areas but especially music and will lead children in musical activity in structured and supported ways	These will build up over time with the schools being very separate in many details and in the day to day workings with students having the opportunity to enter structured programmes to support children in the primary school
<b>Other Local primary Schools</b>	Work in collaboration with one primary, St George's and then as we develop expertise share it as partners and with a possible federation at a later date. Once established the federation would be happy to explore how we could help a number of local schools	Work has already started between BCCS and St George's and we intend to build on these links
<b>Universities UWE and Bristol</b>	Teacher Training opportunities and recruitment of staff from these establishments. Expertise on the governing body and learning from and	BCCS already has strong relationships with these universities and will use the research base in Bristol University

	sharing in educational research	They will also seek to become a training school with UWE which has both primary and secondary experience with teacher training
<b>Cathedral and its Choir</b>	<p>The cathedral Chorister experience will play a key role in the life of some of the students</p> <p>The cathedral is integral to the life of BCCS and supports actively the mission of the cathedral in being at the heart of the life of the city in worship, meditation, celebration and civic life.</p> <p>Students will play a role in various liturgy and occasions in the life of the cathedral</p>	BCCS already has a strong relationship with the Dean and Chapter as well as the Choir and we will seek to develop these further
<b>Music Hub</b>	Cathedral Primary School with BCCS is key in delivering high quality music education in the city	We will work with the music hub and other delivery partners in ensuring high quality music education
<b>Residents</b>	The local residents are important in the life of the school and although many of the local residents are young single people living in the harbour side development, many would benefit from the school being at the heart of the community	<p>We will keep residents informed and invite them to a number of events as the school is set up and as the school develops</p> <p>BCCS already gives the residents opportunities to use its facilities for a range of activities like neighbourhood watch and other residents meetings</p>
<b>Local Businesses</b>	The school sits beside a number of prestige offices in the city centre and can benefit from some informal and formal relationships	<p>We intend to keep local businesses informed of the school and its activity and garner their support</p> <p>BCCS already benefits from business mentors and governors from the local business community</p>
<b>Charities</b>	The school will ensure that as part of its Christian ethos it supports ways of children giving to those in need	Children will choose a charity to support on an annual basis
<b>Independent Schools</b>	Working with Wells Cathedral School – using and sharing expertise and leadership in the area of primary education	BCCS already has an informal working relationship with the school at Leadership level and has made a formal agreement with them to share music opportunities, primary expertise, and leadership at both a primary level and all through management



## Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	30	46		153%	30	22		73%
Year 1	30	39		130%				
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

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

Age category of child	Number	All Bristol (BS) post codes
Pre-school at September 2014	17	Yes
<b>Reception at September 2014**</b>	<b>22</b>	<b>Yes</b>
<b>Reception at September 2013*</b>	<b>46</b>	<b>yes, except 2</b> (EN5 London + GL50 Cheltenham)
<b>Year 1 at September 2013 *</b>	<b>39</b>	<b>yes, except 1</b> (H4A Canada)
Years 2-6 at September 2013	144	yes, except 6 (EN5 London; GL50 Cheltenham; SN14 x2 Hinton Glos; CF15 x2 Cardiff)

\*Opening Year Group \*\* the following Year

The table above comprises a summary of the results of our survey, which was conducted online between 4<sup>th</sup> January 2012 and 16<sup>th</sup> February 2012. This generated responses from 232 families.

The exact questions asked in the survey are indicated in the attached 'screen grab' of the online survey – a web form entitled 'Support our Application'. They included the statement: "I would select the Cathedral Primary School as the first choice for my child" followed by a tick box. Of the 232 families, 17 indicated that they would NOT select the Cathedral Primary School as the choice for their child: the remaining 215 families responded positively.

See Website [REDACTED]

The following map shows the spread of families who replied to the survey. Each colour represents an age group of children as per the key at the bottom of the map:-

[REDACTED] The The form also included an optional comments field. A sample of comments is as follows: (with postcode)

NB [REDACTED]

*Child will be in Reception September 2013*

*BCCS has come highly recommended by a family friend whose grown-up son used to attend the school. We are therefore very interested in the possibility of our own son starting in the reception year*

if plans are successful (he currently attends the [REDACTED]). We would like to arrange to visit the school and so will book an appointment.

We firmly believe that Bristol is lacking good primary school opportunities and would support this venture even if we did not have children of school age.

[REDACTED] Child will be in Reception September 2013

We are encouraged to learn of the aims of BCCS' Primary school proposal. As parents, with a love of choral works, working in applied math, and alumna of [REDACTED] we would look forward to supporting the school.

[REDACTED]  
[REDACTED] who will be in Reception September 2013

I would be interested in finding out more about your probable application assessment. Will it be a defined catchment area and if so would we fall into this?  
Many thanks

[REDACTED] [REDACTED]  
Child will be Year 1 September 2013

I would support this application, as it makes for such a good secondary school to have a primary school attached. We have a [REDACTED] who would be of primary school age in September 2014 who would also apply.

[REDACTED] [REDACTED]  
Child will be in Reception September 2014

We were thrilled to discover that you are planning a primary school. We live very happily on the harbour - but were contemplating a reluctant house move on the basis that the primary school provision is limited. We hope your application is successful and would love it if our little boy Arthur was granted a place at the new school in the future. We will follow your progress with great interest.

[REDACTED] [REDACTED]  
Child will be in Reception in September 2013

I am very much in support of this idea of having a primary school and if this application is successful, Bristol Cathedral Primary School will be my first choice. [REDACTED] and I am very pleased with the way she is being taught at school and her performance has gotten better. The school environment is very good for learning and the communication between the school and parents is excellent. I would surely want to have my little [REDACTED] in a school like this where parents are valued so much regardless of their race or social status.

[REDACTED] [REDACTED]  
Child will be Year 1 September 2013, with [REDACTED] who will be in Year [REDACTED]

We are short of good accessible primary schools in our community and would strongly support the case for this new primary school. We have friends whose child attends BCCS and we are aware of the high standard of education and life chances it brings to its pupils. With this robust and well established background we feel that BCCS is extremely well placed to provide a much needed new primary school in the central Bristol city area. If the new primary school is approved this would be our first choice for our [REDACTED] who could begin at year 1. If possible, we would also be extremely keen for our [REDACTED], who is currently [REDACTED], to attend this school.

██████████ ██████████  
Child will be Year 1 September 2013

Currently going through admissions for Sept 2012 reception place. Would have picked BCCS if it was an option. Would consider a move at Yr1 if it was right for our ██████████ at the time. Main reasons are the music and maths focus.

██████████ ██████████  
Child will be in Reception September 2013

My friend ██████████ children attend BCCS and have heard excellent reports. BCCS was my school of choice for my ██████████ when he reached the appropriate age, but now there are plans for a primary school, this is brilliant news. I look forward to watching your progress on the proposed school for 2013.

---  
██████████ ██████████  
Child will be in Reception September 2013

My ██████████ will be starting in reception in 2013. He adores music already and we attend church on a regular basis. I would be thrilled to send him to your new primary school as i believe that your reputation as educators are first class. I would be confident that my ██████████ would benefit from a through school environment with outstanding educators.

██████████ ██████████  
Child will be in Reception September 2014, with another child who will be in Year ██████████ in September 2013

I have a ██████████ who is intensely interested in music, sings well and in tune at 4, and who does ballet because he likes dancing to the music. He also has a ██████████ and is above average for ██████████, despite being a ██████████. I had already decided that BCCS would be the school I would want him to get into at secondary, so I would be thrilled if he could go earlier. We have heard first-hand about the school from our neighbours ██████████ \*\*\*\*\* who is I believe in yr ██████████ now.

To support your application I would add that there is clearly a shortage of primary school places in the city which a new primary school would address. I also believe that a BCCS primary would set high standards for its pupils, and would give them a wide based curriculum beyond that available in most primary schools. I would be very interested in sending my ██████████, and at a later date, my ██████████.

██████████ ██████████  
Child will be Year 1 September 2013, with another child who will ██████████

Dear Sir / Madam:

We have heard about the new school through the Cathedral and attendance at Happy Hippos. I would be interested in more information regarding the school as it becomes available.

**The local press have also showcased the concerns of parents about the lack of primary places:-**

**Bristol Evening Post story dated Wednesday 15 February 2012**

## Families' growing fears over primary places

Wednesday, February 15, 2012



**Bristol Evening Post**

CONCERN is growing among parents in Bedminster and Southville over the continuing shortage of primary school places in the area.

Campaigners have called a public meeting at the Tobacco Factory on Sunday, February 26, to discuss the issue.

They have invited representatives of Bristol City Council and local schools to give them an update over places for September 2012 and beyond.

Two schools - Ashton Gate and Compass Point primaries - have each provisionally agreed to take an extra reception class for next year but at least one more is likely to be needed to meet demand.

Southville Primary School has said it would like to help and is talking to the council about possible options.

South Bristol Schools Campaign, a group formed a year ago when the shortage of places first came to the fore, is urging parents to support its efforts.

The families are backed by Councillor Sean Beynon (Lab, Southville), who is calling on council officers to come up with some quick and lasting solutions.

"They are opening a new school in Redland to deal with the problem there, but in this area we have had only temporary solutions so far," he said. "It is not long until the offers go out for places for September and at the moment there is a risk the situation could be as bad as last year."

Mr Beynon said the council had secured government funding and was borrowing additional money to create the school places needed across the city so it was now a matter of making the best use of existing school campuses and finding possible sites for new schools.

Demand in Bedminster and Southville is likely to peak in 2015, by which time a new school - or annexe of an existing school - will be needed. Council officers have looked at 25 possible sites in the heavily built-up area.

One problem is that all the local schools are on cramped sites where redevelopment is difficult.

Governors at all the primaries say they are keen to help families in the neighbourhood but expansion must not be at the expense of pupils and staff already at the schools.

Last year Southville Primary could only take in pupils who lived less than 200 metres from the school.

Its governors have suggested to council officers that converting two sheds into a two-storey building could provide an extra classroom and storage space but further discussions are needed because the school building is Grade II-listed.

Bristol has seen a 20 per cent increase in the number of four-year-olds over the last four years. The council estimates it will need an extra 14 reception classes this September and has been working with schools to increase admissions numbers. It is estimated a minimum of an additional 3,000 places will be necessary by 2015.

Bristol City Council provides weekly information updates about school places on its website. All parents who applied for reception class places by the January 15 deadline will receive an offer on April 20

### **Bristol Evening Post story dated Thursday 15 September 2011**

## New school sites in Bristol are an option, parents told

Thursday, September 15, 2011



### **Bristol Evening Post**

PARENTS deeply concerned about the lack of primary school places in the south Bristol area have been told solutions to the problem are being discussed.

More than 70 parents turned up at Bedminster Methodist Church in British Road last night to a public meeting organised by the South Bristol Schools Campaign group.

There they were able to address questions to Bristol City Council's cabinet councillor for children and young people, Clare Campion-Smith, and the [REDACTED], [REDACTED].

[REDACTED] told parents that projected figures for 2012 entry meant 90 pupils would currently be without a place, but stressed steps were being taken to solve the shortage including the possibility of new school sites.

"Our preference would be to work with existing schools to provide additional places but not necessarily on the same site," he said.

