

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

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

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

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

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

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

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

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

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

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

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

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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

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

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

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Rainbow Primary School, [REDACTED], Nottingham, West Yorkshire, [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [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 type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other </p>
6.	<p>If Other, please provide more details:</p> <p>Existing Free School</p>
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p>x <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
8.	<p>If Yes, please provide more details:</p> <p>A total of four applications: Nottingham – 2 form entry, capacity 350 children opening September 2013 Nottingham – 2 form entry capacity 350 children opening September 2013 Nottingham – 2 form entry capacity 350 children opening September 2013 Leeds – 2 form entry , capacity 350 children opening September 2013</p>
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>x <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</p>

	describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
	Place Group Ltd have provided high level review and support – no further conversations have been entered into regarding additional support	
Details of company limited by guarantee		
11.	Company name: Rainbow Schools Trust	
12.	Company address: Centre for Enterprise [REDACTED], Nottingham, West Yorkshire	
13.	Company registration number: 07471734	
14.	Does the company run any existing schools, including any Free Schools?	x <input type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: Rainbow Primary School [REDACTED], Nottingham, West Yorkshire, [REDACTED]	
Company members		
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
16.	Please confirm the total number of company members:	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
	4. Name:	

Company directors

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

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:	[REDACTED]
2. Name:	(Vice Chairperson)
3. Name:	
4. Name:	
5. Name:	
6. Name:	
7. Name:	(Chairperson)
8. Name:	
9. Name:	(Parent)
10. Name:	(Parent)
11. Name:	
12. Name:	

19. Please provide the name of the proposed chair of the governing body, if known:
 [REDACTED] has been approved as chairperson

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	1. Name: [REDACTED] – E-Act Academies 2. Name: [REDACTED] (Vice Chairperson) 3. Name: [REDACTED] - 4. Name: [REDACTED] - 5. Name: [REDACTED]	

	<p>6. Name: [REDACTED]</p> <p>7. Name: [REDACTED] (Chairperson) – [REDACTED]</p> <p>8. Name: [REDACTED] – [REDACTED]</p> <p>9. Name: [REDACTED] (Parent)</p> <p>10. Name: [REDACTED] (Parent)</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>NA</p>	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input 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:	
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:	Our target was 50 pupils in year 1 and we have achieved our target (525 pupils in year 6)
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: NA – established September 2011	

29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>NA – established September 2011</p>
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</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: Member of company

Print name: ██████████

Date: 22 February 2012

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

Section B: Outline of the school

1.	Proposed school name:	Rainbow Schools:
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

Section C: Education vision

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

Executive Summary

This application form sets out the proposal for Rainbow Schools Trust to open a second Rainbow Primary School in September 2013 in Nottingham. The proposal is for a 4 – 11 two form entry School with a capacity for 350 pupils. Planned numbers for September 2013 are 25 pupils in reception, 25 in year 1, with the maximum class sizes of 25 children we will be at full capacity in 2017.

Our Aim

To establish a Rainbow Free School which will raise standards of achievement for all children across the whole curriculum, by offering all our children an excellent education.

Our Mission

We will provide all of our children with the academic, personal and interpersonal skills they need to achieve excellent results; to succeed in a competitive world and to serve as the next generation of leaders in our communities. We aspire to offer excellence in all areas of learning, with a primary focus on the core areas of English, mathematics and science, with a further emphasis in community and social cohesion.

Our Vision

We will establish this school within the community of Nottingham, which has several disadvantaged and underachieving communities. Rainbow Primary School will ensure that all children fulfil their potential, achieve excellent standards and serve as the next generation of leaders for our communities. The school will be inclusive, co-educational, non-selective and non-denominational providing a high-quality, broad and balanced curriculum, which is appropriate for children of all abilities, irrespective of their ethnicity, social background or faith.

Cohesion

We passionately believe that our school will contribute to community cohesion, raising standards of achievement, instilling cultural tolerance, improving inclusiveness and respect between different groups of people living and working together in harmony across all communities within a culturally rich and plural society.

Rainbow Primary School will be at the centre of community life, contributing to community cohesion. This links to our second specialism of Community Cohesion and the school will want to strongly support its parents and families in providing the relevant information, guidance and skills they need, to ensure their child receives their support at home. One innovation Rainbow School will introduce is around parental orientation sessions. To support working parents, the school will offer before and after school care, with parental financial support.

School organisation

Fundamental to the success of its children will be a commitment to have class sizes no larger than 25; effectively there will be two classes per year group.

The Rainbow Schools is determined that a higher teacher/child ratio is central to providing the support, challenge and quality of learning which will enable each child to progress to the best of their ability. In order to support this strong aspiration, the Rainbow Schools will seek to adopt innovative staffing and seek wider efficiencies, for example around 'back office' and wider service provision.

Children will be taught in mixed ability classes although there will be the opportunity for smaller group teaching based on the needs of the children to support and challenge those children who either need additional support or, are making faster than expected progress.

In order to provide the greatest opportunity for children to learn, progress and be supported, the school day will be longer than most mainstream primary schools. Additional extended learning time for children will also be provided by introducing a one week summer school and Saturday school.

Rainbow school looks forward to demonstrating its outstanding facets and welcomes inspection by Ofsted. We also value parental and community feedback and will involve stakeholders closely in what we do so that we become a 'natural first-choice' school. In comparison, all schools within a 1 mile radius of our preferred site achieve below national average results and none are in the Ofsted 'Outstanding' category.

Why you are establishing the Free School

Rainbow Primary School in Nottingham will be established for two main reasons:

1. To significantly improve the quality of education and learning offered to the children of Nottingham.
2. To increase the provision of high-quality primary school places for the children and families of Nottingham.

The Rainbow School Trust has been inundated with parents and groups wanting to support the establishment of a Rainbow Free School in Nottingham, where demand in the inner city areas has been incredibly forthcoming, this coupled with a clear shortage of places clearly demonstrates the need for a Rainbow School in Nottingham.

We believe free schools are a breath of fresh air for Nottingham, our children have been let down for far too long. Free Schools will raise aspirations of our children and provide real opportunities to raise standards and bring about a revolution in our communities that have for too long educationally underachieved.

Nottingham results reflected nationally have consistently been poor, there are

several schools in special Measures, and these are in close proximity of one another. And also a considerable number of schools are coasting. We believe we can through free schools transform the lives of young people by offering life chances and achieve excellent academic results.

Evidence of demand

Current local authority projections indicate that there will be a shortfall of Reception places in the area from 2013 entry onwards. A levelling out of, and then increase in, the birth rate, coupled with children of economic migrants remaining in the City, will lead to an upturn in primary age pupils particularly in BME and migrant communities. Consequently, in addition to significantly increasing parental choice, raising standards and promoting tolerance, our Rainbow School will also meet on-going basic need in the area.

This shortage of places is particularly apparent in the inner city area and in the locality of the proposed school. We have been informed by the lead person for free schools that they project a shortage of at least 300 reception places from September 2014.

As a result of publicity and awareness raising, we currently have **561** children's names registered, of which **277** would potentially be the right age for September 2013 and 2014.

Consultation

As part of the proposals for a new Free School, members of the Rainbow Local School Council and Rainbow Schools Trust have undertaken a comprehensive stakeholder consultation exercise. This has been adopted from the successful strategy for Rainbow Primary School Bradford.

The main consultation events took place during December to February. A cross section of people attended, including teachers, ex-Headteacher, council officers, community centre manager, business representatives, undergraduates, faith group representatives, NHS and prospective parents. Many questions were asked, with lively discussions and there was an overwhelming consensus that Rainbow Primary School would be positive for Nottingham.

We will continue to engage with prospective parents and with the community in order to ensure that stakeholders remain supportive are kept informed of developments and most importantly that parents apply for places at the School.

Raising Aspirations for Success

At all times Rainbow School will maintain a position well above the DfE Floor Targets applicable at the time, in keeping with our ethos of high expectations in terms of progress and outstanding outcomes.

Rainbow Plans to achieve 90% level 4 results in key stage 2 and 40% level 5 within the inner city area of Nottingham. Our school will raise the aspirations of our children and provide real opportunities to raise standards and bring about

a revolution in our communities, that have for too long educationally underachieved.

We will provide all of our children with the academic, personal and interpersonal skills they need to achieve excellent results; to succeed in a competitive world and to serve as the next generation of leaders in our communities. We aspire to offer excellence in all areas of learning, with a primary focus on the core areas of English, mathematics and science, with a further emphasis in community and social cohesion.

At Rainbow our expectations are higher than just achievement, its out develop the character of individuals to become beacons of individual excellence to achieve and extend their personal best, in a holistic sense including and going beyond academic subject performance. This will also include participation in extra-curricular activities and voluntary work. Other EKPIs may be adopted over time, and we will measure performance in all relevant ways including attendance and behaviour, where we aim for full attendance and zero exclusion in our target setting.

Attendance and Attainment Targets

SATs, KS2	Eng L4+ %	Eng L5 %	Maths L4+ %	Maths L5 %
England	80	32	79	34
Rainbow	90	40	85	40

Attendance	% Overall absence	% Unauthorised absence	% Persistent absence
England	5.4	0.7	1.8
Rainbow	5.0	0.3	1.5

Community Cohesion

We passionately believe that our school will contribute to community cohesion, raising standards of achievement, instilling cultural tolerance, improving inclusiveness and respect between different groups of people living and working together in harmony across all communities within a culturally rich and plural society.

We are committed to removing all obstacles to fulfil our mission by:

1. Spending more time on English language and mathematics
2. Promoting behaviour and discipline policies which encourage children to show exemplary levels of behaviour and attitude at all times
3. Implementing an advanced, rigorous curriculum, aligned to the National Curriculum Frameworks
4. Implementing proven best practice from outstanding primary schools
5. Providing higher levels of personalisation for every child, through smaller class sizes and innovative staffing structures

Outstanding Education

Rainbow Primary School will offer outstanding education to the children and families. It will accommodate 50 children in each year group, from Reception to year 6, giving a total population when full of 350 children. The Rainbow Schools is determined to offer education to the highest standard. One clear sign of this aspiration is to have class sizes not larger than 25. This maximum class size will be funded through 'back office' efficiencies and innovative staffing.

A longer school day than many other schools will be a main characteristic of our school, which will be discussed in greater detail later in this document. Conscious of the ages of our children, the school will ensure that our children are happy and safe at all times, which will be reflected in our school day.

To further support our children, Rainbow School will stress the value and importance of daily homework, set at an appropriate level, to re-enforce learning at school. Homework will reflect the age and development of our children, so for example, in Years five and six the school will expect every child to participate in one hour's homework.

Our educational approach is based on the Rainbow Five Pillars:

1. Raising Standards

Rainbow School has explicitly defined clear, observable, high expectations for academic achievement and conduct that make no excuses based on the children's background. Children, parents, teachers, and staff will create and re-enforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic effort and behaviour.

2. Partnership and Commitment

Parents and their children will have made a choice to be at the Rainbow school. Rainbow school expects that everyone must make and uphold a commitment to the school and to each other, to put in the time and effort required to achieve success.

3. Extended Learning Time

Rainbow School knows that there are no shortcuts when it comes to helping educationally, socially and economically disadvantaged children to succeed. A longer school day and a longer school year than most mainstream schools will mean more time for children to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them to be life-long learners. Rainbow children will spend approximately 20% more time in the classroom than their peers.

4. Dynamic Leadership

Rainbow Schools believes that there are no great schools without great school leaders, which include the Headteacher, senior management team and teachers. The Headteacher of Rainbow School will be an effective academic and organisational leader who will dynamically manage his or her team so that they have a full knowledge of every child and full control over every aspect of learning and children's pastoral care, the school budget and personnel

decisions, allowing them to swiftly make any necessary adjustment to support children's learning.

5. Emphasis on Achievement

Rainbow School will focus relentlessly on results. Each child's progress and achievement on a wide range of objective measures will substantially outperform local, regional and national averages. Children will be holistically prepared to compete at the highest academic level. A results-based approach informs our curriculum development process, as well. Rainbow School is dedicated to helping all children develop the knowledge, skills, and character traits needed to succeed in top quality universities and the competitive world beyond.

Rainbow Primary School believes:

Every child has the right to be happy, safe and secure, thus learning, playing and growing most effectively, ultimately progressing successfully onto high school and beyond, regardless of his/her circumstances. The achievement gap can and must be closed between rich and poor and among disadvantaged children. This can happen in the current generation in Nottingham. Bold new ideas and committed leaders are the solution.

School Culture

A positive, focused school culture will be a hallmark of all Rainbow schools. Children learn best when they are happy, have an engaging choice of learning opportunities and feel a real sense of ownership with their peers, their teachers, and their parents. Our Rainbow culture is belief-based, as all our children will be taught the eight shared beliefs of integrity, self-discipline, open-mindedness, gratitude, hope, kindness, social intelligence, and leadership. In order to make our beliefs action-oriented and less abstract, they will be broken into sayings that are heard daily in discussions at the school. These sayings form the hallmarks of our Primary School model and will begin to be introduced in differing forms from Reception.

Assessment is Central

Assessment of pupils' progress and levels will play a central part of teachers' planning through the use of Assessment for Learning (AfL), Assessing Pupils' Performance (APP) and appropriate educational tests. There will be strict monitoring of work undertaken by the Curriculum Leaders and the Headteacher. Assessment, both formative and summative, will have a key role to ensure good progress is made by all pupils. These assessments will also inform future planning and will contribute to the summative assessments which will be communicated to parents.

Effective management strategies will be put in place which will enable learning to take place in a structured and organised way. Children learn in many different ways and strategies will be developed which allow all children to learn in ways that best suit them. Opportunities will be offered for children to learn in different ways. Teachers will provide combinations of visual, auditory and kinaesthetic learning styles.

Children will be encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Reporting to parents and carers

Rainbow Primary School will work closely with parents and carers to ensure that they understand the progress being made by their child and have the information and skills to support their child's learning. Before the start of each term, parents and carers will be invited into school to have the key principles of literacy and numeracy explained to them. Parents will receive frequent and regular updates on their child's progress.

Child organisation and support

The school will consist of six year groups and the Reception class. These classes will be carefully constructed, using information from staff introductory assessments, parents, and nurseries, where appropriate, to create two mixed ability classes of 25, with a similar profile of children in each class. Each year group will have three class teachers and additional support which may be either a fourth support teacher or Learning Assistants. In Reception, there will also be a trained Nursery Nurse. There will be an admission limit of 50.

Inclusion of Vulnerable Children

The inclusion of our vulnerable children be they special needs, or Looked After Children, or children with other medical or psychological needs, each will be secured through close adherence to safeguarding requirements, our detailed knowledge of individual children and implementation of the formal child safety and welfare procedures. Liaison with other children's services professionals will take place in order to offer the most appropriate support to at-risk children in any category and so allow them to reach their full potential in a safe environment.

Extended school provision will reflect the fact that Rainbow Primary School and families cannot work in isolation when helping children to achieve their full potential. By working in partnership with other agencies that support outcomes and better life chances for pupils, we will seek to become the hub of wraparound services in the area.

Within the classroom, an established sound caring relationship between teacher and children will be the prime consideration and this will ensure a minimum of discipline problems.

Governance

The Rainbow Schools Trust is established with three founder members. The Trust is currently adopting a single-school model. However, it has ambitious plans to open a number of schools throughout the country and so will progress towards a multi-school federated model. All of our trustees have had the due diligence tests carried out and been approved during 2011.

Admissions

The school will comply with the admissions code and is seeking to provide over subscription criteria based around priority for looked after children, children with medical needs, siblings and then an inner and outer catchment area. This with the aim of ensuring opportunity for all children regardless of background to be able to come to the school.

Its All About Teachers

Its “all about teachers stupid”; inspirational and dynamic with a determination to do the right things: with high expectations, rigorous standards, accountability and results orientated. Our experienced, talented teachers will relentlessly focus on the academic success and character development of every child, acting as real role models. All teachers will be trained to make all teaching relevant, inclusive, purposeful, and exciting. The school will ensure that all teaching is of the highest quality to help produce first-class learning opportunities.

The key characteristics being:

- Highly focused lesson design with sharp objectives.
- High levels of child involvement and engagement in their learning.
- High levels of interaction for all children
- Appropriate use of teacher questioning, modeling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for children to develop speaking and listening skills.
- An expectation that children will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate children.

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		25	50	50	50	50		
Year 1		25	50	50	50	50		
Year 2			25	50	50	50		
Year 3				50	50	50		
Year 4					50	50		
Year 5					25	50		
Year 6						50		
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		50	125	200	275	350		

Section D: Education plan – part 2

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

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.

Rainbow Primary School focuses on Reading, Writing, Speaking & Listening, Mathematics and Science. In each of these core academic subjects, our curriculum is aligned with the national curriculum. In addition, foundation subjects include PE, RE, Art, Design, IT, History, Geography Music and PSHE. In key stage 2 there will be an option for a Modern Foreign Language. In every class and on every day, we seek to engage our children in the learning process by delivering well-planned, engaging lessons. All teaching lessons have an Objective, Do It Now, Guided Practice, Independent Practice, Assessment, and Homework. By incorporating all three learning styles (visual, auditory & kinesthetic) into every lesson, our teachers are able to reach all learning styles. We bring learning alive for our children through such techniques as hands-on learning opportunities; academic games, songs, and chants; and individual and small-group work.

The primary focus of our academic programme is to prepare all of our children, regardless of the achievement level at which they enter Rainbow Primary School, to be successful at university level. To this end, we seek to individualise our programmes to the greatest extent possible, so that our highest achievers are always challenged, and the children who are furthest behind receive the support they need to be academically competitive. Additionally, in all subject areas we seek to provide our children with a balance of fundamental skills and knowledge on the one hand and a deeper understanding of underlying concepts and an ability to think critically and analytically on the other.

The teaching staff at Rainbow Primary School will meet children on their academic level, teach, support, nurture, hold accountable, empower, and ultimately provide them with the academic opportunities for significant growth during their school years. We aspire to be great teachers, and great teaching is not only about how well we teach; it is also about how well our children learn inside, outside, and beyond our walls at all times.

Curriculum

At a Rainbow school every child will be at the heart of all that we do. The curriculum will be the means of providing all with good opportunities for enjoyment and achievement. It will foster economic well being, improve learners' health, keep them safe; and help them make a positive contribution to the life of the school and the community. The curriculum will allow all learners to achieve of their best, enjoy their education and will ensure that wherever possible learning is exciting and fun.

