

# **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  
3<sup>rd</sup> 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  
4<sup>th</sup> 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report	n/a	
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent	n/a	
7. All relevant information relating to Sections A-H of your application has been emailed to <b>mainstream.fsapplications2013@education.gsi.gov.uk</b> between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Note:</b> These have been 'hand delivered' and 'signed for'.		
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<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012



## Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] [REDACTED] [REDACTED] [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED] Mobile number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input type="checkbox"/> State maintained school   <input checked="" type="checkbox"/> Sponsor led School                 </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input checked="" type="checkbox"/> Sponsor led School
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school  <input checked="" type="checkbox"/> Sponsor led School		
6.	<p>If Other, please provide more details:</p> <p>This will be a Sponsor-led school working closely with parents and community.</p>		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	<p>If Yes, please provide more details:</p> <p>n/a</p>		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No                 </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>n/a</p>		

<b>Details of company limited by guarantee</b>	
11.	Company name: <b>CHAPEL ST COMMUNITY SCHOOLS TRUST</b>
12.	Company address: <div style="background-color: black; width: 150px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 60px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
13.	Company registration number: <b>07885963</b>
14.	<div style="display: flex; justify-content: space-between;"> <div style="width: 70%;">           Does the company run any existing schools, including any Free Schools?         </div> <div style="width: 25%;"> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No            (please see note)         </div> </div>
15.	If Yes, please provide details:  Chapel St Community Schools Trust is working upon opening of the Atherton Community School (Wigan) for September 2012.
<b>Company members</b>  <b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b>	
16.	Please confirm the total number of company members:  Three.
17.	Please provide the name of each member below (add more rows if necessary):
	<b>1. Name:</b> <div style="background-color: black; width: 200px; height: 15px;"></div>
	<b>2. Name:</b> <div style="background-color: black; width: 150px; height: 15px;"></div>
	<b>3. Name:</b> Chapel St Community Fund

**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: ██████████
	2. Name: ██████████
	3. Name: Chapel St Community Fund

19.	<p>Please provide the name of the proposed chair of the governing body, if known:</p> <p>██████████ (proposed Chair of the local governing body)</p> <p>Note:</p> <p>██████████ (is ██████████ Chapel St Community Schools Trust)</p>
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**Related organisations**

20.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p><b>Chapel St Community Fund</b>            Charity number: 1131258            Company number: 06905803</p>
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	<p>Chapel St Community Fund is a Corporate Director of Chapel St Community Schools Trust. The two companies share an ethos and are concerned with enabling change in under-resourced communities.</p> <p><b>Chapel St Community Interest Company</b> Company number: 06709585</p> <p>Two of the Directors of Chapel St Community Schools Trust are also Directors of Chapel St Community Interest Company (CIC). Chapel St CIC licenses the Chapel St Community Fund to use the Chapel St branding and provides shared infrastructure for administration. As a corporate body, Chapel St CIC will not play any direct part in the Free School.</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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Chapel St has no formal institutional links with specific religious organisations and is therefore non-denominational, whilst being committed to a broad Christian ethos.</p>	
<b>Existing providers</b>		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	n/a
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:	n/a
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>n/a</p>	

29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>n/a</p>
30.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>See above – Chapel St Community Schools Trust is currently working upon ‘pre-opening’ tasks for Atherton Community School which will open September 2012 (subject to Funding Agreement).</p>

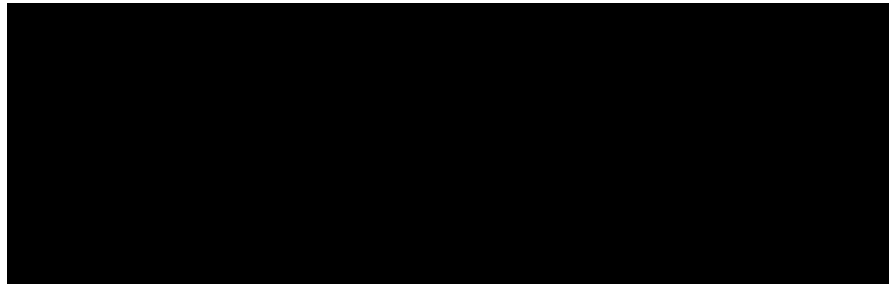
Please tick to confirm that you have included  
all the items in the checklist.



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

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

Signed:



Position: [REDACTED], Chapel St

~~Chair of company~~/ Member of company  
(please delete as appropriate).

Print name:



Date: 23<sup>rd</sup> 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:	<b>Tyndale Community School (TCS)</b>
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:	2019/2020
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No  This will be a non-denominational Christian School where the curriculum will be underpinned by its Christian ethos. It will be subsequently registered as a School of Religious Character (after Funding Agreement). We confirm that we will adopt admissions criteria as a 'faith school' and fully understand the statutory obligations of the Admissions Code which states that in the event of oversubscription, we can only admit up to 50% of pupils on the basis of faith criteria.  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc	Christian – Non-denominational

	of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
10.	Postcode of the preferred site of the proposed school:	OX4
11.	Local authority area in which the proposed school would be situated:	Oxfordshire County Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Buckinghamshire County Council
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

### **Vision – why we need Tyndale Community School**

Tyndale Community School will provide outstanding teaching and learning for children, enrich the lives of local families and enhance the community of East Oxford. The school will be part of a growing family of Chapel St community schools, equipping children and families in economically deprived areas to achieve long-lasting success and community regeneration. The school will provide a unique approach to learning, engaging the local community in education provision, equipping parents and carers to play a key role in their children's learning and enabling every member of the school community to work towards the good of the community.

Over the past months the Chapel St team have been partnering with Oxfordshire Community Churches (OCC) to develop this proposal. Together, Chapel St and OCC have gathered leaders, stakeholders and groups from across the city to contribute to the creation of a school that the community can be proud of.

Tyndale Community School will serve children and families in OX4, an area of Oxford with numerous wards in the highest 15% on the Index of Multiple Deprivation (2010), and where the majority of schools are performing below national and local averages. In February 2012, the BBC reported that, "Oxford's primary schools remain bottom of national league tables for Key Stage 1 in writing and have performed badly in maths and reading. Education specialist Prof John Howson said education tables showed something was 'seriously wrong.'" In 2011 all local primary schools failed to achieve one or more of the measures outlined in the 2011 Key Stage 2 performance tables with 45% failing on all counts. The overwhelming desire of the community for a new school in East Oxford with high academic achievement has instigated this proposal. With its distinct ethos and commitment to high quality education, family learning and community engagement, TCS will affect a step-change in the attainment and achievement of local children.

### **How the school will meet the need for primary school places**

Our recent community consultation provides conclusive evidence of the demand for a new primary school in East Oxford.

In 2010 the population of Oxfordshire increased by 1.3% as compared with the national average of 0.82% and a rise of 1.04% in the South East. With a combined growth rate of 2.95%, Oxford has become the fastest growing city in the South East - 60% of this growth comes from inward migration, the majority of which consists of families with children of school age and families from outside the UK. The cumulative impact of this heightens the already challenging situation facing families and primary schools in the east of the City and increases the difficulties faced by disadvantaged children and those from ethnic minority families.

Discussions with existing school leaders, Local Authority representatives, parents and carers and local agencies have highlighted the current shortfall in primary places.

*“Forecast demand for primary school places is in excess of current places available by 2014.”* (Future Places Forecast, Oxfordshire County Council)

Current net capacity for Year 1 - Year 6 is 7605 teaching places, of which 270 are in temporary accommodation. Forecast demand for 2017/18 is 8241, and this does not include much of the growth planned as part of the Oxford City Council approved Core Strategy for Growth 2016-2026 nor the trends in net migration. The local authority has initiated a major programme of primary school expansion, but this is being undertaken against a backdrop of poor school performance at Key Stage 1 and 2. Only a few weeks ago, Oxfordshire County Council identified and outlined plans for ten underperforming primary schools in the county of which seven are in the city, are failing to achieve current targets.

The critical requirement for primary places in a community with diminishing school capacity, disproportionately transient population, significant pockets of deprivation, low attainment among disadvantaged families, and a lack of good and outstanding primary schools, underlines the need for a school with a fresh vision and approach. The school will offer extra places, excellent education, a distinct ethos and increased choice for local parents. Over the past months, community consultation with nearly 200 parents and 220 other people from local organisations, faith groups and ethnic communities has demonstrated near universal support for the creation of Tyndale Community School in the East Oxford community.

### **Addressing the need for higher quality primary education**

Tyndale Community School will be a primary school (Reception to Year 6) with two forms of entry. The size of the school is tailored to our vision for personalised learning, family engagement and community participation while meeting the demand of local parents and carers and providing long-term viability.

The curriculum will focus on the development of depth of knowledge, demonstrating a broad and balanced approach based on the present range of National Curriculum subjects with strong emphases in English, maths and Science. The school will create a culture of high academic achievement enabling children to realise their full potential. By building strong relationships, teachers will foster children’s strengths, abilities and passions, whether academic, creative and practical or personal, to ensure that all pupils aspire to achieve, develop and grow.

Teaching and Learning will be excellent. Our methods will move children beyond the mastery of information and invite them to be challenged and changed by their learning. Children will delight in knowledge, moving from, ‘Whatever!’ and ‘So what?’ to wonder and wellbeing. Learning will be integrated across subjects and disciplines and teaching will always be applied to real life. Lessons will come with a licence for adventure.



## **How the vision and ethos will shape the style and content of teaching and learning**

The following principles will guide the medium and long-term planning of the Principal and their team through the School Development Plan:

- **Integration:** Children will be taught traditional subjects as integrated into four areas of contemporary life: Communication and Expression; Exploration and Problem Solving; Innovation and Creativity; Personal Development.
- **Collaboration:** Children will play an active role in planning their learning with topics reflecting their own experience and interest.
- **Orientation:** Children will take ownership of their learning, understanding and working towards specific learning objectives and outcomes.
- **Application:** Children will continually take part in 'hands-on' activities that consolidate conceptual learning and deepen theoretical understanding.
- **Evaluation:** Children will benefit from structured assessments combining self-assessment and staff assessments.

Acknowledging the educational heritage and resources available within the city, the school will distinguish itself by high academic achievement with a distinct focus upon the delivery of effective learning by a talented team of teachers and staff and with the additional support of parents and community members. The school will specialise in maths and prioritise work with pupils with English as an Additional Language to ensure that goals for achievement and attainment are consistently high.

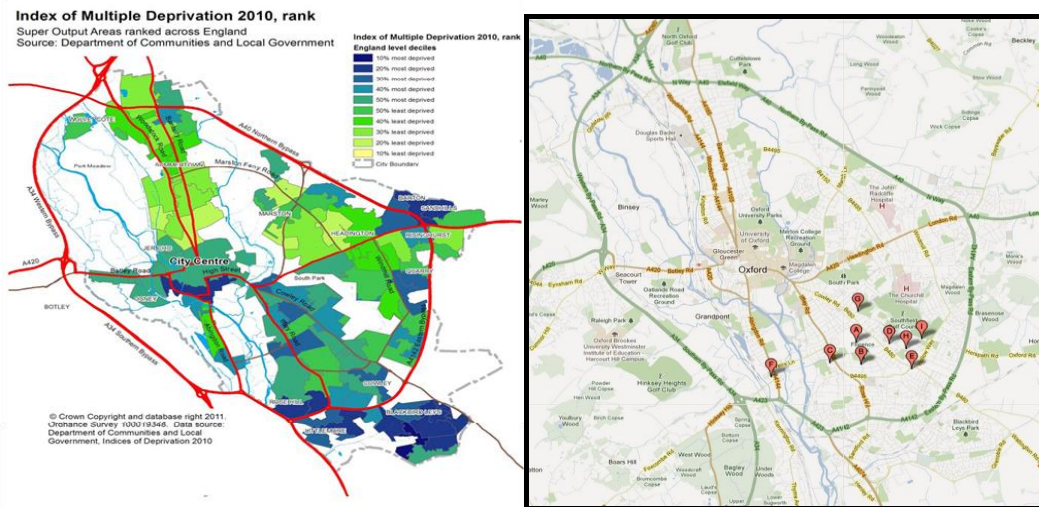
### **Closing gaps between pupils from deprived backgrounds and peers**

We recognise that the most significant springboards and barriers to learning often exist outside school. The school will engage parents and carers fully in their child's learning, building strong relationships with teachers and volunteers and taking part in different aspects of school life. Family members will work with staff to co-construct and manage their pupil development plan, receiving training where necessary to accompany and support their child's learning and development.

### **The locality of Tyndale Community School**

Following research and community consultation the data amassed with regards to population growth, demographic analysis, primary place mapping and parent demand, has identified the OX4 postal area as the most strategic location for the school. This area of East Oxford has significant pockets of poverty and deprivation, low levels of aspiration and underperforming primary schools. The historic social divide within Oxford, often historically termed 'town and gown', remains evident today. The eastern part of the city is home to many deprived families suffering social disadvantage, poor health and wellbeing and reduced life chances. The diagram on the right outlines the possible locations within OX4. On the left is a diagram depicting deprivation by super-output area in that same area. The community features dense housing stock situated close to industrial locations and covers areas such as Cowley, Cowley Marsh, Rose Hill, Blackbird Leys and Iffley. The charts below depict poverty and deprivation indices showing super output areas (shaded

dark blue) for Oxford City as well as a map depicting our current site options:



Existing primary schools in OX4 are characterised by a rising intake of children with English as an Additional Language (e.g. 46.6% of pupils at St Christopher’s CofE), children qualifying for Free School Meals (e.g. 31% of pupils at John Henry CofE) and children with a Statement of Special Education Needs (e.g. 19.8% of pupils at Rose Hill).

Dialogue with community leaders including county councillors, the local MP, headteachers, school governors, church leaders, committee members from local mosques, leaders of different ethnic communities, parents and carers and other key stakeholders have expressed the following aspirations for Tyndale Community School to provide:

- a personalised approach to tackle the issues faced by children and families
- outstanding education and learning for young people
- a culture of discipline and respect where learning is valued
- an enhanced range of educational opportunities for children of all backgrounds
- opportunities for parents and carers to engage in school life
- programmes to raise the aspirations and life chances for parents and carers
- possibilities for the wider community to regularly support children and families
- a Christian ethos education for a multi-cultural community supporting children and families of all faiths and none

### **Why the vision and ethos are distinctive and how will it be reflected in the curriculum**

Tyndale Community School will be a community where children, families, staff and community members share the joy of learning together. The school will be marked by six key commitments:

- **Quality** – Engaging pupils through outstanding teaching and learning and

developing a love for learning and challenge

- **Delivery** – Employing proven pedagogical strategies and techniques to drive up achievement and attainment
- **Individuality** – Engaging children with a personalised approach that reflects their skills, strengths and context
- **Family** – Enhancing pupil development by actively engaging parents and carers, removing barriers to education and raising aspiration for the whole family
- **Community** – Equipping the wider community to provide access to a wealth of activities, resources and experiences to aid children’s development
- **Christianity** – Expressing a Christian ethos for the twenty-first century offering holistic learning to children and families of all faiths and no faith and drawing them to work together for the good of the whole community

### **Quality**

Following community consultation it is clear that the school must offer good and outstanding teaching and learning and improve educational attainment and achievement for children and families in East Oxford. The quality of relationships fostered between pupils, staff, families and volunteers is a critical element of the Tyndale Community School vision and ethos. The school will build a culture where each member of the community will be encouraged to treat one another as they wish to be treated. We will refuse to identify children by their negative behaviour but will address those factors that influence poor choices while acknowledging and developing the best in all.