"We have been meeting with schools in the area about what needs to be done in terms of meeting local demand. We are looking for agreements to take extra pupils."

He said any agreements should be finalised by December 15, one month before the deadline for parents to apply for September 2012 places.

Parents told [REDACTED] they were not confident that the same chaos that ensued last time around when 30 pupils could not be found places would not happen again.

Ashton Gate and Compass Point schools agreed at a late stage to take additional pupils but Ashton Gate confirmed last night it could not do so again without financial support.

[REDACTED] replied: "This is not an isolated problem in this area, it is a problem across the city.

"We did identify that this area was going to be a problem. However, a solution in this area is not as straightforward here as in other areas of the city, where there are bigger sites where modular classrooms can be placed.

"If you only focus on one area and put all your resources in there you could probably solve the problem but not look after the whole city."

He confirmed the council were looking at a "number of sites" that could help ease the problem of shortage of places but said he could not comment on which sites they were.

Mrs Champion-Smith said: "We do have an aspiration that local children go to local schools. We do think that's very important for the community and we are very aware of the issues.

"Being realistic, we would like to say we can offer a school within a mile of the children's home.

"I have put an awful lot of thought into what happened this year. I hope I can convince you that we have taken this problem very seriously."

She said she was very optimistic about the council receiving some of the Government's £500 million capital funding for schools in England to help meet the rapid rise in numbers of children starting primary school. She told parents there was a "very high chance", if they did, of it being spent in the south Bristol area.

After the meeting parent and [REDACTED], [REDACTED], [REDACTED], said: "What we really wanted to hear was somebody taking responsibility for what happened and admit there was shortcomings. We wanted to hear that they have learnt from it and are now doing things differently."

Mum-of-two [REDACTED], who helped found the South Bristol Schools Campaign group, said: "We basically want our children to have the choice to go to our local schools.

"I don't want my child to be offered a school in Knowle West, because that is not my community."

Parent [REDACTED], who [REDACTED] the meeting, added: "This meeting was about trying to establish support and gauge the primary places situation for future years. We are trying to promote open debate and work together as a community to keep the pressure up on the authorities."

For more information visit [REDACTED].

All families who responded to the online survey and indicated that the Cathedral; primary School would be their first choice gave Bristol (BS) postcodes except five. Since Bristol is an urban area with good transport links, we consider that all with Bristol postcodes could reasonably send their children to the school.

The five families who did not give a Bristol postcode are: one who currently has an SN14 postcode approximately 11 miles north-east of the school close to the M4 motorway junction 18 (children will both be in Year 4 in September 2013); one who currently has a Cardiff postcode (child will be in Year 2 in September 2013); one who currently has a London postcode (children will be in Reception and Year 4 in September 2013); one who currently has a Cheltenham postcode (child will be in reception in September 2013)] and one currently has a Canadian postcode (child will be in year 1 in Sept 2013)

A further five families expressed support for the Free School in our online survey but indicated that they would not necessarily list it as their first school choice.

We have engaged with the public through a series of **public and parents' meetings**, through other direct contact with the existing secondary school community and other supporters, and through a dedicated **marketing & PR campaign**. All of this has taken place since the start of the Lent Term on 3<sup>rd</sup> January 2012. Information in this pack is correct up to February 16<sup>th</sup> 2012.

Specifically, we have held one meeting to which all BCCS secondary school parents were invited, followed by two further meetings which were open to the public and publicised through the marketing campaign. A third public meeting took place on Thursday 9<sup>th</sup> February 2012. (Each meeting was attended by 20 – 30 parents representing about 125 families in total at the four meetings)

The existing school community has been informed through an explanation of the primary school plans during morning assembly, through canvassing of support by the ALT in the BCCS staff room and through informal contact with existing students and parents.

In addition, the Free School application has been announced to the families of the Cathedral's Probationer Choristers (who are children currently in primary schools) and to the families of children in the Bristol Voices Choir, who rehearse weekly using BCCS facilities (Bristol Voices is part of the choral outreach of Bristol Cathedral). Leaflets have been distributed to major employers based on the Harbourside development across [REDACTED] (approximately two minutes' walk from the secondary school) with whom BCCS has an existing relationship. These include the large financial services group, [REDACTED], with which the school has discussed the possibility of opening a nursery.

The PR & marketing campaign has included:

- Creation of an interactive **microsite** for the Primary Free School application within the existing BCCS website. This included: an introductory home page; a page giving an explanation of the vision for, and ethos of, the proposed school; a page of 37 Frequently Asked Questions covering topics including admissions



policy, facilities and curriculum; a News page with items from the PR campaign; the *Support our Application* online survey detailed above.

- Design and printing of 2,500 copies of a simple A5 **colour leaflet**/flyer. This has been made available at public meetings and has been widely distributed to suitable locations (including nurseries, playgroups and doctors' & dentists' surgeries) by staff, Sixth-Formers, parents and other supporters [see PDF file attached].
- Design and production of two 3m x 0.8m **external vinyl banners** publicising the application and giving a web link, which have been displayed on the school's railings overlooking Anchor Road (the main road into the city centre from the south) and on railings facing on to College Green (the busy pedestrian square between Bristol Cathedral and Bristol City Council's headquarters)
- Design and production of an internal 2m high **pop-up banner** listing key aspects of the Free School application. This has been displayed at the public meetings and, at other times, in the secondary school's main reception area.
- A PR campaign involving three press releases – the first announcing the Free School application; the second jointly announcing two of the public meetings and the opening of the secondary school's new Sixth Form Centre; the third announcing a new partnership between BCCS and independent Wells Cathedral School, through which BCCS will benefit from Wells' experience of running a primary school. This final press release also announced the timing of the third public meeting.
- Coverage to date has included an ITV West Country News interview with the Principal and several newspaper stories in titles including the Bristol Evening Post and Bristol Observer. The press releases have also been published on the website of South West Academies, an organisation of Bristol academies to which BCCS belongs.
- Discreet publicity through the Mums Net website.

We will continue to engage with parents, including those who have given us their email addresses through the online survey. Further opportunities for promoting the bid and having further discussions with parents will take place in the coming months. This will include events in Bristol Cathedral and a special gala concert for the four member schools of South West Academies in Bristol's 2,000-seat Colston Hall. This concert is being organised in June 2012 by Bristol Cathedral Choir School.

In all the meetings we have listened to the views and concerns of parents. We added FAQ's to our website after a discussion with a small focus group. We have noted their enthusiasm and support for the primary school and their deep concern about the lack of diversity and primary places in Bristol.

Parents at the meeting had no concerns about the primary school itself but their concerns were about it having a dedicated building with its own reception, the concern about being able to drop off at the school with easy parking and access and the concern that the school will become quickly oversubscribed. We have continued to keep in touch with the parents and will continue to seek their views through e mail and meetings.



## **Frequently Asked Questions on the Website:-**

These were in response to parent concerns and our early conversations with a small parent focus group

1. Why does Bristol need another primary school?

- Bristol needs lots of new primary school places! The city has an acute and urgent requirement for additional primary places, with a particular need in the city centre. So this new school will play an important role in increasing parental choice.

2. Why not work with Bristol City Council to open a primary school instead?

- We have been in discussion with the council for some months over a number of options to do just that; those discussions are continuing. However, applying for free school status may provide the best opportunity to secure funding to get a school up and running in September 2013.

3. What does 'free school' mean?

- "Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community." – Department for Education website. Free schools are like academies free of local authority control, giving a new school the same freedoms we enjoy as an academy.

4. Is it for boys and girls?

- Yes, the primary school will be fully co-educational, just like the senior school.

5. When is it going to open?

- We're hoping to open in September 2013. Starting with students in Reception and Year 1.

6. What is the deadline for applying?

- At this stage, we're just taking contact details from people who will have children in the right age group (4-10) in September 2013. We urgently need to gather as many of these as possible by the end of January 2012 in order to demonstrate our case to the Department for Education. Should our application be successful, we'll keep those who have given us contact details fully informed about the admissions process.

7. When will I know if my child has been offered a place?

- see answer to 6. above

8. Does gaining a place at the primary school guarantee my child a place at the senior school?

- Children at the primary school are likely to have a very high priority in terms of being allocated places at Bristol Cathedral Choir School. The Trustees hope to ensure that the new admissions policy for BCCS includes an admission criterion as follows:

- BCCS would seek to admit a pupil currently on roll in Year 6 at the primary school.

9. What's the catchment area?

- This has not yet been decided.

10. I've got two children, one who will be of Reception age in September 2013 and one who will be eligible for a place in Year 3. Can they both join the new school?

- The sibling rule would only apply to students currently on roll.

11. Do I need to go to church to get a place for my child?

-No. The admissions policy would not have a faith based criterion.

12. What will the new school be called?

- We hope to call the school Bristol Cathedral Primary School, although this has still to be finally confirmed

13. Will my child have to wear uniform?

- Yes. Students will need to be identifiable as members of the community.

14. Will the new school have a nursery?

- It's not part of our application for a Free School, but in fact it is something we have been having discussions about with some Harbourside and city centre employers, so it may happen.

15. Will it have a breakfast club and/or after-school club?

- There will be a number of after school activities and there will be a breakfast club at the start of the day focussing on learning.

16. What will be the catering arrangements be – hot food, or packed lunches, or a choice?

- We hope that the primary school will be able to use the same dining facilities as BCCS but at different times to the senior school.

17. Will the new school be enforcing a healthy eating policy for packed lunches?

- The school will support parents in their wish to encourage students to eat in a healthy manner.

18. Where will my child do sport – does it mean going up to the senior school's playing fields at Failand?

- Sport and PE will form part of the curriculum.

- Indoor PE will take place in the primary school's hall, which is equipped as a gym. We will also provide minibus transport for all primary children up to our extensive sports facilities at Failand - an area we also hope to further develop.

19. What contact will the primary children have with the senior students – including break times and lunchtimes?

- The Primary school will be a separate school. The contact between senior and primary school pupils will be strictly limited for safety and safeguarding reasons. The welfare of students is taken very seriously at Bristol Cathedral Choir School: a fact recognised by our 'Outstanding' rating from Ofsted for care, guidance & support. The care of the younger children in a primary school will be a high priority from the outset and we will be working hard to establish a safe, family atmosphere there. We will be encouraging some students in then secondary section to work with the younger children.

20. The school is right in the city centre and is next to busy roads. How will you ensure my child is safe?

- We envisage establishing the school in a self-contained area such as the existing XXXXXXXXXX, once it has been refurbished and expanded. This is in a secure, self-contained area of our campus away from the roads. The primary school will have its own entrance, separate from the senior school.

21. How are you going to fit the primary school into the site?

-Our architects and construction partners will need to acquire an additional building or buildings to accommodate pupils from the senior school. They are already looking at how we might achieve this.

22. What will the special needs provision be?

- The school will ensure that students of all ability are welcome. The school will take every step to personalise learning and encourage the development of all talents with specialist support. The school will also welcome students with disability and will take all reasonable action to ensure that they can be accommodated.

23. Will there be any organised transport?

- We will look at this if the school receives the required funding.

24. How much homework will the children receive?

- The school will have a number of opportunities for students to work after school and they will also be encouraged to work independently at home.