Objectives

1. To ensure that every pupil leaves the Rainbow School with the key skills of literacy and numeracy fully developed.
2. To provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched to their ages, abilities, interests, aptitudes and special needs.
3. To increase pupils' knowledge, skills and understanding as they grow and develop and strengthen their connections with the world around them.
4. To have a curriculum which will be carefully planned and structured to ensure that learning is continuous and that pupils make good progress in the development of their learning.
5. To engage children's interest by offering excellent opportunities to extend creative learning, challenge their imagination, value originality and to encourage and motivate them to want to learn.
6. To be exciting and to offer pupils many first-hand experiences to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.
7. To open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live.

Rainbow Strategies

1. The National Curriculum will be taught to all pupils. Programmes of Study for the subjects of the National Curriculum will be used selectively as the basis for long-term and medium-term planning. They will be supplemented by judicious use of schemes and resources from the former National Numeracy Strategy (NNS) and the National Literacy Strategy (NLS). For pupils in the Foundation Stage, the Early Years Foundation Stage curriculum will be followed.
2. Short-term planning will set out clear learning objectives, a strategy for differentiating the work and will show how resources are to be deployed efficiently and effectively to personalise learning for each child.
3. Members of staff will be given responsibility for leading, managing, monitoring, evaluating and reviewing the curriculum. Teachers will be given good opportunities to use their subject expertise to enhance the curriculum.
4. The Local Authority Agreed Syllabus will be used as the basis for the planning and teaching of RE.
5. Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including PSHE, Citizenship will be planned for within the curriculum.
6. Opportunities will be taken to enliven the curriculum through: educational visits out of school; involvement of parents, visitors, artists, crafts people, actors, and musicians; the use of the school grounds, the locality and the wider environment.
7. Opportunities will be sought within the curriculum to encourage community cohesion both in the local community and in the wider world.
8. An extensive range of high quality resources, including ICT, will be used to underpin the curriculum.
9. Homework will be set to link the curriculum with learning at home.

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to its ethos. The exciting curriculum that we shall provide will help children to understand who they are. It will help them learn about their community, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a respect for and an understanding of different cultures and beliefs. They will learn about issues facing the world and the importance of caring for their environment.

Curriculum full of opportunities

The curriculum will be the means of providing all with good opportunities for enjoyment and achievement. It will foster economic well being, improve learners' health, keep them safe; and help them make a positive contribution to the life of the school and the community. The curriculum will allow all learners to achieve of their best, enjoy their education and will ensure that wherever possible learning is fun.

The school will align itself to the Early Years and Foundation Stage Framework and the National Curriculum. Although the school will have a broad and balanced curriculum, there will be an emphasis on high expectations and standards in the teaching and learning of the core subjects of English, mathematics and science.

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to its ethos. The exciting curriculum that we shall provide will help children to understand who they are. It will help them learn about their community, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a respect for and an understanding of different cultures and beliefs. They will learn about issues facing the world and the importance of caring for their environment.

Curriculum model

We have completed a detailed analysis of the school day regarding the curriculum, which is broken down as follows and reflects the emphasis on English and mathematics.

Key Stage 1 Allocations		
Subject	Percentage of week	Time allocated in a week (hours)
English	33	7.8
Mathematics	25	5.7
Science	4	1.4
ICT	5	1.1
Design Technology	3	0.7
Geography	4	0.9
History	4	0.9
Art and Design	4	0.9
Music	3	0.9
PE	9	2.3
RE	3	0.9
PSCHE	3	0.9
Total	100	24.5

These times are in addition to registration time, milk breaks, assembly and other breaks and lunchtimes.

Key Stage 2 Allocations		
Subject	Percentage of week	Time allocated in a week (hours)
English	33	8.5
Mathematics	25	6.5
Science	5	1.8
ICT	7	1.3
Design Technology	3	0.8
Modern Foreign Languages	3	0.8
Geography	3	0.9
History	3	0.9
Art and Design	4	1.0
Music	3	0.8
PE	8	2.1
RE	3	0.9
PSCHE	3	0.9
Total	100	27.1

These times are in addition to registration time, milk breaks, assembly and other breaks and lunchtimes.

The inclusion of humanities and modern foreign languages is important, as it will most thoroughly prepare our children for progression onto secondary education and also, prepare them to take a full and active role in life perhaps outside the UK. Rainbow School will offer parents a choice of Spanish, Arabic or Chinese.

The school will ensure that all teaching is of the highest quality to help produce first-class learning opportunities. The key characteristics being:

- Highly focused lesson design with sharp objectives
- High demands of child involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils

Rainbow Primary School will have a Learning Platform with an 'R-portal', where parents and carers can log in, to securely access information about their child's progress and learning in all areas of the curriculum, their behaviour and their wider achievements

Our staff will be expected to input all lesson plans and schemes of work into the secure staff area of our learning platform, to share excellent and

innovative practice with each other. Rainbow School will create a dynamic and vibrant learning community within its staff.

Planning, Planning, Planning

Rainbow Primary School recognises that effective planning is one of the keys to successful learning. Staff will be encouraged and supported to prepare thoroughly. Decisions about curriculum and teaching will be defined by our Headteacher, that autonomy, in turn, will be delegated to teachers who make their own choices about teaching approaches, curriculum, and materials. Each teacher will prepare a year-long plan, which will be broken down into lesson plans with clear outcomes: what do we want each child to accomplish by a certain time? Clear descriptors and standards of what each child will be expected to know will form part of this planning.

Assessment of pupils' progress and levels will play a central part of teachers' planning through the use of Assessment for Learning (AfL), Assessing Pupils' Performance (APP) and appropriate educational tests. Everything starts from the standards we expect our children to make, generated from their prior progress and attainment. Our staff preparation in the summer will involve studying the standards defined by the National Curriculum levels and determining how best each child might work towards achievement of their predicted level. Detailed work will include breaking standards down into smaller units, defining how many days it will take to teach each unit, and fit all of these units into the school year, allied to clear assessment opportunities. Literally counting every single thing we need to teach, and map it across the calendar for the year. So every day is accounted for.

Curriculum design, planning and delivery for Foundation and Key Stage One

Work will be planned for children in the Foundation Stage around the areas of learning and experience identified learning goals in the Early Years and Foundation Stage (EYFS) Framework. As pupils progress through the stepping stones and the early learning goals they will work towards Level 1 of the National Curriculum.

We will make the transition from EYFS to KS1 smooth and build on the excellent foundation laid in the early years, providing a first-class foundation for children to make progress in school and as lifelong learners, based on excellent teaching which fosters personal development and a curriculum offer based on the National Curriculum. As pupils progress through Key Stage 1 a thematic approach to curriculum delivery will be maintained, supplemented by subject specific teaching based on a timetabled approach to lessons in Key Stage 2. Y1 pupils will take the reading test and Y6 pupils will sit end of KS2 national tests.

During Foundation 2 (Reception Year), learning will centre on the six major areas of study:

- Personal Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World

- Physical Development
- Creative Development

On entry, baseline assessments will be made. The Foundation Stage Profile, based on teacher assessments made throughout the year, will be produced for each child at the end of the year.

Personal Social and Emotional Development

Pupils will be provided with experiences and support which will help them to develop a positive sense of themselves and of others in developing social skills and emotional literacy. As pupils mature physically, and emotionally, our focus on pupil leadership will support and inspire the development of character in an appropriate manner which is a key feature of the Rainbow vision.

Communication, Language and Literacy

Children's learning and competence in communicating, speaking and listening, being read to every day and beginning to read and write will be developed and extended including through opportunities and encouragement to use their skills in a range of situations and for a range of purposes. We will place due emphasis on parent and carer engagement by providing the home with an appreciation of our approach to developing literacy skills. Through parents attending school and reading once a week with their child as well as parent orientation workshops to help support parents participate in their child's learning.

Problem Solving, Reasoning and Numeracy

Pupils will be supported in developing their understanding of these areas in a wide range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They will be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use. We recognise that mathematics and numeracy can sometimes seem daunting and will make our approach learner-friendly, exciting, memorable and therefore highly effective.

Knowledge and Understanding of the World

Pupils will develop the knowledge, skills and understanding needed to make sense of the world around them, including via our curriculum specialism in the science. This learning will be supported via opportunities for pupils to understand and use technology, study organisms, people and objects in their natural environments and in real-life situations, and to undertake practical experiments and investigations including working with a range of materials.

Physical Development

Pupils' physical development will be encouraged through the provision of opportunities for active and interactive learning including play. Pupils will learn about the world around them, benefiting from the humanities specialism in terms of cross-curricular context and themes, supporting connections between new information and what they already know. Healthy choices in relation to lifestyle and food will be supported by The Anonymous Free

School.

Creative Development

Pupils' creativity will be nurtured via the provision of support for their curiosity, exploration and play, including opportunities to share their thoughts, ideas and feelings through a variety of artistic, musical, movement, role-play and discussion activities, also via whole-school productions.

Within Key Stage One, there will be an emphasis on the core subjects of English and Mathematics, ensuring a sound basis to future learning. Bearing in mind the rich cultural heritage of Nottingham, a particular focus on English; reading, writing and spoken will take place, with additional support and emphasis placed here. Science and the foundation subjects will be taught thematically within topics. ICT will have a central role to play in the learning process. Religious Education, following the Local Authority's Agreed Syllabus and Physical Education will be taught as separate subjects as will music although some music will be incorporated in other subjects.

Breadth, balance and coverage will be ensured through the school's schemes of work and learning objectives based on the National Curriculum programmes of study, which will provide the tool for medium term planning. The staff in each year group will plan together the half term's learning objectives and weekly plans will be written by individual teachers in the year group. Equality of access to all aspects of the curriculum is planned for all pupils by staff engaging in joint long and medium term planning although the work of some pupils with special educational needs (SEN) is guided by the individual education plans (IEPs).

In all areas, staff will ensure children are aware of health and safety issues.

There will be strict monitoring of work undertaken by the Curriculum Leaders and the Headteacher. Assessment, both formative and summative, will have a key role to ensure good progress is made by all pupils. These assessments will also inform future planning and will contribute to the summative assessments which will be communicated to parents.

All pupils will benefit from working in a disciplined school environment where self discipline will be encouraged to grow. The school culture will feature the shared beliefs of: integrity; self-discipline; open-mindedness; gratitude; hope; kindness; social intelligence; and leadership.

Parents will be encouraged to support pupils in home-based activities related to their classroom learning, in particular, with reading, writing and number.

Curriculum design, planning and delivery for Key Stage Two

Within Key Stage 2, an emphasis will be placed on the delivery of the core subjects of English, mathematics and science but provision for the foundation subjects will be ensured. Work will be organised each term around subject-based topics which will allow for relevant knowledge and skills to be taught in single aged classes.

Breadth, balance and coverage will again be ensured through the school's schemes of work and learning objectives based on the National Curriculum programmes of study which provide the tool for medium term planning.

In all areas, staff will ensure pupils are aware of health and safety issues.

As with Key Stage 1, there will be strict monitoring of work undertaken by the Curriculum Leaders and the Headteacher. Assessment, both formative and summative, will have a key role to ensure good progress is made by all pupils. These assessments will also inform future planning and will contribute to the summative assessments which will be communicated to parents.

All pupils will benefit from working in a disciplined school environment where self discipline will be encouraged to grow. The school culture will feature the shared beliefs of: integrity; self-discipline; open-mindedness; gratitude; hope; kindness; social intelligence; and leadership.

Parents will be expected to support pupils who will engage in homework activities. The homework timetable will consist of reading, weekly spellings, learning of tables, along with more formal English and mathematics work. Work over a longer period on a particular subject will also add more enjoyment to homework.

Effective Strategies

Effective management strategies will be put in place which will enable learning to take place in a structured and organised way:

- Children know and understand class rules and are regularly reminded of behaviour expectations
- There are well established daily classroom routines
- Seating arrangements in the classroom support and promote good behaviour
- Teachers use positive behaviour strategies when dealing with children
- Children are always treated fairly and with consistency
- Good behaviour is always acknowledged and praised
- School's positive behaviour policy and rewards system are consistently used and sanctions are understood
- Resources are accessible and in sufficient numbers
- Support mechanisms are available to help children work independently

Children learn in many different ways and strategies will be developed which allow all children to learn in ways that best suit them. Opportunities will be offered for children to learn in different ways. Teachers will provide combinations of visual, auditory and kinaesthetic learning styles which can include:

- Investigation and problem solving
- Research and finding out
- Use of ICT
- Group work

- Pair work
- Independent work
- Whole-class work
- Asking and answering questions
- Fieldwork and visits to places of educational interest
- Creative activities
- Watching television and responding to musical or tape-recorded material
- Debates, role-plays, inter-active and oral presentations
- Designing and making things
- Participation in athletic or physical activity

Children will be encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

When teaching, the teachers will focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. The school's schemes of work will be used to guide our teaching. These will set out the learning objectives and details what is to be taught to each year group.

Extended learning

Rainbow Primary School will ensure that every child receives the help and support they need to progress and succeed. Selected children will be able to stay back after school to take advantage of expert and specialist support, with the help of a local H.E. institution. Rainbow Primary School will provide individual support to children, to support any learning difficulties through our extended learning programme. The school will ensure that every child leaves us being able to read, write and use numbers in line with national standards. For those children who come to school for example with little or no language or with English as a second language, these extended learning sessions will support learning taking place during 'core' time. Every session will be wholly appropriate to the age and development of each child. We will offer these workshops for 45 minutes each Tuesday, Wednesday and Thursday evenings. Rainbow School is conscious that our children are young and a child may only need to attend one workshop, or may attend one workshop on one evening for a number of weeks.

After school finishes at 4.00pm, all children participating in extended learning will have a short break with healthy and free refreshments. At 4.15pm our children will then work with carefully selected personnel, either Trainee Teachers from a local H.E. institution, or Learning Mentors or TeachFirst staff to further support their development; fully complementing learning which took place during the 'core' hours. Rainbow School is determined that this extended learning is fully co-ordinated and coherent with 'core' learning. After the session has finished, at 5.00pm, these staff will accurately record all of the work and progress each child has made, so that each child's teacher is wholly aware of the learning which has taken place. Another important element of work during this time will involve phoning parents and carers every

two weeks to outline the progress their child is making in terms of attainment, behaviour, attendance and punctuality. Rainbow Primary School will engage in a clearer and more purposeful way, to ensure that every parent/carer is fully involved in their child's education. We are presently negotiating with a local HE provider regarding this provision. Senior leaders from Rainbow Primary School will monitor this activity and review the notes made on each child.

The concept and practice of 'wrap-round' care is also being explored by the Rainbow Schools. Learning Mentors or other support staff will be employed before school starts to provide care for our children. After school care will be carefully explored to see if parents and carers would be willing to fund such a service. This additional support for parents and carers from 4-6pm must be economically viable, as the school will not have the resources to fund this provision.

Literacy at the Centre

This subject will be at the centre of all learning with the Rainbow Primary School as the Rainbow Schools acknowledges its fundamental importance in each child's learning development. Every child who leaves Rainbow Primary School at the end of their seven years with us will be fully literate; having the appropriate language, reading and writing skills for a similar child aged 11. Rainbow School is very aware that our children will join us with a wide range of skills: from those children with no language skills or who have English as a Second Language, to those children who are highly literate at an early age. Literacy is the key to unlock children's learning. Every day, children will spend a major part of their day on English and Literacy (33%) such is the importance Rainbow School attaches to this area. This work will take place predominantly in the morning, alongside the other key skill, Numeracy. Every morning, at the start of the school day, all of our children will spend fifteen minutes reading. On three mornings each week, they will read silently and on the other two, do paired reading, with another child, or member of staff, to practice their reading and speaking skills.

The school will seek to use a range of synthetic phonics approaches, for example the Jolly Phonics Scheme which provides a successful, engaging and coherent approach to developing this important area, using visual, auditory and kinaesthetic learning to support each child. To support and supplement this scheme, for those children who need additional help, the School will also make use of other schemes such as the RML Scheme, specially devised for children over a wide range of ages, which need greater support with reading.

We will refer closely to schemes such as the National Strategies Literacy Framework to ensure our staff are provided learning experiences which are carefully and progressively graded to challenge and support our children's learning in this area.

Passionate about Reading

We are passionate about reading, so every morning, at the start of the school day; all of our children will spend fifteen minutes reading. On three mornings

each week, they will read silently and on the other two, do paired reading, with another child, or member of staff, to practice their reading and speaking skills. We will also encourage parents to read with children at least once a week at school

Language Acquisition

To support our children's development of language, our classrooms will be supplied with a rich and diverse range of resources to engage each child's interest. A range of media; posters, display, software and of course a wide range of reading resources will be readily available in every classroom along with a dedicated library area. Every class library will be provided with a range of attractive and durable books pitched across a range of ability, so that every child feels able to pick up a book and achieve some measure of comprehension. Rainbow Primary School will also look to acquire a number of electronic reading devices, such as Ipad, which may appeal to some groups of children. The use of iPod Touch, netbooks and laptops will also be used where appropriate. Rainbow Primary School will support and where appropriate, challenge its pupils, so that for example, we will ensure that our most able children are provided with a range of reading materials and resources which extends their grasp of language

Through 'storytime' at the end of each day, where every class teacher reads aloud from a carefully selected novel or storybook our children will become captivated by the spoken and written word.

As quickly as possible, Rainbow school will want to encourage each child to be a fluent and confident reader and we will look to a strong partnership with our parents to provide additional encouragement and support at home, by encouraging parents to read each night with their child.

Our reading programme will be incorporated and fully coherent with our writing programme, using commercial packages, although we are aware that some outstanding schools use 'Look and Say' reading schemes, such as the Oxford Reading Scheme which encourages children to read in different ways – the appointment of an outstanding Headteacher will give clear leadership in this important area.

A Devotion to literacy

Children's acquisition of every element of literacy and the spoken language is so fundamental to future progress and success in every sphere of learning and life, that Rainbow School will devote one third of school time to this area. Rainbow Primary School aims to make the grasp of language irresistible for our children. The school is very conscious that our children will join us with a wide range of ability, fluency and, disadvantage. The rapid entry of our children into years other than Reception may mean that significant effort will be needed to address underperformance in this area, which we will do through our longer school day and, for those children who need it, extended support after school working closely with trained mentors, under the guidance of our staff.