### **Delivery**

The school will incorporate a variety of approaches to ensure the highest standards of teaching and learning. Combining whole class teaching with creative interventions, team-teaching and collaboration with parents, carers and community members, staff will equip pupils to become independent and cooperative learners. Without volunteers, we have planned for an adult to pupil ratio of 1:10 and a pupil to teacher ratio that starts at 1:15 and rises to 1:21 in later years.

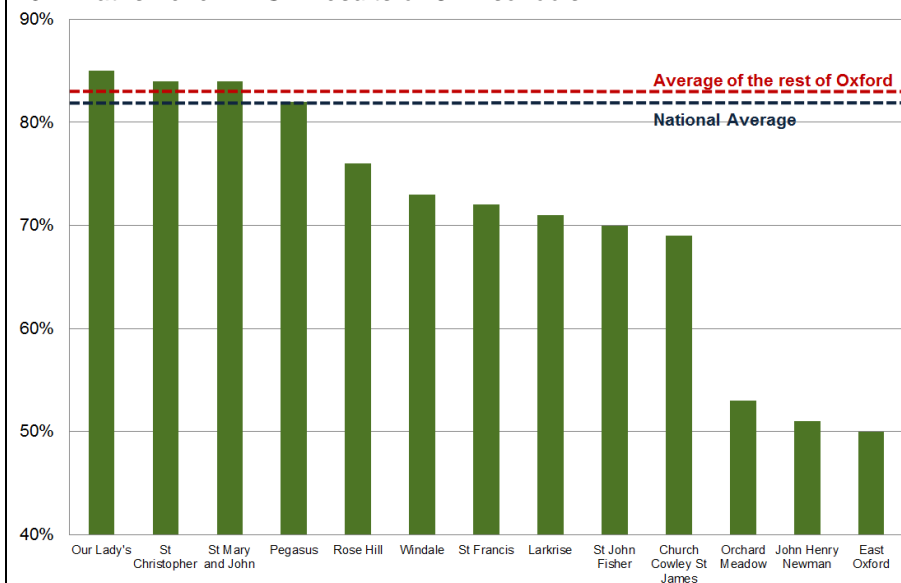
The project team is working to develop a relationship with Rose Hill Primary School. Having emerged from special measures in 2007 Rose Hill has become known as “the most improved school in England,” winning the Education Business Award in 2011. Building on the school’s best practice and local expertise, the team has worked with [REDACTED], [REDACTED], to establish targets for attainment. This relationship will be helpful in providing local knowledge and support necessary to establish the school in 2013. Recognising the dynamic nature of intelligence, Tyndale Community School will develop pupils’ cognitive agility equipping them with skills for flexible working and problem solving. We will cultivate a ‘Growth Mindset’ that increases intellectual capacity and learning power through constant stimulation and challenge. Utilising a range of proven tools and strategies, staff and volunteers will help to develop pupils’ higher order thinking and enrich and embed key knowledge and understanding across the curriculum.

### Meeting the needs of learners in Maths

Maths will play a prominent role in the delivery of the curriculum. Children will learn all aspects of maths and daily apply these lessons and learning through an integrated curriculum.

Given the underachievement of many local children in maths, Tyndale Community School will become educational leaders and specialists in maths. The school will invest in developing gifted mathematicians. Staff will ensure that children develop an awareness of numbers and mathematical structure; can perceive and generalise patterns; comfortably reverse calculations; demonstrate a flexible range of calculation methods and strategies and demonstrate the energy and persistence to deal with challenging problems. Children will learn all aspects of maths and daily apply these lessons and learning through an integrated curriculum. The school will ensure that teachers understand the progression of skills from Problem Solving, Reasoning and Number in early years through to early stages of GCSE maths. The maths leader will be responsible for leadership throughout Key Stage 1 and Key Stage 2 including the monitoring of teaching, learning and assessment.

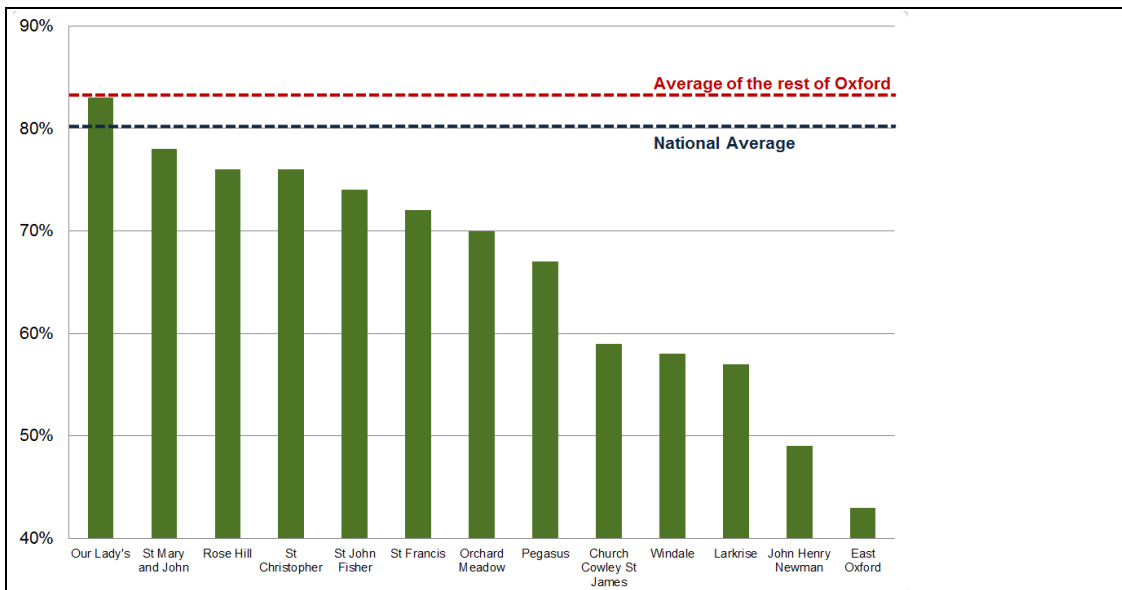
2011 Maths Level 4 KS2 Results of OX4 schools:



### Meeting the needs of learners where English is an Additional Language

Given the challenge facing East Oxford from the increased inward migration of families from outside the UK, the school will develop good and outstanding provision for children who are learning English as an Additional Language (EAL). There is clearly no less prevalence of gifted and talented pupils among those children with English as an Additional Language and hence staff will work with parents, carers and community members to effect higher achievement and further initiate creative strategies to enable EAL learners to access challenging information, concepts and activities rather than simplifying or watering the teaching and learning.

2011 English Level 4 KS2 Results of OX4 schools:



## Developing Enterprising Learners

Learning is a life-long skill that relates to 'real life' and enables individuals to find and make meaning in the world. Through our Enterprise Learning programme, children at the school will learn lessons and develop skills that enable them to flourish.

Research demonstrates that learning accelerates when pupils connect the skills they are learning with contexts with which they are familiar. Financial literacy, innovation, team skills, entrepreneurship, global awareness and citizenship, to name but a few, will play a crucial and constant role at the school, being integrated into the curriculum, contextualised across disciplines and extended through co-curricular programmes and activities.

Enterprise learning will provide pupils with advantages that they can carry throughout their life and learning:

- Cognitive advantage. Pupils will develop problem solving skills, capacity for prediction and modelling and ability to synthesise and evaluate thought and ideas
- Personal advantage. Pupils develop resilience, capacity for independent thought and decision-making and ability to overcome challenge
- Economic advantage. Pupils develop transferable life-skills, capacity to manage money and ability to assert independence

## Individuality

Teaching and learning at the school will be personalised to the abilities, needs and context of each child. Our staff will work with parents, carers and volunteers to provide a personal pathway that accelerates learning, improves attainment and develops character by increasing self-awareness, building on existing strengths and empowering pupils to take a lead in their own learning. The school will foster a culture where pupils are continually challenged to try new things, set targets, take risks and achieve personal goals. We believe that this will provide children with the confidence and self-esteem they require

to become successful life-long learners and leaders. The school will place a high value on developing personal qualities such as faithfulness, humility, service, perseverance and self-discipline. It will also focus on personal, social and emotional education through the curriculum.

Tyndale Community School will use the *Effective Lifelong Learning Inventory (ELLI)*, developed at the University of Bristol, as a baseline intervention for all pupils. ELLI enables pupils to identify different dimensions of learning and helps staff to support the development of greater learning power where necessary and desired. Using seven dimensions of learning, ELLI encourages pupils to manage change, create meaning, foster critical curiosity, grow relational capacity, develop strategic awareness and build resilience. The school will utilise ELLI to enable children to set goals and mark progress for their own learning and development.

The school will provide every child with a coach. This member of staff or volunteer will be a key and consistent facilitator of the pupils' development, working with the pupil, parent and/or carer to co-construct and manage a pupil development plan throughout their time at the school. The pupil development plan will take into account the all-round development that the school envisages for the life and learning of each child.

### **Transition to secondary education**

The school will prepare children for secondary education and beyond, providing pupils with high levels of confidence and self-esteem, attainment in reading, writing and maths, a love for learning and the resilience to face future challenges. Staff will build strong links with secondary schools, integrating strategies for Key Stage 2 and developing comprehensive arrangements to enable successful transition into secondary education through the use of 'bridging materials', inter-school visits by current and prospective teachers, taster days and specific support for parents.

### **Family**

In addition to the pupil development plan, staff will work with parents and carers to create a family development plan. The school will utilise the *Developmental Assets* framework to identify the significant assets and/or deficits that exist in the child's personal, familial or social setting. A study by the Search Institute of 2.2 million young people and families in the US, has demonstrated that adding to these assets has a long-lasting impact on a children's long-term development.

Staff and volunteers at the school will prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and development. In addition, the school will work with other community organisations to ensure that families receive the support they need. The school will establish a contract with each family prior to their child's enrolment. In this simple agreement, parents and carers will commit themselves to engage fully in the development of the family development plan, to help their child reach the targets set out in their pupil development plan and to contribute to the life and community of the school

and wider community.

### **Community**

We believe that it takes a community to raise a child. The school is committed to developing children with the support and contribution of the local and global community and, in turn, growing young citizens who take responsibility and have confidence in their own capacity to make an impact on the world.

Few cities in the world can rival Oxford for wealth of learning, knowledge and expertise. Through its community programme, the school will ensure that these resources are made available to all children and families within the school regardless of social, economic or educational background. As a result the school will have access to resources that most schools could neither buy nor afford. Tyndale is building a wider range of partnerships and collaborations schools and community organisations. Among these are the following initiatives:

- Working with Magdalen College School and Oxford High School to provide extra support and enrichment for pupils and engage with gifted and talented programmes
- Working with the Oxford Hub recruiting students from Oxford Universities to support pupil and inspire greater attainment
- Working with Oxford United Football Club and Kick UK to deliver an innovative PE, sports and health and wellbeing programme
- Working with Schools4Life to pioneer health and wellbeing strategies for children and families

Staff from Oxfordshire Community Churches, have developed a bank of volunteers from across the community with a wide array of skills and expertise who are willing to lend their time and support to school life at Tyndale Community School. OCC will recruit and help to manage these volunteers as part of their contribution to the school, ensuring best practice in all policies around volunteer recruitment, management and appraisal, safeguarding, and health and safety. The school will harness the long-term contribution of these volunteers to the benefit of the school and the community. As a result children and families will have access to a wide range of curricular, co-curricular and enrichment activities. Volunteers will be deployed in the curriculum support, supporting staff in teaching and learning, co-curricular activities such as arts, sports, school clubs and citizenship and extra-curricular activities such as parenting classes, holiday clubs and activities and community learning.

School children and families will make a telling contribution to the wider community. From Reception onwards, pupils will be regularly engaged in creative community activities around East Oxford and beyond. Whether through participation in community activities and events, visiting groups and organisations or building partnerships with other schools and charities in the developing world, our pupils will grow as global citizens who are determined to make a difference.

## **Christianity**

Chapel St recognises the foundational role of the Church and Christian charities in developing mass education across the United Kingdom. Honouring this heritage, the school will develop a twenty-first century Christian ethos sharing hospitality with children and families of all faiths and no faith and drawing together a wide range of people from different backgrounds to work towards the good of the whole community. While there are already Christian schools in the area, the school will be non-denominational and has won the support of a wide range of churches, local residents, community organisations and other faith communities. We wish to state clearly, that creationism, intelligent design and similar ideologies will not be taught, or presented, as valid scientific theories.

Within the life of Tyndale Community School our Christian ethos will be expressed through the behaviour of staff, parents and carers, volunteers and family members. In particular our ethos will come to life through love, spirituality and service as expressions of Christian faith and belief in action. These core elements of our faith will be reflected throughout school life shaping, among other things, our approach to leadership, teaching and learning, student experience, SEN, gifted and talented programmes, collective worship and family liaison and support. Staff and pupils will study the origins of these elements within the Christian faith and engage in dialogue and learning about other faiths and worldviews.

*Love:* The school will be characterised by the deep relationships that exist between staff, pupils, volunteers and families. Every action and interaction at school will be an expression of love and concern for and between individuals. The quality of these relationships will create a culture of inclusion, acceptance, reconciliation, hope and freedom. As a result of these relationships every child will know that they are precious and unique, families will experience support and enrichment, staff will enjoy work and professional development and the wider community will benefit from, and participate in, the life of the school.

*Spirituality:* The school will provide collective worship on a daily basis, taking inspiration and encouragement from the history of Christian faith and tradition. Taking time for personal and corporate reflection, we will foster humility, resilience and depth of character across the school community. We affirm the role that faith plays in personal formation and seek to establish an environment where pupils, staff, volunteers and family members can be open about their own traditions, beliefs and practices, listening to one another and sharing personal and corporate experiences.

*Service:* The school will encourage pupils and staff to express our ethos through acts of service to the local community and the wider world. By developing children's awareness of their own gifts and abilities and the issues facing their local and global community, we will establish an environment where pupils, staff, volunteers and family members are regularly engaged in serving local people, participating in local groups and making a difference in the wider world.