25. Will the new school follow the National Curriculum?

- Free Schools are not obliged to follow the National Curriculum, although they do have to teach English, mathematics and science and to make provision for the teaching of religious education. We'll be making use of the freedom we have to deliver a stimulating curriculum but one that is also balanced and includes music and foreign languages for all.

26. Music: at what age can children start learning an instrument – and which instruments are available?

- Students will be encouraged to sing at all ages. The curriculum will encourage creativity and enjoyment in the early years. Students will be encouraged to begin instrumental lessons as soon as they are able to do so and a broad range of instruments will be available.

27. How will you assess my child's progress?

- The existing school has very well developed mechanisms for tracking monitoring and assessment. This expertise will be disseminated in the primary school.

28. Will the children have to take Key Stage 2 SAT tests?

- Yes.

29. If my child wants to join the Cathedral Choir, when can s/he do this?

- Year 3. However, there will be opportunities for students to gain experience of singing in a cathedral setting from an early stage. Choristers will receive specific musical tuition during the school day.

30. I know that the senior school specialises in Maths. Is that true for the primary school too?

- The primary school will focus on the core subjects, in particular literacy and numeracy. Whilst it will not have a formal specialism, it will draw heavily on the senior school's music specialism. We will ensure that music will play a significant role in the curricular and extra-curricular life of the primary school.

31. What class sizes are you aiming for?

- At Key Stage 1 we hope that we can achieve classes of below 30. At Key Stage 2 this is likely to be slightly higher with some additional support provided where needed.

32. Will it have links with any other schools?

- Yes. As a faith school, we will have links with other C of E schools in the diocese. Also, Bristol Cathedral Choir School is part of South West Academies, which by September 2013 is likely to include at least two other all-age (5-18) schools in Bristol.

33. Does this mean that the senior school will become a 'free school' too?

- No. The senior school will remain an Academy and its status will not change.

34. Will the primary school have the same Head and Governing Body as the senior school?

- The primary school will have its own headteacher and its own Governing Body. The Principal of Bristol Cathedral Choir School will have executive leadership responsibility for the two schools.

35. How many playgrounds will there be and how big will they be? Do they have play equipment?

- The governors are keen that the primary school should have the very best facilities possible.

36. My child is in a wheelchair. Is there going to be full wheelchair access, with lifts, disabled toilets etc?

- Our architects will make every attempt to ensure that the building has wheelchair access.

37. Is the funding level per child going to be higher or lower than in other primary schools?

- Funding per child should be similar to current levels of maintained primary funding.

**E2 Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.**

**Advertising the school widely**

The Cathedral Primary School will commit itself to advertising the school to nurseries and play groups in areas of deprivation. The marketing and advertising of the school will be wide and welcoming and link with outreach in areas that are underrepresented in choral music and the classical music tradition.

### **The school as a musical centre with outreach**

The school will need to ensure that it attracts children from a range of backgrounds. The school is situated slightly detached from a neighbourhood community but seeks to serve the whole of Bristol as does the secondary academy.

The school has a mission to be a musical and educational centre for the whole of Bristol and to this end it has applied to be the centre of the Bristol 'musical hub'. The primary school in conjunction with the secondary academy will inspire students in schools around Bristol and in particular the choirs and ensembles will play in schools that have lack of musical trained teachers and in small schools and those in areas of deprivation.

BCCS already works with some primary schools through the South West Academy Group and hosts concerts music competitions and musical celebrations for the group in the secondary academy and have some planned in St George's hall and in Colston Hall.

BCCS and the primary school will host music summer schools and Saturday orchestras and choirs as well as regional competitions. Its partnership with Wells Choir School will allow opportunity for choir tours and recitals for school audiences and families so that the choral tradition is kept alive and is recreated for each generation.

The primary school will commit to performing in a number of Bristol schools each year and these will also be a way of encouraging families to consider Cathedral Primary School for their own children and examine the musical education on offer as well as the educational standards of the school. The schools selected will be ones that are in areas that do not attract applications and parents do not think about Cathedral Primary School as their first choice.

- Outreach focused on deprived areas
- Links with small schools with little music provision
- Hosting summer schools with focus on talented children from groups under-represented in classical music tuition
- Work with music hub to give all children an opportunity

### **Educational Outreach**

The Cathedral Primary School will work very closely with St George's School which is its nearest school and over time develop the partnership through educational outreach and support in management, music teaching, and mathematics and in specialist KS2 work. The trustees are keen to develop this partnership over time and

examine the strategic value of this partnership on a frequent basis so that St George's is no longer an undersubscribed, less popular school with poor results.

The school also intends to work with South West Academy Group in developing material that can be used in a number of all through settings. This will work towards making sure that the dip that develops in year 7 is eliminated and the student builds on the work done in primary school in an active way which enhances both their own leadership skills and attitudes and dispositions to learning

The school intends to work with a group of primary schools local to the site some of which are in special measures and over time they will increase the skills and time of the teaching staff so that they can enhance the musical, mathematical and KS2 specialist teaching in each of these schools. They will focus in particular by offering to those schools which are in special measures or at risk of underachieving.

- Focusing on primary education in the area
- Committed to supporting schools in the city
- Educational outreach through SWAG
- Focus on partnership with St George's Primary School

### **Attracting those of other faiths and none.**

The literature of the school will focus on its inclusion and be very clear in its statements around the admissions policy. We will also use the opportunities of meetings of Bristol multi-faith leaders which often centre on the cathedral to bring to their attention the availability of the school to their followers and clarify the openness of the admissions policy

The school will work with the LA to ensure that clarity about its admission policy and its work with those of special educational need is well advertised and the school website and publicity material will advertise those strengths and its inclusion. The secondary school already works with outside agencies to support children with SEN and has attracted a number of students from the Bristol Dyslexia centre who have flourished at the secondary academy.

- Work through multi-faith groups
- Clarity about its welcome to all faiths in it's advertising and marketing
- Work with groups that support SEN

## **Section F: Capacity and capability**

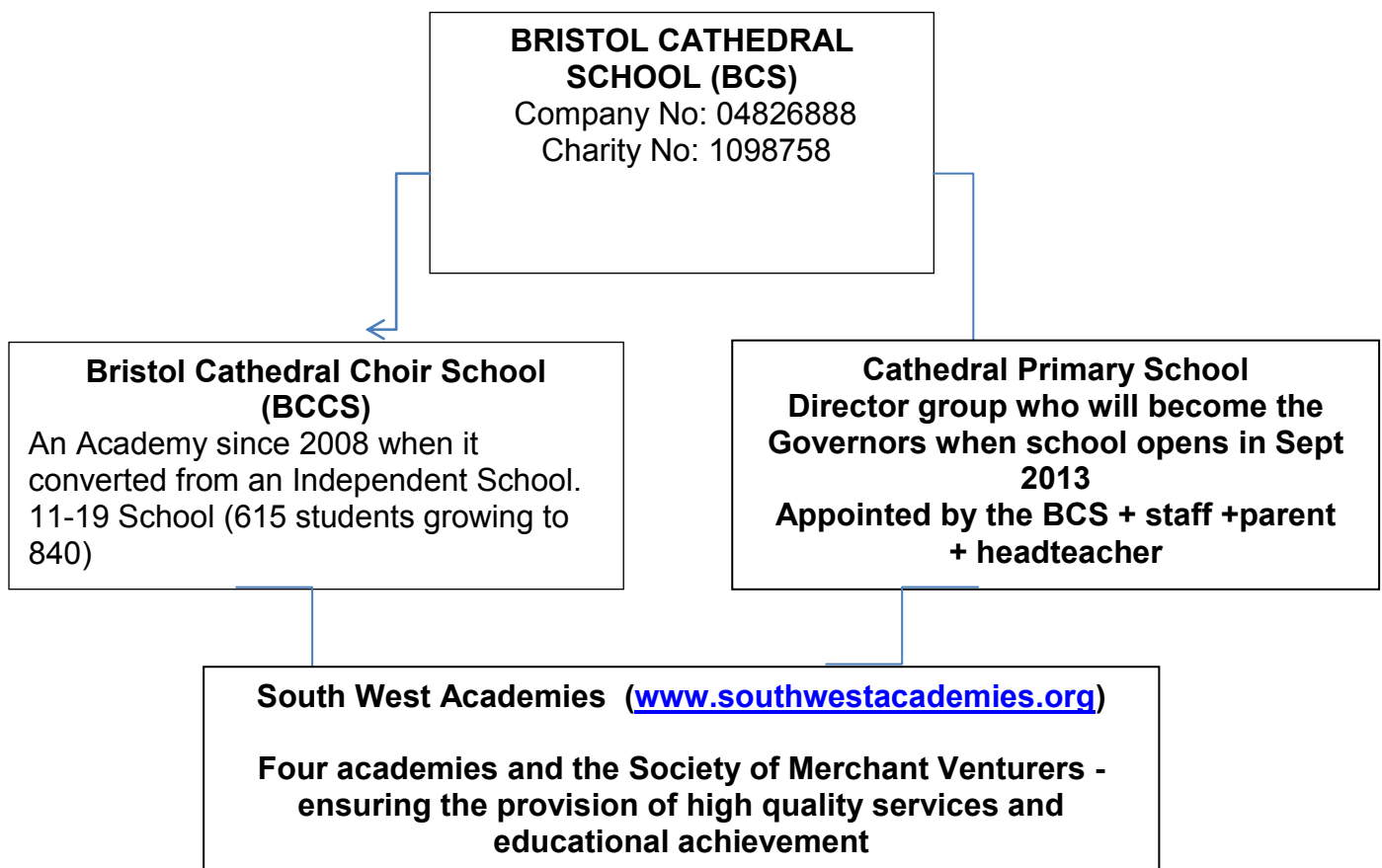
### **Section F Capacity and Capability**

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

Bristol Cathedral School 'The Company' has got a number of members with the experience of turning an independent school into an Academy. Many of the

company, including the chair were instrumental in the transition of the independent school into an Academy and wish to use that experience in bringing about significant change in education in the primary sector. They have over the period of transition gained experience and honed their skills in the management of this type of project. They have also gained further support from other people who are now involved in the primary school bid.

The Following chart will show how the Governance and management of the primary school will work:



In the last twelve months the BCCS has joined with other academies and the Merchant Venturers in setting up the South West Academies Group. BCCS is using their services for training, advice financial services and procurement. The intention is

that Cathedral Primary School would use South West Academies Group for many of their back office services and for their educational advice when the Governors or management team felt it was outside their expertise, ability or there was a need for greater management capacity.

The purpose of the South West Academies Group is:

- Work with other potential partners for our mutual benefit
- Develop shared services to provide for increased effectiveness and efficiency
- Provide opportunities for the professional development of all staff and develop leadership capacity;
- Provide educational advice and offer guidance to member organisations as appropriate.

Bristol Cathedral School is the sponsor of this bid. They are the existing sponsors of Bristol Cathedral Choir School. The bid is being led by [REDACTED], the current chair of BCCS governors and is supported by [REDACTED] the [REDACTED]. The Academy and governing body are committed to this project. A working group is currently in place to support the initial bid.

Directors and future governors) consists of: (CV's are included as an annex.)