The Art of Handwriting

Handwriting is a critical skill which every child will develop to a high standard. Rainbow Primary School wants to bring alive the art of writing for every child, we feel it is essential for every child to write clearly, neatly and accurately. Time will be spent each day giving children the support and opportunity they need to become proficient in this area.

Assessment on Entry

On entry, each child will be assessed on a range of skills, which differ depending on the age of the child. Language, literacy and numeracy skills will be accurately assessed for every child and where deficiencies are detected, or suspected, a programme of targeted additional support will be provided. With all children, as part of constant daily practice, Rainbow staff will use a wide range of strategies to lift our children's language skills. Practices such as 'Show and tell' will be used on a daily basis to encourage children to talk. It is important that the needs of all children are met. Those who begin school with poor speaking and listening skills will be given many opportunities during their year in the reception class to develop their skills. Those children who fail to make the expected progress in reading will receive intensive daily one to one support for at least three half terms where progress will be monitored. The goal is for children to develop into effective readers and writers' able to work at age-appropriate levels of literacy. During every part of the day our staff will encourage our children to listen and respond. The use of music and performance will support the work in class: at every opportunity our children will develop language to the best of their ability. Our rigorous assessment procedures will accurately identify and track progress, again providing additional targeted support as needed.

Emphasis on Numeracy

In a similar way to Literacy, Rainbow Primary School will promote and develop our children's skills in Numeracy. Numeracy and mathematics will be taught in the morning, every day of each child's time in our school and will occupy 25% of all curriculum time. In the same way that the Jolly Phonics scheme will support our children's learning through a multi-sensory approach, we will seek to do the same in Numeracy. Our Numeracy programme will have a strong emphasis on the extensive use of resources which will enable our children individually and in groups to develop an appreciation of number. The school will develop a detailed calculation policy which will help teachers deliver a Numeracy curriculum which enables children to learn effectively the four rules of number. The school will design and construct a programme in Numeracy which is carefully devised to offer increasing challenge and, where necessary, support at every level, from Reception to Year 6, so that every child becomes confident and competent in the use of numbers. The National Strategies Mathematics Framework will be a valuable tool in helping our staff to design lessons which support our children's development in this key area.

Information and Communication Technology (ICT)

ICT skills are vital as they allow pupils to participate in the rapidly changing world in which further education and training, work and leisure activities are constantly being transformed by access to rapidly developing technology.

However at Rainbow our priority is to develop fundamental skills of literacy (reading, writing and speaking) and literacy in key stage 1. And once our children have mastered these key request skills we will begin to meet the challenge of ICT which will be a fundamental part of education at Rainbow Primary School, mindful of the need to establish and maintain e-safety for pupils. We will ensure that appropriate use of technology supports teaching and learning, with a particular focus on supporting our specialism in science. Pupils with Special Educational Needs will be supported to access the curriculum in ways which will exploit the benefits of ICT, while effective communication with parents will also be supported by online reporting.

Rainbow Trust which already has a track record of working with Partnership for Schools (Pfs) and will continue to work closely with them concerning the procurement process for capital elements of ICT expenditure. We will develop an ICT provision including MIS that meets the needs of pupils, teachers, management and administration, parents and carers, and wider community partners. Our approach has and will ensure that overall provision is able to accommodate increases in pupil numbers over time, offers value for money, and, in addition to being financially sustainable, has the scalability to cope with the inevitable growth in demand from streamed media and rapid developments in ICT generally. As with our existing Rainbow Schools we will also ensure that there is sufficient capacity for secure home access to relevant areas of the anticipated Learning Platform and Virtual Learning Environment (VLE) so that parents and carers are able to visit the school's website.

All our existing (and new staff will) staff have been trained to use Interactive white boards, Ipads, VLE etc. as we are fully aware that a key EYFS goal relating to ICT is that teachers must ensure their pupils find out about, and identify the uses of, everyday technology, and that they use ICT to support their learning. ICT will therefore be seen as a key tool to support development of every pupil's learning potential throughout all six areas of learning within the Foundation stage, as set out above.

Our Rainbow staff as a matter of course will apply the professional judgement of school leaders and teachers, provision will consist of discrete and cross-curricular delivery, with specific approaches selected according to the needs, aptitudes and interests of pupils. Whenever and wherever relevant, pupils will be encouraged to use an appropriate personal device in their learning activities.

All our Rainbow pupils will have fast and filtered access to the internet via a broadband connection, and a high quality virtual learning environment (VLE) within the school's learning platform will play a significant role in supporting curriculum delivery in lessons and outside school. Pupils will establish their own e-learning space and e-portfolio when they are ready to do so. Web 2.0 technologies will be exploited to the full, including safe and secure social networking, blogs and wikis.

In this way pupils will be guided on appropriate, safe use of ICT at KS2 and beyond, which will extend into their life outside school. The school will make e-safety a priority and include anti-cyber bullying strategies in our approach. As a result, our pupils will be equipped to use current and emerging technologies safely, creatively and positively to enhance their learning and improve future life chances.

Science

Science is one of our specialisms and will be developed to play an increasingly crucial contribution to all aspects of life. Pupils are naturally curious and fascinated by what they encounter in the world around them, and science makes a major contribution to their understanding of it. Rainbow School will foster and encourage a spirit of scientific enquiry, and develop investigation and practical skills alongside a thorough understanding of the principles and ideas which underpin knowledge and understanding in modern science.

Humanities

Our focus on people and the value we place on world resources makes our specialism in the humanities subjects a natural one. History, geography and religious education relate fundamentally to people and the planet. Through their study of History, pupils will be inspired by the achievements of people in the past, and moved via empathy with the dilemmas that they faced. An appreciation of history will enable pupils to learn how societies have organised and developed, providing an essential education for the future. Human geography, relating to our use and understanding of the world, the organisation of human activity, and interrelationships with the physical environment, will help pupils to develop a sense of responsibility for their fellow humans and the environment we all live in, providing a key part of the international dimension to their work. Studying world views and faiths through religious education will promote tolerance through understanding.

The humanities specialism will be increasingly visible through Key Stages 1 and 2, both as a source of thematic learning via history, geography and religious education, and as a cross-curricular vehicle for teachers to use when working in other areas of the curriculum, including ICT. This will be a particular (but not the only) centre of curriculum excellence at Rainbow school, from which outstanding innovative approaches will be disseminated across the school to increase the quality of teaching and learning and hence pupil achievement.

Physical Education

Rainbow School will promote healthy lifestyles, so Physical Education, along with healthy eating and positive mental health will be vital elements of the curriculum. Our children will have approximately two hours of planned physical activity every week, which will include team games, physical skills development, creativity, fitness and agility. We will seek to devise a diverse programme of activity, so every child will find at least something that they can enjoy and, we hope excel in. We will be keen to celebrate learning and achievement for every child; with sport and PE providing one important way

for our children to succeed.

Each classroom will have large display areas on walls, where our children's learning can be displayed and celebrated. Each week, Rainbow School will have a celebration assembly, where children will be nominated from every class to be acknowledged and their achievement, however modest, celebrated by all.

Progression and differentiation throughout the school

Schemes of work will be developed to support the identification of progression across both Key Stages. Differentiated activities will be identified within short term planning arrangements.

The Code of Practice for pupils with SEN will be followed and a register of SEN maintained. Children in care will have their own PEP, drawn up by the Local Authority, and adhered to by the school. It is also important that the needs of gifted and talented pupils are met within planned differentiation.

Review and development of the curriculum

Staff will be expected to review annually the progress and needs of the subjects for which they have responsibility and set targets for the year ahead. Such reviews and target setting will inform the identification of priorities within the School Development Plan.

Elements of the curriculum augmenting national curriculum provision

The school will also seek to deliver a programme of personal, social, health and citizenship education within the timetable and implement a positive behaviour reward programme for all pupils.

Monitoring and evaluating the effectiveness of the curriculum

To ensure that the quality of learning is consistently excellent, Rainbow Primary School will implement a rigorous Quality Assurance system, and in parallel with this, accurately, frequently and robustly measure every one of our children's progress and performance. Our school Headteacher and other members of the school's Senior Leadership Team will assess the quality of learning and teaching through regular planned and unplanned classroom assessments. Senior staff including the school Headteacher will also team teach with other staff, sharing their expertise and resources will be clearly defined to implement a programme of continuous professional development.

The quality of children's learning will equally be measured by their performance and progress. Rainbow Primary School will seek to measure children's performance at regular intervals; every half-term. Every member of staff will take part in standardisation and moderation exercises as part of their professional development to ensure that their assessments are accurate and, they clearly understand how excellent learning is demonstrated and achieved. Staff year group teams will be expected to work closely together through team teaching and informal lesson monitoring to help them learn from each other and improve their professional practice.

Work Scrutiny

The Headteacher and Curriculum Leaders will utilise planning, work scrutiny and lesson observations in order to monitor learning. Work will be matched to learning objectives and weekly plans. Annually, targets will be set for all pupils in reading, writing and mathematics.

Class teachers will monitor the work of the pupils in their class by assessing learning throughout the year. The results of these assessments will inform future planning. Every term, all teachers and senior staff will participate in a progress meeting, where every child's progress is discussed in the three core areas of Literacy, Numeracy and Science, with these judgements shared with parents and carers as part of the Parental Orientation meetings. An effective tracking system will be put in place where assessments will be recorded and progress monitored.

The school's assessment policy will give clear guidance about assessment and reporting in school. Staff will maintain reading records and carry out informal weekly assessments in both English and mathematics. The National Strategies for Literacy and Numeracy (or similar programme) will be followed.

The monitoring of progress will begin in Reception, where an initial assessment will take place using the Early Years and Foundation Stage Framework. Throughout their time in Reception, children's progress will be assessed as the Foundation Stage Profile is built up.

Reporting to parents and carers

Rainbow Primary School will work closely with parents and carers to ensure that they understand the progress being made by their child and have the information and skills to support their child's learning. Before the start of each term, parents and carers will be invited into school to have the key principles of literacy and numeracy explained to them. The sequence of reporting progress to parents and carers will be as follows:

Ongoing reporting throughout the year

Using the staff who have been separately contracted to support children during enrichment time at the end of the school day. Parents and carers can expect to receive a phone call providing verbal feedback on the progress of their child. This is likely to happen at least twice every half term.

At the end of each half term

Every child will have a report card prepared by staff for parents and carers to see the behaviour, attendance, progress and attainment made. The report will have a simple but effective signposting system based on a Red, Amber and Green colour system. A differentiated range of support will be provided to parents/carers of those children who receive Amber or Red. Rainbow School will ensure that the progress of every child is clearly communicated to parents, and that parents are able to play an important role in their child's education.

Each term

Throughout the year, termly parent-teacher consultations will be held to discuss the education of their children.

Annually

Each summer term, every class teacher will complete a full written report which will be sent to parents to inform them of their child's progress. Finally, each year, national SAT results will be evaluated and pupils' papers scrutinised.

Use of data to track each child's progress and adjust teaching

Fundamental to the success of our children will be the use of data and target setting. To ensure that our children are meeting benchmarks, Rainbow schools will assess them frequently through diagnostic tests, formative and summative assessments. Using a range of information, initial assessments from staff, nurseries, and other schools, information from carers, data from earlier classes etc, and Rainbow staff will carefully identify targets across all elements of learning, most notably in English language, numeracy, motor skills etc, wholly appropriate to the age of each child. Assessment will form an integral part of every lesson and where appropriate staff will make use of national strategies around Assessment for Learning (AfL) and Assessing Child's Progress (APP). Careful and consistent recording will be kept on the School's Management Information System, to enable senior leaders within the school to actively monitor children's progress. Any child who does not meet their designated targets will be provided with a range of support, which could include additional time on weaker areas, through targeted support by a member of staff, or additional time spent on that area in the enrichment time or through parental support. Finally our children will take mandatory SATS tests each summer. In addition to compare Rainbow children to national norms, the Rainbow Trust requires all incoming children to take a norm-referenced test as a baseline and again in the summer

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

The School Day

In order to provide the greatest opportunity for the children to learn progress and be supported, the school day will be longer than most mainstream primary schools. Additional extended learning time for children will also be provided by introducing a one week summer school and Saturday school.

Timings of the School day:

Time	Activity
0800	School open
0830	Registration or assembly
0845	Reading Time
0900	Lesson One
1015	Morning Break
1030	Lesson Two
1200	Lunch
1300	Registration and Lesson Three
1415	Break
1430	Lesson 4
1600	End of school
1615	Enrichment
1700	End of Enrichment

Different school day for KS1 and KS

While all children at Rainbow Primary School will start and finish at the same time, to support parents and carers in bringing and collecting their children, our youngest children in Reception and KS1 will work a shorter day than children in KS2, through the inclusion of an afternoon break, which children in KS2 will not receive. Learning times have been carefully worked out; with children in KS1 participating in 24.5 hours of learning per week and children in KS2, 27.1 hours. After-school enrichment, for selected pupils is not included in these hours, nor is the once-a-month Saturday Morning School. Finally, in exceptional cases, for example when children are preparing for examinations, such as SATS, teachers may also be contactable via the telephone or the internet from children and parents regarding homework.

Please refer to the Appendix 1 for the Key Stage 1 and Key Stage 2 weekly timetable.

Rainbow School through the establishment of its first primary school in Bradford has developed 58 policies and procedures which have been approved by the Department for Education. These are available on request.

All Children will Learn

Rainbow Primary School operates on the assumption that all children will learn and contribute successfully to the school culture when provided with the appropriate support, challenge and reinforcement. Every child matters to us: we will not give up on children no matter the challenges they may present to our school culture and behavioural systems. In this vein, the school's goal for culture and child management is that our children will reach high academic and behavioural expectations in an environment characterised by structure, rigour, investment, and support. This aligned and positive approach to school culture is good for all children but, in our experience, it will be particularly successful in creating an environment where children with special learning needs (including English Language learners) are primed to succeed.

A positive, focused school culture will be a hallmark of all Rainbow schools. Children learn best when they are happy, have an engaging choice of learning opportunities and feel a real sense of ownership with their peers, their teachers, and their parents. Our Rainbow culture is belief-based, as all our children will be taught the eight shared beliefs of integrity, self-discipline, open-mindedness, gratitude, hope, kindness, social intelligence, and leadership

Early opening

The children will be drawn from a wider area than most primary schools, so to facilitate the early arrival of some children and support parents; the school will be open from 8.00am. It will offer a simple, but healthy breakfast, at little or no charge, so we can be confident that our children are comfortable and content.

Registration and assemblies

Immediately prior to the start of school, our staff will organise our children so they are prepared to enter school in a calm and organised manner, to start the day in the best possible frame of mind. If the weather permits, we will each morning run a 'Wake-up and Shake-up' session immediately prior to our children lining up and invite waiting parents and carers to join in too.

Breaktimes and Lunchtimes

Nutrition and play are essential to the health and well-being of our children. The school will ensure that our children are provided with a varied and engaging range of activities while they are playing, and that staff carefully supervise these, to ensure the safety of our children.

Lunchtime for Rainbow School will not only be about healthy eating, it will also be about the development of social skills and motor skills. We aim to make all lunchtime's enjoyable and civilised experiences, with children looking forward to hearty meals, to prepare them for afternoon learning. With that aim in mind, the school will seek to employ high-quality cook and lunchtime Supervisors to provide high levels of pupil supervision and support.

Children Challenged

At the heart of our school will be our children. Their happiness, well-being, safety and support will be fundamental to every element of school life. The school will offer a programme of learning, which includes personalised and targeted levels of challenge and support for those children who need more help. Reflecting the personalised nature of our programme, we envisage that all our children will need challenge and support, as each child has different talents, interests and aptitudes. Rainbow School will take every opportunity to maximise its resources to benefit its children. We will seek to drive down costs through efficiencies, using best practice from organisations such as the National Audit Office to, for example seek best value from utilities and joint procurement. By doing this, Rainbow Primary School will provide additional resources, particularly around staffing to ensure our children receive maximum care and support.

Extended school day

A longer school day than many other schools will be a main characteristic of our school, which has already been discussed in greater detail earlier in this document. Conscious of the ages of our children, the school will ensure that our children are happy and safe at all times, which will be reflected in our school day. School day activities can be placed into one of five categories:

- 1. Teaching** tasks are those directly related to learning the academic curriculum and include teacher lessons, group work, and individual child work.
- 2. Enrichment** activities are skill-based learning tasks that are not directly part of traditional academic curriculum but include physical education, music courses, art,
- 3. Culture building** activities are related to the teaching in Rainbow behaviour and procedures as well as the management of discipline issues and the pupil reward system.
- 4. Procedural tasks** are those that are required by the school or teacher for the smooth operation of the school but are not directly related to teaching such as lining up, taking attendance, and moving between classes.
- 5. Finally, unrelated activities** include break times, lunch, and other activities which are related to children's wider learning or school procedures.

Homework

To further support our children, Rainbow School will stress the value and importance of daily homework, set at an appropriate level, to re-enforce learning at school. Homework will reflect the age and development of our children, so for example, in Years five and six the school will expect every child to participate in one hour's homework. Some children could choose to do this work as part of our enrichment time at the end of the school day, using the support and encouragement of our staff. Our 'Commitment to Excellence' Agreement will help parents and carers to understand their support in this area. The amount of time they spend on homework will be a major difference between our Rainbow Primary School and traditional maintained schools. Rainbow children will have carefully and sensitively targeted homework each night, which will clearly reflect each child's age and stage of development, although many will be able to complete some of this work as part of their Enrichment time. The school will support all parents/carers to help their children to complete homework, working together by parental signing of a homework diary, each day.

High Expectations

In a nutshell, Rainbow's extended school days, together with its expectations for child achievement and behaviour, provide considerably more time devoted to learning than do mainstream schools. Our teachers will have substantial discretion over their work, based on the EYFS and National Curriculum, where appropriate, although most school leaders will exercise influence through encouragement and feedback based on observations. Teachers will design their curriculum and teaching around educational standards and assessments as well as their own formative assessments. The professional development of our staff will be important and they will have opportunities to learn both inside the school through team teaching and joint lesson

development and outside school through attendance at courses, or visiting other outstanding schools, so they receive varying types and amount of support for improving their knowledge, practice and professional skills. High-quality teaching will absolutely essential and the school will use its resources to promote and encourage this.

Rainbow will combine a rigorous primary academic programme with a commitment to learning through exploration. Every child's experience will be infused with joy and a deep love of learning.