### **Aspirations for pupils and whole school achievement**

Chapel St has not worked in isolation when developing targets. Our aspirations for the pupils and the whole school have been developed in discussion as a team and with [REDACTED] from Rose Hill to ensure that we consider current levels of attainment in the area and the local context affecting these. For this reason, the targets outlined below are shown to far exceed what has become the norm for the area. The school will work to achieve the following objectives to raise attainment and achievement:

- Ensuring at least 75% of children attain Foundation Scale Point 6 or higher in PSE and CLL and 78 or higher total points within the first two years of opening
- At least 85% of that same cohort will be working at Level 2 or above by the end of Key Stage 1
- A commitment to position Tyndale Community School at the top of local performance tables with 90% of children attaining Level 4 or above in English and 90% in maths
- At least 80% of students achieving 2 levels progress in English and in maths at the end of KS2
- Prioritising learning in core subjects with additional sessions to provide increased challenge and contextualise learning to achieve the highest possible standards
- The average attendance rate will be 95% within the first three years
- Families of pupils will report enhanced family life, health and wellbeing as a result of their engagement with school and children's learning
- Over 50% of parents and carers will be actively involved in school life whether through volunteering, family learning and other training and enrichment activities
- The school will recruit and train over 50 regular volunteers to support curricular and co-curricular activities
- Tyndale Community School will make a positive impact on the community with a range of social impact metrics agreed by the governing body.

William Tyndale was an Oxford schoolboy made good. He became a celebrated figure at universities all over Europe. With a lifelong passion to bring education to the underprivileged, Tyndale was never afraid to stand up for what he believed in. With his flair for language, ability to inspire and enterprising approach to technology Tyndale bequeathed a powerful cultural legacy to Western civilisation, shaping the most influential publication in the English language, *The King James Bible*. We have named our primary school after William Tyndale as a testimony both to his life and to the limitless potential of the young lives we hope to nurture. At Tyndale Community School we believe that all young people should have the opportunity to learn, grow and change the world and furthermore, we look forward to realising this vision.

## 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.

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Reception</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>	<b>60</b>
<b>Year 1</b>		60	60	60	60	60	60
<b>Year 2</b>			60	60	60	60	60
<b>Year 3</b>				60	60	60	60
<b>Year 4</b>					60	60	60
<b>Year 5</b>						60	60
<b>Year 6</b>							60
<b>Totals</b>	<b>60</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>

The school will have 2FE admissions annually and will grow to full capacity of 420 by September 2019.

## Section D: Education plan – part 2

Tyndale Community School will provide outstanding teaching and learning for children in a community where there is a critical need for places and a primary school that raises aspiration and attainment for children from disadvantaged families. By utilising proven educational strategies and interventions, supporting parents and carers and drawing on the wealth of educational resource within the community, Tyndale Community School will provide a new model of schooling for children and families in East Oxford.

### **D1 Curriculum Plan**

Governors and staff at Tyndale Community School will ensure that each aspect of school life enables outstanding teaching and learning for children, enriches the lives of local families and enhances community life in East Oxford. The school will provide a high challenge, low stress environment where all develop a love for learning and each other. The curriculum will focus on depth of learning in the core skills of English and maths, ensuring that children access further areas of learning through secondary school and beyond.

#### **Early Years Foundation Stage**

Both Reception classes will be limited to 30 children with a 1:10 ratio of children to adult. The Early Years team, led by the Reception teacher will include two qualified Early Years practitioners, working together to build a child-focused challenging learning environment. Teaching and learning will be grounded in a research-based curriculum and infrastructure drawing on best practice from around the world. Integrating aspects of child-led learning philosophies and methodology, the areas of learning and assessment in Reception will follow the Early Years Foundation Stage framework.

The Chapel St team is monitoring the progress of the recent review of the Early Years Foundation Stage (EYFS) and eagerly await the outcome of last summer's consultation on the new proposed framework as we follow the revised framework and statutory assessment which comes into force in September. Specifically, our Reception curriculum will recognise the differentiation between communication and literacy as a crucial step to ensure stronger readers and writers. We will also develop the three "prime areas" of personal, social and emotional development; physical development; and communication and language to ensure children can access learning and progress through each level of literacy and numeracy.

#### **EYFS Curriculum Development**

Led by data from baseline assessments and parents' input on their children's learning at home, the Early Years team will provide a combination of play-based, child initiated learning alongside short adult-focused activities introducing foundational phonic and numeric learning. While all areas of development are clearly interlinked and important in the

Early Years, we will prioritise the ratio of time spent on Personal Social and Emotional learning to be proportional to their baseline assessments.

### **Continuity through Key Stage 1**

Building on the 'stage not age' approach to organising learning, the Early Years team will partner with Year 1 teachers to provide continuity and further personalisation of learning. As they enter Year 1, children who need further support in certain areas of learning will spend time learning in Reception while those who are consistently working within Level 1 will join the Year 1 class for these areas of learning. Opportunities for outdoor learning and some self-directed activities will enable further continuity, personalisation and best practice, utilising flexible learning environments with fluid boundaries between classes.

### **Continuity between Key Stage 1 and Key Stage 2**

Throughout Key Stage 1 and Key Stage 2, staff will maintain this approach using cross-curricular working around themes in communication, mathematical skills and understanding of the world. Through Key Stage 2 project and themed learning approaches will continue but with increased specialism upon specific subject areas, addressing content and knowledge from history, geography and other subjects. This approach will prepare our pupils for their secondary education.

Having commenced discussion with local secondary heads the team are aware of the need for far greater integration between the primary and secondary sectors and the current challenges that many face in transition. Developing partnerships with secondary schools will enable staff to prepare pupils and families for transition. We will standardise and moderate assessments with local secondary schools so as to ensure that levels of attainment are consistent and will be upheld in Year 7. We will work with secondary colleagues to ensure that judgments are secure so that children's increased momentum at the end of Key Stage 2 is carried forward within their new school.

### **English**

Tyndale Community School will plan the English curriculum to exceed the local averages for Reading attainment at the end of Key Stage 1 and Writing attainment at Key Stage 2. Commencing with the exploration of communication, the curriculum will utilise synthetic phonics to build decoding and spelling skills. Children will enjoy Guided Reading sessions each week working in a small group with their teacher. These sessions will be informed and assessed using criteria for National Curriculum levels to ensure learning is outcome-based and progressive.

Teaching and learning of outstanding English writing skills will be grounded in reading, analysing and employing techniques of beloved texts and expert writers. This will provide a starting point for all learning of writing skills, while developing a love for reading. We are exploring the benefits of teaching the writing process using the Writer's Workshop model and we are exploring a range of programmes and strategies for teaching initial

reading including Ruth Miskin from which we will select the best aspects. Working with others, Tyndale will draw on expertise developed in schools working with ██████████, an author and former Headteacher, to raise attainment in Writing.

A typical creative writing lesson might start with a brain game to consolidate previous learning and continue with children reading a piece of high-quality, child relevant, classic or popular literature. The class would then analyse the specific text to identify key features of that genre and discover how words, phrases and punctuation are used to create the effect. Children will then work independently, with a partner or a group to help them achieve the specific lesson objective with activities differentiated to challenge each child according to his or her needs and abilities.

Learning support will be differentiated according to need, though strategically allocated to ensure that children work as appropriate with the teacher or teaching assistant, especially for children with Special Educational Needs or Disabilities SEN(D). However, we will ensure that children of all abilities have teacher and teaching assistant support on a rotational basis to give opportunities for children with SEN(D) to work independently when possible. The plenary session at the end of the lesson will provide time for children to assess their learning against success criteria, clarify misconceptions, consolidate learning, identify next steps and anticipate the next lesson or unit. Teacher assessment will then inform planning of future lessons.

In addition to learning discrete reading, writing, speaking and listening skills, children will have a skills application lesson every day. These sessions will form part of the integrated curriculum and build context for learning along with demonstrating explicitly how these skills are used in enterprising activities. For example, children will write product descriptions applying their learning in non-chronological reports.

### **Maths**

Tyndale Community School will be specialists and local leaders in maths. Children will learn all aspects of maths in addition to daily sessions on applying learning in each strand through the integrated curriculum. In lessons, children might apply shape, space and measure skills on designing sections of our allotment or design graphs to scale to record findings from science investigations. The school will ensure that teachers understand the progression of skills from Problem Solving Reasoning and Number in Early Years through to early stages of GCSE Maths. The maths leader will be responsible for the leadership including monitoring of teaching, learning and assessment through each phase. We will use the Primary frameworks for maths as the foundation of the curriculum but we are also exploring innovative, practical learning systems such as *Maths Made Easy* to adopt best practice in teaching and learning.

We will seek high standards and attainment in this area. Lessons will focus on broadening and deepening understanding using applied learning and

problem solving from resources such as *Nrich* (University of Cambridge Centre for Mathematical Sciences ) before accelerating to higher levels of the curriculum. This type of exemplary practice (as used in Westminster and the Royal Borough of Kensington & Chelsea) has proved successful at engaging learners in critical thinking, mathematical agility and problem solving. We will use the *CAME* (Cognitive Acceleration in Mathematics Education) training and materials to create fun, contextualised and challenging activities, stretching higher ability learners and allowing less able pupils to access higher order mathematical thinking with the arithmetic skills they already have. Financial literacy will form a key part of the maths curriculum, consolidating learning through recognisable scenarios.

### **Science**

Tyndale Community School will enable higher achievement and increased numbers of pupils studying *STEM* (Science, Technology, Engineering and maths) related subjects and careers as they progress through education. Strengthening our specialism in maths will enable the school to work towards the highest standards in Science as an additional broadening and enriching quantitative and investigative learning. We will ensure that children build deep knowledge and understanding of scientific concepts through hands on learning activities which build scientific thinking and investigation and analytic skills.

Science learning will constantly be related to real life experience with lessons planned to include as much cognitive conflict as possible. We will draw from the principles that *Let's Think Science* materials based on *CASE* (Cognitive Acceleration in Science Education). The *Let's Think* resource packs for primary schools developed by King's College London aim to encourage young children to understand their own learning and thinking strategies through practical investigative activities which focus on aspect of thinking such as ordering, classification and causation. Both the *Let's Think Science* and *Let's Think Maths* programmes have been proven in improving pupils' ability to think mathematically and scientifically, enabling increased capacity for problem-solving and higher levels of attainment.

### **Physical Education and Sport**

Tyndale Community School is working with Oxford United Football Club and Kick UK to deliver a creative values-based and community supported approach to physical education. Kick UK will work with school staff and staff seconded from Oxford United TC to design and deliver the PE curriculum. Once again, all classes will be integrated with other areas of learning and development. For example, a lesson on passing skills within a ballgame will be the practical activity in a PSHE lesson on communication, collaboration and teamwork. In addition, Kick UK will also train parents and community members to run co-curricular sports programmes such as school teams, Saturday sports events, little leagues, etc.

### **Partnerships to support learning**

Tyndale Community School will partner with local independent schools in order to provide pupils with access to increased support and educational

experiences. Working with outreach programmes from Magdalen College School and Oxford High School, two of the UK's leading independent schools, Tyndale Community School will benefit from 6<sup>th</sup> Form Students providing a range of study support and opportunities for music, drama and the creative arts. In addition, gifted and talented students will have opportunities to take part in gifted and talented summer schools at these institutions and staff will have regular opportunities to share advice, practice and collaboration between the schools.

### **Volunteer support**

Chapel St has worked with Oxfordshire Community Churches and other local groups and organisations to build a bank of volunteers with substantial expertise in education. These volunteers include local church and community members working at the City's universities, volunteers from local mosques with experience working with children from ethnic minorities who are underperforming, artists working with children and parents on visual and performance arts programmes. These volunteers will provide support for curricular and co-curricular activities and be managed by members of staff at the school.

### **Integrated learning**

Tyndale Community School will use a thematic approach to education, grounded in a skills and knowledge based curriculum to maximise and deepen learning while building their capacity to apply learning to the world in which they live. For example, we will use the International Primary Curriculum as a model framework to inform our strategy for Key Stage 1 and 2 curriculum mapping and develop a shared project with a local secondary school to support transition. However, learning will be planned to provide comprehensive curriculum coverage and to ensure attainment and progression for further achievement at Key Stage 3 and 4 to provide access to specific areas for GCSEs and A-Levels where a child has a certain "expertise" or interest. Being "expert learners", we will talk about how experts studying for qualifications as well as those learning through research and practice as engineers (DT), economists (maths), doctors (science), psychologists (PSHE/SEAL), journalists (English).

Assessment rubrics will have National Curriculum criteria at each level in the age range for each subject area (e.g. L2 – 4 for a Year 3 class) as well as personal, social and/or emotional criteria drawn from the Social and Emotional Aspects of Learning (SEAL). This focus on securing high levels of evidence-based attainment across the curriculum will provide the children with tools to understand how they are learning and making progress both academically and personally. This type of assessment in a rich 'Growth Mindset' culture provides a framework for children to meet with cognitive and emotional challenge that is a life-long learning skill. As a result, children in upper Key Stage 2 will have the experience in understanding and evaluating their own learning to be able to carry this into the secondary school experience and continue the momentum they began at Tyndale.

The model below outlines the amount of time devoted to each subject. These sessions will integrate skills as appropriate, ensuring proportional coverage in each area over the week. In order to enable application of key literacy and numeracy skills integrated with other areas of learning, double sessions of English and maths are planned four mornings a week. This strategy strengthens our focus on core skills, enables an additional hour of learning each week over the statutory requirement and provides opportunities to apply learning to life.

Communication and Expression	Exploration and problem solving	Innovation and creativity	Personal development
English (6 hours per week)	Maths (6 hours per week)	ICT (1.5 hours per week)	PSE and SEAL (1 hour per week)
MFL (2 hours per week)	Science and Health (2 hours per week)	Design and Food Technology (0.5 hours per week)	Collective prayer and worship (1.5 hour per week)
Drama (0.5 hours per week)	Geography (1 hour per week)	Creative Arts – Art and Music (1 hour per week)	
History and Current Events (1 hour per week)	RE and Ethics (1 hour per week)	PE, Dance and games (1.5 hours per week)	
Enterprise learning and Citizenship (90 min per week)			

Tyndale Community School will aim for the highest possible achievement in literacy and numeracy. We will prioritise this learning in the morning sessions when children are fresh and able to focus. In Key Stage 1 this will link in more clearly with integrated topics and themes and will be carried forward as good practice in Key Stage 2 where integration will affect efficiency and ensure deeper conceptual understanding.

In Key Stage 2 the curriculum will be broadened with more clearly defined subject areas enabling children to begin to understand how different disciplines are distinguished and relate to each other. In the afternoons, projects integrating the Humanities (including RE), Science, PE & Games, Music, French and ICT will all be covered, though not every week. Following the key principles stated in our school vision, we will contextualise learning as much as possible and utilise discrete sessions to teach knowledge and skills as appropriate. Projects integrating these subjects will be presented to the pupils with clearly levelled outcomes for success criteria. Blocks of work will be planned so these subject areas can be covered appropriately.

In Key Stage 1 there will be a creative curriculum on a two-year themed cycle, reviewed annually for effectiveness. In Key Stage 2 there will be a two-year cycle of projects for Science, Humanities and Music. The school will operate a one-year cycle for ICT, PE & Games and French.

We will regularly timetable Creative Days that enable emphasis on



particular areas of the curriculum – e.g. whole school creative writing days. As a means to engage certain pupils, build skills and address different pupils' learning needs multi-sensory approaches will be used where appropriate.

French will be offered from Year 3 through to Year 6 as a regular part of the weekly timetable. This will be enriched with learning activities through the engagement of gifted volunteers both in and out of the school day. Given the anticipated number of EAL learners, we will not start MFL until Year 3 although we intend to run a Key Stage 1 French club as part of the extended day.