[REDACTED]. [REDACTED] is [REDACTED]. [REDACTED] led the school into becoming an academy in 2008.

[REDACTED] will be [REDACTED] at the Cathedral Primary School during the period of set up and while the school establishes itself.

[REDACTED]: [REDACTED]: [REDACTED].

[REDACTED]

[REDACTED]: [REDACTED].

[REDACTED]

[REDACTED] [REDACTED].

[REDACTED]

[REDACTED]. [REDACTED].

[REDACTED] [REDACTED]. [REDACTED].

[REDACTED] **The following people will work with the group but will not be directors or governors in the Cathedral Primary School. They are both committed to working with the school in the set up phase and the first year of the school.**

[REDACTED]: [REDACTED].



██████████

██████████ - ██████████.

**Parent and staff governors.** When the governing body is set up formally the intention is to include a parent governor and a staff governor. The Trustees will ensure that the skill level of the governing body remains strong in education, financial management and legal and human resources. They will also be looking for strong commitment to the school.

The group are clearly committed to the all-through educational experience and are generous with their time. We believe that we have considerable financial, legal, premises and educational expertise. We are well placed to lead on this project and all our committed and passionate for the education of the Bristol community.

In setting up the Cathedral Primary School the governors have accessed their expertise and continue to do this. The governors audit on a regular basis their own personal skills and expertise and audit themselves as a team. When BCS is looking to appoint other members they look for the skills that are needed.

The ██████████

The company and the existing governors of BCCS have all been involved in the setting of strategy for the new primary school and ensuring that the educational expertise is used to draft the details of the curriculum, cost it and set the direction. There have been whole day meetings to examine the major issues and decide the way forward. The company have examined closely the strategy and questioned those involved with the setting of the direction and detail of the educational vision.

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

The members of the future primary school governing body have considerable expertise in financial matters including having on the board a former ██████████ and business men with considerable financial expertise and experience. ██████████.

The practice which would be adopted in the primary school is for a budget to be proposed by the headteacher after work with the finance manager and the leadership team. The finance committee would work closely with the headteacher and provide scrutiny of the budget and then propose the budget to the full governing body. The finance committee would provide on-going scrutiny of the budget and look for termly reports with details reported to them. The full governing body would get all financial reports and a report from the finance committee

The school business manager ██████████ with his team of finance assistants work very closely with South West Academies Group. The team at SWAG have three

experienced secondary school finance officers who will support the Cathedral Primary School in the financial management. The finance committee will be chaired by [REDACTED]. The intention of the trustees is that as South West Academies develops its strengths and expertise the Cathedral Primary School will use its considerable expertise in a range of ways but in particular in finance, procurement and management of ICT.

**F3: Show how you will access other relevant expertise to manage the opening and operation of your school.**

Most of the people involved in the Cathedral Primary School have been trustees and governors of BCCS. They have developed a range of skills in ensuring that they can bring their own skills and expertise to focus on the school. In the lead up to BCCS becoming an Academy they arranged for additional work in educational management, recruitment, legal expertise, premises management, finance and IT. They have developed the skills of ensuring that they have the job well described and that the right expert with the relevant skills and time to focus on the work offering value for money. They currently have a number of services on annual service contract or retainer to enable the leadership team to have professional services areas such as legal services. The governors' skills cover a wide range of areas but specifically in education, finance, legal services, business strategy, personnel management, leadership, management and building management and design.

The Cathedral Primary School will have support and advice from South West Academies Group and BCCS. The principal of BCCS will be on the governing body of the primary school so there are both clear lines of management but clarity of accountability and communication.

The company will appoint the five members of the governing body for a three year period and will expect reports from the governing body on an annual basis. They will reserve the right to change the trustees in the event of dissatisfaction with their service. BCS will not be involved directly in the governing body but will reserve the right to intervene in the following circumstances:-

1. The funding agreement is breached or the school is not being managed well financially
2. When the governors have lost the confidence of the parent body
3. The Governors have acted in a manner that is either beyond their remit or in a manner that brings BCS into disrepute.
4. The Governors fail to fulfil their statutory responsibility.
5. The governors fail to secure the on-going safety of the children and staff.

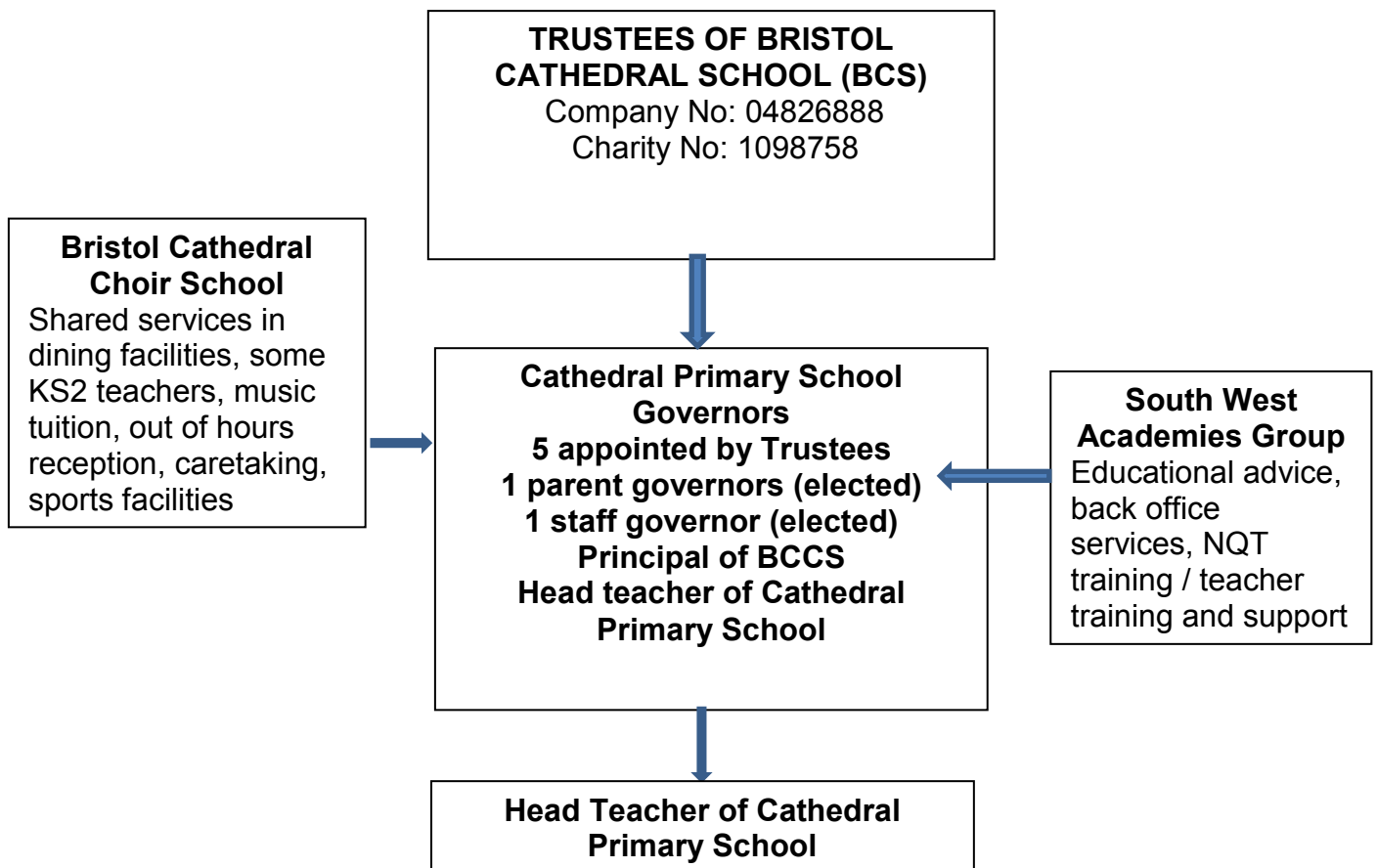
It will be expected that the governors will hold the Headteacher of the Cathedral Primary School to account by a regular review of targets and a demand for accurate

clear information given them in a timely manner and made clear through graphs charts and other formats.

The governors will expect a highly insightful process of self-evaluation of the school by all members of staff led by the head teacher and the leadership team. They will need to drill down through this self-evaluation and test its voracity and insightfulness.

**F4: Show how your staffing structure will deliver the planned curriculum.**

**Governance**



The governors will be encouraged to know the school well and spend some time in classes or school activities with a clear focus for their work often focusing on areas of statutory responsibility

The governors will build positive relationship with parents and make themselves available through e mail and in person to ensure communication is clear and parents are consulted about a wide range of issues as the school develops.

We hope that the relationships between governors and the school staff and the leadership team will be characterised by openness, support, rigour and clarity of role with a shared commitment to making the school the very best for the students.

### **Management Structure**

To achieve our vision as a school we need to ensure that everyone feels very responsible for their part in achieving the vision and all feel a great sense of responsibility.

This is best achieved in a management structure in which the headteacher is first and foremost a leader of learning. We will ensure that many of the tasks not associated with learning and pupil activity are given to the back office staff either with BCCS or with South West Academies Group. We envisage a leadership team of four persons who would include the headteacher, the deputy, the SENCO and one other teacher with a responsibility (probably a key stage).

The head teacher will need either an early year's specialist as a deputy or if he/she is a specialist in early years the deputy should have expertise in key stage 2. Teachers would also have some responsibility for a specialism within the school and some of this will be reflected in promoted posts. These could be for literacy, numeracy, music, science or humanities and the arts. These teachers would have the opportunity to share ideas and training with their counterparts in BCCS to enable a smooth transition and a clear understanding in the secondary school about how their teaching has to be differentiated as 30 of their pupils will come from the Cathedral Primary School and another 90 from a range of Bristol primary schools

### **Management/ Staffing Structure when the school is full:-**

#### **Staffing Structure: 2018/19 when the school has the full 210 students and 7 classes**

**Headteacher:-(L17 – L23)** Has overall responsibility for the school, its staff, its pupils and the education they receive. The headteacher will be responsible to the governing body and will be a member of the governing body.

**Deputy Headteacher: - (L8 –L14)** The deputy headteacher will have a major role in developing and managing the school, and have a particular role in the absence of the headteacher. They will have specific responsibility for specific curriculum areas and specific areas of school management. The deputy headteacher will take a key stage /and or EYFS in partnership with the headteacher who will take the other aspects.

**Special Educational Needs Co-ordinator:-(1 resp. post)** Responsible for day to day provision of children with special educational needs, will have a full teaching commitment and time to ensure that there is additional tracking and reporting of children with SEN and to work with all teachers to ensure that they are making

progress. They will have a management responsibility point and part of a wider leadership team

**Key Stage Co-ordinator:**-(– 1 responsibility point) Responsible for children in either key stage 1 or 2 they will have a full time teaching commitment and be part of the leadership team and have a responsibility point.

**Subject leaders:-** Each Class teacher will be responsible for leadership and management of a number of subject areas of the curriculum as part of their normal professional duties. – Literacy, Numeracy, Humanities, ICT, Art and Design, MFL, Science, Music. P.E, and R.E. These posts will not normally have a responsibility point.