Our goals for our children will include:

- To attain their targets in all areas, but especially in English, mathematics and science, at every part of their school careers, as reflected not only in test scores but in a deep understanding of the relevant material and skills
- To crave knowledge and be true lifelong learners
- To experience physical education every day and the arts every week, to help develop their athletic abilities, creative selves, and overall health
- To have poise and self-confidence – to carry themselves in a manner appropriate for different times and places
- To know and appreciate and value not only their own culture and heritage, but also to grow an appreciation for the cultural heritage of the many diverse cultures and societies in Nottingham
- To be resourceful when they don't understand something or need help finding a solution

Child Organisation and Support

The school is committed to the happiness, well-being, development and the safeguarding of every child. It is committed to ensuring all our pupils are safe, healthy, happy, achieving and confident to make a positive contribution and acquiring the skills to achieve economic wellbeing.

The school will consist of six year groups and the Reception class. These classes will be carefully constructed, using information from staff introductory assessments, parents, and nurseries, where appropriate, to create two mixed ability classes of 25, with a similar profile of children in each class. Each year group will have two class teachers and additional support which may be either a fourth support teacher or Learning Assistants. In Reception, there will also be a trained Nursery Nurse. There will be an admission limit of 50. A range of teaching styles will be used according to the needs of the children and the nature of the activities being undertaken.

High expectations of all our children will be paramount. Quality teaching will deliver quality learning and an inclusive, focussed and balanced curriculum. This should produce motivated learners. It is also important that, when necessary, early intervention will quickly support children in need.

Summer school

Summer school will be carefully organised to serve a number of purposes: In addition to promoting good behaviour, for example, how to line up or silently

beginning their morning work, our children will participate in learning in the core academic subjects of English and mathematics. Prospective pupils and our present children will focus on learning in core subjects each morning and more creative areas in the afternoon. The classes will also focus on promoting positive classroom behaviour and promote an enjoyment of learning. In particular, for incoming children, summer school will be a time to build strong foundations in English and mathematics. For example, new pupils will learn how to “roll” their numbers, a way of quickly learning multiplication tables through group chanting and hand motions. All children will have homework carefully tailored to their age and development during summer school, just as they do during the school year. Summer school will also offer teachers an opportunity to further assess our children’s reading, writing and mathematics; using this data to plan their teaching for the following school year.

Saturday School

Saturday school will involve enrichment activities, such as sport, creative arts, computer classes and photography. Saturday school will typically be held once every month and will last 3 hours and every child will be expected to attend. This additional time will also be included in staff contracts. The activities will provide our children with opportunities that they might not otherwise experience and are part of Rainbow’s efforts to develop each child’s “cultural capital”.

Ensuring attendance

Rainbow Primary School is committed to providing a quality education for all pupils. We believe that pupils can only benefit from the education in our school through regular school attendance. We shall, therefore, strive to achieve the maximum possible attendance for all pupils and we shall make sure that any problems are identified and resolved quickly. On each and every occasion we will make contact with parents/carers where a pupil is absent from school without good reason to support both the child and the parent. The school will employ an Attendance Clerk and a Parent Support Learning Mentor to support this determination. Our aim will be 100% attendance for all pupils. The Commitment to Excellence Agreement will demonstrate to parents and carers the importance of regular and punctual attendance at school. The following principles will be applied to ensure regular attendance:

- Children will be encouraged to attend school through good practice and rewards
- Parents will be supported in understanding the importance of regular and punctual attendance
- When a child does not attend, the school will respond quickly
- There will be good re-integration procedures for persistent absentees
- The School will monitor closely authorised and unauthorised absence
- Partnership support will be available for children with severe difficulties

Holidays

In order to ensure our children make excellent progress and overcome any earlier disadvantage, our children and staff work longer hours than most

mainstream schools. At Rainbow Primary School we recognise and wholly support the need for our children and staff to have regular and high-quality holidays, so that children and staff can relax and return refreshed after each holiday. At Christmas and Easter, Rainbow School will seek to follow a similar pattern of holidays as other Nottingham primary schools, which will help parents with children in other schools to co-ordinate holidays and child-minding arrangements. Our summer holiday arrangement will be different to many mainstream schools. We understand that six weeks is simply too long for many children, who in that time may forget much of what they learned in the previous year. To support our children's learning over this long summer holiday, Rainbow School will continue to teach its children for part of this time, providing one week of compulsory school in the middle of the holidays, to reinforce learning. Our children will attend school for 210 days each academic year and our staff will be contracted to work for 210 days, plus 5 professional development days.

Rainbow culture: homework contributing to maximising learning.

Homework will play an important role in Rainbow school, helping to consolidate and extend learning from earlier in the day. Our children will be expected to complete homework every night, with each school day beginning with a homework check. At the same time, Rainbow teachers will go out of their way to help children complete their homework. Time will be typically set aside during the school day for children to prepare their homework, and after school, one or more support teachers will take turns helping children with their homework, if needed.

The culture and ethos of our school will be to have a calm, relaxed and purposeful atmosphere, where all children feel happy and secure. This culture, together with the commitment from children and parents to support this ethos, for example by completing homework and behaving sensibly at all times will provide teachers with more time to engage with each child in learning without distractions. The key to effective learning, involves a high degree of organisation, so that children are continuously presented with a range of interesting learning experiences, coupled with outstanding teaching and a broad, balanced and appropriate curriculum.

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

Supporting children who are gifted and talented

Rainbow will achieve success through recognising that all children need differentiated teaching based on their individual strengths and growth areas. Pupils who are performing above grade level will receive individual and small-group support to target their individual needs.

Teachers will differentiate during whole class teaching based on children's needs, interests, and learning profiles. Gifted and talented pupils may be additionally challenged through appropriate reading level programmes, technology supports, and differentiated homework. Our longer school day

allows for more time to increase the learning opportunities for all pupils. Our Saturday School opportunities can be customised for pupils with special talent and/or interest areas.

Rainbow School will offer the same quality of learning experience to all pupils including gifted and talented (G&T) pupils and those with special educational needs. In this regard we expect ICT to support and extend our pupils' learning, and to enable integration, and access to learning for all. However, the needs of G&T children and pupils with SEN will always vary on an individual basis, these will be treated as such and will be the subject of close collaboration between teachers, support staff, parents and carers. We will establish effective working relationships with external agencies in order to ensure pupils are well cared for and thrive within school and outside.

The diagnosis of gifted and talented pupils will make use of recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

Our approach to gifted and talented pupils will:

- be a whole-school issue with raised awareness in all teachers and support staff
- offer individual learning opportunities which relate to a pupil's strength(s)
- encourage independent learning, self-assessment and pupil action planning
- offer extension in depth, enrichment in breadth, and accelerated progress
- be monitored at whole-school, Key Stage, subject, sub-group and pupil levels
- celebrate excellence

As such Rainbow School will nurture academic strengths such as mathematical or linguistic ability alongside performance talent in art or sport through provision which incorporates enrichment and extension activities, and the opportunity for pupils to use their strengths for the benefit of others within the pupil leadership programme - for example as learning Mentors.

Arrangements for children with special educational needs

At Rainbow Primary School we know that every child in our school will have unique talents, interests, skills, and on occasions, needs. Every child, from our most able to those children who need more support, will be given learning which is appropriately targeted at their prior progress, ability and interests, so that every child makes excellent progress. In all classes, the needs of our less able and more able children will be carefully considered and, children with special educational needs will be catered for within the organisation of each class. The school will have a SEN teacher responsible for special needs and

a number of support staff, who will assist children with special needs in the classroom.

The Rainbow curriculum and pedagogy will by design meet the needs of all our pupils. Tracking and planning will use assessment data to ensure a good match between what is taught and the developmental stage of pupils. Under the guidance of SLT the staff in each Key Stage will plan learning objectives incorporating equality of access to all aspects of the curriculum. The work planned for pupils with special educational needs (SEN) will be informed by their individual education plans (IEPs).

SEN pupils will in general be taught with their peers, where their learning will be supplemented by targeted input based on the professional judgement of the SENCO, Headteacher and teachers in collaboration with parents and carers. This additional support will take place individually or in smaller groups. We will follow the Special Educational Needs Code of Practice and current best practice to ensure SEN provision meets the needs of any pupils with a diagnosed learning difficulty. A similar position will apply to gifted and talented pupils.

In this way Rainbow School will ensure that SEN children are nurtured within their peer groups in order to maintain self-esteem, and to avoid any stigma of being 'different'. Keeping confidence levels high is an important aspect of personal well-being and a necessary pre-requisite for pupils to take the risks associated with learning, and this will be respected by all staff working with SEN pupils. Our SEN policy will be founded on the principles of inclusion, where SEN children are nurtured and supported in all school activities.

Utilising the expertise of a SEN specialist (SENCO) we will look strategically at the needs of all pupils, including those in vulnerable groups, to clearly identify pupils' individual needs, and to meet those needs via provision which will be planned alongside tracking systems measuring pupil progress in order to enhance achievement and improve learning outcomes for pupils at all stages within our SEN register from School Action to a full statement.

The school will provide close liaison between support staff, the class teacher, parents and the children themselves to ensure that each child is fully extended and encouraged in their development. Every child is important to Rainbow Primary School and while the School has the highest expectations of every child and will give the support and challenge each one needs, it recognises that some of our children will come from disadvantaged backgrounds or, be in the care of the local authority (Looked After Children). Wherever necessary, the school will support and nurture these children, so they can be, 'the best they can be'.

Differentiation is key

Differentiation within curriculum planning will address the range of ability within the class. Occasionally, however, some children's needs, either generally throughout their work, or in a specific area, will be outside this spectrum. When a teacher has concerns about a child's progress in

curriculum work, or physical / social / emotional problems, or difficulties with behaviour, these will be discussed with the parents and a summary of concerns will be noted by the Special Educational Needs Co-ordinator. The action being taken to address the area of need will also be noted. Progress will be reviewed and hopefully the problem will be resolved. This process is now known as “School Action” and the school will keep confidential and accurate records of all children with these issues – and monitor on a regular basis the progress and support each child is receiving.

However, the School Action (SA) will apply when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. SA will include the involvement of support teams and the use of different learning materials and/or a different teaching strategy.

Where SA is slow to achieve gains in learning and progress remains below expectation, School Action plus (SA+) will operate and involve more detailed diagnostic interventions alongside the use of external specialist expertise working in unison with the SENCO and teaching teams.

If the difficulties persist, the school will approach the Local Authority to gain support from the professionals of the Special Support Services (SSS), who will come to school to advise staff, observe children working and assist with the drawing-up of Individual Education Plans (IEPs) to structure the child’s learning.

These advisors can include:

- Educational Psychologists
- Speech, Language and Communication Therapists
- Teachers specialising in Specific Learning Difficulties (including dyslexia)
- Specialist teachers of the hearing-impaired and physically disabled children.
- Behaviour Support Teachers
- Physiotherapy
- Social Services
- Occupational Health
- The Health Authority
- Education Welfare

When the school seeks such specialist advice from outside the school, it will include these children on the “School Action-Plus” register.

A few children will require even further support and their difficulties may require extra funding to be sought by the school from the Local Authority, which is aimed at enhancing the resourcing and / or staffing at the school or through the more lengthy process of acquiring a Statement of Special Educational Needs, which addresses the needs of the specific child.

Any child whose individual needs are being recorded will be entered on to the school’s Individual Needs Recording System Register and parents will be kept informed about any actions being taken. When difficulties are resolved,

children will be taken off the Register.

English as an Additional Language

Pupils with English as an additional language (EAL) will be supported by a combination of careful preparation where possible before the pupil arrive, sensitive diagnostic assessment when attending school, and tailored support in lessons. We recognise that EAL pupils have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning. EAL pupils will be integrated within lessons for most of the day, with extraction for support at times arranged by the SENCO. We will exploit best practice in terms of the 'Dual Iceberg Model' approach in which common features of the pupil's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English both as a language and as a vehicle for learning in other areas.

Emotional and Behavioural Difficulties

Learners with emotional and behavioural difficulties (EBD) will be supported by the SENCO and a Learning Mentors who will remain with them through a Key Stage, offering the security and comfort of continuity of contact. If and where necessary, external professional support will be sought and we will always work closely with parents and carers of SEN pupils including the possibility of a 'parent-in-classroom' where this would be beneficial and feasible following customary CRB checks and preparation.

Links with other schools and transfer arrangements

Where children transfer to other schools either at the end of Key Stage 2 or during the school year, Rainbow School will ensure that all SEN records will be sent to the new school and where possible either the Headteacher teacher, SENCO or class teacher will talk to a member of staff of the receiving school. Parents will always be welcome to make an appointment to discuss their child's progress.

Looking after children with disabilities

Rainbow School will be DDA compliant. Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing an appropriate accessibility plan and strategy.

The school will provide easy access for children with physical disabilities and provide disabled car parking spaces. Doorways throughout the school will be wide enough for the passage of wheelchairs. Ramps will be in place where necessary. There will also be disabled toilet facilities.

When a child with disabilities applies for admission to the school, we shall work closely with the Local Authority and Special Support Services to provide appropriate facilities, resources and personnel to help him / her to have equal access to the curriculum. The Governing Body will monitor the

implementation of the school's Inclusion and Special Needs Policies.

Children with disabilities and special educational needs will be treated on equal terms with other children except that specialist support may be required to cater for some disabilities. Liaison with the Local Authority will be required to ensure that the school could cope with any such needs. An accessibility plan will be drawn up as soon as premises are obtained.

Staff will use a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of each child. This will include using flexible grouping arrangements and, where necessary, ones where children with disabilities can work with their peers. Peer support will be encouraged, for example, by setting up buddying or mentoring arrangements.

All staff will be given the opportunity to attend relevant training courses as and when necessary to develop their skills in the teaching and support of disabled children. Good practice will be developed and shared with other schools and assemblies used each year to explore disability and access.

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

Success for Rainbow Primary school is through consistently achieving above the national targets in Key stage 1 and key stage 2 in English and maths, good levels of teaching and learning, a strong leadership team with high expectations, above average pupil attendance, good behaviour across school and high levels of enjoyment, a strong parent-school relationship through which parents express positive attitudes towards school and their child's experience and a well-managed school budget.

Success at Rainbow is when pupils are happy, motivated and engaged in all aspects of school life. It is when pupils at Rainbow make at least the progress expected of them in English and Maths, when pupils are actively involved in their own learning, understanding their individual goals and how to achieve them.

Rainbow Key Performance Indicators

At all times Rainbow School will maintain a position well above the DfE Floor Targets applicable at the time, in keeping with our ethos of high expectations in terms of progress and outstanding outcomes. Rainbow Key Performance Indicators (RKPI) will include the following measures.

The Rainbow Key Performance Indicators

Reception to Y6	
1.	Pupils' vocabulary including picture vocabulary
2.	Pupils' reading age including cf chronological age

3.	Pupils' spelling age including of chronological age
4.	Pupils' speaking and listening skills, as per guidelines in: 'Primary National Strategy Speaking, Listening, Learning: working with children in Key Stages 1 and 2 Handbook' (pages 31 – 34)
5.	Pupils' numeracy skills via standardised tests
6.	Subject performance including school tests & exams
7.	Pupils achieving L4 in teacher assessment or national tests at the end of KS2
8.	P Scales and associated P Levels for SEN pupils and FSP levels for R pupils
9.	Comparison with local and national benchmarks
10.	Performance of gifted and talented pupils via measures such as the TULIP model of independent learning skills at KS2
11.	Comparison of performance of deprived pupils (FSM) with national average
12.	Value added measures
13.	Participation rates in enrichment activities
14.	Pupil voice via e.g. circle time as appropriate for younger pupils

At Rainbow our expectations are higher than just achievement, its out develop the character of individuals to become beacons of individual excellence to achieve and extend their personal best, in a holistic sense including but going beyond academic subject performance. This will also include participation in extra-curricular activities and voluntary work. Other EKPIs may be adopted over time, and we will measure performance in all relevant ways including attendance and behaviour, where we aim for full attendance and zero exclusions as well as zero NEET in our target setting.

Attendance and Attainment Targets

SATs, KS2	Eng L4+ %	Eng L5 %	Maths L4+ %	Maths L5 %
England	80	32	79	34
Rainbow	90	40	85	40

Attendance	% Overall absence	% Unauthorised absence	% Persistent absence
England	5.4	0.7	1.8
Rainbow	5.0	0.3	1.5

School Wide Expectations

As the Rainbow Schools Trust will establish a multi school model, it will have executive officers that will hold the school to account through its monthly

scorecard which will review school attainment, attendance, behaviour, quality of teaching, safeguarding, leadership, stakeholder engagement, equality of opportunity and resourcing. The Trust's role is to provide strategic direction and challenge for the Rainbow Schools including the addition of further new School

On a day to day basis the executive officers will hold the Headteacher, senior leaders and the School to account for overall performance and levels of individual pupil achievement. The SLT will have responsibility for ensuring that Key Stage and subject performance is in keeping with expectation and school targets. Tutors and class teachers will keep track of individual pupil progress alongside subject teachers. Relevant pupil level data will be made available to teachers and school managers to ensure that progress of individual pupils and sub-groups of pupils can be measured accurately when required. In keeping with our aspirations and high expectations, we will set annual targets for both progress and attainment that will position the school well above DfE floor targets and above the LA average at the end of KS1 and KS 2. Our focus on the quality of teaching, rigorous monitoring and evaluation, timely intervention where required and the resulting increase in the proportion of outstanding lessons will ensure that targets are met and high standards of progress and attainment are maintained.

Rainbow school presently has adopted a rigorous monitoring, evaluation and intervention policy. Demanding annual targets will be set and progress towards these will be tracked by senior leaders using pupil level data for the performance of individual pupils, sub-groups of pupils, year groups, Key Stage and whole-school outcomes.

Rainbow's senior and middle leaders will set termly milestone targets to track progress towards annual targets in terms of year groups or Key Stages areas of responsibility. If a termly milestone target is missed, suggesting that an annual target may be at risk, an early intervention strategy will be formulated based on an assessment of the circumstances. We will devise new interventions and monitor them closer to ensure that the desired outcomes and improvements are achieved.

Within and beyond performance management arrangements, lesson observations will take place regularly against the new Ofsted framework and schedule. Work sampling of exercise books, folders and homework plus pupil shadowing and behaviour walks will add to the information available. Feedback to teachers will also take account of pupil voice – see following – and will set out what improvements are needed to deliver outstanding lessons, with continuous professional development (CPD) available to support improvements to the quality of teaching.