### **Information Communications Technology (ICT)**

There is a clear linkage between the school development plan and budget. Tyndale Community School will implement an appropriate finance package to allow robust planning for what will be a small school with little room for contingency in our annual grant. The school will distinguish between ICT as a resource to facilitate learning and ICT as an area of knowledge and skills to learn itself. The school will equip all children to become autonomous users of ICT across the curriculum and train children through specific ICT sessions, providing access on demand and secure ICT facilities. Our teaching spaces will be a mixture of small and large group spaces for interventions and whole class learning, respectively.

ICT learning at the school will relate to real life application focusing on high order technological skills informing the schemes of work for our own ICT curriculum:

- *Communicating Ideas* by managing multimedia including digital imagery and sound
- *Finding Things Out* through efficient researching, organising and classifying data and data logging
- *Developing Ideas* through modelling to explore real and simulated situations and using this to change things and solve problems
- *Making Things Happen* through control and programming such as creating and recording sets of instructions to control devices to achieve specific outcomes

The school plans to optimise value for money with a mobile ICT suite on a wireless network that integrates learning in the classroom with laptops. For example, children will use laptops in a Science/ICT lesson using data loggers in an investigation. In the earlier year groups, children will be introduced to programming with floor turtles and other robotic toys whereas older children will progress to write their own programmes for robots that they make as part of an integrated learning project. For instance, this could be connected to an English project on *The Iron Man*.

ICT will be a key tool in strategic management, administration and support for learning. We will use an MIS such as SIMS to manage pupil records, staffing, attendance, provision mapping, behaviour and achievement. We

will personalise and design templates in each area to ensure that information about our children is effectively documented and triangulated to understand each child's needs and achievements for future action planning.

### **Principles of Teaching and Learning**

The Growth Mindset culture at Tyndale will be at the heart of the school's approach to teaching and learning which informs aspects to create a set of principles.

#### *Lesson planning:*

All lessons will incorporate teaching from the front with a combination of group and independent activities, interactive practical learning and use of ICT where appropriate. Independent and group activities will be differentiated according to ability as classes will be of mixed ability. Children with SEN(D) will be supported as detailed below.

Teachers will plan lessons within a sequence of learning objectives and activities rather than simply on a weekly basis. As a result, units of learning will not necessarily begin on a Monday or finish on a Friday, depending on children's needs and progression. For example, if most of the class did not make progress and achieve the success criteria in a maths lesson on a Friday, they will revisit it with different activities the following Monday to ensure they have the depth of knowledge required to move on to a new unit of learning. Lesson planning will be an iterative process, with clear objectives and activities that are flexible and amendable according to daily evaluations.

Another key aspect of lesson planning is specifying the differentiated activities for each group to ensure everyone's needs are appropriately met.

#### *Teaching and learning strategies to develop a love for learning:*

Tyndale Community School will nurture a love of learning using "Bright Sparks" Brain Games, a range of activities that challenge and develop children's higher order thinking skills. Using these 5 – 15 minute exercises is an excellent strategy to support children to settle in and provide structure for transition times throughout the day such as during registration and handing in home learning, coming into the classroom from the playground or at the end of the day. In addition to building concentration, these types of activities also build a love for competition and team spirit when children are given opportunities to earn class points. Used in combination with DEAR (Drop Everything and Read) time in which children compete together to beat their longest group concentration time during which all are reading without distraction, the school will build our culture of loving learning by giving teachers tools and resources to strengthen associations between learning and enjoyment from the earliest age. These types of strategies are part of outstanding teachers' toolkits used to build a Growth Mindset in their classrooms:

- Analogies (across subjects examining how words, images, people,

concepts relate to each other)

- I'm the Teacher! (identify common mistakes the class teacher intentionally makes to clarify misconceptions)
- PMI usually related to current or previous learning (identify the "pluses, minuses and interesting" things about a unique scenario e.g. chocolate door handles)
- Odd one out usually related to current or previous learning (identify which is the odd one out in a group of images e.g. blue isosceles triangle, red rhombus and green circle)
- Here's the answer. What's the question? (suggest as many possible questions that could be answered by the word/number/explanation)

*Differentiation to enable high expectations for all abilities:*

At Tyndale Community School we believe that a rising tide lifts all ships. This will be exemplified in our teaching through independent, paired and group learning activities. Rather than planning activities to make it easiest for the lowest achievers to complete their work and then layering on more work for more able children, Tyndale teachers will plan lessons starting with the highest achievers' activities and then scaffolding support for children who need it. This approach does not mean planning activities that are inaccessible for children who have SEN or still learning English. Rather our standard for lessons will be characterised by the consistency of provision of activities requiring higher order thinking skills as defined by Bloom's Taxonomy, regardless of the ability of each group. High expectations will be evident in day-to-day learning and documented in monitoring of books and planning rather than solely in summative assessments.

*Celebrating learning as achievement:*

Building on our Growth Mindset, Tyndale Community School will shift the focus from achievement as a one-off event to a continual learning process meeting multiple challenges. The focus on challenge will cultivate a love of learning for children and staff alike. Individual and class achievement will be celebrated using a variety of activities and strategies. In addition to verbal praise, an example of celebrating individual achievement includes sending the child a note home praising persistence in a lesson, improved times tables, or even demonstrating great behaviour for learning in a timed interval.

Awarding a merit certificate for perseverance or most improved maths/History/PE learning or behaviour for learning is an example of public celebration of individual achievement, where the focus is on improvement and continual learning rather than on one-time achievement. Class achievement will include the awarding of a Class Learning Cup for making the most progress in a certain subject, the Tyndale Community Cup for a class nominated for building and exemplifying the school ethos or winning the weekly Attendance Cup that may be awarded with a voucher for a class learning game or extra minutes on the playground.

*Robust Continuing Professional Development and Performance*

*Management:*

Tyndale Community School leadership will engage staff in the continual school improvement process using self evaluation to inform performance management which in turn informs priorities for whole-staff and targeted Continuing Professional Development (CPD). Reflecting our Christian ethos, we will demonstrate a commitment to support the holistic development of staff and through CPD will personalise and differentiate learning for teachers and support staff as much as we will do so for our children. Our understanding of CPD is not simply limited to staff meetings and INSET days; these compare to whole class teaching sessions. Staff will also be provided personalised group and independent learning activities such as peer observations, project focus groups and assessment partners. Individual teachers will be observed by each other as well as the Senior Leadership Team (SLT) to make sure there is an atmosphere of good discipline *and* fun in their learning. Observations will ensure that activities are appropriately differentiated while being challenging regardless of ability.

All these activities feed into performance management meetings that are similar to the coaching sessions we will have with each child (see Section D6 below). Performance management will be robust because it will move beyond routine target setting and review meetings to incorporate regular monitoring of lesson planning, reviews of children's books, formative and summative assessment and observations of teaching and learning. The school will have a monitoring calendar that outlines how and when each aspect of teachers' work is being monitored, identifying whole school CPD priorities and targeting subsequent and specific support on an ongoing basis.

## **D2 Tyndale Community School timetable and calendar**

Tyndale Community School will be in session at least 190 days (totalling 308 sessions) over 38 weeks each year. The academic year will be divided into three terms with these broken down into six half terms in line with local Oxford schools. The school day will start at 8.00am with access for pupils/families to a breakfast club. The formal day will start at 8.30 through to 3.00 (the compulsory part of the day) with other activities for older children going on to 4.00pm.

Understanding the realities and strategies that optimise teaching and learning of young children, Chapel St does not dictate the specifics of practice around daily schedule for each class. In order to ensure that learning is personalised to children's needs as identified by the teacher, we will set out expectations for teaching and learning time that ensures appropriate coverage of each area of learning on a weekly /termly basis.

Furthermore, we will also expect literacy and numeracy to be taught regularly in the morning sessions when children are most ready to learn. To give a sense of what life at Tyndale Community School might look like

for a child, a day in Year 5 is suggested below:

Time	Event	Comment
8:30-9:00	Statutory Registration and Assembly	
9:00-9:45	Period 1: English	
9:45-10:30	Period 2: Literacy skills application	Content taken from other subject areas
10:30-10:45	Break	
10:45-11:30	Period 3: Maths	
11:30-12:15	Period 4: Numeracy skills application	Content taken from other subject areas
12:15-13:00	Family Style Lunch and Play/Social time	
13:00-13:30	MFL	
13:30-14:15	Period 5: RE / ICT	
14:15-15:00	Period 6: Science	Provide opportunity for double periods
15:00-1600	Enrichment: Co-curricular activities including Sports	

A day in the life of a child in Year 1 might reflect a different timetable:

Time	Event	Comment
8:30-9:00	Statutory Registration and Assembly	
9:00-9:15	Mental Maths games	
9:15-10:00	Maths lesson	
10:00-10:30	Maths Carousel	Variety of activities children do in groups moving around the room; content taken from other subjects
10:30-10:45	Break	
10:45-11:30	Literacy	
11:30-12:00	Literacy Carousel including Guided Reading	Variety of activities children do in groups moving around the room; content taken from other subjects
12:15-13:00	Family Style Lunch and Play/Social time	
13:00-13:30	Circle Time	Drawing from SEAL and Philosophy for Children materials
13:30-14:15	Science	
14:15-14:30	Break	
14:30-15:00	PE	
15:00-1600	Enrichment: Co-curricular activities including Sports	

Registration will be a personal interactive time with the pupils. A registration session will be carried out at the beginning of every morning and afternoon. During this time, children will take part in a "Bright Sparks" activity while the teacher deals with the administrative start of the day (e.g. collecting home learning) and reads the list of names. The teacher will greet each child present. The register will be taken using technology to interface directly with the MIS, which will be real-time information for the school managers so that non-attendance can be immediately addressed with a phone call or text to parents. This process increases efficiency of teaching and learning time as the register is saved at the end of

registration.

The school year will follow the term structure common to other schools in the Oxford area although holiday programmes will extend the learning period for working families and provide continuity for pupils through the long summer break. Our volunteer staff will support these programmes and we will seek charitable support to enable the programmes to run.

Tyndale will have a dynamic and rolling programme to build a culture of enrichment both for children and the community with specific focus for each activity. Oxfordshire Community Churches will fund an Enrichment Leader who will be responsible for leading our dedicated school staff and community volunteers to provide a range of activities with the most value for money. For example, a parent has already volunteered to run a Hindi club to expand children's horizons and cultivate an inclusive culture. Our breakfast club will be a key strategy for meeting specifically identified children's nutritional and social needs to help raise attendance and improve personal development and achievement. Our ICT club and home learning Club will increase engagement and consolidate learning in a meaningful way. We will also create an Enterprise Club to provide opportunities for children to collaborate and lead school-based enterprise projects of their choosing.

### **Pupil Organisation**

Pupils will be grouped in age related classes for registration to settle into the school day and ensure children have a positive interaction with their teacher before being with the rest of the school in assembly. There will be a maximum of 30 children in each class in both Key Stage 1 and 2. If funding allows, we would aim for the ideal number of 28 to take account of varying pupil needs.

Pupils will have a classroom that allows for whole class and group teaching. The pastoral support for pupils will centre on these groupings with class teachers except for some specialist teaching such as in the arts. There is also scope for team-teaching across year groups for example when pupils are using ICT as a tool for learning.

Children will be organised by areas of interest for co-curricular activities. The Enrichment Leader will be responsible for organising the children as appropriate.

### **D3 Personalisation Strategy on the Spectrum of Needs**

Using this year's performance tables, we anticipate that around 35-40% of pupils will have English as an Additional Language (the average for OX4 post code is 33%) and at least 10 – 15% of the intake on the SEN register at School Action Plus or with a Statement (the average was 12.2%). While effective differentiation for all children will be the bedrock of teaching and learning in all classes, the school will meet the needs of each child, from

those who are at varying stages of English language acquisition to those who have Special Educational Needs or Disabilities to those on the Gifted and Talented register. We will use a variety of strategies to understand our pupils' prior achievement, through baseline assessment on entry and ongoing measurement of progress that is child-centred and informs the delivery of teaching in the classroom and at an individual level.

### **English as an Additional Language (EAL) provision**

Staff at Tyndale Community School will be working with children who have varying needs and abilities and have effective strategies for meeting children's linguistic and cognitive needs across the spectrum of abilities. English Language acquisition will always be assessed first and separate from academic and cognitive ability. There will be very clear protocols for developing spoken and written literacy as a means for accessing the wider curriculum and progressing across the subject range.

The Chapel St team have experience working with EAL learners in inner London schools and specific expertise in identifying their abilities and ensuring that they are challenged appropriately. While our strategies are based on research and experience, the school will ensure that implementation will be carefully considered in the light of what is best for the school community. Differentiation of independent activities will also include linguistic scaffolding such as word banks or sentence/paragraph scaffolds.

Visual literacy, using images to convey and derive a range of meanings, will be a primary strategy for supporting language development and enabling achievement. It is a strategy for enriching and developing language to support EAL learners to access information, understand and engage with important themes in topics, texts and build knowledge through each stage of language acquisition. We recognise that while children may be able to see, they may not see critically. It is vital that we provide a range of scaffolding to support the interpretation of images. While this is part of good teaching practice in our highly visual world, it is especially essential for EAL children.

Tyndale Community School will draw on multilingual aspects of school in creative ways through other lessons such as through learning the etymology of key and new vocabulary by relating the terms and definitions in English to those corresponding ones in the children's home languages. Other strategies to support additional language acquisition will include displaying graphic organisers like simple tables, Y-charts, star diagrams, flow charts mind maps and any other visual representations to support recall and conceptual/relational understanding.

### **Special Educational Needs (and Disabilities) provision**

Tyndale Community School will provide outstanding support for children who have special educational needs (SEN) to help these children achieve their full potential. We will aim to promote in the school an atmosphere where children enjoy learning with good discipline. Our ethos motivates us

to ensure all systems and procedures are in line with the Equality Act 2010. Our premises will be made accessible to children and/or staff with disabilities. Teaching, learning and pastoral care will also be designed to provide fair access to learning activities, assessment (e.g. using an amanuensis) and social development such as using friendship groups and buddy systems.

Pupils will be tested on entry through a variety of verbal and non-verbal tests that will help us to identify pupils' individual needs. We understand that recent DDA Legislation requires us to conduct a Disability Impact Assessment in order to proactively discover what needs every child and adult may have and respond appropriately. Children with SEN(D) are not easily distinguished by the outside observer for often negative reasons. We will develop Individual Education Plans (IEPs) for pupils with their parents' and carers' input to ensure they are effective and well-supported. The Inclusion Manager will co-ordinate and manage the reviewing and updating of these plans.

The Assistant Principal who leads on Community Development and Inclusion will fulfil the role of Special Education Needs Co-ordinator (SENCO). We understand that this post must have qualified teacher status and be appropriately trained. Our school will use a graduated response that encompasses an array of strategies. We will use the SEN Code of Practice as the basis for identification and provision of needs. For this reason, we will follow guidance on statutory assessments and statements of SEN for children with severe and complex needs. The Assistant Principal will be responsible for carrying out annual reviews of statements and planning for young people with SEN to make the transition to secondary school through close relationships with partner secondary schools.