**Classroom teachers:-** Plan prepare and deliver lessons to meet the needs of all pupils, setting and marking work and recording pupil development as necessary. They will be expected to work with other teachers and teaching assistants as well as volunteers and parents when they work in the school. This will include advanced skills teachers, excellent teachers and supply teachers.

**Teaching Assistants:-** The School will have one teaching assistant when the school starts to support learning in EYFS and year 1. This will increase to two in 2015/16 and three in 2017/18. They will work with the teachers to ensure that all students achieve their potential.

**School Secretary:** - The school secretary will be appointed at the same time as the headteacher and will be responsible for setting up the administrative systems in the school with the support of a consultant. They will also be supported by the back office staff at BCCS and the staff working for South West Academies Group.

**Receptionist/Administration:-** The post holder will work closely with the school secretary and ensure that reception is manned within the school day and administration is well supported.

**Caretaker/ Site Staff:** - The site staff will initially be the equivalent of a 0.4 post rising to a 0.8 and they will be purchased as part of a site service from BCCS. They will also be supported by building and maintenance staff from South West Academies Group

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**Management structure (Year 1. 2013/14) The school will open with 2 classes of about 30 students in each. This will be at reception and year 1.**

**Headteacher:-(L17 – L23)** The headteacher will have to teach for 30% of their time in the first year and take more direct responsibilities.

**Special Educational Needs Co-ordinator:-**This post will be taken by the EYFS teacher for the first year.

**Subject leaders:**-In year 1 the teachers will share these responsibilities and be supported by consultants and links with Wells Choir School and other high achieving schools.

**Classroom teachers:** - This will be one post in EYFS in the first term and one part time teacher 0.8 in the first year. –

**Teaching Assistant:**- One employed in 2013/14

**School Secretary :** - The school secretary will be appointed at the same time as the headteacher and will be responsible for setting up the administration systems in the school with the support of a consultant. They will also be supported by the back office staff at BCCS and the staff working for South West Academies Group.

**Receptionist/Administration:**- The post holder will work closely with the school secretary and ensure that reception is manned within the school day and administration is well supported.

**Caretaker/ Site Staff:** - The site staff will initially be the equivalent of a 0.4 post and they will be purchased as part of a site service from BCCS. They will also be supported by building and maintenance staff from South West Academies Group.

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**Management Structure (2014/15). The school will have 3 classes of Reception, year 1 and year 2. (A complete key stage 1)**

**Headteacher:-(L17 – L23)** The headteacher will have to teach for 20% of their time in the second year and take some direct responsibilities.

**Special Educational Needs Co-ordinator:**-This post will be taken by the EYFS teacher for the second year to cover the 90 pupils with a small percentage having special educational needs.

**Subject leaders:**-In Year 2 the teachers will share these responsibilities and be supported by consultants and continue the links with Wells Choir School and other high achieving schools.

**Classroom teachers:** - This will be one post in EYFS and two full time teachers. –

**School Secretary:** - The school secretary continues with the support of a consultant. They will also be supported by the back office staff at BCCS and more will be purchased if necessary.

**Receptionist/Administration:**- The post holder will work closely with the school secretary and ensure that reception is manned within the school day and administration is well supported.

**Caretaker/ Site Staff:** - The site staff will continue as the equivalent of a 0.4 post and they will be purchased as part of a site service from BCCS. They will also be supported by building and maintenance staff from South West Academies Group staff.

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**Management Structure 2015/16. The school will have 4 classes, reception. Year 1, year 2 and students will start KS2 (year 3)**

**Headteacher :- (L17 – L23).** The headteacher will only teach for 10% of their time in the third year and take less direct responsibilities.

**Deputy Headteacher:- (L8 –L14)** This post will be appointed in 2015/16 and responsibility will need to be focused on one key stage on one area of the curriculum. The exact nature of that will need to be determined by the needs of the school at this stage.

**Special Educational Needs Co-ordinator:-**This post will be advertised as a specific post with a teaching responsibility and will have a responsibility point and be part of the leadership team.

**Subject leaders:-**In this year the teachers will as part of their duties share these responsibilities. The school will continue links with Wells Choir School and other high achieving schools to enable the new subject teachers to see best practice. The role of consultants at this stage will be to monitor and advise on the quality of the provision and standards.

**Classroom teachers:-** In this year the school will have 3 full time teachers including the deputy headteacher

**Teaching Assistant:-** A second teaching assistant will be employed.

**School Secretary:-** They will have continued support from the back office staff at BCCS and the staff working for South West Academies Group.

**Receptionist/Administration:-** The post holder will work closely with the school secretary and ensure that reception is manned within the school day and administration is well supported.

**Lunch Time supervisor:** - This post will be appointed to cope with the larger number of students at lunchtime

**Caretaker/ Site Staff:** - The site staff will now be equivalent to a 0.6 post and they will be purchased as part of a site service from BCCS. This presumes a model of the primary school using a site within the current school and the post 16 of BCCS moving off site to a place nearby. They will also be supported by building and maintenance staff from South West Academies Group

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**Management Structure 2016/17** The school will have 5 classes, reception, Year 1, year 2 and the school will have two years in key stage 2. (Year 3 and 4)

The main structure will continue with an additional teacher appointed.

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**Management Structure 2017/18.** The school will have 6 classes, reception, Year 1, year 2 in key stage 1. In Key stage 2 they will now have three years 3, 4, & 5.

There will be an additional post of responsibility.

The school will appoint a further teacher with responsibility point (exact responsibility to be determined by the needs of the school and the areas they wish to push but is likely to be a key stage.

The caretaking post will now be 0.8 equivalent

A third teaching assistant will be employed

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**Management Structure 2018/19** The school will be full and have all EYFS, Key stage 1 (years 2 and 2) and key stage 2 (years 3, 4, 5, & 6). This would see the full management structure as outlined in the paper above with 1 headteacher, 1 deputy, 1 SENCO, 1 post of responsibility and 4 other teaching posts.

The aim of the structure above is to deliver the curriculum outlined in this document with key members of staff linking with specific subject areas or key stages. They are realistic and costed and can be afforded in the financial plan for the school. They also look at the school over each year and show progress towards the full school. They show how a range of teachers will be able to make sure that the school develops with careful planning and a strategic view of what it wishes to become and the targets it wishes to achieve

**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.**

We hope to interview a headteacher designate in Sept-Dec 2012 (two terms before the school opens) The recruitment process would start as soon as the school is given the go ahead by the relevant authorities so that we would allow time for an existing headteacher to work their notice and start by January 2013 at the latest. The headteacher would be given office space from January 2013 near the primary school site and recruitment of admin staff would be vital.



The post would be attractive to many prospective headteachers as it would be an opportunity to set up a new school which is likely to be very attractive to parents. Some candidates may be put off by it being a small school and the fact that in the early years the headteacher would have to teach for some of the week and have a very small staff in early years. The freedom from the local authority and the attachment to a successful secondary school would be a positive element in the process of selection.

The intention would for the trustees to set up a recruitment committee and use the South West Academies group and the existing BCCS facilities to draw up a job purpose and a person specification.

The trustees have already identified certain key aspects of the person Specification:-

1. That they are experience in primary education in either in the private or public sector and in educational leadership
2. That they are an outstanding teacher with evidence of being seen by inspectors or outside agencies as 'outstanding'.
3. That they have clear ideas about how to achieve high standards in primary education
4. That they have a track record of leading learning and educational change
5. That they have studied educational leadership at post graduate level
6. Have experience of either EYFS, key stage 1 or 2 teaching
7. Have a clear knowledge of primary curricula with clear ideas about the ways they would develop the curriculum.

Trustees would be using the National Standards for Headteachers as a framework for recruitment and selection of a headteacher. They would also want to identify the training needs of the successful candidate to ensure that they continued to develop their skills, knowledge, and professional qualities and be mentored by someone independent to enable them to continue as a reflective practitioner.

The Trustees would want the headteacher designate to start their role by ensuring that they built good relationships with the prospective parents and set up a parents group to support the plans for the new primary school.

BCCS has had a good track record in attracting high quality fields of candidates and an example of this is a recent assistant principal post attracted 91 candidates and at least half of them were of high quality. The post was also at the lower end of the pay scale. The secondary school has had no problems in filling any post but the governors are not complacent and would want to make sure that the school has good publicity and wide recruitment carefully focused to attract the best staff. The Governors are aware that currently they have a wide range of skills but need to make sure that they have a governor recruitment strategy that keeps looking for people to add to the governors and cherish a number of people who are on the edge

of the governing body and keep them involved in the school. The governors would also co-opt people where appropriate to the skills of the governors.

**F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school.**

**The governing body is clear about its purpose:-**

- to set high standards by planning for the school's future
- set targets for school improvement
- keep a drive for school improvement
- be a critical friend to the school, offering support and advice
- help the school respond to the needs of parents and the community
- ensure the school remains accountable to the public
- work with the school on planning and, developing policies
- keep the school under review
- exercise its responsibilities and powers in partnership with the headteacher and staff
- not intervene in the day-to-day management of the school unless there are weaknesses in the school, when it then has a duty to take action.

The governing body and trustees have a clear role in setting the strategic direction for the school. They are clear that their role is setting aims and objectives for the school and agreeing clear policies for achieving and monitoring those aims and objectives. The governors are clear that they will need to review and re-set the aims and objectives as the school develops.

The headteacher will be responsible to the governing body and expect their critical support and challenge. The headteacher will be responsible for the management of the school and the internal organisation. He or she will advise the governors as the professional, drafting the policies for approval by the governing body while implementing the strategic review.

**Key tasks and roles in setting up the school:-**

	<b>Role</b>	<b>Key Outcomes</b>
<b>Headteacher Designate</b>	Write clear policies and procedures for the school	Good clear policies in action
	Establish consultation and links with the community	Good parent consultation and community links
	Set clear and detailed curriculum for the school. Esp EYFS	Clear detailed curriculum

<b>Governors/ Trustees</b>	Establish clear process and strategy of self-Evaluation	Clear process of self-Evaluation set up with judgements delivered in a timely manner
	Establish clear process of health and safety and safeguarding	Sound processes for health and safety and safeguarding reviewed by independent body
	Set and review clear policy of admissions, appeals and exclusions	Clear published policies
	Receive and approve key policies	Good policies
	Agree and review school performance targets.	High achieving school in the top 5% of schools nationally
	Agree and review performance targets for headteacher	Clear performance targets which are agreed and achieved

The governors would use the procedures of the current BCCS which have been very useful since the start of the school.

The role of the chair:-

- To make sure the governing body's affairs are conducted in accordance with the law
- To report any urgent action taken on behalf of the governing body, ensuring it is fully explained and supported. Urgent action the chair or vice chair takes on behalf of the governing body is reported at the next meeting
- To ensure meetings are run effectively – that they start and finish on time, that agenda items are properly introduced, that people are encouraged to contribute and that decisions are taken when necessary and clerked.
- To help the governing body work as a team – by recognising and using people's strengths.
- To work with the headteacher – make time to listen to concerns and give constructive advice, talk through disagreements before governing body meetings, work together on effective school policies
- To carry out any duties delegated by the governing body, be seen in school regularly, attend school functions or make sure another governor represents them, work with the local authority,
- Be accessible to other governors, staff and parents, meet governors from other schools
- To plan the year's cycle of meetings and a timetable for action and reports, plan for effective meetings and demand key information is with the governors
- To make it clear that all governors must accept collective responsibility.