The Rainbow local school council will have oversight of monitoring in the school and will not provide a mere rubber stamping service but will hold the Headteacher and school to account for progress towards, and achievement of, demanding annual targets which reflect the aspirations and high expectations of the Rainbow School Trust.

All the Rainbow School Governing Body will be supported by governor training and the professional expertise of the executive officer and Headteacher, who will examine school performance data of all types as part of their evaluation role. When and where necessary they will take independent external advice on professional matters relating to school improvement, the performance of senior leaders, and quality of teaching in the classrooms.

Assessment is Instrumental

At Rainbow School we believe assessment is instrumental if we are to effectively support children and the use pupil level data to analytically track pupils' progress within the principles of Assessment for Learning (AfL). AfL principles require assessment to be a motivating process that is planned for, carried out in a sensitive and constructive manner, providing pupils with narrative feedback on how to improve as well as any scores or grades, supports capacity to self-assess, and encourages action planning on the basis of assessment. Teachers at Rainbow will continuously be supported by the senior leadership team in terms of best practice use of data.

As part of our culture AfL will take place constantly during day-to-day learning activities and indeed during learning. It will give pupils an active role in the assessment process as they work with the teacher to track what is being learned and to identify what the next steps should be..

For us assessment and testing is the norm, our approach will take away any of the stigma that may remain attached to assessment in the minds of pupils, resulting in more confident and motivated learners who will be equipped over time to learn independently and assess their progress against learning targets associated with the programme of study being followed.

We plan to work closely with primary partner schools to garner pupils' attainment on entry that will be used by the senior leadership team (SLT) and teachers to inform personal learning plans and lesson preparation, and to frame high expectation targets based on CAT scores. In order to identify underperforming individuals and sub-groups of pupils at an early stage, frequent formative assessment using the principles of Assessment for Learning will take place with a comparison of outcomes against high expectation targets, in order to provide any necessary support as quickly and effectively as possible. Summative assessment will match the nature and requirement of courses undertaken by pupils and will be benchmarked internally, regionally and nationally in pursuit of personal best performance for pupils and in fostering a climate of continuous improvement in whole-school performance. However, our benchmark and standard will always remain the national, to ensure we accept nothing less from ourselves or our pupils.

Raw information and data on pupils will be analysed by SLT and disseminated to teachers in a user friendly form in order to assist with planning. Teachers will be able to access information and data via a secure

area of the school's website accessible only to teachers. Online applications will be available for the school to use in manipulating data for use by teachers and authorised outside agencies. Pupils will build up an ePortfolio including work samples, self-assessment, moderated work and their own action planning together with target grades and equivalent.

At Rainbow to ensure accuracy of assessment we will use a wide range of soft data, metadata and hard data to track progress exploiting best practice approaches to tracking including via MIS as outlined in the review publication "Management Information Systems (MIS) and Pupil Tracking: Users' Guidance: Using MIS to Support Pupil Attainment Tracking " from National Strategies. By way of illustration, pupils will be tested for Reading Comprehension at the start of the school year. Similarly, spelling ability will be measured and tracked at the start of the school year. These results, alongside NC test results and teachers' formative assessment, will inform planning and will facilitate the setting of differentiated tasks.

Particular attention will be given to vulnerable pupils and those from deprived backgrounds, not only directly but also via family learning initiatives and links with wider children's services where applicable.

Reporting to parents and carers will take place online in real time, supported by half termly written communications and regularly scheduled parent-teacher consultation events. In terms of individual pupils and their progress, where this is giving cause for celebration or concern parents will be contacted with a view to reaffirming and maintaining good progress and devising the most effective early intervention strategy (EIS) for pupils who are falling behind.

To measure success a Rainbow would use its own self-evaluation system that allows it to track performance against its own definition of success that is linked to the Rainbow's particular vision. The Rainbow self-evaluation system will identify, monitor and evaluate those indicators that will ultimately impact on our pupils' outcomes; our school will determine what these are and how they relate to each other. For example, the links between leadership, teaching, the curriculum, assessment, pupils' attendance, behaviour and attitudes to learning, parental involvement, the effective use of resources and ultimately, how these impact on pupils' progress.

As well as:

- Termly monitoring of teaching & learning through observation, planning and book sampling
- Monitoring of behaviour, homework, punctuality, uniform
- Termly pupil progress meetings and setting of targets
- Daily dialogue with parents and the parent's forum
- The Rainbow reward scheme
- Celebration assembly & special lunch
- Attendance certificates and rewards

Rigorous Assessment

Rigorous assessment based on testing and teaching assessments will enable teachers to understand their children's next steps in learning as they pass

through the school. The monitoring of writing from Year 1 will be enhanced further with half termly levelled writing and standardised reading tests will be taken each year. Children will be taught to read by gaining a secure grasp of phonics and learning a range of other strategies, including contextual clues and developing comprehension skills. It will also be important to provide opportunities to enhance the speaking and listening of the children, making them more confident young people. Numeracy key objectives will be assessed on a half termly basis. Optional SATs will be taken in both English and Mathematics during May in Years 3 to 5.

Results obtained in standardised tests as well as teacher assessments results will be added to the school tracking system, which will be monitored by the Headteacher and the Assessment Manager.

Actions to raise attainment:

Half termly pupil progress meetings between the class teacher and the Head to consider individual pupil progress and plan strategies to address gaps in learning and set targets.

We will establish Interventions groups for Reading & Phonic skills Maths Makes Sense scheme for straight year group teaching alongside differentiated support for SEN pupils. One to One tuition for identified pupils in year 1 in phonics and reading skills, three sessions per week. Philosophy for Children (P4C) sessions for More Able & Talented pupils, once weekly.

Assessment for Learning

- Cascade current strategies used by Rainbow staff
- Peer mentoring in the Maths Makes Sense & Read Write Inc. Phonics programmes, using both peer group teaching/modelling and assessment.
- Peer assessment and feedback
- Questioning – directed and open, using higher order thinking skills
- Pupil self-assessment, thumbs up, thumbs down etc...

Quality Teaching & Learning and Performance Management

At Rainbow we have an open door policy in everything we do as such teachers can expect to see colleagues visiting their teaching area(s) regularly, for a variety of purposes including but going beyond performance management which will take place according to our policy agreed by governors. Following informal observations involving a line manager, developmental feedback will be given to the teacher, not to the Headteacher or SLT.

Throughout the year there will be a rolling programme of lesson observations of all staff by members of the SLT from which feedback will include a pedagogical analysis and related action points giving the teacher specific areas on which to work. We at Rainbow expect nothing less than good and aim for outstanding teaching. The Headteacher may visit the lessons of other SLT members and equally SLT members may visit any lessons taught by the Headteacher.

We at Rainbow foster a culture of excellence, hence random 'learning and behaviour walks' will be carried out by SLT members to pick up good practice and areas in need of development. We want the most important evaluation to be by the teacher and see self-evaluation as a key element of professional development. Within this culture we will encourage staff to share good practice and learn from each other's strengths.

At Rainbow School we believe in supporting our staff above and beyond the necessary, with that in mind a programme of continuing professional development will be arranged for teaching and support staff. This will be run alongside and in keeping with the performance management policy agreed by governors. All team members will be encouraged and supported in developing innovative best practice pedagogy that will secure effective learning, particularly in the specialism team which will be a centre of curriculum excellence for Rainbow School. This best practice will be disseminated within the school as part of our continuous improvement best practices, and beyond the school to benefit our partners. We will at all times adopt a confident, outward facing stance and remain open to new ideas and innovative practice that will improve teaching and learning across the school.

The termly programme of monitoring for teaching staff will include:

- Lesson observation (one full lesson)
- Planning scrutiny
- Work sampling
- An observation of a literacy lesson, one hour in duration, carried out using an observation proforma. The head teacher to lead the post observation discussion to decide on strengths and areas for development.
- Peer observation to be established. As new schemes are embedded, Maths Coordinator to act as a 'critical friend' and observe teaching staff and support staff and vice versa.
- Termly observations of support staff, alongside termly review meetings for temporary staff
- The collection of planning files undertaken, clear objectives set for improvement
- The collection of Maths & literacy books (Year 1/2) for scrutiny completed/pupil profiles (Reception Class) Clear targets set for scrutiny
- Feedback sheets available for governors to view

Assessing, Tracking, Recording & Reporting on Pupil Progress

Teachers to assess pupil progress with reading and phonic ability through the Read Write Inc. scheme assessment documents, carried out individually to indicate phonetic knowledge and hence allow for ability grouping for delivery of the programme. Also through listening to pupils read during guided reading using the NC attainment targets. Year 2 will also be involved in attempting a selection of appropriate SATs question.

* Using the Salford Reading Test for use with SEN pupils

Writing

Through pupils producing an unsupported piece of writing at the end of each unit of work for in depth marking using NC and a complete Moderators file containing pre-moderated samples of work from 'P' numbers to level 5. Year 2 will also be involved in attempting a selection of appropriate SATs question, Spring Term onwards. The use of APP for writing to be commenced in Spring. Reception pupils to be observed daily, evidence is compiled within their individual profiles through photographs, pieces of work and written observations and progress measured through the completion of the Early Learning Goals which identifies gaps in learning as with APP

Maths

Through formative and summative, end of unit assessment linked to Maths Makes Sense Scheme. Reception pupils through the Early Learning Goals. Year 2 will also be involved in attempting a selection of appropriate SATs question, Spring Term onwards. The use of APP for Maths to be introduced Spring Term onwards for classes and intervention groups

* Using the Rising Stars assessment booklet to consolidate summative assessment (Year 1 & 2)

Science

End of unit assessments carried out every half term, Years 1 & 2 on knowledge & understanding alongside a skills ladder completed per pupil on their skills progression

Tracking

Tracking grids that clearly depict individual progress, from baseline to end of term results are to be in operation. These are compiled and are colour coded to show pupils on track or otherwise. These form the basis for discussion in pupil progress meetings.

The Early Years Tracker is to be used by reception class teachers to enter on-going progress data using the early learning goal statements

The SIMs system will be used for baseline assessments and end of term assessments.

Recording

The reception class teacher records each progress step onto the Early Years Tracker. Year 1/2 teacher records on going progress on APP grids for maths, within guided reading file for reading and in pupil books for writing through in depth marking and levelling of work.

Reporting

Reporting to parents will take place half termly in the form of a 'Report Card' which details each pupil's level on entry, their target, their progress to date, a general comment and any areas for concern for Reading, Writing and Maths.

Termly meetings for parents of pupils on the SEN register will discuss each pupil's Individual Educational Learning Plan, following initial discussions during parent's evening.

Parent's Evening to be held termly as a formal 'face-to-face' meeting on pupil progress. Informal meetings happen daily between staff and parents. A full yearly report to parents will be compiled and sent out in May/June

The introduction of 'Building Learning Power' is a model of learning that we that builds pupil's own learning skills – resourcefulness, resilience, reciprocity, reflectiveness. This very much fits with the Rainbow model of character traits.

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

Compliance with the Admissions Code

Our present admissions policy which has been approved will be applied to our Rainbow Nottingham school. This compliant with the Admissions Code and participation in the co-ordinated admissions arrangements operated by the local LA.

Our admissions criteria, has been developed with the following aims:

- To maximise the opportunity for children to have access to the school, regardless of their ethnicity, social background or faith
- To address the lack of primary school places within Nottingham
- To give opportunity for children to have access to the school from as wide a catchment area as is feasible (accounting for travelling)

Oversubscription criteria

Where the number of applications for admission is greater than the published admission number and after the admission of pupils with Statements of Special Educational Needs where the School is named in the Statement, applications for Reception will be considered against the criteria set out below, in priority order:

1. Children who are looked after by a local authority.
2. Children who, on the date of admission, will have a sibling in years R-6 of the School. If the school is oversubscribed once this criterion is applied the following tie-breaks will apply to this criterion in order:
 - a. children of multiple births (twins, triplets etc.) will have priority; then if necessary:
 - b. random allocation (by drawing of lots by a person independent of the School) will decide who is admitted.

Note - The definition of a sibling includes brothers, sisters, step-brothers, step-sisters, half-brothers, half-sisters and adopted brothers and sisters living at the same permanent address.

3. Places will then be allocated in the following order:
 - a. 70% of remaining places to pupils living within the defined inner catchment area (see map of defined inner catchment area – within a 4 mile radius of the School) by random

allocation (drawing of lots by a person independent of the School); and

- b. 30% of remaining places to pupils living within the defined outer catchment area (see map of defined outer catchment area), by random allocation (drawing of lots by a person independent of the School).

Note - In the event of there being insufficient numbers to fill the percentage allocation of either catchment area, then the shortfall will be made up by offering an equivalent number of places to the other catchment area.

4. Any remaining places will be allocated to children on the basis of proximity to the School using a straight line measurement from the main entrance of the School to the main entrance of the child's home.

Operation of waiting lists

Subject to any provisions regarding waiting lists in the LA's co-ordinated admission scheme, the School will operate a waiting list. Where in any year the School receives more applications for places than there are places available, a waiting list will operate until the end of the academic year. The list will be maintained by the School and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

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

Note - If false or misleading information is used to gain entry to the School, the application will be reconsidered and the correct level of priority given which may result in the offer of a place being withdrawn.

Any child refused admission has a right of appeal to an independent appeal panel.

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

At Rainbow School the promotion of 100% outstanding behaviour will be visible through high quality pupil responses, positive relationships and positive attitudes to learning, will be at the core of our success to behaviour management. By stressing the positive through recognising and rewarding good behaviour, including our focus on character building and taking individual responsibility, we will shift the emphasis from consequences for bad behaviour to a position where good behaviour is expected and is the norm. We will adopt a strategy of 'when you do good, good things happen to you' as

it is important to create a positive, encouraging environment where good behaviour is identified and celebrated.

The Rainbow School approach will nurture and develop confident, caring and collaborative pupils of the school and wider community who are well qualified and equipped with the necessary qualities and attributes to make their mark as future leaders of society. We will promote a calm and caring climate for learning in which pupils can develop their self-esteem and concentrate on achieving excellence.

Engaging with multi-agency support

The inclusion of our vulnerable children, be they special needs, or Looked After Children, or children with other medical or psychological needs, each will be secured through close adherence to safeguarding requirements, our detailed knowledge of individual children and implementation of the formal child safety and welfare procedures. Liaison with other children's services professionals will take place in order to offer the most appropriate support to at-risk children in any category and so allow them to reach their full potential in a safe environment.

Rainbow Primary School will implement best practice in tracking and monitoring child progress. Children will be tracked on their progress from entry in order to identify underperforming individuals and sub-groups at an early stage. Necessary support will be given as quickly and effectively as possible. Particular attention will be given to vulnerable pupils, not only directly with the pupils but also via family learning initiatives and links with wider children's services.

Extended school provision will reflect the fact that Rainbow Primary School and families cannot work in isolation when helping children to achieve their full potential. By working in partnership with other agencies that support outcomes and better life chances for pupils, we will seek to become the hub of wraparound services in the area.

The School will be part of a team that will include statutory agencies such as Primary Health Care, GPs, Safer Community Services, and Social Care Services and will seek to form partnerships with neighbouring primary schools and local secondary schools.

Pupil Voice

Rainbow School values the contributions of all its pupils, with that in mind we will develop a pupil voice which will involve providing pupils with a structured opportunity to provide feedback and giving pupils a material role in decisions that affect them, a stepping stone along the path to pupil leadership. At Rainbow we will take a pragmatic approach with pupil voice in terms of a commitment to pupils' continued participation in decisions that affect them; provision of support for pupils as they participate in this process by creating a climate for them to be heard; and by ensuring pupils are well informed.

Rainbow School will maintain a commitment to equality of opportunity for all

children, keeping under continual review the nature and extent pupils' participation to ensure that the rationale and methods used remain relevant and effective. This will include review of pupils' personal development, progress towards target levels and grades, and participation in enrichment activities on the part of individual pupils and subgroups such as boys and girls, and pupils with English as an additional Language (EAL).

Through this approach, we will foster pupils' contributions to school evaluation and development, resulting in improved behaviour, positive engagement with wider partners, and raised levels of attainment.

Pupil Mentors

Pupil mentors will add to the quality of experience of others by helping them to enjoy and achieve, thus extending their own accomplishment. Approaches will involve older pupils taking responsibility for their younger peers from entry onwards as a responsible point of contact in the pupil body alongside a known adult point of contact. Relationships between pupils themselves as well as between pupils and staff will benefit from such roles, which will also feature in our anti-bullying, anti-cyber bullying, and pupil induction strategies. Pupil mentors will include pupils with particular academic strengths and performance talent.

This will also include responsibility for meeting and greeting invited guests and other visitors, welcoming them to the school and accompanying them on tours of the site including visiting lessons where arrangements have been made for this. In addition this team will operate to support in-school events such as concerts, productions and fetes.

Pastoral Care

At Rainbow the pastoral care framework for pupils will have representation in SLT and operate via class teachers and support, supported by SLT in order to secure well-being and progress for all. In particular, our pastoral framework will:

- provide personal and spiritual support appropriate to the needs of each pupil including 1:1 time with a teacher or tutor every week
- provide mentoring support for pupils' progress and attainment, specific to the needs of every pupil
- provide support to assist every pupil to make the transition from school to employment or further education & training, including support with careers education
- provide personal and social education appropriate to the needs of each pupil including health, safety and other personal welfare matters.
- support the school's positive school ethos, including aims, rules, values, attendance, punctuality and homework, behaviour (conflict/anger management), safeguarding, anti-bullying, and health and safety issues.
- involve and include support provision for parents, families and the wider community

In this way we will secure our aim to develop well qualified and confident individuals who are fully equipped for the opportunities, responsibilities and experiences they will face when taking their place in an increasingly global society. The careers and related guidance will form part of our comprehensive approach to the advice, information and guidance available regarding key transitions, which will be available not only from staff but also pupil leaders throughout a young person's time at Rainbow School. The school leader responsible for pastoral care will be qualified to at least Level 2 in Specified Counselling through the Association of Specified Counsellors, a recognised qualification.

School Exclusions

At Rainbow School exclusion of any type is a last resort, and our aim would be to have a zero exclusion outcome. However, should this sanction be required, it will only be managed by the Headteacher (or the Deputy Headteacher in their absence) and any decision to exclude a pupil will not be taken lightly - staff will work with the pupil and his or her parents/carers to resolve relevant issues before they reach a level at which exclusion may be considered. In such circumstances the school will have due regard for DfE guidance on exclusion and appeals, conforming to statutory requirements and best practice expectations as set out in our policy.