Tyndale recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The Assistant Principal will work with other agencies including professionals in educational psychology, speech and language therapy, mental health and medical professionals to support children with specific needs. Children who have SEN or disabilities will have a range of provision from in-class differentiation to additional support where needed. IEPs will be consistently reviewed and used to identify personalised strategies to support each child's needs. We are committed to involving children and parents in decision-making and to effective multi-agency working for combined services around the needs of children and their families. In order to ensure our provision will be the most effective, we are currently monitoring national developments in SEN practice and we will take into account the key principles and guidance in the recent SEN Green Paper.

To meet the needs of all learners, teachers will strategically use ICT to stimulate visual (e.g. colour-coding, images etc in flipcharts), auditory (MP3 sound bites, creating music etc) and kinaesthetic (e.g. floor turtles, bee



bots and other controls) learning. Differentiation of independent activities will also include linguistic scaffolding such as word banks or sentence/paragraph scaffolds.

Teaching assistants (TAs) will work in the classroom to support groups of learners as directed by class teachers and as part of good differentiated teaching. They will not always be working with pupils with SEN but may be deployed to work with other pupils to allow the class teacher to support vulnerable learners. They will work with individuals or small groups of children to deliver specific, targeted interventions as directed by the Assistant Principal and class teacher. This may include work outside the classroom for short periods of the day. TAs may work one to one at any point in the school day carrying out a variety of tasks to support individual children with statements of special educational needs. We have a variety of strategies to overcome barriers to learning including clear assessment to identify the barriers and pinpoint next steps for learning and targeted, time limited interventions. Specific individual interventions will be assessed to measure progress and plan next steps. Outside agencies will be consulted where appropriate.

Impact evaluation of SEN provision will include both intermediate and final outcomes for each child, as outlined in his or her IEP. For example, while final outcomes will always focus on the attainment and progress of each child, intermediate outcomes will include the particular factors that stagnate learning such as insecure place value or phonic understanding. While final outcomes may not demonstrate a higher summative judgment or test result in cases of profound need, there will still be an expectation of increase in attainment within a sublevel using P scales or Assessing Pupils' Progress (APP) grids to define this criteria.

Both Assistant Principals will work together to monitor the progress of children on the SEN register. We will ensure assessment and monitoring procedures are aligned with P scales and target setting according to national conversion rates. While children with particular needs may not reach the same attainment as their peers, we will have the same age-related expectation for progress each year.

The CPD programme will have significant focus on developing staff strategies for meeting the needs of children with dyslexia to those with emotional and behavioural disorder as well as target setting from P scales based on the current Progression Guidance set out by the DfE.

### **Gifted and Talented provision**

Tyndale Community School will raise aspirations for learners by helping each child to discover and develop his/her gifts and talents to experience success and sense of achievement. Working with a Gifted and Talented (G&T) specialist on the Chapel St team, the school will employ refined differentiation strategies and methodologies to plan learning which raises the bar for all learning so that children of all abilities develop higher order thinking. Teachers will apply the theory that a 'rising tide lifts all ships' by

planning activities with very high expectations for the most able children while providing scaffolding for less able learners to access the same material.

For example, while a whole class is learning to conduct maths investigations systematically, the teacher may work with lower and middle ability children to list criteria for systematic investigation that they apply in pairs or independently, while higher ability children may immediately undertake the investigation. In this way, both groups are functioning mathematically at high levels of cognition, but the former group is provided support to do so. This refined differentiation will prioritise using knowledge and skills in different contexts and at higher levels of cognition. This emphasis on broadening and deepening knowledge and understanding for the most able prevents creating gaps in learning which can occur with premature acceleration such as learning Year 7 curriculum before fully mastering the Year 6 curriculum.

A register of the top 5-10% of each cohort (identified through a combination of statistical and behavioural indicators) will be used to identify children for monitoring to ensure they are being challenged and are learning at an appropriately accelerated rate to prevent stagnation when attaining higher levels.

Pupils identified on the G&T register will have excellent attendance and behaviour; this includes developing social skills in some gifted children who have difficulty working with peers. We are aware that G&T pupils often become disaffected and often underachieve when they are not appropriately challenged. Therefore, we seek to ensure that these pupils have a positive attitude to their learning and are involved in all aspects of school life (attendance records, achievement, representation at enrichment activities, participation in the school council). G&T pupils who speak English as an Additional Language, will value their first and/or other languages as an economic asset for the future.

The Assistant Principal / Inclusion Manager will be responsible for ensuring personalisation across the spectrum of needs and abilities encompassing SENCO as well as Gifted and Talented leadership. This person's role is to provide leadership in identification, monitoring and resources in helping to ensure we are meeting the needs for these children in each area. To help provide unique enriching opportunities to stretch our gifted pupils, Magdalen College School has offered places to those children in Years 5 and 6 to attend their Summer School.

#### **D4 Defining and Measuring our success**

Tyndale Community School will define success using the standards targets described below and by setting key performance indicators in governance and finance using the guidance provided by the self-evaluation framework published by YPLA. In line with our Christian ethos we will also consider

emotionally intelligent measures such as:

- Quality of relationships among staff, children and families
- Low staff turnover
- Low exclusion and persistent absence (see intermediate targets below)
- Enhanced family life for pupils, parents and carers
- Levels of volunteer involvement from the community
- Levels of staff/student/parent satisfaction
- Referrals and staff applications
- Community advocacy and support
- Investment in people
- The size and efficacy of our community network
- Social impact on the local community

Our self review and evaluation will be led by the Principal and SLT. It is part of our school development planning cycle which will follow these stages:

- Evaluate, prepare and engage to create a shared vision of where we are at the time and where we will improve. All staff and governors will be critical in determining the plan.
- Identify objectives to deliver the key outcomes of the vision whether they are teachers or support staff. In the classroom for learners and beyond the classroom by personalising, developing and prioritising solutions and interventions, and planning impact evaluation.
- Monitor and evaluate progress toward successful outcomes with the use of Assessment for Learning in the classroom and performance management. Consistent analysis of data will be collected on intermediate outcomes (e.g. termly assessments, attendance etc). SLT and middle leaders will undertake impact evaluations of initiatives to affect improvement in their areas.

Self evaluation will involve collecting, analysing and interpreting a wide range of evidence through activities such as data analysis, sampling of pupils' work, lesson observations, interviews and surveys to create impact evaluation model mapping development priorities. It will be used to celebrate success as well as identifying priorities for development. The process will have rigour and challenge built in. The strategy will be simple but effective, and integrated into routine management systems and cycles. The school will listen and respond to the views of its stakeholders. Evaluation will focus strongly on the impact of the school's actions on learners and families.

Knowing our community well means specifically identifying the key final measures, which will be to accelerate attainment and progress in maths through Key Stage 2 as well as committing to highest achievement in both

English and maths. However, we will also measure contributory factors to achievement including attendance and punctuality (an accurate attendance register will be held in the school MIS) as well as other pastoral indicators such as exclusion rates as intermediate outcomes.

National Curriculum targets will be the main academic method. We believe it is important to assess pupils' capacity to learn as well as their social and moral abilities, and so will develop ways of setting targets relating to leadership and character. Using an online survey tool, the Effective Lifelong Learning Inventory (ELLI), pupils will self-assess seven dimensions of learning power at the beginning and end of each year in school. Further information about ELLI can be found in section D6.

Targets for Tyndale Community School have been developed following discussions with [REDACTED] of Rose Hill Primary School, to ensure that we consider current levels of attainment in the area and the local context affecting these. For this reason, the targets outlined below are shown to far exceed area averages.

#### Achievement Targets:

Phase	Target	% pupils Tyndale	% pupils current OX4 average
All (2014-15)	Lessons judged good to outstanding according to the new Ofsted framework	85%	N/A
Foundation Stage (2014-15)	Scale point 6 or above in PSE and CLL with 78 or higher total	70-75	59
Key Stage 1 (2016-17)	Level 2 or above in Reading	85	74
	Level 3 or above in Reading	15-20	N/A
	Level 2 or above in Writing	80	67
	Level 3 in Writing	10-15	N/A
	Level 2 or above maths	90	83
	Level 3 in maths	15-20	N/A
Key Stage 2 (2018-19)	Average Point Score in KEY STAGE 1	16	N/A
	Level 4 or above in English	90	69
	Level 5 in English	25-30	18
	Level 4 or above in maths	90	68
	Level 5 in maths	25-30	17
	Level 4 in both English and maths	80	59
	Two levels progress from KEY STAGE 1 to KS2 in English	90	83
	Two levels progress from KEY STAGE 1 to KS2 in maths	90	74
Average Point Score in KS2	28	25.7	

Pupils will be expected to achieve three Early Learning Goals (Foundation Stage Scale Point 6 in total) as the minimum standard for attainment in Reception to ensure children are working at least at national average and ready to work towards Level 1. Tyndale will expect three sublevels progress each year in Key Stage 1 (6 points).

The national expectation is in reality only 3 points each year in Key Stage 2, yet this expectation includes a half of a sublevel measurement which does not exist. To cope with this expectation, schools are left to accept only one sub-level of progress in Year 3 and hope that the child compensates by achieving the highest standard of progress in Year 4. As a result, progress can dramatically stagnate through Key Stage 2 while pressure increases unrealistically in Year 6. In the weakest schools, standards are only acceptable in the nationally reported year groups. For this reason, Tyndale Community School will target two sublevels (4 points) progress each year. Many schools state that they expect this rate of progress (an outstanding 16 points by the end of Year 6), but not all effectively monitor, action plan and performance manage against it. At Tyndale Community School, a class average of 3 points progress will be our minimum expectation before we consider annual progress in Key Stage 2 inadequate. We will use the 4 point standard as a basis of judgment for performance management and action planning.

#### Intermediate Outcome Targets for 2015-16:

Outcome	%
% of pupils demonstrating increased capacity for learning in at least 4 of the seven dimensions of the ELLI measures	98%
% Attendance	95%
% of parents and carers who attend Parents' Consultations	95%
Unauthorised absences	0.8%
Persistent absence	1.5%
Punctuality	97%
Fixed term exclusions	1.0%
Permanent exclusions	0.0%

For this reason, a key intermediate outcome will be for 85% or more of lessons to be judged good to outstanding with an aim for continuous improvement exemplified in main teaching and independent, paired and group learning activities. We know our standard for these lessons will be characterised by the consistency of provision of activities requiring higher order thinking skills as defined by Bloom's Taxonomy, regardless of the ability of each group. For this reason, we will develop induction for new teachers on understanding the Ofsted criteria for good and outstanding lessons as well as principles of all aspects of assessment. High expectations will be evident in day-to-day learning and documented in monitoring of books and planning rather than solely in summative assessments. Another key outcome will be accuracy of teacher assessments judged in moderation across partner schools around East Oxford. We will see a growing love of learning with the numbers of children registered in extracurricular games and activities such as Maths Challenge

and Book Clubs.

Additionally, we will be measuring impact of working with families and the success of local community initiatives. Following our own model for evaluating impact, we will measure our success with intermediate outcomes to demonstrate that we are on track to larger visionary outcomes of increasing attainment beyond the current levels existing locally. Utilising the Developmental Assets framework, staff will be able to target, plan, support and measure the impact of parents' and carers' engagement with school life and their children's learning.

### *Assessment Strategy in School Improvement Planning*

At Tyndale Community School, assessment will play a key role in self-evaluation and will drive teaching and learning but it will be child focused and child driven, from making judgments to analysing the data. Leaders at each level will use data to identify the next steps for individual progression. Class teachers are primarily responsible for their children's learning and progress. However, there is further accountability from leaders and specialists for progress in their areas, such as the English and maths leaders, EAL Specialist and Inclusion Manager (SEN and higher attainers). Our overall school improvement strategy related to assessment is shown below:

School Improvement Review Cycle:



### **Making judgments**

Throughout each phase of learning, teachers will use daily formative assessment and monthly levelling to moderate summative termly judgments. While daily teaching and learning requires constant formative assessment, teachers will level reading, writing and maths learning in books at least once per month using National Curriculum levels. Frequent levelling of learning in core subjects will ensure consistency, accuracy and

build children's motivation. With this evidence documented in children's books, teachers will record termly summative judgements in the MIS to give a measure of progress for individuals, classes and cohorts. This data will be used to identify staff-specific action points each term to ensure the school is constantly engaged with the improvement cycle. The Assistant Principal responsible for Curriculum and Standards will ensure that assessments are accurate and consistent with the national standard using the Assessing Pupils' Progress grids. For this reason, summative judgments will be a balance of tests moderated with evidence of ongoing assessments in children's books.

The Assistant Principal (Curriculum and Standards) will lead SLT and the rest of the staff through annual standardisation of sublevels for the core subjects to ensure learning that is levelled according to a *school standard* rather than a class-specific standard (i.e. a piece of writing levelled at 1a in Year 1 is also 1a in Year 3 or 3c in Year 2 is also 3c in Key Stage 2). Strong links with other primary schools and local secondary schools will enable us to standardise, and later moderate, judgements at the end of Key Stage 2 to ensure we are confident that even in Key Stage 3 at another school; our children will be truly working at Level 4 or 5.

Once our judgements are standardised, we will have termly moderation of samples of learning in books to confirm teacher assessments which are recorded for tracking and monitoring. This process reviewing evidence in books rather than on tests keeps the focus on learning. Consequently, we will build and develop teachers' understanding of the criteria for National Curriculum levels, and more importantly, their understanding of children's progression through these levels that will enable them to identify next steps for learning quickly and easily. The marking policy and its implementation will involve children in reflecting on their learning with self and peer assessment as well as teacher assessment to identify next steps to move forward.

### **Strategic analysis of pupils' achievement and target setting**

Each class teacher is responsible for progress of each child in his or her class; targets are set under the guidance of the Assistant Principal (Curriculum and Standards) in termly Pupil Progress meetings. Targets will be set in partnership with children and/or their families where possible, so they have ownership and understanding of next steps for each area of learning core skills. Where children are underachieving, the Assistant Principal will set up strategic Pupil Progress Intervention teams where appropriate.

The Assistant Principal will lead termly tracking that will reflect RAISEonline standards of analysis, including analysis against DfE significance factors, using bespoke templates in the school's MIS (e.g. SIMS) which automatically calculate progress with average point scores. Tyndale will also track a range of data on their other aspects affecting progress such as behaviour, attendance, home learning, and ELLI up to 3 times per term. We will cross-reference these other factors to identify underlying issues

contributing to any underachievement. The ELLI instrument has an online system of its own but it is our intention to integrate the record keeping as much as possible so that we maintain coherent records of progress and attainment.

Tracking and monitoring attainment and progress for children on the SEN register will include appropriate target setting from P scales through to National Curriculum based on national conversion rates and guidance outlined in the SEN Progression Guidance to ensure children are appropriately challenged. Secured P scales will be used for core subjects where appropriate.

Regular monitoring of attainment and progress throughout the term will enable staff to evaluate the impact of interventions (tracking using group filters) and to personalise learning through movement between development groups for core subjects. Monitoring progress will also involve parents and carers in assessment and monitoring of individual children. Ways of working in this area may include posting live data in a secure managed learning environment such as Fronter to enable them to see their child's progress. A key aspect of leading Curriculum and Standards will be to help staff understand and use assessment data to continually improve practice. The Assistant Principal will meet with teachers and support staff to identify key areas for development to target teaching and learning each term based on attainment in each assessment area. More importantly, the person in this role will work alongside colleagues to coach staff to plan their teaching and learning more effectively.