## **Integrity and honesty and conflict of interest.**

The governors all adhere to the seven principles of public life and will have a register of interests.

### The Seven Principles of Public Life

**Selflessness-** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

**Integrity-** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

**Objectivity -** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

**Accountability-** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

**Openness-** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

**Honesty-** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Leadership -** Holders of public office should promote and support these principles by leadership and example.

The Education (School Government) (Terms of Reference) (England) Regulations 2000 (SI 2000 No. 2122) lay down the requirement for governing bodies to have terms of reference that reflect these principles:

'in exercising their functions, the governing body shall have as their terms of reference the principles that they shall-

(a) Act with integrity, objectivity and honesty in the best interests of the school; and

(b) be open about the decisions they make and the actions they take and in particular shall be prepared to explain their decisions and actions to interested persons'

These principles set out the obligations of governors, headteachers and all school staff in respect of personal or private interests that could be seen as affecting decisions of the school for which they work. It is important to note that

the appearance of a conflict of interest could be as damaging as the existence of a real conflict and all those holding a public position should do their utmost to ensure that in all their activities, professional and private, the appearance of a conflict does not arise.

### **Obligation to Declare Any Pecuniary Interest**

The Education (School Government) (England) Regulations 1999 Schedule 6 contains the requirements for declaring pecuniary interests:

‘if a relevant person has any pecuniary interest, direct or indirect, in any contract, proposed contract or other matter and is present at a meeting of a school at which the contract or other matter is the subject of consideration, he shall at the meeting, and as soon as practicable after its commencement, disclose the fact and withdraw from the meeting during the consideration or discussion of the contract or matter and he shall not vote on any question with respect to the contract or matter’

A ‘relevant person’ is a member of the governing body or a member of a committee.

An ‘indirect pecuniary interest’ arises when:

(a) The person is a member or employee of a corporation or other body with which a contract is to be made, or which has a pecuniary interest in the matter being considered.

(b) The person is a partner, or is employed by a person with which a contract is to be made or who has a pecuniary interest in the matter being considered (NOTE: a person need not be considered to have an interest, if the interest is because of membership or employment by a public body, or membership of a corporation or other body if he / she has no financial interest in that body).

Although the law with respect to governing bodies talks about ‘pecuniary interests’, it is easier to use the term ‘personal interests’ because this covers any benefits seen to accrue to the individual, rather than purely any financial benefits. In fact the Code of Conduct relating to Elected and Co-opted Members talks of ‘personal interests’ rather than ‘pecuniary interests’.

Legislation also sets a requirement that a permanent record of the business interests of Governors and the Head Teacher be maintained by a school. The Office for Standards in Education (OFSTED) and the Audit Commission have jointly produced a publication entitled “Keeping your Balance” regarding the standards for financial administration in schools, and in this report there is reference to each governing body having a register of pecuniary interests.

The standard set by this publication is as follows:

“The Governing body should establish a register of pecuniary interests for the governors and staff which should be open to inspection. For example, governors

and staff should declare any links they have with local firms from which the school may wish to buy goods or services. It is important for anyone in spending public money to demonstrate that they do not benefit personally from decisions they make”.

### **Conflict between governing body and Headteacher:**

Conflict between the headteacher and the governing body would be resolved through open and honest dialogue and clear expectations by the governing body. It is hoped that in the first instance they would be resolved by the chair of governors and the headteacher outside formal meetings.

The next stage of concern would be for there to be more formal discussion between governors appointed to manage the headteacher’s performance and at that stage they may include an outside consultant or school improvement partner.

If at this stage it is not resolved the governors would need to make clear expectations and monitor closely and then enter formal procedures which are laid out in employment law. The governors would need to use their own expertise but also employ HR advice to ensure procedures are followed.

It is expected that at any stage a governor was acting unprofessionally the Chair of Governors would ensure that was tackled or brought to the attention of the whole governing body.

## **Section G: Initial costs and financial viability**

Please refer to pages 28-32 of the ‘How to Apply’ guidance for what should be included in this section. As explained in the ‘How to Apply’ guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

Please see 2 spreadsheets + 2 benchmarking sheets – attached to electronic version and key sheets included in paper version- Annex 3  
(‘row’ in notes refers to rows in spreadsheet)

### **Bristol Cathedral Primary School Financial Assumptions**

#### **INCOME**

#### **PUPIL NUMBER INPUT TAB**

1. (Row 20) Percentage of pupils eligible for Free School Meals assumed at 5%. This is the current rate at BCCS.
2. (Row 21) Percentage of pupils SEN statement or on School Action Plus assumed at 10%. This is the current rate at BCCS.

### EFA INCOME TAB

3. (Row 25 & 26) Insurance and rates income assumed at level to meet estimated expenditure.
4. No assumption has been included with regard to funding towards admissions appeals. Although the reality experienced at BCCS is that 20+ appeals have been received every year and that hence some degree of funding could be expected as YPLA currently reimburse cost of appeals if more than 20 are heard in a year

### OTHER INCOME TAB

5. (Row 9) Catering Income. Figures are based upon current average per pupil spend at BCCS, pro rata for primary school pupil numbers.
6. (Row 10) Lettings income. Pupil numbers, when full, will be 30% of those at BCCS. The primary school will be therefore be charged 30% of Grounds Maintenance costs incurred by BCCS. Lettings income is based upon 30% of lettings income currently being received by BCCS from the hire of the playing fields at Failand.
7. Other lettings income may be possible but would depend largely upon the specifics of building works carried out and the resultant facilities available. Therefore at this stage no additional income has been assumed.

### **EXPENDITURE**

#### PAYROLL TAB

8. (Column F) Pension rates used in the model are those currently in operation for the Teachers' Pension scheme and the Local Government Pension Scheme at BCCS.
9. (Column G) National Insurance rates used are the current national rates in operation.
10. (Row 17) Headteacher to be appointed from 2013/14. Pay range of Leadership spine points L17-L23. Post has been costed across all years at highest level of L23, although appointment is likely to be at a lower level in the first instance.
11. (Row 18) Early Years Leader to be appointed from 2016/17 onwards. Leadership scale range L8 – L14. This post has also been costed at the top of this range, (L14) across all years. As with Headteacher, initial appointment is likely to be at a lower level.
12. Costing of the above two posts at the maximum level will therefore produce a reduction in costs in the early years of the school if appointments are made at a lower level.

13. (Row 19) Early Years teacher to be appointed from 2013/14 and other Teaching staff, (Row 20 – Full Time Teachers, Row 21 – Full Time Teachers with Teaching & Learning Responsibility points, Row 24 – Part Time Teaching staff(0.8)) to be appointed across the years as student numbers rise. All teaching posts have been costed at current Main Scale pay spine 6. In reality it is anticipated that appointments will be made to obtain a mix of experienced and newly qualified staff.
14. (Rows 22, 23, 25 & 26) Up to 1.6FTE Specialist Teaching staff costed in from 2016/17 onwards. This has been costed at Main scale 6. These staff will be provided by BCCS and re-charged to the Primary school. Actual costs will be determined by the actual member of staff concerned hence an average charge based upon Main scale 6 will be used. Commences at 0.8FTE (row 22) in 2016/17, 1.2FTE in 2017/18 and continues in 2018/19 onwards at 1.6FTE (row 23, 25&26).
15. (Row 32) School Secretary to be appointed from 2013/2014. Salary based upon BCCS support staff pay scale – point 24. Appointment to be full time and all year round.
16. (Row 34) Teaching Assistants to be appointed commencing with one and rising to two in 2015/16 and a maximum of 3 in 2017/18 onwards. Costed at current BCCS support staff pay point 13, term time only. This is the pay point upon which Learning Support Assistants are appointed at BCCS.
17. (Rows 41, 42 & 43) Caretaking time to commence at 0.4 FTE (row 41). Rises to 0.6FTE (row 42) as school numbers grow in 2015/16 & 2016/17. Maximises at 0.8FTE when the school from 2017/18 onwards, (row 43). Costed at current BCCS pay scale point 17, all year round. This is the current level of caretaking posts at BCCS.
18. (Row 44) Lunch time Supervisory Assistant (LTSA) to be appointed from 2015/16 as required by growing student numbers. Costed at current BCCS pay point 15, 0.2FTE, term time only to cover lunch time supervision.
19. (Row 48) Receptionist/Admin staff to be appointed 2014/15 onwards, fulltime, term time only, at current BCCS pay point 21. This is the current pay point of existing BCCS admin staff.

#### OTHER PAYROLL

20. (Row 10) Music tuition costs are based upon the undertaking that all students will receive free music lessons. Costing is based upon current charge rates for Peripatetic music staff working at BCCS and on the assumption that students will share lessons in groups of four.
21. (Row 11) Supply staff are costed at a rate of [REDACTED] per member of teaching staff, (excluding leadership), per annum. This matches costs



experienced at BCCS. Due to the shorter term times and resulting reduction in overall directed hours for teaching staff this allows a greater level of internal cover than might otherwise be anticipated.

22. (Row 12) An allowance has also been included for staff enhancement and pay progression to reflect staff moving up their respective pay spines, However, it should be noted that most of the above posts have been costed at the maximum cost. This allowance then primarily reflects the possible cost of staff progression to teachers Upper Pay Spine with no attendant staff turnover that would afford the opportunity to maintain the intended mix of staff with newly qualified staff being appointed.

### NON PAYROLL COSTS

23. Utilities.  
(Row 10) These costs are based upon BCCS experiences and the proportion of the current site the primary school is likely to encompass. Total budgeted utilities costs @ BCCS are currently £110k per annum. When full the Primary school is to be charged 1/6<sup>th</sup> of this cost being the area of the total school site that will be occupied by the primary school. Costs are reduced in the early years as rooms would either not be in use or used by BCCS. Separate metering is either not possible, nor deemed appropriate in terms of the additional costs that would need to be incurred to sub divide existing heating, water and power systems.
24. Rates  
(Row 11) These are based upon BCCS experience and are covered in total by YPLA grant under income section. These are also in line with national CFR benchmarks
25. Repairs and Maintenance.  
(Row 12) Costs are based upon BCCS experiences and revised upwards to be in line with national CFR benchmark of 2% of income. This gives a cost when full of ██████████ per annum. Expenditure is pro rata in start-up period to the actual numbers on roll. Costs are not based upon the proportion of the site to be occupied as this would not reflect the diverse nature of the building stock on the BCCS site. The proposed site of the primary school occupies older buildings and is therefore likely to require proportionally higher R&M spend. It also includes the majority of flat roofs on the site.
26. Insurances  
(Row 13) These are estimated based upon BCCS experience pro rata to 1/3, based upon pupil numbers when full. Costs are covered in total by YPLA grant under EFA income section, (see assumption note 3). Non-refundable insurances such as motor vehicles are not required as BCCS has 2 buses that could also be used by the primary school with resultant costs being charged to parents/guardians alongside other trip costs.
27. Telephones.