Attendance

At Rainbow School we will foster a fair lose relationship with pupils and their parents or carers to ensure attendance is maximised, and unauthorised absences are rare occurrences. In addition to an approach which will include first-day calls or text messages to parents and carers on the occasion of a pupil absence, we will use data including relevant MIS applications to track attendance in order to ensure school leaders and staff are fully informed and able to respond as required, including to any instances of internal truancy where a pupil is registered as being in school but may be skipping lessons. The school will also exploit appropriate access for, and communication with, parents and carers via the school's website VLE.

Attendance Targets	Overall absence %	Unauthorised absence %	Persistent absence %
England	5.4	0.7	1.8
Rainbow	5	0.3	1.5

Accountability will be visible through a designated, named child protection role which will be an SLT level post with overall pastoral responsibility. This role will include a focus on inclusion, parental and carer engagement, and attendance. We recognise and value the pivotal role that parents and carers play in their children's education and will work closely with them.

Discipline

Within the classroom, an established sound caring relationship between teacher and children will be the prime consideration and this will ensure a

minimum of discipline problems. The three school rules of: work hard; be kind; be safe will be displayed in all classrooms.

The school code of conduct will require children to:

- Be kind, helpful, polite, friendly and caring to each other;
- Develop consideration and respect for others;
- Encourage respect and care for the school and the wider community;
- Try to achieve a sense of community.

Parental Engagement

A Commitment to Excellence Agreement will be sent home annually informing parents and children of acceptable behaviour and the school's code of conduct regarding discipline. All parents, their child (where possible), the class teacher and the Headteacher will sign an individual agreement. This contract will help to improve behaviour both in and out of the classroom and will encourage home and school to work together for benefit of every child.

Rainbow Primary School will pursue a policy of positive behaviour and a range of rewards and sanctions will be clearly displayed. The emphasis will always be to celebrate success and positive behaviour.

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The School's behaviour policy will therefore not only specify what sanctions are available to staff, but also how positive behaviour will be reinforced through praise and rewards.

Praising

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. A more formal system of credits, merits and prizes will be used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour. Rewards might include, for example:

- 'Congratulations' and 'good news' postcards home
- Personalised letters to parents
- Certificates which recognise positive contributions to the school community
- Celebration assemblies involving parents
- Special privileges
- Prizes or, in the case of younger children, gold stars

Rainbow School will use a wide range of activities to celebrate progress and success. At all times the school will seek to promote success and positive behaviour over failure. Positive measures will be in place to reinforce effort, punctuality, good work, and good behaviour.

Praise and rewards will be given to an individual pupil, whole class or year group. The school will need to strike the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Good pupil behaviour will be

celebrated outside of school. There will also be help in ensuring that some pupils who do not usually receive praise in school are singled out for recognition.

Character Week

We will be organising a Character Week every year celebrating key characters within British History as well as internationally to learn from their achievements, experiences, attributes and contributions they have made. Focusing on how we can learn from and apply this to develop children of good character for a just and compassionate society. We will invite key note speakers, deliver workshops, and have inspirational awards for children who achieve; making the whole week an exciting school experience for children, teachers, parents and the wider community. Children will think about their own futures and decide on goals for the following year.

Rainbow Reward Pounds

The primary system of formally rewarding children at Rainbow Primary School is the Rainbow Pounds system. The Rainbow Pounds system is a school-wide positive reinforcement management system intended to empower children to make good choices every moment of everyday so that they will inherently and experientially learn that when you do good things, good things happen. The Rainbow Pounds system also is intended to reinforce our expectations and promote the internalization of our school values and culture.

What the Rainbow Pounds actually represent?

Rainbow pounds have been devised to reward children to excel both academically and in good character. Every term we plan a fun, educational, and life-transforming field lessons for children. For example, trips to museums, parks, ice skating rinks, castles, the countryside, etc. All children at Rainbow Primary School who earn enough Rainbow Reward Pounds will be eligible for a Free trip that term.

Rewards

Examples include:

Rainbow pounds: Pupils will have the opportunity to earn up to £5 in "Rainbow pounds" per day or £25/week. At the end of each month, pupils will have the opportunity to buy school supplies and books from the Rainbow Pounds Store.

On Time: £1

Homework complete: £1

Good behaviour: £1

Uniform: £1

All four of the above: £1 bonus

Consequences

The purpose of consequences is to teach children to take responsibility for their actions and to make better choices in the future, rather than purely to punish. Therefore, to the greatest extent possible, we impose consequences that serve as logical consequences for the Rainbow Stars' misbehaviour.

Shine Station Overview

At Rainbow, children who fail to meet our expectations for behaviour and homework completion are required to spend time in the "Shine Station." We call this consequence the Shine station because it is the place for Rainbow Stars who have allowed their Shine to go out, and who must therefore spend some time focusing on their Shine and making sure it glows strongly within them. Rainbow sets the Rainbow Stars up for true success. Every child is capable of making the necessary choices to avoid the Shine Station. The Shine Station is not linked to years; it is directly linked to demonstration of the four core values and the level of effort the child chooses to make. The ability to contact a teacher at any time greatly helps to ensure that the children can always demonstrate a high level of effort.

What it Means to be in the Shine Station

All children are required to wear the Rainbow uniform at all times whether they are in or out of the Shine Station. Teachers can easily identify children that are in the Shine Station by their nametag which states their academic and/or character goal for the week. All children in the Shine Station will be required to attend Wednesday detention from 4pm to 5pm.

The child will be required to make-up all missing homework from the previous week. In addition, the child will be required to eat silent lunch in the designated area of the dining hall each day. Children do not participate in any fun/recreational activities, including recess, assemblies, athletic events, and field lessons.

How a Rainbow Star earns his/her way out of the Shine Station

In order to leave the Shine station and re-enter the classroom community, a child must work hard to earn his/her way out by completing homework and maintaining good behaviour. For each week that a child earns too many reward deductions, the child must earn an additional two clean days. A clean day is defined as any day that the child has not earned deductions. The clean days do not have to be consecutive. If a Shine Station child has earned all of his/her clean days and turned in all of his/her missing homework assignments, the teacher will verify that all of the criteria has been met by the child. The teacher and/or the year level chair are solely responsible for clearing a child out of the Shine Station.

Pupil of the week

Each class will record pupil's merits. Children with the most merits will be called up at the Achievement assembly and presented with a certificate.

Rainbow All-stars

All children who score highly on class merit charts will have their names published in the Rainbow Family Newsletter and receive a gold star or another form of positive reinforcement in the classroom.

Rainbow most improved

Each term, our teachers will select one pupil who has shown the most improvement; this child's name will be displayed in the Rainbow Family

Newsletter.

When positive behaviour strategies fail, it is important to have in place a number of support strategies to address the needs of children / situations. If a child does not respond to the support strategies, a range of sanctions need to be in place. These sanctions will be progressive and will be clearly and consistently applied. The strategies and sanctions will be included in the School's behaviour policy, which will be agreed by the Headteacher, staff and Governors.

If there is a need to exclude a child from lessons, the child shall be taken out of class and educated in a designated area, supported by a member of staff. The school will exclude children from the premises only in extreme circumstances.

Permanent exclusion will only be used as a last resort if all the other strategies have failed or because of the extreme nature of the case. The Chair of the Governing Body and the Headteacher must agree a course of action before informing the Local Authority. The Governing Body will set up an appeals panel of three Governors to hear appeals.

Every home will be sent a copy of the school's behaviour policy, a copy of which will also be available to read on request, from the School Office.

Teaching Rules, Expectations, Culture and Values

Rainbow Primary will use the Stop and Think! Social skills programme to teach the skills of listening, following directions, asking for help, ignoring distractions, accepting consequences, apologising, dealing with teasing, handling peer pressure, and how to set goals.

School Rules

1. Work hard.
2. Be kind.
3. Be safe.

Behaviour Management System: Every Rainbow classroom will use a consistent behavioural colour chart system in conjunction with the Stop and Think! The behaviour management system will appear as follows:

Model citizen!

Good job: Keep it up!

Warning: Turn it around.

X: Make better choices.

XX: You can do better.

Classroom Culture Expectations: During professional development, teachers will meet both as a group and as lead and co-teacher pairs to construct a vision of classroom culture. Teachers will discuss in detail what 100% means, what quiet looks like, how lines will proceed into the halls, and what level of whisper voice is acceptable. Time spent on this norming

procedure will prove invaluable in Rainbow's effort to achieve "one band, one sound" amongst the myriad of adults helping to shape Rainbow school culture.

Daily Communication Log: The Daily Communication Log serves as a means of communicating the child's behaviour for the day, lateness, whether or not his/her homework and reading log were complete, and notes/communication for families. The log will also include the colour on which the child ended the day and any merits (Rainbow Pounds) s/he has earned.

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

Engaging with parents and the local community

Rainbow Primary School will be at the centre of community life, contributing to community cohesion. This links to our second specialism of Community Cohesion and the school will want to strongly support its parents and families in providing the relevant information, guidance and skills they need, to ensure their child receives their support at home. To support working parents, the school will offer before and after school care, with parental financial support.

Rainbow Primary School will forge strong and collaborative relationships with every parent/carer, to ensure they are fully aware of their child's progress and have the necessary skills and information to support their child's learning. Each year, a Commitment to Excellence Agreement will be signed by the Headteacher, the class teacher, parents and where appropriate, the child. Close contact will be maintained with parents through a range of media, including phone conversations, home visits, letters/newsletters and termly parent-teacher consultations. At the end of the school year an annual report will be sent home. It is also expected that parents will support the school's Homework Policy and encourage learning at home.

Parent University (PU)

The Rainbow Parent University meets once per month to discuss activities to support the school's efforts. Parents are highly encouraged to get involved in the life of the school by attending PU meetings as often as possible. In addition, the PU coordinates Parent University workshops. These workshops are designed to provide parents with useful information to support their Rainbow Children with practical tips and ideas for the next term.

School Council Meetings

The school councilors of Rainbow Primary School meet bi-monthly throughout the year. The meetings are open to the public, and all Rainbow Primary School parents/guardians are invited to attend whenever they so desire. An agenda will be posted in the main office, one week before each meeting. Public comments take place 30 minutes before the general meeting starts. Any member of the Team and Family may sign up to make public comments.

Parent Orientation Sessions

One innovation Rainbow School will introduce is around parental orientation sessions. Before the start of each term, we will cordially invite our parents, perhaps one year group at a time to meet with our staff, who will give parents simple but highly effective advice and practical tips on how they can support their child with learning, particularly around literacy and numeracy. We will look to establish a series of courses looking at best practice around literacy and numeracy e.g. Synthetic Phonics. In addition, we will seek to run courses in mathematics and IT, so that parents can support older children at Key Stage 2. The IT classes are particularly important as some parents and carers may lack the skills to fully access the school's website and we will help them to become proficient in this area.

We want parents to use our school building, which will be available for letting to community groups throughout the week. Rainbow Primary School will offer and organise a range of courses which it will publicise and warmly welcome the local community to participate in. Rainbow Primary School will use the expertise of its Rainbow Schools organisation, ATL to prepare and present these courses. Examples of courses include: Adult education classes in English as a Second Language (ESOL), ICT, and Childcare. Rainbow Primary School will seek to work with other local partners to deliver local solutions, which meet local needs.

At Rainbow Primary School we recognise the importance of working with other community groups to present a co-ordinated programme of activities and support to our parents and the wider community. Rainbow Primary School will actively set out to work with other local, regional agencies and national initiatives. The school plans to successfully integrate provision and support in a cohesive service for all the community.

The Rainbow School plans to appoint (budget allowed) a Community Outreach Worker/ Social Inclusion Manager who work together to develop and coordinate their work. Below is a list of groups and programmes we aim to support in our school:

- Parent and Toddler group, to support parents with younger children, encouraging them to join the life of our school.
- Business Links and Language Schools
- Work closely with other schools on curriculum development and leadership development
- 'On Track' — working with families to prevent children turning to crime;
- Family Service Unit — supporting families with difficulties/problems;
- Extended Schools Programme — nine schools in the area make up this consortium and we will take part in activities whenever possible.

The Rainbow Community Academy

The Rainbow School will actively set out to work with other local, regional agencies and national initiatives. The Rainbow Community Academy plans to successfully integrate provision and support into an inclusive range of services for all the community.

Rainbow School will open its doors to the wider community allowing its facilities to be used for sporting, cultural, and other events, and use of the academy hall for their activities.

The Rainbow Community Academy will host classes ranging from nursery, ESOL to adult education.

More broadly, we see our community engagement work in four main areas:

1. Family Learning & Adult Education

- a. Parent Partnership eg. sharing reading, book loans
- b. Parents as Educators in literacy, numeracy, ICT and mental mathematics
- c. Family Learning Classes eg. face painting / broadcasting
- d. Positive Parenting Support, Lads 'n Dads courses
- e. First Aid courses

2. Family & Community Support

Drop-in sessions, Crèche Facilities, IT Drop in sessions, Health & Lifestyle assessments for school & community

3. Child Care & Social Support, Extended School and Holiday Provision

4. Clubs: For Example,

- a. Sport: Judo, Gym, A Range of 'Top Sports' clubs including: Community Sports
- b. After School Clubs: ICT, Homework, Drama,
- c. Structured Lunchtime Play,
- d. Residential Holiday clubs,

Rainbow Connections Newsletter

The school sends home a monthly newsletter, Connections for parents and community members. The purpose of the newsletter is to inform community members about policy changes, upcoming events, special programs, get parent volunteers and other important announcements. We ask all parents to ask their children for connections and to read it carefully. You will also receive an electronic copy via email.

Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

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

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	25	51		204	50	76		152
Year 1	25	64		256	50	86		172
Year 2					25	25		100
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.

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

We are currently undertaking an extensive publicity campaign through our local steering group (refer to profiles) and hope to build a school based on diversity and equality. This is a successful model which has been replicated through our first free school in Bradford. At our most recent consultation events a number of prospective parents were in attendance. We have clear evidence of demand meeting DfE criteria for the first two years and indeed we confidently expect to be over-subscribed.

Our events have targeted residents of all social backgrounds, however in particular those of the immediate surrounding areas of lower socio-economic status. The school is to be based within this vicinity, and therefore particularly appeals to parents of this area.

An extensive amount of work has been carried out with over 900 emails sent out to key stakeholders across the district including councillors, PCT, NHS, Third Sector, Schools, Faith groups, Nurseries, Medical centres, Parents Forums, Parents, Businesses, MP's, Councillors, Council Officers etc.

This was supported through a Leaflets distribution campaign with over 1000 leaflets and 50 posters distributed across the District promoting Rainbow Primary School.

We also used texting as a way to reach out to stakeholders which proved a very effective means to engage parents in particular and with over 300 text messages being circulated.

We have also carried out a series of extensive informal consultations, with parents, teachers, local groups, community centres, faith groups, local networks, etc, which have all been extremely positive with a resounding yes for a Rainbow Free School.

There were many questions and discussions within the consultations; however there was overwhelming consensus that Rainbow Primary School would be a good positive thing for the district to raise standards and aspiration of children.

Stakeholders will continue to be consulted as the project moves forward, both

formally and informally to ensure stakeholder engagement and support. Rainbow Primary Schools believes that the overwhelming support it has at present from parents and the community clearly demonstrates a need for a Rainbow Primary School as evidenced from the success of the consultation.

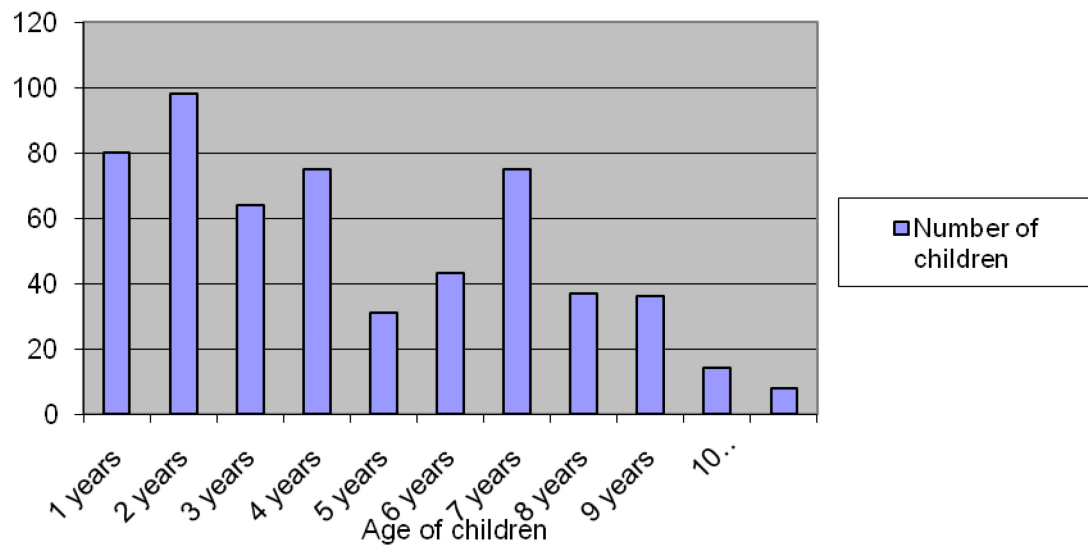
The Rainbow Website has been a resounding success with over 1750 hits in the last two months; it is also on facebook, twitter, flicker, linkedin, dig and youtube in attempt to diversify our means of engage a range of our stakeholders across the district.

Through on-going contact with these families and continued publicity and awareness raising we hope to translate these numbers into confirmed places and increase them even more.

The questions below were asked of potential parents of Rainbow School: -

1. Do you currently have a child that attends a local school?
2. Would you be interested in sending your child to a new Rainbow local school?
 - a. Yes, definitely!
 - b. Maybe, I would need more information.
 - c. No. I'm satisfied with our local education provision.
3. How many children do you have and what are their ages?
4. What is your address?
5. Would you like to be updated on our progress?
 - a. Name:
 - b. Email address:
 - c. Postal address:
 - d. Telephone number:
6. Additional Comments

The table below outlines the demand figures as of (date). These figures are verifiable from paper and on-line forms completed by prospective parents and the numbers show demand of much more than the minimum requirement.