The final aspect of monitoring and attainment is about analysing the data for class and school trends to identify priorities for continual school improvement. SLT will track horizontally across their appropriate age groups to identify cohort issues, while subject leaders will analyse and identify current issues arising in their subject/s to create intervention strategies, whether strategies are across the school as a whole (usually identified by demographic indicators) or group, class (usually teacher-focused) or individual levels. This entire monitoring and evaluation process is reported to governors each term.

## **D5 Admissions**

The admissions proposals for Tyndale Community School have been designed to support the creation of a distinct and dynamic school that provides outstanding teaching and learning, support for families and a hub for community regeneration. The proposals have been drawn up in line with the guidance provided by the New Schools Network to serve the needs of disadvantaged families from across the community and to harness the substantial social and educational capital of the Oxfordshire Community Churches (OCC), not to mention the many community groups that OCC have gathered in support of the project. It is our considered opinion that



maintaining a high level of engagement from these community groups will add inestimable value and support over the life of the school. That said, the team remain open to further discussions and suggestions as to how the admissions procedure might best serve the children and families of East Oxford.

### **Compliance with the Code of Practice for Admissions**

The Chapel St Community Schools Trust will comply with the Admissions Code to ensure the admissions arrangements are clear, lacking complexity and fair. Tyndale Community School will have arrangements to safeguard and promote the welfare of children who are pupils at our school. The school understands that through the Funding Agreement with Chapel St Community Schools Trust we need to adopt practices and arrangements that are consistent or in accordance with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools. The school will meet the Education (Independent School Standards England) Regulations 2010 as well as the requirements of the model Free School Funding Agreement.

Tyndale Community School will work within the locally coordinated admissions process and will ensure that it contributes to local admissions arrangements. Alongside the use of the Local Authority Common Admissions Form, parents and carers will be expected to complete a Supplementary Information Form (SIF), endorsed by an appropriate minister, to indicate whether their children attend acts of worship and to what congregation they belong. We will use this information to help us understand and plan for the most effective inclusion of our intake.

We will make sure that all communication is targeted and accessible to all our community, including the 'hard to reach'. The school will not seek to select its pupils by ability; interview applicants; or seek payment from parents and carers for admission. We are aware of the requirement to provide places for children of all abilities with the majority coming from the local area. We will admit pupils who have a statement of Special Educational Needs which names the school and we will also provide places for Looked After Children. As a school of religious character, if oversubscribed, and after admitting pupils with statements naming the school, our policy will be to admit at least 70% of pupils without reference to any faith.

We will not place any conditions on admission (such as expecting a child to have applied for another school) and we will not charge for admissions or for administration of applications, nor will we interview applicants or test for ability. Similarly, we will not give priority or take account of any circumstances that are not defined within the admissions policy.

The draft changes to the Admissions Framework of February 2012 have been duly noted and we will ensure that these requirements are reflected into our arrangements:

- Giving adopted children who were previously in care the same, highest priority for places as Looked After Children
- That a 'national offer day' for primary places will be introduced
- Allowing schools to prioritise the children of staff who are employed at the school
- Allowing our school to prioritise places for disadvantaged children

### **Reception Year Admissions**

Tyndale Community School will work with locally coordinated processes and procedures for admissions arrangements on an annual basis. Working with the locally coordinated processes, Tyndale Community School will work alongside the Local Authority ensuring that parents and carers can benefit from a prospectus and suitable marketing materials. Tyndale Community School will, of course, ensure that website information is available to all prospective parents and carers.

Tyndale Community School will admit **60** pupils to the Reception Year in 2013/14 and thereafter admit **60** pupils on an annual basis.

### **General admissions arrangements**

Tyndale Community School will ensure that it provides places for children of all abilities, all of whom will come from the local area. We intend to attract local pupils from the immediate area surrounding the school and all our publicity and promotional material is designed to appeal to parents and carers in the local neighbourhoods. We are determined that no-one will be marginalised because of challenging or difficult circumstances and will put support in place where needed, to access information and communication with the school.

The prescriptive timescales for admissions arrangements requires us to have our prospectus in place by the end of August 2012 with other communication media in place very shortly after that to help parents and carers with information. If pre-opening approval is delayed (for the 2012 admissions cycle) leaving us unable to work within the timescales set out by the Local Authority, Tyndale Community School will continue to promote the school as outlined above putting special emphasis on contacting all those parents and carers who have expressed a preference. Parents and carers will be informed of what options are available to them by the Local Authority. In the event that Tyndale Community School is not offered as a suitable alternative to other schools, we will ensure that sufficient marketing and promotion activity and events are held and we will ensure that parents and carers are given the opportunity to contact the Local Authority and express their preference for a place at Tyndale Community School.

### **Process of Application**

As a school of religious character, if oversubscribed, our policy will be to admit at least **70%** of pupils without reference to any faith. Arrangements

for applications for places at Tyndale Community School will be made in accordance with the Local Authority's coordinated admission arrangements and will be made on the Common Application Form provided and administered by the relevant Local Authority. A Supplementary Information Form will be required from parents and carers when applying for a school place and this is only required to provide information of current worship practices. Tyndale Community School will use the Oxfordshire County Council's timetable for applications to the school each year (exact dates within the months may vary from year to year). This will fit in with the timetable for the coordination of admission arrangements within the Local Authority as agreed by locally coordinated processes, Local Authority and local schools.

The indicative timeline for 2013 opening is:

Aug 2012 – Prepare prospectus and material for websites

Sept 2012 – LA open their online application processes

Jan 2013 – Closing date for primary school applications

Apr 2013 – Letters issued by LA showing allocated school places

May 2013 – Closing date for requests for waiting lists

May 2013 – Late applications and waiting lists finalised and places offered

July 2013 – Contested decisions submitted by parents or schools to Schools Adjudicator

a) By August – Tyndale Community School will publish in the prospectus information about the arrangements for admission, including oversubscription criteria and SIF arrangements for the following September (e.g. in August 2012 for admission in September 2013). This will include details of open evenings and other opportunities for prospective pupils and their parents and carers to visit the school. The school will also provide information about the school to the LA for inclusion in the composite prospectus, as required.

b) In September and October 2012 – Tyndale Community School will provide opportunities for parents and carers to visit the school. If a site is still unavailable, alternative venues will be used.

c) September 2012 to January 2013 – Common Application Form to be completed and returned to the pupil's home LA along with relevant SIF information. Applications are to be received by 31<sup>st</sup> January 2013.

d) LA sends the Tyndale Community School applications to the Trust if there is oversubscription.

e) Tyndale Community School sends a list of pupils to be offered places at the school to the LA; applications are prioritised in accordance with published oversubscription criteria.

f) February/March 2013 – LA applies the agreed scheme for their own schools, informing other LAs of offers to be made to their residents.

g) 1<sup>st</sup> April 2013 - offers made to parents and carers.

h) Tyndale Community School will ensure its application processes enable parents and carers to apply before these deadlines.

### **Admissions criteria**

Tyndale Community School wishes to work in harmony with the locally coordinated procedures throughout the process and will seek to match the admissions and oversubscription criteria applied by the Local Authority in the event of oversubscription. Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below.

We have considered the use of Fair Banding but do not believe that it will be easily applied in relation to admission arrangements for the school.

Although we have yet to confirm the actual site for this school we believe the catchment area will include OX1, OX2, OX3 and OX4 postcodes. We understand that over 50% of the admissions to the Free School must be from the local area.

After the admission of pupils with a **statement of Special Educational Needs where Tyndale Community School is named on the statement, Looked After Children and adopted children (previously in care) where Tyndale Community School is named on the statement**, the criteria will be applied in the order in which they are set out below:

Faith based places:

1. Children of the faith, with exceptional medical, social or welfare needs which means the child must, because of those needs, attend the school. Appropriate evidence from a doctor, social worker etc. must be provided
2. Children of the faith, in the designated catchment area (as defined by LA designated public routes). Then if more applications than places available, they will be prioritised thus;
  - 2a. Siblings (and in the case of more applications than places then priority will be given to those living closest (as defined by LA designated routes)
  - 2b. The second priority in this sub-category goes to those children of the faith living closest (as defined by LA designated routes)

Then, non-faith based places:

1. Children with exceptional medical, social or welfare needs which means the child must, because of those needs, attend the school.

Appropriate evidence from a doctor, social worker etc. must be provided

2. Children in the designated catchment area (as defined by LA designated public routes). Then if more applications than places available, they will be prioritised thus;
  - 2a. Siblings (and in the case of more applications than places then priority will be given to those living closest (as defined by LA designated routes)
  - 2b. The second priority in this sub-category goes to those children living closest (as defined by LA designated routes)

For the avoidance of doubt, our faith criteria will be based upon those of Christian faith who attend church and participate in acts of worship.

When we use the term siblings we mean: children with a sibling (the term “sibling” means a full, half, adopted or fostered brother or sister, or other child living permanently within the same household) on roll at Tyndale Community School at the time of the proposed admission.

In the event of a ‘tie-break’ situation (i.e. being unable to establish who would be closer to the school) we would use a method of random selection.

There will be a right of appeal to an Independent Appeals Panel for applicants refused admission. Tyndale Community School will participate in the LA’s Fair Access policy.

If the school is oversubscribed, unsuccessful applicants will be placed on a waiting list. The waiting list is maintained until the end of the first term of the school year.

Tyndale Community School will work in partnership with the other primary schools in the Local Authority in dealing with mid-term admissions (or in year admissions). It will participate in the arrangements published by the Local Authority, which provide for the allocation of places in line with the school’s admissions policy and the maintenance of a waiting list of pupils applying to Tyndale Community School, should no vacancies be available at the time of application.

## **D6 Positive Behaviour for Learning and Pupil Wellbeing**

Chapel St knows that to create a low stress, high challenge environment, is to ensure that all areas and times at school are creatively and strategically supported to make this a reality. We believe that children must be nurtured, safe and free to take risks and try their best with their learning.

### **Positive Behaviour for Learning**

Children seek approval and want to do the right thing, though they may make the wrong choices. Tyndale Community School is committed to developing respectful and responsible members of the community to build the most productive environment for learning. Pupils will be taught and praised for good behaviour that makes great learning possible. Our rules will be few, but overarching and will be consistent in all areas and groups across the school, including our staff and parents and carers who will role model these.

Using a school “traffic light system”, all children and staff will have clear guidance on the school’s response to all levels of positive and negative behaviour. This consistency is crucial in ensuring children feel secure in their learning environment, all being treated fairly and having very clear expectations. Our draft policy outlines rules and responses as traffic lights to be posted in all areas of the school which will be adapted for the local community (see Appendix 1. for the Behaviour Policy). Because these “rules” will always sit within a fair and loving framework based on our ethos they will not be punitive but positive and encouraging of each student’s right to learn and develop. The behaviour strategy and policy will reflect the new guidance to include Governors’ statutory responsibilities. Specifically, there will be a member of the Governing Body responsible for supporting and monitoring the school’s work to ensure the excellent behaviour and due process of any necessary fixed-term exclusions.

As Lead Behaviour Professional for the school, the Assistant Principal (Community Development and Inclusion) will provide specific support with personalised strategies for teachers agreed with pupils and their parents and carers, including behaviour covenants for pupils to be encouraged and praised for exhibiting targeted behaviour for learning. Strategies will be embedded in a clear behaviour policy which is underpinned by Christian values and very clear expectations. Rewards and incentives such as Behaviour for Learning certificate, praise notes and calls home and the Tyndale Community Cup are examples of strategies for developing a positive behaviour for learning culture at the school.

In addition to promoting positive behaviour for learning by providing a system for understanding rules, rewards and consequences, we are aware of the need to teach these behaviours explicitly. We will draw on resources including those from the Social and Emotional Aspects of Learning (SEAL) material. Explicitly teaching and including SEAL objectives across learning in all subjects will focus behaviour on learning skills to work as effectively and enjoyably as possible both independently and collaboratively. For this reason, including both social and emotional aspects in our strategic investment in behaviour for learning enables a more strategic approach to enterprise learning where working with others is fundamental.

We are also aware of the complex needs for children who experience emotional and behavioural difficulties. The school will put in place specific strategies to support these children to ensure that making a poor choice is never acceptable. The Lead Behaviour Professional will support teachers

and families in identifying the best strategies (such as visual behaviour contracts with goals for each lesson) to support these children, including designing pastoral support plans for the most challenging or complex needs. Partnerships with other agencies such as educational welfare, educational psychologists, CAMHS, physical education specialists will be used where appropriate to help identify the underlying causes and strategise how to identify the root causes and meet the needs of these children.

Teaching and learning to promote positive behaviour will include strategies such as starting the day with Bright Sparks activities, using games for engaging and consolidating learning as main learning strategy and using a coaching model of teaching to help address the limiting factors that affect pupils' cognition and engagement.

### **Pupil Wellbeing: Attendance and Punctuality**

We will provide a welcoming, loving environment where we will support all children to thrive. All Tyndale staff will work with children and families to ensure each child attends school regularly and punctually. We aim to have 95% or better attendance with 0.8% unauthorised absences and only 1.5% of children demonstrating persistent absence. Punctuality is also a priority for Tyndale and we will work to ensure that 97% children arrive on time and ready to learn each day.

To meet these objectives Tyndale will establish effective and efficient systems to:

- Communicate with children, their parents and carers and appropriate agencies to provide mutual information, advice and support
- Praise, incentivise and reward the efforts that children and their parents and carers make to improve their attendance and timekeeping
- Work with those parents and carers whose children have low attendance and punctuality to identify strategies to improve

We will proactively encourage children to come to school both through specific initiatives, such as our breakfast club, and ensuring that our educational offer is engaging to motivate children to want to attend. Our guiding principles for the curriculum include ensuring children have a role in planning what they want to learn with topics to be based on their interests and units of work will incorporate 'hands-on' learning. This focus on developing a love of learning will be an aim of the school, for the staff as much as the children. Individual and class achievement will be celebrated using a variety of activities and strategies which we will continually be developing. In addition to verbal praise, an example of celebrating individual achievement includes writing with the child a note home praising persistence in a lesson, improved times tables, or even demonstrating great behaviour for learning in a timed interval.

As we highlight in the Attendance Policy (see Appendix 2.), the Education Act 1996 requires parents and carers to ensure their children receive full time education by regular attendance at a school or by other arrangements. Tyndale will do everything we can to support parents and carers in making sure their children attend school and on time. Staff will record children's attendance twice a day, one at the start of the morning sessions and once during the afternoon session.