(Row 14) Telephones will run utilising the same network as BCCS. All phones required will be in operation from start-up and the charge is based upon the expected proportion of the current phone system and calls that will be utilised by the primary school i.e. 20% of current BCCS costs of [REDACTED] per annum

28. Furniture, Fittings & Equipment.  
(Row 15) This is an allowance again based upon that experience from BCCS. The cost is set at £0 in the first two years in anticipation that initial furniture will be included in capital projects. Replacement costs are then phased in and increased to allow for a rolling programme of replacement across the school.
29. Admin Costs  
(Row 16) These are pro-rata to those experienced at BCCS in proportion to school size and are in line with CFR national benchmarks of 1.16% of income. Many of the admin costs of the schools are anticipated to be shared. BCCS already has administrative staff, systems, procedures and resources such as photocopiers that could be shared with the primary school. This will reduce the need for the primary school to source separate resources and ensure an efficient use of staff time and physical resources. It will also allow joint purchasing for commonly used supplies and services to achieve maximum value for money.
30. Grounds Maintenance.  
(Row 17) This cost would be a charge by BCCS based upon the costs to BCCS for Grounds and pro-rata 30% to the size of the primary school and the anticipated level of use of the playing fields and other areas of the site.
31. Publicity/Marketing and Admissions.  
(Row 18) These costs are based upon BCCS experience. The costs are left flat across all years. It is anticipated that a greater proportion of marketing and publicity will be required in the early years of start up. As the school goes forward the balance of spending is expected to shift towards greater admissions and appeals costs and less marketing and publicity. BCCS has regularly received a large number of applications for places and has had to respond to 20+ appeals in all the years since it opened in 2008. Therefore, there may well be some capacity for recovery of admission costs as costs of appeals greater than 20 are claimable from the YPLA. In the interests of prudence this has not been included in the model as this is currently unknown and uncertain. However, the numbers of parents currently expressing an interest in the school would indicate that this is a reasonable assumption
32. Educational Resources and Books  
(Row 19) These costs have been estimated taking into account national CFR benchmarking figures at 3.65% of income. Costs have been estimated as flat across all years as it is anticipated that there will be greater need during the start-up period.
33. ICT Hardware,

- (Row 20) An allowance has been included to commence replacement of ICT. This has been set in line with National CFR benchmark of 1% of income. It is anticipated that initial ICT hardware needs will be included in capital funding. This allowance allows a rolling replacement to keep hardware up to date.
34. ICT Licences/Broadband etc.  
(Row 21) These costs are pro-rata and based upon BCCS experience. These are also in line with CFR benchmark of 2.8% for when the primary school is full. Costs are included flat across all years to reflect the need to buy licences, support and broadband from start up.
35. Games Travel.  
(Row 22) BCCS has a playing field at Failand on the outskirts of Bristol. Costs are based upon those experienced by BCCS pro rata to pupil numbers, being 1/3 of current BCCS when full. Costs are reduced during the years of start-up to reflect the lower pupil numbers in those years.
36. Contingency.  
(Row 23) General contingency has been removed and thus is included as part of the surplus on the Income & Expenditure tab.
37. Musical Instruments.  
(Row 24) An allowance has been included to purchase and replace musical instruments. This has been set at a higher level in the early start up years to allow for a stock and breadth of instruments to be purchased. The on-going costs are to provide for a programme to replace and update this stock as the school goes forward.
38. Depreciation.  
(Row 25) An allowance for depreciation has been included which increases over the years as the school, and hence its assets increase.
39. Catering – Variable/food costs.  
(Row 26) Costs are calculated upon the expected spend per pupil and income figures, (see Other Income Tab and note 5 above), less 30% margin. This is the margin currently being operated by BCCS.
40. Training and Staff travel  
(Rows 27 & 28) Costs for travel and general staff training are included across all years and increase as staff numbers increase. Costs are based upon levels experienced at BCCS and pro rata in line with expected staffing levels in the primary school
41. Catering Overheads.  
(Row 33) Catering costs are based upon CFR benchmarking figures. BCCS has an existing production kitchen and dining hall. It is anticipated that the primary school will utilise this facility. There will be some additional staffing and overhead costs to BCCS to facilitate use by the primary school. This charge represents the primary school's contribution towards all overhead costs of the catering facility. It would not therefore be necessary for the

primary school to have its own catering facility and the full staffing, overheads and capital set up costs.

42. Cleaning  
(Row 34) Cleaning costs are based upon current contract costs to BCCS, pro-rata (1/6) to the area used by the primary school.
43. HR Advice  
(Row 35) This cost is based upon BCCS current contract with City of Bristol College for specialist HR advice and guidance, pro rata, (1/3 - based upon pupil numbers), to school size.
44. Audit.  
(Row 36) This cost is based upon a reduced, (2/3), current charge to BCCS from its auditors for the auditing of the Primary school's separate end of year accounts. Reduction has not been pro rata to school size as many audit functions and tasks will remain.
45. Financial Management  
(Row 37) This cost represents a charge to the primary school from BCCS for finance staff time. It is expected that the two schools will share finance functions whilst maintaining separate accounting systems and accounts. These costs represent 1/3 of current finance staffing costs.
46. Estates Management.  
(Row 38) This cost represent buying into the Estates management package offered by South West Academies which BCCS is a member of. The cost is based upon current actual cost to BCCS, pro rata to the size of school (1/3).
47. Accountancy Support.  
(Row 39) This cost is an estimated cost to reflect specialist accountancy support in the preparation of final accounts for external audit.

## **CHANGES FOR WORST CASE SCENARIO.**

### PUPIL NUMBERS

Assumed to be only 90% of capacity

### EXPENDITURE – CHANGES TO ABOVE.

Basic Teaching staff numbers to be reduced by one in 2014/15.

Specialist Teachers from BCCS to be bought in at a lower level – commencing in 2017/18 with 0.8FTE and then rising to 1.2FTE thereafter

To accommodate these changes, pupils will be taught in mixed age groups.

Learning Support Assistants reduced by one from 2017/18 onwards.

Music tuition costs have been reduced pro-rata in line with the reduced student numbers

The Music tuition costs were driven by pupil numbers. The worst case scenario of only achieving 90% of capacity therefore reduces the numbers of lessons to be provided.

#### Publicity/Marketing/Admissions reduced

These costs have been reduced to reflect the impact of only achieving 90% capacity. Costs have been left at a higher level in 14/15 to attempt to boost admissions by increased marketing and publicity. Going forward costs have reduce over the following years due to the fact that admissions costs are not likely to be high if the school is only at 90% capacity and therefore will not be subject to appeals costs

#### Musical Instruments Purchase reduced

With reduced numbers of students there would be a reduced need for musical instruments. These costs have therefore been reduced to 90% in line with student numbers

#### Catering charges, income and expenditure reduced

These are driven by pupil numbers so these have been reduced to reflect the projected reduced numbers. Catering food costs are still at 70% of income, (less 30% margin)

#### ICT Hardware, General Admin costs, Games Travel, Training, Staff Travel, Educational Resources and Books

The prime diver of these costs is either pupil or staff numbers and therefore these costs have been reduced to reflect the reduced level of both.

Costs have also been reduced during the start-up period to be in pro rata to the number of pupils or staff at the time.

## Section H: Premises

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

The Trustees are anxious to ensure that any site is close to the existing secondary school to enable a genuine all-through experience for the students. The site needs to be close to the Cathedral to make it easy for the choristers and to build on the tradition of the Christian history which is based around the Cathedral Close, the Chapter House and the College Square.

The Trustees consider that if the primary school shares the site with BCCS, it will be important that the primary school has its own entrance, reception and own dedicated space with adequate and dedicated play areas, an indoor hall and at least seven classrooms.

The trustees do not wish to put at risk the success of BCCS by restricting the space available but have been active in considering moving the sixth form to buildings in the vicinity of the existing secondary school. The area around the existing secondary school is pedestrianized and sixth form movement around the area would not be a problem.

### 6.35 Possible Site options

The existing Academy has been very proactive in securing a site. There are number of local options. Proximity to BCCS and the cathedral is an important part of the vision for the school.

Because the Local Authority is keen to secure a number of additional primary places and because we have an existing relationship with the LA preferred contractor via BSF and Bristol LEP, we have been able to gain access to a number of potential sites for the new school.

1. A new build primary school. Acquired land and fresh build semi-permanent and permanent solutions
2. A conversion of existing office or retail accommodation for use as a primary school
3. The use of current BCCS buildings for use as a primary school (with some modifications) and the conversion of both office or retail space for sixth form provision

We have considered a large number of options though the following two remain the preferred at present.

### 6.36 Details of possible new sites

The possible sites are outlined below in the preferred order:

#### Site 1. [REDACTED]

New build primary or redeveloped accommodation on site adjacent to existing [REDACTED].

[REDACTED]

[REDACTED]. [REDACTED].

[REDACTED]:

[REDACTED]

This site is the ideal location for a number of reasons:

- Access to the main school is available at three points including dining space and assembly space.
- The building has access to [REDACTED] convenient for drop off and pick up
- The site is large enough to include play space however there is also the possibility of shared play space within the secondary school.
- The site offers the potential for demolition and re build or for redesign. The site adjacent may also be available for development.
- The site matches the educational vision of the planned school in that: it is connected to the school physically and this strengthens the bond between institutions ensuring that students have opportunities to work together. The close proximity also makes it easy for students and teachers to move between institutions providing subject specific expertise and facilities.

#### Site 2. [REDACTED]

Offers the possibility for bespoke primary or alternative sixth form Accommodation

[REDACTED]

[REDACTED]

- ██████████:
- ██████████, originally designed to house a 67,500 square foot office accommodation.
  - 179 unit residential development nearby which commences in March 2012 completing in spring 2014.

██████████ is an area due for development shortly though plans have been delayed due to the decreased demand for office space in the centre of Bristol. Existing plans are for office accommodation but the current climate means that the developers would consider other options. The land is therefore for sale and could be used to develop a new build primary school. ██████████ benefits from excellent access to ██████████ a pedestrian area which connects to the Secondary school.

██████████, Sufficient to house a 1 form entry primary school. The alternative would be to use this space for sixth form classrooms so that Trinity building can be converted to primary space. The following desktop study for the use of ██████████ has already been considered in detail and should be taken into account when considering this as an option.

### **Sketch proposal B**

The sketch proposal shown on drawing 650-SK-003 makes a number of assumptions, including a school roll of 210, no kitchen or servery facility, provision of platform lift etc. and is intended for reference only. Technical issues (structure, M+E, drainage, fire escape etc.) have not been considered in detail. The addition of the lift enclosure at Level 01 would also need to be approved by the planning authority.

Assuming that the school shared play facilities with the total area for the school would be 1,721 sqm. These initial sketches demonstrate the possibilities for the site though there are number of assumptions that will need to be considered. We are aware that the current building is small at 783sqm.

### **Classroom sizes**

The existing classroom sizes are all approximately 52sq.m. This would be slightly small for a primary provision of 30 in each classroom.

### **Toilets**

A pupil roll of 1210(30 pupils/year and no Reception class) would require 10 student toilets (@ 1 toilet/20students), in addition to provision for staff.