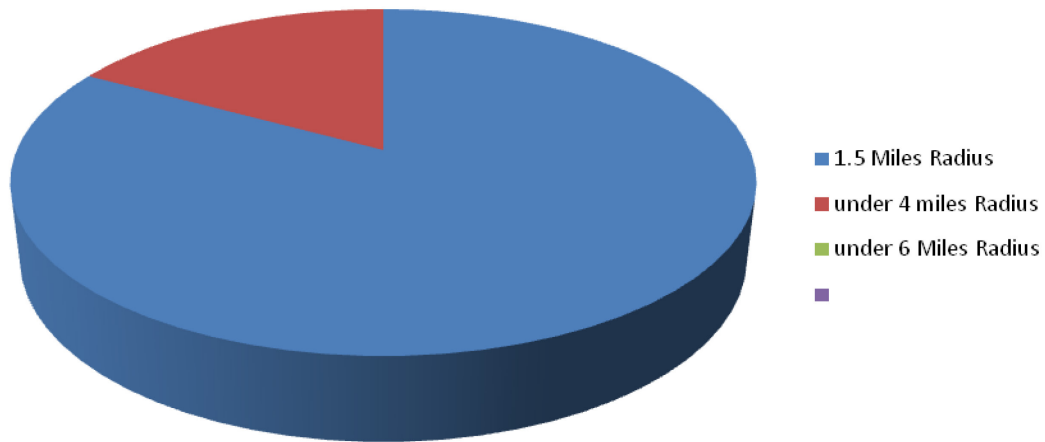


Age	Number of children
1 years	80
2 years	98
3 years	64
4 years	75
5 years	31
6 years	43
7 years	75
8 years	37
9 years	36
10 years	14
11 years	8
TOTAL	561

As a result of publicity and awareness raising, we currently have **561** children's names registered, of which **277** would potentially be the right age for September 2013 and 2014.

Chart showing spread by postcode location

Proportion of parents expressing interest in Rainbow Primary School by postcode



1.5 Miles Radius	83%
under 4 miles Radius	17%
under 6 Miles Radius	0%

Rainbow Primary School has aspirations to attract pupils from all over Nottingham and the surrounding area. This is reflected through our inclusive admission policy (of an inner school catchment area of 4 miles and an outer catchment area of 6 miles) to ensure that we can attract a very inclusive community that reflects the city of Nottingham. The local steering group (which will be formed into the local school council) has engaged numerous stakeholders.

Deprivation

Nottingham has seen a modest improvement in deprivation compared with other towns and cities. In 2004, it was ranked seventh most deprived in the country. In 2007, it had moved to 12th. Aspley ward has some of the most deprived streets in Britain. It is ranked 907th most deprived out of 32,482 – in the worst three per cent. Unemployment is still comparatively high.

The steering group has organised a number of events in order to discuss and promote the proposed Free School. The requirement to make the school known and attractive to pupils from deprived or disadvantaged families has begun and will be fulfilled through a series of community outreach events.

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

Sustainable Pupil Demand Objectives

Rainbow Primary School will be completely inclusive and open to all community that uses the school and is keen to share resources and create relationships with local stakeholders. The school intends to be at the centre of community life, creating community inclusion and cohesion. Therefore, an extensive range of stakeholders have received publicity material and had the opportunity to attend consultation events.

Our schools pupil priorities are:

1. Secure places for Reception

- Prepare new leaflets containing text and images from Rainbow Primary school and pupils. Distribute 8000 leaflets in promoting enrolment to Rainbow and the Open Day Sessions
 - Establish a list of feeder nurseries and play groups. Establish relationships with leaders/Headteachers through visits to nurseries to secure distribution of leaflets to their parents. Discuss possibilities of attending, parent's meetings, coffee mornings etc.
 - Run open day(s) at the new school during, giving tour, information, food tasting & support in completing admission forms on the day.
 - Target free standing nurseries, local and extended area of homes and shops, faith institutions, community centres and libraries promoting Rainbow Primary through posters and leaflets
 - Set up an advertisement on facebook targeting parents with primary school children
 - Place new banners outside the school area increasing visibility and advertising the new year enrolment
 - Email from the list to all our contacts promoting the open days (2000)
- Advertise school and future places in the local papers

2. Secure places for Years 1, 2.

- Check and update list of Primary Schools – focus on schools from which current Year 1 and 2 came.
- Distribute updated leaflets and generate interest by talking to parents whilst they are doing the school run.
- Develop Parent Champions to promote Rainbow School & invite to Open day Sessions

Run open evening(s) at the new school during January and pre admissions, including info on admissions process

3. Generate Publicity For the School

- Further Radio advert, local papers, announcing success.
- Consider other publications and prepare general press release about successful first term of operation.
- Publicise formal opening event with local 'dignitaries', businesses, community groups,
- Arrange visit from SoS / politician / MP – agree with DfE.

- Visit local community centres and distribute updated posters and leaflets.
- Distribute updated posters and leaflets in mosque.
- Arrange 2 fun days promoting the school

4. Close the Deal

- Contact parents who have already expressed an interest and not applied (in order to convert these to confirmed applications).

Ensure interested parents buy into the school by providing effective point of contact for any enquires and offer one to one meetings and home visits if helpful.

5. Additional Activity

- “Big Launch” stakeholder and parent promotion events promoting the opening of the school and the appointment of the new Headteacher.
- E-shot to several thousand stakeholders regarding successful school opening.
- Website update, face book and twitter updates

Consultation has been on-going since June 2010 and will continue throughout the Stage 3 Business Case, through to the school opening and beyond.

We have actively engaged with various stakeholders with a view to achieving the following:

- Ensuring stakeholders understood the role of Rainbow Schools Trust
- Ensuring stakeholders understood what Free School status would mean and the role the Trust would play in managing the new school
- Communicating the vision and ethos of the new school and establishing shared ownership
- Seeking the views of stakeholders on the school proposals, including the vision and ethos, admissions and specialisms
- Stimulating wider interest in the school and community use of the facilities

Stakeholders will continue to be informed, consulted and communicated with through extensive poster and leaflet campaigns, direct emails and public events. The Rainbow School website has been made available [REDACTED] and has provided regular updates on progress to date and information about the latest proposals and consultation events.

We will continue to consult schools, council officers, community centre manage, business representatives, faith group representatives, NHS and prospective parents..

The Rainbow School Trust will engage with prospective parents and with the community in order to ensure that stakeholders remain supportive are kept informed of developments and most importantly that parents apply for places at the School.

Local Authority

We have had very positive discussion with Leeds City Council who have been supportive of our Rainbow School proposal and informed us that there is expected to be a shortage of over 300 reception places from September 2014.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

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

Rainbow Schools Trust

The Rainbow Schools Trust was established as a private company, limited by guarantee on **16th December 2010**. Its company number is **7471734**. It is presently running its first Rainbow Primary School in Bradford.

Trust Members

The group consists of highly dedicated and experienced professionals, teachers, parents, some with outstanding record in academia, business, financial management, quantity surveyors, legal, marketing and publicity, social enterprise and community development. ATL is responsible in orchestrating and giving life to the Rainbow Schools.

We have an outstanding team of educationists with two qualified Ofsted Inspectors, experienced and exceptional head teachers with over 100 years of teaching experience between them.

The Governors have all been checked for CRB and due diligence and have been approved through Department for Education's processes and procedures.

Our Trustees include:

- [REDACTED]
- [REDACTED] (Vice Chair)
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] (Chairperson)
- [REDACTED]
- [REDACTED] (Parent Governor)
- [REDACTED] (Parent Governor)

[REDACTED] (available for advice and support via communications)

[REDACTED]

[REDACTED]

[REDACTED] OBE (two day a week commitment)

[REDACTED]

[REDACTED]

██████████ (one day a week commitment)

██████████.

██████████.

██████████.

██████████ (one day a week commitment)

██████████.

██████████ (five day a week full time commitment)

- ██████████

██████████.

██████████.

██████████ (one day per week commitment)

██████████.

██████████.

- ██████████

We have a legal and HR experts through Peninsula who have worked on large contracts within the educational establishment and a chartered accountant to help on financial viability and issues of probity, who we are presently using for the Rainbow Bradford school.

We have several associate heads that we are working very closely with that will offer their extensive years of experience in leading outstanding schools across the country.

██████████ (two day a week commitment)

██████████.

- ██████████

██████████ (two day a week commitment)

Head Teacher / Educational Consultant

██████████.

██████████.

██████████ (one day a week commitment)

Head Teacher / Educational Consultant

██████████

██████████ (five days a week commitment)

██████████.

HR Services

Rainbow Primary School Bradford are successful using professional HR and Health and Safety services from ██████████ with Rainbow primary School Bradford. Who work nationally and have a very strong brand and track record. ██████████ is the leading provider of employment law and health and safety services in the UK. Established since ██████████.

ICT Services

Rainbow Primary School Bradford are successful using ██████████'s ICT and infrastructure services, and to achieve economies of scale and synergy between our federated schools we will hope to apply the best practice across all our schools.

They have technical services which include support delivered through a combination of on-site staff, mobile support technicians, telephone helpdesk and online support. By providing a reliable ICT support service, ██████████ take away frustration and wasted time, enabling Rainbow to concentrate on educating rather than managing ICT.

██████████ is a global company, focused on supporting teachers to teach and learners to learn. They provide innovative products from classroom resources, through school technologies, to systems for marking exams and delivering school performance data.

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

██████████, ██████████, (two day a week commitment)

██████████.

██████████. (two day a week commitment)

██████████

██████████ (five day a week commitment)

██████████.

██████████ (two day a week commitment)

██████████.

██████████

All our accounts are fully audited by ██████████, and our Responsible Officer is ██████████.

The Responsible Officer post is intended to provide an independent oversight of the academy's financial affairs. The main duties of the Responsible Officer are to provide the governing body with on-going independent assurance that:

- o the financial responsibilities of the governing body are being properly discharged;
- o resources are being managed in an efficient, economical and effective manner;
- o sound systems of internal financial control are being maintained; and
- o financial considerations are fully taken into account in reaching decisions.

We have clear financial process and procedures in place to ensure accountability and transparency, which are available on request.

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

██████████ (two day a week commitment)

██████████

██████████.

██████████ (one day a week commitment)

██████████.

██████████.

██████████.

██████████ (five day a week full time commitment)

██████████

██████████. (one day a week commitment)

██████████

██████████ (five days a week commitment full time commitment)

██████████

Rainbow Local School Council

Although the main Trust carries the legal responsibilities of Governors for all of the Schools, each School has a local School Council. This structure allows the Trust to provide central strategic direction whilst maintaining localness.

Our local school council members will deliver the Rainbow school vision locally, this will include another tier of accountability, challenge and stretch for the school and headteacher in our aim for all our Rainbow schools to become outstanding (the model which has been discussed below) they include an ex Lord Mayor, chartered accountant, solicitor, Ofsted inspector, headteacher etc.

██████████ (two day a week commitment)

██████████

██████████ (two day a week commitment)

██████████

██████████ (one day a week commitment)

██████████

██████████ (one day a week commitment)

██████████

██████████ - Professional Accountant (one day a week commitment)

██████████

██████████, chartered accountant (one day a week commitment)

██████████

Our Patrons include:

██████████

██████████

██████████

██████████

██████████

HR and Health and Safety Services

Professional HR and Health and Safety services are being sourced from [REDACTED] with Rainbow primary School Bradford. Who work nationally and have a very strong brand and track record. [REDACTED] is the leading provider of employment law and health and safety services in the UK. [REDACTED].

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

The staffing structure for Rainbow School has been developed in response to the curriculum model, the vision and ethos of the Rainbow School and based on the fact that this will be a medium sized two form entry primary school with a maximum class size of 25 pupils. Refer to appendix 2 for further details.

The School Leadership Team will consist of the following:

SLT	FULL SCHOOL 1 FTE = 205
Headteacher	1
Deputy Headteacher	1
Assistant Headteacher	1
School Business Manager	1
Total	4

The headteacher will be responsible for setting an overall vision for the Rainbow schools particularly focusing on student achievement. Motivating others to follow the Rainbow vision, whilst strategically implementing the Rainbow mission through effective leadership and management of the schools.

The headteacher will be responsible for the overall administration and management of Rainbow School, including academic programmes, school vision, school design, staffing, and culture development. Areas of responsibility include planning and evaluation, policy development and administration, personnel and financial management, and parent and community relations.

The Deputy Headteacher will be employed in September 2013 and will be instrumental in year 1 of the school inception; they will also be a classroom teacher, with additional non-contact time in addition to their PPA (Planning, Preparation and Assessment) time. The Deputy Headteacher's key responsibilities will focus on curriculum development, Literacy and tracking and target-setting. They will also be responsible for a Key Stage and deputising for the Headteacher when they are absent.

Educational Development will include developing programmes of Continuous Professional Development and Teacher Training, as well as Teaching and Learning.

The Assistant Headteacher will have specific responsibility for Cross Curricular Learning, Assessment for Learning, Record Transfers, Continuous Professional Staff Development, and Numeracy.

Under the direction of the Headteacher both the post holders will play a major role in strategic direction and development of the school by:

- a. promoting the school's vision and objectives modeled in their own professional practice
- b. setting expectations for staff in relation to the quality of teaching and standards of pupil progress, achievement and behaviour
- c. leading whole-school initiatives to raise standards as expressed in School Improvement Priorities
- d. auditing, monitoring, and evaluating practice and leading appropriate action planning which contribute to school self-evaluation process

The school's Business Manager (SBM) is particularly important for a primary school of this size to ensure maximum efficiencies are made, directing all resources towards the provision of learning to benefit the children. Rainbow School has made a clear and deliberate decision to have class sizes of no more than 25, in order to provide the highest quality care and education for its children. We recognise that this is a more expensive model than most other schools. In order to support this aspiration, the SBM will seek to drive down efficiencies in every element of our other resource provision; without affecting the quality of learning we offer to our children.

In order to fully support our children, the school will appoint a SEN Co-ordinator (SENCo) who will be the last member of the senior leadership team and also be a classroom teacher. Rainbow Primary School recognises that many of our children will come from disadvantaged backgrounds, so the school will do all it can to support their needs – the appointment of a SENCo will strongly strengthen this support. Our SENCo will be a classroom teacher, with additional non-contact time to enable this person to fully perform their important duties.

In total, in addition to the Headteacher there will be 16 teaching staff, including the Deputy Headteacher and Assistant Headteacher (who will also be head of KS1 or KS2), and SENCo as part of the Senior Leadership Team, and 5 other teachers with additional TLRs for leads in literacy, numeracy, science, head of foundation and either head of KS1 or KS2. With each class supported by either a nursery nurse or a teaching assistant. There will be a comprehensive team of support staff.

Rainbow Primary School recognises that it demands the very highest levels of dedication and commitment from every member of staff and that within its resources; it will seek to offer appropriate recompense.

Plans need to be in place for the early appointment of the Headteacher, Deputy Head and School Business Manager with anticipated start dates at the beginning of the summer term in advance of the school opening. The remaining staff will be recruited to reflect the growth in pupil numbers.

Refer to appendix for the staff organisational chart

Teaching Staff

On opening Rainbow Primary School will employ 1 teacher, 1 nursery nurse and 1 teaching assistant to teach Reception and Year 1 classes. Both the deputy head and the headteacher will be teaching the year 1 class and covering for PPA time.

Each year as a new class is created new teaching posts will be created to deliver on our educational plan.

As the school grows towards its full capacity we will seek to employ sufficient teaching and support staff to deliver the curriculum and support needs. Full details of this growth are included in the Payroll section of the Rainbow Primary School Financial Spreadsheets.

These will be part time posts taken in addition to teaching roles.

Teaching Support Staff

There will be one dedicated Teaching Assistants or equivalent supporting the work of each teacher. These Teaching Assistants will have a particular focus on helping to meet the needs of individual learners.

Recruitment

Rainbow School will advertise locally and nationally to recruit teachers with training in Free education. QTS will not be a requirement for recruitment of Rainbow teachers but will be encouraged and welcomed where possible. We will also offer posts to mainstream trained teachers with a willingness to undertake in-school teacher training in Rainbow schools.

We will follow the Safe Recruitment Code of Best Practice in recruitment. We have a total of 45 staff members in the Rainbow School team, see below the table of when staff will be recruited by year group.

Teaching staff will be distributed as follows:

Staff	Support staff	Teachers 1 FTE = 25
Reception	2	2
Year 1	2	2
Year 2	2	2
Year 3	2	2
Year 4	2	2
Year 5	2	2
Year 6	2	2
Total	14	14

Each class will have a full-time teacher who will teach across the curriculum and will be supported by either a nursery nurse or a teaching assistant. The Deputy Headteacher, Assistant headteacher and SENCo are included as teaching staff. The school may hire specialists in PE and Music, depending on the skills of the

full-time teachers.

Total number of individual staff including the Headteacher, Senior Leadership Team, Teaching staff and support staff will be 49.

		Y1 2013	Y2 2014	Y3 2015	Y4 2016	Y5 2017
Head Teacher	Leadership	1	1	1	1	1
Deputy Head	Leadership	1	1	1	1	1
Assistant Head	Leadership	0	1	1	1	1
Lead Literacy Teacher	Teaching Staff	0	1	1	1	1
Lead Numer Teacher	Teaching Staff	0	1	1	1	1
Teacher SENCO	Teaching Staff	0	0	1	1	1
Teacher	Teaching Staff	1	1	1	1	1
Teacher	Teaching Staff	0	0	1	1	1
Teacher	Teaching Staff	0	0	1	1	1
Teacher	Teaching Staff	0	0	1	1	1
Teacher	Teaching Staff	0	0	0	1	1
Teacher	Teaching Staff	0	0	0	1	1
Teacher	Teaching Staff	0	0	0	0	1
Teacher	Teaching Staff	0	0	0	0	1
Teacher	Teaching Staff	0	0	0	0	1
Nursery Nurse	Support	1	1	1	1	1
Nursery Nurse	Support	0	1	1	1	1
Teaching Assistant	Support	1	1	1	1	1

Staff remuneration, pensions and conditions of service

We will seek to appoint well-qualified and suitably experienced staff who are fully comfortable with the ethos and working conditions of our school.

Rainbow Primary School recognises that it demands the very highest levels of dedication and commitment from every member of staff and that within its resources; it will seek to offer appropriate recompense. The appointment of an experienced and visionary Headteacher represents this commitment most clearly. The School will seek to take full advantage of the freedoms it will have as an independent school and will work to propose innovative staffing models and terms and conditions which derive the best outcomes for our children. Our staff will not be bound to national terms and conditions. Where resources permit, we will seek to reward our staff for their dedication and expertise by giving them remuneration packages which are different and more advantageous than national conditions.