Our attendance strategy will aim to:

- ensure the overall percentage of children attendance is 95%
- keep the level of persistent absence (PA) to below 1.5%
- make attendance and punctuality a priority for all those associated with the school including children, parents and carers, teachers, support staff and governors
- develop a systematic approach to gathering and analysing attendance related data in reference children's wellbeing and achievement
- work in an effective partnership with the Education Welfare Service and with other services and agencies

Tyndale Community School expects all class teachers to encourage punctuality through the appropriate, positive meeting and greeting of children and planning fun and challenging games and activities during registration and settling in time. Class teachers are expected to monitor their class attendance and identify patterns and report any concerns to the Assistant Principal. This information will in turn be an agenda item at SLT meetings along with a fortnightly attendance report from the Attendance Officer. Assessment data will be analysed according to pupils above and below 90% attendance (the current RaiseOnline descriptor for low attendance).

The Family Community Liaison will be the named Attendance Officer for the school. It is this person's responsibility to maintain the day to day running of attendance procedures. When no explanation for an absence has been received, the Family Community Liaison will make contact with parents and carers to confirm the nature of the absence. In this role, s/he is well-positioned to provide support in identifying patterns and solutions for persistent absence or lateness and liaise with the staff (e.g. Class Teacher, Assistant Principal or Principal) to ensure full support. The Family Community Liaison will also support the school in raising the profile of attendance through the use of notice boards and in other aspects of family and community development.

### **Pupil Wellbeing: Safeguarding**

Tyndale Community School takes safeguarding children very seriously, both physically and emotionally. The Principal will be the named Child Protection Officer who will be responsible for liaison and action with social services and other agencies as appropriate. Because child protection is the responsibility for all members of staff, the Principal will also ensure that staff induction (including that of any community volunteers) includes



training on identifying concerns, handling disclosure and confidentiality with ongoing training provided. Maintaining each child's safety, dignity and privacy will be at the centre of our safeguarding policy. For this reason, safeguarding also includes specific protocol for maintaining a central register of all enhanced CRB checks for any adults working with our children as well as clearly outlined e-safety and acceptable use policies for staff and for children. We will have a named Governor to be Safeguarding Liaison as well as providing training on safer recruitment for all members of the Governing Body.

### **Pupil Wellbeing: Anti-Bullying**

True to our Christian ethos, Tyndale will have zero tolerance for any type of discrimination or bullying. It can make a child or staff member so worried that he or she can't work well at school, often leading to persistent absence to get away from it. This type of situation is unacceptable.

Our school understands that bullying can mean many different things. These are some ways children and young people have described bullying:

- being called names and teased
- being systematically ignored and left out
- being pushed, pulled about or being hit or attacked
- having one's bag and other possessions taken and thrown around
- having rumours spread about someone
- being forced to hand over money or possessions
- being attacked, teased or called names because of one's religion or colour or sexuality

Tyndale Community School will have a robust anti-bullying strategy to build students' self esteem, ability to empathise and an atmosphere of valuing and encouraging the uniqueness of each person in our community. As the school grows, we will also develop a peer mentoring programme on the playground to support social learning and dispute resolution. Peer mentors will be trained in dispute resolution strategies as well as how to initiate and lead games for younger children. We will also use a traffic light system for playground areas and other non-academic times and areas. In addition to immediately addressing bullying incidents, Tyndale will use a Restorative Justice problem solving approach to prevent these incidents from taking seed in any person's thinking and feeling.

### **Pupil Wellbeing: Developmental Assets**

Tyndale Community School will use the *Developmental Assets* framework to provide a structure and strategy to personalise wellbeing for each child. A study by the 'Search Institute' of 2.2 million young people and families in the US, has demonstrated that adding to these assets has a long-lasting impact on a children's long-term development.

Chapel St is developing a simple assessment tool to identify which significant assets already exist for a child and which need to be developed

in his or her personal, familial or social setting. Using this tool, the Family and Community Liaison will work with each child's class teacher to create a pupil development plan to prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and wellbeing. In addition, the school will work with other community organisations to ensure that families receive the support they need. The school will establish a contract or covenant with each family prior to their child's enrolment. In this simple agreement, parents and carers will commit themselves to engage fully in the development of the family development plan, to help their child reach the targets set out in their pupil development plan and to contribute to the life and community of the school and wider community.

### **Pupil Personal Development: Effective Lifelong Learning Inventory**

We will also work with pupils to raise awareness of their own development and achievement and what they need to do to progress further. This will be aided by development of a common language of learning and development between pupils, staff and parents. We have chosen the Effective Lifelong Learning Inventory (ELLI) to support this. ELLI is a proven tool in schools in the UK to allow pupils to self assess and build "Learning Power". The seven dimensions of learning power used by ELLI are Changing and Learning, Meaning Making, Curiosity, Creativity, Learning Relationships, Resilience and Strategic Awareness. All staff will be trained in coaching children to support and nurture their personal development using the ELLI framework. While many children may have their class teacher as their personal coach, others may have the Business Operations Manager, the Enrichment Leader or the Principal as their personal coach.

We anticipate this approach to have a very positive impact on the relationships between staff, pupils and parents and underpinning our ethos. Staff will know pupils' potential very well and differentiation in lesson planning and delivery of activities will target pupils' individual needs. Inclusion is a key focus of our Christian ethos, where pupils will be included in the life of the school and develop their abilities in day to day activities as a member of the community regardless of their particular needs or abilities. There will be a variety of co-curricular activities that further opportunities to provide a vehicle for pastoral care such as through music, drama, other languages, gardening.

### **D7 Community Partnerships**

Tyndale Community School is a school created by and for the local community. Working with the Chapel St Community Schools Trust, leaders of Oxfordshire Community Churches are engaging a wide range of local parents, stakeholders, existing local schools and community organisations to create this new school for the whole community. We aim to work with existing schools, both primary and secondary, to harness and share good practice throughout the area collaborating in shared development initiatives such as staff training, peer observations, teacher coaching and standardising assessment judgments.

## **Educational Partnerships**

Tyndale Community School is building a strong relationship with [REDACTED] of Rose Hill Primary School. Rose Hill became “the most improved primary school in England” in 2010 after rapid improvement from being in special measures in 2007 to being judged Good in their last inspection. [REDACTED] led the school to make dramatic improvements in the standards of teaching and learning by strategically drawing in teachers, pupils and parents into a team with a common cause to improve their school. In their monitoring visit, Ofsted declared that her school had improved “beyond all recognition”. Now it is celebrating the fact that 76 per cent of its pupils attained Level 4 or above in both maths and English at the end of Key Stage 2 – well above the Government's floor target for schools of 60%. [REDACTED] has been giving her personal time to support our educational planning with her expertise in the local area.

From informal conversations with head teachers and chairs of governors of other local primary schools, Tyndale Community School foresees partnerships developing with schools locally. We are aware that schools need to navigate the changing landscape locally with a number of schools being strongly encouraged to become academies, thereby impacting existing partnerships. Specifically, Tyndale Community School will seek to build partnerships that strengthen the educational offer for the East Oxford community beyond school walls. These areas include the following:

- **Sharing Complementary Specialisms:** While Tyndale seeks to build local expertise and resource for outstanding practice in maths, other schools are developing expertise in English. For example, Rose Hill has built a strong working relationship with author and former primary Headteacher, [REDACTED]. They are currently working on a project with the National Literacy Trust working with 12 schools nationally, facilitated by [REDACTED] and [REDACTED] and focusing on using AfL to improve writing outcomes. It is extending storytelling techniques from fiction into the non-fiction genres. Their work has demonstrated significant impact on outcomes which we are eager to draw upon to ensure our English provision is outstanding. We believe that sharing subject expertise like these, which are most challenging to affect increased achievement; will reap rewards for all involved.
- **Design of Assessment tracking and analysis:** Drawing on Chapel St expertise, Tyndale will work together with other schools to design an assessment system which tracks and monitors termly attainment and calculates distance from age-related national average and progress from the previous year and previous key stage. Our partnership would include CPD for teachers to use data in the classroom to inform planning and ongoing assessment as well as CPD for leaders to analyse and action plan from data collected. Working in partnership, we would also design formats to distribute analyses across middle and senior leadership so that action planning is unified and strategic.

- **Collaboration on Continuing Professional Development:** In addition to working together to use assessment data effectively, our schools would work together in a variety of ways to raise the standards of teaching and learning. Our CPD programmes could include shared training in our specialisms where appropriate along with joint and peer observations of teaching and support staff. Another key aspect of our collaboration will be to regularly undertake moderation of assessment judgments in English and maths to ensure standardisation of levels.
- **Shared ICT strategy and investment:** Tyndale Community School is eager to implement our vision for challenging learning in ICT while ensuring most value for money. We would like to share research and resources for ICT curriculum development and training and explore partnering with other schools on the procurement of high cost equipment few primary schools can afford for hands-on learning such as data loggers, multimedia equipment and control hardware.
- **Developing Gifted and Talented Provision:** Tyndale Community School is building strong relationships with outstanding secondary schools that have a wealth of expertise and resources in providing enrichment and unique opportunities for gifted and talented pupils. Oxford High School and Magdalen College School are working with TCS to develop partnerships that offer these resources to our pupils while providing a springboard for transition into secondary education. Volunteers from Oxford High School would be supporting children from TCS through programmes in literacy, Science and the Arts.

The Chapel St team have begun discussions with [REDACTED] Oxford High School, Girls Day School Trust, as to additional possible avenues for partnership and collaboration between Oxford High School and Tyndale Community School in the future. While already engaging in a number of outreach activities, Oxford High School has recently appointed a member of staff to oversee the further development of these programmes. This appointment could prove apposite given our current discussions. There will be opportunity for Tyndale Community School to make use of Oxford High School facilities as and when it was strategic and appropriate. We will be working towards a more developed expression of this partnership over the next months.

Chapel St will invite [REDACTED] to join the school's advisors. Given [REDACTED] role as [REDACTED], one of the UK's leading independent schools, her considerable experience in the maintained sector, including headship of [REDACTED] and previous involvement in the academies programme, we would welcome her advice as a sponsor and the contribution of her expertise to school strategy.

### **Family Partnerships**

As we develop excellent educational opportunities for every child, Tyndale will build learning communities that extend beyond the walls of the school. Our focus is the diverse multicultural community of East Oxford. The

underlying principles that shape our approach to working with parents and carers are to encourage them as experts on their children and to assume that they want the best for their children. These two principles mean that we seek parents' and carers' input in their children's interests, gifts and needs and we use a problem solving approach identifying appropriate strategies for working with their children when they face particular challenges. We will strive to build a relationship which is a "two-way street" where we ask *how can we support and help develop family life and how can you support and help develop school life?*

Chapel St has designed a model, currently being piloted at our Family Hub in Roehampton, for building partnerships with families which incorporates aspects of best practice both in parenting programmes, child protection and welfare, family justice and local authority family support interventions. Our model is based on research into a range of family support models with a focus on supporting the development of all families through to supporting families in crisis with children in need and with involvement in the criminal justice system.

Led by the Family and Community Liaison, Tyndale Community School will create and implement a development plan for building family partnerships. We aim to develop and strengthen relationships with families throughout their children's education as well as develop activities suitable for parents and carers of older children. Our framework outlines a three-tiered approach to pursue the interests and meet the needs of families: universal, targeted and intensive support. Some specific strategies as part of our universal offer will include fun activities like a Storybook Slumber Party as well as a parent 'buddying' system for parents new to the school, language interpreters where necessary, termly parent-teacher meetings and invitation to 'guest teach' on a topic or skill of personal expertise. Another successful strategy is offering workshops on maths methods which are new to this generation, such as addition and subtraction using a number line, multiplication on a grid and division by chunking.

Specifically, the Family and Community Liaison will use a simple assessment tool to identify which *Developmental Assets* already exist for a child and which need to be developed in his or her personal, familial or social setting. Using this tool, the Family and Community Liaison will design targeted activities which develop assets that children commonly lack across the school to ensure this work is as strategic and impactful as possible. Following the broad analysis of these assets to develop across the school, the Liaison will then work with each child's class teacher to create a pupil development plan to prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and wellbeing.

We are committed to learning from the Parents' and Carers' Forum the best ways to engage and partner with families. The Family and Community Liaison will facilitate the forum to provide opportunity for feedback and input into operations at school such as making home time at the end of the day

go more smoothly. This input will be a standing agenda item in Senior Leadership Team meetings.

The Family and Community Liaison, based in school with office and counselling space, will also lead a rolling programme of Family Enrichment, which is focused on parents and carers themselves. This will include some activities that continue into the evening or on Saturdays with sessions and workshops for families and the local community such as parenting courses, Fathers' Club, Parents' and Carers' and Community Forums. We'll make extra training, development and life opportunities available to parents and carers as well to support the essential role they play in their child's learning and development. Financial counselling and pastoral support will be available through suitably qualified volunteers. Classes and sessions could also include strategic career development aimed at families and parents' economic well being such as adult literacy and numeracy, CV and application writing workshops, financial literacy and enterprise learning. Enterprise partnerships, such as developing skills within the community we hope will eventually build a catering enterprise to serve the school.

While the focus of Tyndale Community School will be on providing outstanding education for children in Reception through to the end of Key Stage 2, we have a strong aspiration to do this to help improve the educational landscape across East Oxford. For this reason, Chapel St aspires to open a Family Hub with Early Years provision co-located with Tyndale to help raise attainment on entry into Reception, as and when we have the capacity to do so. This resource could also provide emergency crèche facilities for working parents and would link to a parent network for emergencies out of school hours.

### **Local Community Partnerships**

The local community is a rich resource to a school. We believe that it takes a community to raise a child. Children grow and develop faster when they are part of a learning community. Tyndale Community School will actively engage the local community in the children's education. By fostering networks of reciprocity and support between parents and carers and staff we will develop an environment that builds community and enhances family life. Tyndale will provide opportunity for volunteers from various sectors within the community to exercise and develop their gifts within the school. The Oxfordshire Community Churches, a key partner of the school, has a strong tradition of engaging, training and developing volunteers.

School volunteers will be in a structured team that is properly managed and overseen to ensure that each individual's time and talents are valued and that each is effective in their role. Attention will be given to matching people's gifts to the needs and opportunities within the school. While volunteers will work closely with the relevant staff member, often the class teacher, the Transition and Volunteer Leader will be responsible for induction, deployment and supervision. Volunteers will be offered the opportunity to have performance management and other opportunities to support their own Continuous Professional Development. Furthermore,

there is the possibility of linking volunteering to professional development through the Open College Network.

The school will build relationships with Oxford University and Oxford Brookes to involve university pupils with raising aspirations, modelling higher order thinking and giving our children a “real life” experience of university pupils and their lives. Possibilities for engagement are coaching and mentoring, help with student voice, home learning, and possibility of partnering with a particular college. University pupils, who have flexibility in their schedules, are ideal volunteers to work with teachers in leading Advanced Skills Centres particularly focusing on fun, challenging science and maths activities.

All volunteers will be interviewed to establish their suitability and identify a programme of mentoring and professional development. All volunteers will undergo an enhanced CRB clearance before working with children.

To increase the participation of key groups within the community and to provide a range of stakeholders with a voice in terms of the development of Tyndale, we will create three Participation Groups. These will be open to parents and carers, business people and community members to join and provide opportunities for the school to listen to the community and for the community to be involved in the life of the school. Members will be elected from these groups to the Board of Governors:

- Parents and Carers' Participation Group: providing a sounding board for parents and carers, liaison between them and the governing body and developing ongoing opportunities for them to be involved in school life
- Community Participation Group: providing the wider community with opportunities to support and engage with the school
- Business and Enterprise Participation Group: providing local business leaders with opportunities to support the school and the school to interface with the local business community

The governance and community engagement strategies outlined above will provide the range of expertise, blend of skills and strength of support necessary to the development of an outstanding Free School in East Oxford.