### **Vehicular access**

A large proportion of primary school pupils are dropped off and picked up in person by a parent or guardian. We have not considered the off-site issue of parking, but there will inevitably be an increase in vehicular traffic to the school and the need to find parking spaces within a reasonable distance of the school during these periods.



### **Circulation within the [REDACTED]**

The width of the staircases (approximately 1m) and corridor (approximately 1.5m) in the current building would be less than ideal in a new building. Notwithstanding this the building is currently in use as a teaching block and the situation should be no worse than it is currently. However, the consequences of having small children going up and down the relatively narrow staircases will need to be considered.

DDA legislation will also need to be considered. The plans below include the addition of lifts taking up a considerable amount of space. The plans currently include a reception area but there is an option to include this in the adjoining building while retaining the separate access for the primary school.

[REDACTED]

### **Joint use of BCCS facilities:**

The primary school would then be located within the main Academy. [REDACTED] is a self-contained property at the edge of the existing academy. The site currently contains seven classrooms, office spaces, toilets and a main hall. An entrance off [REDACTED] and reception is also an option. Alterations would be needed for the accommodation including some toilet modification, additional access and reception area and an area dedicated for early years play. [REDACTED] is currently used by the secondary school but is across the [REDACTED] from the main school building. Some of the building is a listed building and other aspects are capable of being changed but it lends itself to being a self-contained primary school.

In all of the above options the primary school would use some of the facilities of the secondary school. It is envisaged that the primary school would use the BCCS dining facility, (at a different time to the secondary school) and have limited use of the drama and performance space as well as use the Cathedral for some of the assemblies.

Sport facilities for BCCS are located in [REDACTED] and it is considered that use could be made of those for sport although a hall/large space would be needed for weekly PE classes especially with KS1.

## **Annexes**

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

- Annex 1:- Print off of key pages on cathedral Primary School Finance plans**
- Annex 2:- National Society Statutory Inspection of Anglican Schools Report**
- Annex 3:- CV's of the key people involved with Cathedral Primary School**

**Annex 1** Bristol - Cathedral Primary School – Printed sheets from Financial plans

1. Main financial plan based on full pupil numbers
2. Numbers on roll and staffing assumptions for above model with some benchmarking data
3. Sensitivity financial plan based on 90% pupil numbers
4. Numbers on roll and staffing assumptions based on sensitivity model based on 90% pupil numbers

## Annex 2. National Society Statutory Inspection of Anglican Schools Report

### Bristol Cathedral Choir School

██████████

#### Diocese: Bristol

Local authority: Bristol

Dates of inspection: 15/10/10

Date of last inspection: not previously inspected

School's unique reference number: 135575

Principal: ██████████

Inspector's name and number: ██████████

#### School context

Bristol Cathedral Choir School opened in September 2008 in the same accommodation as its predecessor school, which was an independent school. Much of the site has been refurbished and further building work is underway. The Academy is now oversubscribed in years 7-9 although the numbers of students at Key Stage 4 remain relatively small. The proportions of students from minority ethnic backgrounds are below average. The Academy's specialisms are Music and Mathematics.

#### **The distinctiveness and effectiveness of Bristol Cathedral Choir School as a Church of England school are satisfactory**

Although there is still much to be done, the leadership and management of Bristol Cathedral Choir School have made very good progress since opening in the development of this new and unique school as an inclusive faith school Academy. As a result of initiatives started over the past year the school has good capacity to improve as a church school Academy.

#### Established strengths

- The central place of student voice in the development of the academy and in particular the work of Student Faith Committee
- The quality of the school's pastoral care
- The effectiveness of the way the development of this new school has been led to retain the best of the old school but to enhance and deepen the educational experience it offers all its students.

#### Focus for development

- Develop effective systems of whole school church school self evaluation to monitor and inform the development of both collective worship and the school as an inclusive faith community
- As the school's curriculum develops at Key Stage 4 ensure that all students receive their entitlement to religious education.
- As the school campus develops, seek to make best use of the school environment to provide opportunities for quiet and spiritual reflection.

**The school, through its distinctive Christian character, is good at meeting the needs of**

**all learners**

The Academy has made good progress since opening in identifying its key Christian values. In an example of outstanding practice the process has been handed over to and driven by the Student Faith Committee which has worked in consultation with all stakeholders and with the affirmation and support of the school's sponsoring governors. This process has identified the values of fellowship, wisdom and courtesy which accurately reflect what the school is and seeks to be: a growing inclusive faith school in which those of all faiths and none are respected and able to express openly their views and opinions. These values are starting to embed; they are displayed clearly around the school, in student's planners and are being explored in worship. The excellent on-going work of the Student Faith Committee is continuing to define and develop the school as an inclusive faith school community. Relationships between staff and students are positive. The pastoral care of students is good; all are treated as individuals. Students report that they are known by name and are supported and well cared for. The recent appointment of a part time chaplain is an important development. She has begun to forge good relationships with staff and students and to provide support to collective worship. At the time of this inspection she had only been in post for 4 weeks and her work had yet to fully impact. A school Christian Union has started this term and is an example of the developing opportunities for students to be engaged with their faith. The school's music specialism, the international links of the Cathedral Choir and the school's strong art department provide many opportunities for enriching the spiritual, moral, social and cultural dimensions of student's education but as yet the school has not been able to coherently audit this provision. The school's built environment is undergoing considerable development at the time of this inspection. As yet there have been few opportunities to enhance the school environment to provide opportunities for reflection and quiet. The school is however aware of the possibilities.

**The impact of collective worship on the school community is satisfactory**

The school's setting close to the Cathedral enriches the communal experience of worship for the students. They have the opportunity to worship in the Cathedral three times a week and the school's Music specialism ensures all students can engage with a rich and varied tradition of Christian and Anglican music including the school's Gospel Choir. A recent 'Hymn X factor' exercise has identified six classic hymns for school use. This along with the regular experience of worship in the cathedral helps students understand and appropriately engage with Anglican tradition and practice. Student views on worship are beginning to be heard through the Student Faith Committee and these are generally positive. The school has received INSET support from British Youth for Christ and now outline themes for worship are planned for each of the six terms. The planning for worship is otherwise underdeveloped although the recently appointed part time chaplain has been given a role to develop this. The school policy for collective worship is underdeveloped. The worship observed on the day of inspection was well planned, inclusive and had high levels of student involvement. There were opportunities for prayer and reflection. Students were respectful and generally engaged throughout the worship seen. The school has no process in place for the recording evaluating or monitoring collective worship although addressing this issue has already been identified as part of the brief for the new Chaplain.

**The effectiveness of the religious education is satisfactory**

Student achievement in religious education (RE) is in line with achievement across the school and above expectations nationally. The Key stage 3 curriculum is appropriately based on the Locally Agreed Syllabus and the non-statutory framework for RE. Learners expressed positive attitudes toward RE and felt confident and comfortable to express their views in the lessons. The school's internal monitoring, confirmed on the day of inspection, suggest that teaching and learning is at least good. The lesson observed was effectively planned and

delivered with appropriate pace. The lesson used a range of teaching and learning approaches that kept the students engaged and on task throughout. Discussion, in particular, was effectively structured. Students made good progress in learning through the lesson due to the good balance of well explained learning objectives drawn from both attainment targets. RE is well led by a recently appointed subject specialist who has quickly identified priorities for development and has begun to introduce an assessment process based on the use of national level statements. At KS3 the effectiveness of RE is good. This new school has inherited a commitment to a curriculum structure from its predecessor school and as a result KS 4 pupils have the opportunity to opt for a full GCSE RE course. There is no provision for those students who don't opt for GCSE RE resulting in only approximately a third of students receiving their entitlement to religious education. This is a particular barrier to many students making progress in their learning in RE which reduces the overall effectiveness of religious education in the academy and the extent to which the subject can promote the distinctive character of the school. Provision improves considerably at 16-19 with significant numbers of students choosing to study A and AS level courses, some of whom had not been able to take RE at GCSE level. The current KS3 curriculum includes no extra provision to reflect the school's Christian character.

**The effectiveness of the leadership and management of the school as a church school is good**

The current Principal has been in post for two years and under his leadership the school has made considerable progress on its journey from an independent school with little coherent understanding of its Christian identity to a maintained church school Academy. In these two years the school's focus has rightly been on raising standards and developing the schools built environment. The Dean and Chapter as sponsors have established a Governors faith sub group. In their short time in existence they have focused on determining the schools key values and working toward the establishment of a Chaplaincy at the school. They have received INSET support from a national academy provider however although this helped prioritise it didn't result in the establishment of formal systems of church school self evaluation. The leadership has successfully ensured that discussions about the school's core values have been whole school with considerable and effective input from the student body. These values, now affirmed and owned by the whole community, have been successfully disseminated across the school community and are articulated by all. The school now needs to establish effective systems to monitor and evaluate the impact of these initiatives. Religious education is well led and managed within the constraints of inherited curriculum arrangements. The leadership of collective worship is developing. The school meets statutory requirements for collective worship. The school has a long standing and mutually beneficial partnership with a school in Uganda this gives students a good understanding of the global Anglican community. Partnerships with local primary schools are developing through the choral outreach project of the cathedral choir and effective use of the school's Music specialism. The school supports two charities each year chosen by the school council. The school has an Amnesty International group. These experiences help the students to develop as responsible citizens and to make informed and positive contributions to society.

SIAS report October 2010 Bristol Cathedral Choir School, [REDACTED]

**Annex 3:- CV's of the key people connected with the school (alphabetical order)**

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

# Curriculum Vitae

## Personal Details

Name:

Address:



Telephone:



Email:

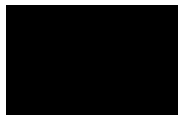
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Birthplace:

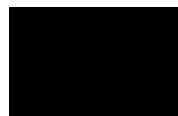
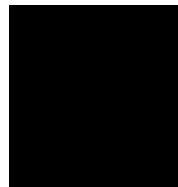
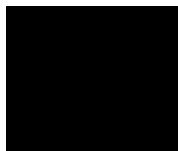
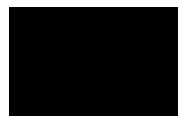
Nationality:

Marital status:

## Higher Education



## Secondary Education



[Redacted]

**In-Service Training:**

[Redacted]

**Skills & qualifications:**

[Redacted]

**Hobbies & Pastimes:**

[Redacted]



[REDACTED]

Position: [REDACTED]

Education: [REDACTED]

Professional career: [REDACTED]

Relevant experience:

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

[REDACTED].

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Key data: • [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

[REDACTED]

[REDACTED]

Age: [REDACTED]

[REDACTED].

Education: [REDACTED]

Profession: [REDACTED]

[REDACTED].

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] C.V.

[REDACTED]

[REDACTED]

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[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

**Personal Interests:**

[Redacted]

[Redacted]

**Clients:-** [Redacted]

[Redacted]

**Role:** [Redacted]

[Redacted] :

[Redacted]

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

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- “ [REDACTED] ”

[REDACTED]

[REDACTED]

[REDACTED]

**Education**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] [REDACTED]

Professional [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

[REDACTED] [REDACTED]

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[REDACTED] [REDACTED]

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[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

**Interests**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
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[REDACTED]

[REDACTED]

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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1 [REDACTED]

3 (current model was developed by students at BCCS student faith committee)

4 [REDACTED]



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