Rainbow Primary School will make significant demands on its staff through for example preparation work during part of the summer holidays and further commitments around support for our children outside of conventional teaching hours. In doing so, we recognise we are using our freedom as an academy to do so and in our job adverts we will make these differences clear, to ensure only those staff who are wholly committed apply to work here. That said, we will pay our staff not less than equivalent positions other maintained schools working in similar areas, and give each teacher the 10% Planning, Preparation and Assessment (PPA) time, which they would receive in a mainstream school.

The school will seek approval to gain admitted status to both the Teachers' Pension Scheme, with both the school and staff contributing toward this as would be the case in a mainstream school, to ensure that our staff are not disadvantaged if they move on to other schools and the appropriate Local Government Pension Scheme for non-teaching staff.

While Rainbow Primary School will seek to employ highly experienced teachers, and recognise that is an additional expense; we will seek to also employ a range of experience through the use of Newly Qualified Teachers and TeachFirst staff and use the flexibilities around the appointment of suitably experienced non-qualified staff.

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.

Headteacher

The recruitment of an outstanding Headteacher is absolutely fundamental to the success of this new Rainbow school. The aspirations and challenges for the School make the choice of an experienced and inspirational professional, supported by a team of senior leaders, the priority for this project. Therefore, in order to secure a suitable candidate as Headteacher and ensure they are in place for the start of the summer term, immediate action will be taken to commence the recruitment process.

We have sought advice from a range of outstanding school leaders as well as our associate headteachers and other groups in developing the job description and person specification. We have experience with working with Place Recruit who have extensive experience in recruiting to senior positions in Academies and other schools. In order to gain national coverage, will advertise the post in the TES website and in the TES newspaper. It will also be available on the Rainbow Schools website, the local educational authority prospectus, local media and the local community networks.

The Rainbow Trust Chair and the Executive Officers will oversee the appointment of the headteacher with the support of Akram Khan Cheema our trustee and Ofsted Inspector.

Our Headteacher will be joining Rainbow School (one or two terms) prior to

opening and will be responsible for delivering a powerful vision for student achievement and motivating others to follow that vision, whilst strategically implementing the school's mission through effective leadership and management of the school's pupils and staff. They will be responsible for the overall administration and management of Rainbow School, including academic programmes, school vision, school design, and staffing and culture development. Areas of responsibility will include planning and evaluation, policy development and administration, personnel and financial management and parent and community relations. They will also be responsible for building the school roll.

While possession of NPQH will be desirable, absence of this qualification will not be a bar to the appointment. To join as early as possible, the Headteacher Designate will probably be required to meet a resignation deadline of (two terms) and if this can be met then they will start work at the beginning of the Term on 3rd January 2013, otherwise they will join at the start of the next Term. Which means the job advertisement will have to be posted June 2012. The appointment will take place via recognised selection processes.

Rigorous processes will also be followed for other senior leaders (starting in September 2012), also for middle leaders and teachers (joining for their induction period prior to the start of September 2013). QTS will be an advantage. Support staff will be appointed on the same timescale as middle leaders and teachers. All appointments to the School will be subject to receipt of satisfactory references and CRB (E) clearance checks.

We will follow the process laid down as best practice by the National College, as per below:

This will include:

1. Recruitment process step 1: preparing to recruit
Recruiting a new headteacher is the most important task for a governing body and should be approached with deliberation.
2. Recruitment process step 2: defining the need
Define your leadership needs in the light of your school's context and goals, and produce a job description and person specification.
3. Recruitment process step 3: attracting candidates
Devise an effective advertisement and application pack to ensure you have a good field of suitable candidates.
4. Recruitment process step 4: selecting a candidate
Run an efficient selection process that helps you identify the most suitable applicant and gives candidates a good feel for your school.
5. Recruitment process step 5: appointing a candidate
Make a verbal offer and tell candidates the outcome. Make pre-employment checks before sending out a formal contract.
6. Recruitment process step 6: planning for induction
Plan a programme to help your new headteacher settle into the role.
7. Recruitment process step 7: evaluating the process
Evaluate the recruitment and selection process to see what went well and what could have been better.

The headteacher will work closely with the rainbow executive officers to ensure that Rainbow vision and mission is embedded throughout the school that's excellence in everything we do is at the heart of our curriculum offer.. The headteacher with the executive officers will be involved in the selection of the required staff to open Rainbow although the executive officers will have already commenced the planning for critical roles. Another crucial role for the headteacher will be to continue the work of the executive officers in engaging with the community. They will be tasked with ensuring the schools pupil places are oversubscribed and fully engaged with local communities.

The minimum requirements for appointment that Rainbow schools need to ensure are verified such as academic qualifications, health and physical capacity, satisfactory references and criminal record checks. We will follow a similar process of recruiting all our staff as has been approved by the Department for Education educational specialist to ensure that we appoint the best and outstanding staff for Rainbow school.

Other key staff roles (pre September 2013) and all remaining staff

We have identified the following roles as critical early appointments (start of the summer term) to support the Headteacher in preparing both educationally and operationally for the school to begin in September 2013:

- Deputy Headteacher
- School Business Manager

The appointed Headteacher will have significant input into the recruitment of the Senior Leadership Team and similarly we expect members of the SLT to input into the recruitment of the remaining staff for opening and beyond. Having ensured that all staff involved in recruitment have undertaken Safer Recruitment training, we will work with them to plan further exercises to recruit the additional staff required.

A more detailed recruitment plan will be finalised that maps out the process and timelines for all appointments as the school builds to its capacity.

To identify the most appropriate and cost effective methods, establishing uniformity in the process to ensure fair, open and objective recruitment. We envisage establishing a recruitment system that underpins the appointment process and allows roles to be advertised and managed as efficiently as possible. This is likely to involve an online recruitment system that is integrated with the school website. Careful consideration will be given to resignation dates and the requirements of the Headteacher having resource on board in a timely fashion to achieve a successful opening and first year.

Governors

The Rainbow School Trust consists of highly dedicated and experienced professionals, ofsted inspectors, headteachers, teachers, parents, some with

outstanding record in academia, business, financial management, quantity surveyors, legal, marketing and publicity, social enterprise and community development. ATL is responsible in orchestrating and giving life to the Rainbow Schools.

We have an outstanding team of educationists with two qualified Ofsted Inspectors, experienced and exceptional head teachers with over 100 years of teaching experience between them.

The Governors have been all CRB due diligence checked and have been approved through Department for Education's processes and procedures. Our Trustees/Governors include:

- [REDACTED]
- [REDACTED] (Vice Chair)
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] (Chairperson)
- [REDACTED]
- [REDACTED] (Parent Governor)
- [REDACTED] (Parent Governor)

As we already have gone through this process with Rainbow Primary School Bradford, we will use the good practice and lessons learnt and ensure that our new school progresses in line with our branded vision and we will take a lead in decision making in areas such as consultation, staff appointments and agreeing school policies. Hence, this should ensure a more seamless transition during this phase of the school opening.

Rainbow Local School Council

Although the main Trust carries the legal responsibilities of Governors for all of the Schools, each School has a local School Council. This structure allows the Trust to provide central strategic direction whilst maintaining localness.

Our local school council members will deliver the Rainbow school vision locally, this will include another tier of accountability, independent challenge and stretch for the school and headteacher in our aim for all our Rainbow schools to become outstanding (the model which has been discussed below) they include an ex Lord Mayor, chartered accountant, solicitor, Ofsted inspector, headteacher etc. With our established Rainbow Trust Governors and the local school council we have exceptional level of expertise both strategically and locally to ensure robustness and breadth of skills needed for Rainbow Schools successfully deliver its vision.

[REDACTED] (two day a week commitment)

[REDACTED]

██████████

██████████ (two day a week commitment)

██████████

██████████ (one day a week commitment)

██████████

██████████ (one day a week commitment)

██████████

██████████ ██████████ - Professional Accountant (one day a week commitment)

██████████

██████████, chartered accountant (one day a week commitment)

██████████

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

Governing Body

Rainbow School Trust has a full governing body consisting of 10 governors (names provided earlier), whose expertise ranges in education, finance, law and business. Numbers included as follows:

- Up to 12 Governors appointed by the Trust Members
- 2 parent Governor
- Head Teacher as an ex-officio member
- Up to 3 co-opted Governors

The structure of the trust has been agreed and a Funding Agreement is in place.

Moving towards a multi- school model

The Rainbow Vision is to form internationally renowned Rainbow Schools that achieve outstanding results across the country within disadvantaged and underachieving communities where all pupils fulfil their potential and achieve excellent standards, and serve as the next generation of leaders for our communities. Our strategic aim is nothing short of transformation of educational opportunities for young people.

The governance of the Rainbow Schools reflects the new approach the Trust

has taken to leadership & management. A board of 10 trustees oversee the Trust. In addition the Schools are represented on the Trust by the chairs of each of the School Council representative.

Although the main Trust carries the legal responsibilities of Governors for all of the Schools, each School has a local School Council. This structure allows the Trust to provide central strategic direction whilst maintaining localness.

Whilst the Rainbow School Trust will provide strategic direction, the key operational management of the Trust will be carried out and led by the Director of Learning and Development and his team. They will report directly to the Trust through the Chief Executive Officer. The Director of Learning and Development will manage the Trust on a day by day basis on behalf of the Trust.

Rainbow School Trust will operate central executive office which will support the work of the Trust and lead in the set up, support, challenge, management and monitoring of the Rainbow Schools. This will be a small central office, comprising the CEO, Director of learning and Development, administrative support, Finance and HR Officers, ICT and infrastructure support. They will challenge and support the school and headteacher through regular visits and the completion of a half termly Rainbow School Scorecard (see attached appendix 3).

Rainbow Schools Trustee's role will include:

- To provide strategic direction and challenge for the Rainbow Schools including the addition of further new Schools
- To provide strategic vision, challenge and support for School Improvement across the Rainbow Schools
- To monitor and hold to account the effectiveness of the Rainbow School support programme and to assure that the School are satisfied with the support and that they are getting value for money
- To receive reports from the School Principal on the effectiveness of their provision for the pupils in their care
- To ensure that the vision and mission is maintained
- To direct support through the Director of Operations and Development when a case for need is made
- To ensure financial accountability to the DfE and within the School is secure

At the School level, Rainbow school will have its own School Council. Each Council will have 13 members, 7 appointed by the Trust and 6 who represent the School community.

Those appointed by the Trust will be:

- 5 Councillors appointed by the Trust, one of whom is the chair
- School Principal who is appointed by the Trust
- A Student Advocate who represents the interests of the students who is appointed by the Trust from the staff at the School

Those representatives from the School community will be:

- A member of the Teaching or Support Staff
- 3 Parents

- 2 local representative e.g business / community

The roles of the School Council and the responsibilities of each School Councillor have been outlined in the Appendix 4.

Headteacher

Rainbow School will be led by the Headteacher, who will be accountable to the Local School Council for:

- the implementation of the vision of the school
- ensuring that school meets its statutory requirements
- ensuring the school and its individual pupils are successful according to the agreed measurements
- knowing the school's strengths and weakness and implementing plans to address those weaknesses.

The Head teacher will be responsible for the day to day leadership and the allocated financial management of the school. The level of those responsibilities and maximum limits of expenditure will be determined by the local school council and formally minuted.

The key responsibilities of the Head teacher will be:-

- To ensure the Rainbow vision and mission is implemented throughout the school
- To meet the aspiring Rainbow targets and outcomes
- The internal organisation of the school to ensure the sound management of financial systems and procedures.
- Implement and agree the budget approved/led by the Executive Officers for submission to the Governors in line with the School Improvement Plan and agreed staffing levels.
- To monitor the school budget monthly and provide reports to the Governors / Finance Committee each term
- Implement financial policies and procedures to ensure efficient and effective management and control.
- To ensure there is adequate supply cover for teaching and support staff absences in line with Governors' procedures and strategies.
- Ensure all staff with financial responsibilities receive training and advice on financial policies and procedures.
- Manage the school's voluntary funds and ensure they are independently audited and reports presented to the Governors.
- Implement budget virements up to **£1,000** as agreed by the Governors and obtain Executive Officers and/or Governors' approval for virements above that level.
- Respond to the audit reports and action plans and provide reports to the Governors.
- Ensure the maintenance of an up to date inventory of equipment which is reviewed annually.
- Ensure the school has appropriate insurance cover for public liability, building and contents etc.
- To sign official orders for the purchase of goods and services up to the limit of **£1,000** The Governors will be responsible for approving orders

above that limit.

- Be responsible for the authorisation of employee timesheets / starters / leavers / changes forms.

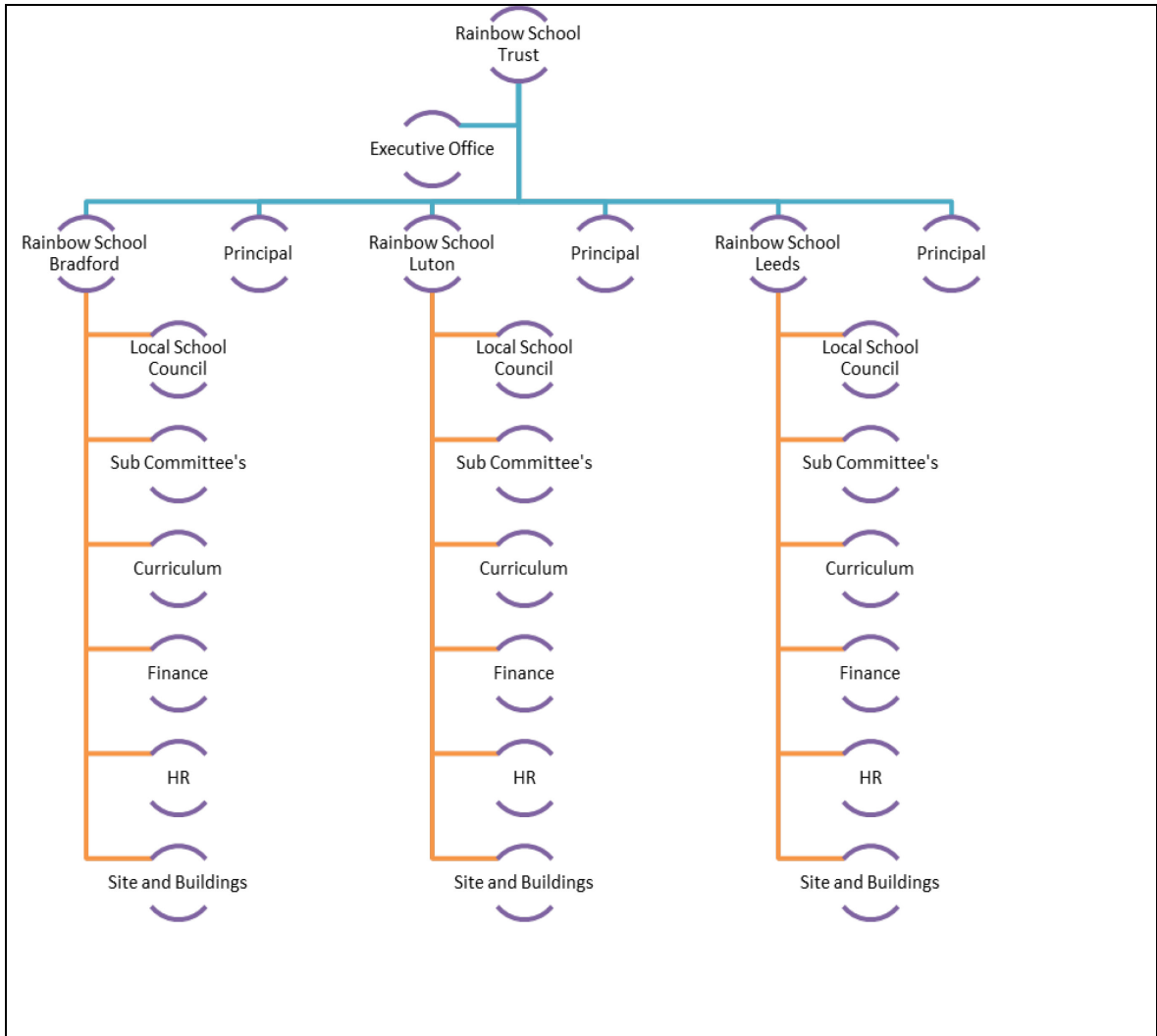
The Local School Council (LSC) – Post-Opening

During Pre-opening Rainbow School will seek to establish the make-up of the full Local School Council, consisting of the present steering group (see above). In the post-opening phase we will need to ensure that we have the above highlighted composition of council members, and will ensure that the full LSC Body is able to provide independent challenge, robustness and support to the Headteacher and carry out its statutory duties.

The member of the LSC Body with financial responsibility will be a qualified chartered accountant with experience of running a school finance team and supported by [REDACTED] our Business Manager. An important part of her role will be to work with a colleague who holds Human Resources responsibility to recruit a new business manager for the school, and to establish the systems and processes required to run the school efficiently.

The local school council will establish for sub committee's to ensure robustness, challenge and accountability. They will be:

- Curriculum
- Finances
- Premises
- HR and Personnel



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.

G1: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year.



Section H: Premises

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

The building is in [REDACTED] area of Nottingham this is an inner city area and very popular amongst the new arrivals and well established Pakistani, Somali. This is a working class area close to the tram line and popular shopping area. The address is [REDACTED], [REDACTED], [REDACTED]. The current site is used as an independent nursery and a primary school. The current freeholder is a local charity ([REDACTED]) based at [REDACTED], Nottingham [REDACTED].

A brief description of the site :

The site consists of a community / sports hall.

13 classrooms

1 X Staffroom

2 X Office

2 x Male WC

2 X Female WC

1 X Library

2 x Stores

1 x lobby

1 X Multipurpose room

1 x ICT Room

Outside a play area for nursery with permanent fixtures and a five a side football pitch / play ground

There is also a gardening area to the border of the playground.

The building area is walled and fenced off.

The site is available for lease.

The site is suitable because of :

1. Heart of the community.

2 close to transport links.

3 Has further room for expansion if next door building is purchased.

Nottingham Council have also suggested the following sites:

1. [REDACTED], Nottingham
2. [REDACTED], Nottingham

Annexes

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

Please find attached the following Appendices:

- 1. Rainbow Primary School Key Stage 1 and 2 Time Table**
- 2. Rainbow Primary School – Staff Structure**
- 3. Rainbow School Report Card**
- 4. The Rainbow Local School Council - Role**

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