#### **Partnering with Schools4Life**

Tyndale Community School will partner with Schools4Life to pioneer health and wellbeing strategies that enhance children's attainment and wellbeing while improving family health. Schools4Life is a nationally shared, locally led co-operative supporting healthy behaviours, aspirations and attainment for children and young people, their families and communities. Working with Schools4Life, TCS will access resources and support which enable us to demonstrate healthier behaviour outcomes. These in turn, will drive aspiration and achievement, promote inclusion, and tackle health and

social inequalities.

### **D8 Meeting the needs of children of all faiths**

Tyndale will offer an education and environment which is distinctively Christian in its ethos while being inclusive in implementation. We understand that we are subject to Section 48 inspections. In these evaluations, our distinctive Christian ethos will be evident in key areas in school life.

Tyndale Community School recognises and values every child's ideas, experiences, feelings and spiritual responses to the world around them. In learning to accept and respect each other, the school community will be an inclusive one open to all from different faith perspectives. We believe that including children of all different faiths, backgrounds and abilities exemplifies a Christian ethos. Inclusion is paramount in underpinning educational opportunities and in sponsoring success and achievement. The golden principle that 'we should treat others the way we want to be treated' undergirds all we do in the school.

This applies to the positive behaviour management at Tyndale. Our Christian ethos informs our approach to promoting positive behaviour. We specifically will refuse to identify children with their negative behaviour but address those factors that lead some children to make bad choices while seeking to draw out the best aspects of who each child was created to be.

**Pedagogy.** Teaching with a Christian perspective is more about *how* we teach than *what* we teach. Teaching the 'Christian way' involves teaching the same skills as in other schools, though our methods move beyond mastering information to being challenged and changed by it. Through encouraging children to question and evaluate, our pedagogy develops coherence within each child's own thinking and worldview. At the bedrock of the Tyndale curriculum is a rich Growth Mindset culture that provides a framework for children to meet with cognitive and emotional challenge.

This approach to pedagogy is inclusive, allowing children of all faiths and none to see knowledge as a useful tool to delight in, moving from 'so what' to respect, wonder and reverence. Looking in a classroom, you would see students learning vocabulary in French or Spanish focused on hospitality rather than consumerism. In Science, students will dissect a real flower rather than quickly labelling an image in order to deepen their knowledge and understanding and make connections with other areas of learning. In a context where our emphasis is more on how we teach than what we teach, it is important to note that creationism or intelligent design will not be taught as scientific theories.

**Curriculum.** The Tyndale curriculum overall will cover the range of subjects and skills needed to enable children develop a coherence of thought and understanding. In matters of faith, the curriculum will provide



opportunities for learning about the beliefs, rhythms and patterns of the Christian faith while providing an opportunity for each child to question and explore his or her own spiritual development. RE will follow the Oxfordshire SACRE syllabus where two different faiths will be covered (In addition to Christianity, the other faith is usually either Islam, Judaism or Hinduism; the faith adopted will be chosen by the Governing Body). RE will be a subject in the curriculum where the Christian viewpoint will be fully and accurately explained. Specifically, RE teaching and learning will be one hour each week (4%) with additional learning time for PSHE learning mainly using the SEAL curriculum. We feel that this is an appropriate proportion of dedicated curriculum time since our aim is to develop a culture in which children *experience* what Christianity means in school life rather than only hearing about it while providing time for children to discuss and explore what that means and how that resonates with their own faith traditions.

**Worship.** Tyndale will be open to all. Collective worship will be mainly Christian, a daily activity with a variety of assemblies providing opportunities for children to connect their learning with their spiritual development. Topics will be relevant to the vision and values of the school, stimulating the children's thinking about moral or social issues whether they have a faith or not. Each week there will also be an assembly with a multi-cultural focus (including other faiths) as we seek to reflect the international nature of the school. Other assemblies will be more child-led collective worship with each phase (Reception and Key Stage 1 or Key Stage 2). Christian festivals will be celebrated in the broader context of society but within an inclusive framework where all pupils' beliefs and questions will be encouraged to be expressed and explored. We are also exploring appropriate alternative provision for children whose parents may exempt them from times of collective worship.

**Other faiths.** We are working proactively with local community faith leaders to identify appropriate ways to meet their children's needs in collective worship times as well as in the day-to-day life at Tyndale. For example, we will plan school dinners to meet religious dietary requirements, create time and space for worship during the school day, discuss with local Muslim leaders what space and washing facilities they feel they need for prayer and matters relating to dress and religious symbols.

Chapel St, along with our local partners at Oxfordshire Community Churches and the many community groups with whom we are working to create Tyndale Community School, believe that it takes a community to raise a child. By founding this school and implementing the plan outlined above with the support of trained professionals, active parents and dedicated community volunteers, we look forward to providing children and families with new opportunities to thrive and flourish and in so doing to affect regeneration in East Oxford.

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

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	-	51	85%	60	-	49	82%
<b>Year 1</b>					60	-	51	85%
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Totals</b>	60		51	85%	120		100	83%

## 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 – Evidence of demand from parents

#### Overview

The application for Tyndale Community School has been made in the light of the growing demand for a new primary school in East Oxford. Having engaged hundreds of local parents, there is a clear desire to see a fresh approach to schooling that provides outstanding education by involving parents, carers and community members in children's learning. By doing this Tyndale Community School will enable much improved pupil attainment, enrich family life and enhance the local community.

Having undertaken substantial community research and analysed the subsequent evidence for demand, we have identified overwhelming support for Tyndale Community School from across the community. Demand for the school is driven by a number of critical factors currently affecting children, families and the community at large.

The current proposal is the result of discussions with the local authority, research and planning with members and groups of different communities. We believe that this project not only reflects the demand of local parents and carers and community members, but will go a long way to realising the aspirations they share for their children, families and the community as a whole.

In this next section we give time to outlining each of the following drivers for demand:

- *Parental Demand:* A community survey of over 150 local families shows that more than 99% support our proposal for a new school.
- *Parental Choice:* Existing primary schools do not provide parents and carers with a choice of outstanding education.
- *Community Demand:* There is an overwhelming demand in the community for a new primary school.
- *Future Places Forecast:* The local authority's pupil plan states: "*Forecast demand for primary school places is in excess of current places available by 2014.*" Forecasts do not include most of the growth planned as part of the Oxford City Council approved Core Strategy for Growth 2016-2026 or

the trends in net migration, which only strengthens the case for a new primary school.

- *Family and Community Distinctive:* Research demonstrates an overwhelming demand for our distinctive emphases on family engagement and community engagement.
- *Christian Ethos Education:* Public surveys also demonstrate an overwhelming demand for Christian Ethos Education, including demand from people of other faiths and no faith.
- *Local Primary Schools:* Local primary headteachers recognise the lack of options for local parents and carers, and the limited physical capacity of existing schools to provide places.
- *Local Secondary Schools:* Leaders in local secondary schools recognise that existing local primary schools are not providing children well prepared for secondary education.
- *Local Business and Enterprise:* Local business desires to raise the educational attainment of children and the aspiration of families across the community. The presence of an outstanding local school will grow the esteem and economic capacity of the community.

### **Research Activities**

In 2011, Chapel St was invited to work with Oxfordshire Community Churches to create a new school for the city. At this point the weight of support for a new local primary school could already be evidenced anecdotally. Over the past year, we have conducted widespread research to understand both the scope of demand and to analyse the multiple factors that are driving the community's call for Tyndale Community School. In carrying out this research, we undertook the following activities to capture both the level and nature of demand and to ensure the widest possible community engagement in the project:

- Public meetings in local community centres, located and timed to engage a variety of local people (e.g. Afro-Caribbean community, Muslim community and residents groups in wards facing multiple deprivation)
- Interviews with over 150 local parents and carers
- Creation of a database of families interested in sending children to Tyndale Community School (this data is verifiable and contains relevant data regarding age of child, postcodes, etc.)
- Review of local birth rates and future forecasting of school places
- Analysis and discussion of current admission challenges and school placement predictions with local authority officers
- Meetings with local primary headteachers to understand the landscape of primary education, drivers of existing parental choice and potential for partnerships and collaboration to assess the need for a school
- Meetings with local secondary headteachers to gain further perspective on primary local education

- Meetings with leaders of local academies
- Meetings with heads of independent schools in Oxford
- Meetings with key national figures in education living locally in Oxford, including [REDACTED] and [REDACTED]
- Meetings with managers of family centres, pre-schools and nurseries
- Meetings with community stakeholders, including police, city and county councillors and charities working with children and youth
- Meetings with members and leaders of local faith groups, including representatives of local Christians, Muslims, Jews, Sikhs, Unitarians, pagans, and atheists. This dialogue has included discussion regarding practical matters such as food, dress and worship.
- Meeting with [REDACTED], Oxford resident and [REDACTED]
- Meeting with local business leaders
- Creation and publicising of a website outlining the school proposal and including a feedback form

The initial round of research in 2011 led to the formation of this proposal. In early 2012, local parents were surveyed to gauge their response to this specific proposal. The results of this research are detailed below.

Although members of our team have strong relationships with the local press and radio, we have not yet engaged with local media concerning this project for the following reasons. Firstly, recent announcements concerning possible Free Schools and Academies in Oxford has led to a certain amount of concern and confusion among the community, this has not always been helped by conflicting stories in the local press. Given the wide range of personal contacts made over the past year, we have been able to prioritise face-to-face interaction between our team and community members. This has improved the quality of feedback from residents and enabled a consistent articulation of the vision and rationale for the school, along with its impact on other schools and the community. The quantity and quality of personal interactions with parents and carers in East Oxford has provided strong evidence of support from diverse groups of parents, carers and other residents; such that we believe we can satisfy the criteria concerning evidence of demand. Secondly, we have been concerned that the local media would make property owners aware of the project, thus making later negotiations over site usage more difficult.

### **Community Demand**

There is overwhelming demand in the community for a new primary school.

Following a series of public meetings and dialogues with different community groups in 2011, it became clear that there was growing public demand to see a new community primary school in Oxford. In response, we have commissioned extensive research.

A series of public meetings and individual encounters with more than 40 local community leaders (representing local government, schools, faith communities and local charities) revealed considerable interest and support

for a new community school, coupled with a particular concern for children in the OX4 postcode area, where there are significant pockets of social deprivation and low levels of aspiration. The local community wants a new school that tackles the deep-seated challenges that limit educational outcomes and social mobility.

Oxford has a history of profound social division between 'town and gown', which is documented as going back at least as far as the St Scholastica Day riot of 1355 and continues to affect people's lives today. The 2011 Annual Report from the Director of Public Health for Oxfordshire cites "a relatively small number of wards where social disadvantage and poorer life chances are handed down from generation to generation," which is "second only to an ageing population in its impact on health". This is seen in higher rates of circulatory diseases, CHD, stroke and cancer, and a significantly higher rate of childhood obesity, with "the fight against obesity is the most important lifestyle challenge for the population of Oxfordshire."

In a letter to [REDACTED], which is the largest youth work provider in the OX4 area and has been officially nominated for the Queens Award for Voluntary Service) writes:

*"It is well recognised that the major driving force behind the continued deprivation of Blackbird and Greater Leys and other parts of East Oxford is education underachievement. We are therefore extremely pleased that you have taken the initiative to propose a school which would be focused on working in partnership with the community to challenge this destructive negative cycle.*

*"We find it particularly helpful that you are intent on working with the community and in partnership with other organisations. I was also encouraged by the emphasis you have placed on working with local volunteers and, having worked in the voluntary sector for 18 years, impressed by the strong volunteer base you already have committed to the Tyndale Community School."*

Indeed, it is the underlying view of the vast majority that Oxford should have a new school that meets the needs of the city in the twenty-first century. In surveys carried out randomly amongst 195 local shoppers for instance, only one individual did not support the overall vision for Tyndale Community School.

The consultation process has already generated a growing sense of excitement from the local community. We are continuing to meet with different leaders and groups, to tailor plans to local need and aspiration, and are building multiple partnerships with organisations and groups to ensure that Tyndale Community School benefits from the support and active involvement of the local community. We expect that the relationships that are forming now will yield greater future opportunity to work in 'teams' with local projects and community groups to deliver youth clubs, language training, financial advice, shared premises or other such community and

family focused events.

Already, we have identified partner organisations to work with us to meet the following local needs (see Appendix 3. Prospective Partners and Supporting Organisations):

Need	Response	Partner
Low aspirations amongst some families	Provide positive exposure to successful environment, through regular visits to a world-class business school	[REDACTED] [REDACTED] [REDACTED]
Low aspirations amongst some families	Providing mentors to children from the Leys	Leys Youth Programme
Supporting curricular and co-curricular activity	Providing volunteers from Oxford universities to support pupils, increasing capacity for teaching and learning and inspiring children to greater academic achievement	The Oxford Hub
Supporting learning	Magdalen College School will provide summer school for Gifted and Talented, outreach and study support	[REDACTED] Magdalen College School
Supporting learning	Offer to work with leaders of the MCS Community Service Programme, Gifted and Talented summer school and opportunities for staff to become advisors	[REDACTED] Oxford High School GDST
Engaging with the wider community	Helping TCS to partner with the Muslim community	[REDACTED] [REDACTED] [REDACTED]
High level of English as an additional language	Provision of additional one-to-one tutors	JACARI (University of Oxford student society)
High levels of childhood obesity	Creation of a 'hub' for younger players to receive professional football training.	Oxford United FC
Lack of parenting skills in some families	Provision of parenting courses	National Couples Support Network
More opportunities to develop social skills, and skills for creativity	Use of performing arts classes that cater for all children, not just the natural performers,	Core Theatre Arts Lab

The expertise and resources needed to lead, manage and administrate these partnerships will be provided by our key local partner, Oxfordshire Community Churches, who will provide an 'Enrichment Leader'. This person will be supplied by Oxfordshire Community Churches, but accountable for their role to the Principal of Tyndale Community School.

This Enrichment Leader will further lead, manage and administrate the work of individual volunteers from the local community to run co-curricular activities, drawing on the Volunteer Handbook and Sample Volunteer

Agreements that Oxfordshire Community Churches have already begun to draft for Tyndale Community School (see Appendix 4. TCS Volunteer Handbook).

### **Parental Demand**

In early 2012, we carried out a survey of members of the general public in Templars Square, a shopping centre that is centrally located within the OX4 postcode area. We also gained the help of the largest local youth work charity, the Leys Youth Programme, who offered the survey in person to parents living in the area of greatest deprivation. By late February 2012, over 170 local parents had been handed a 16-page brochure outlining our proposal and asked to respond to the following questions:

Please could you tell us whether each of the following key points seems good, OK, or not what you would want?

- i. Every child treated as an individual: creating a personal development plan for each child
- ii. The whole person to be developed: to high academic expectations, coupled with a focus on key life skills and character
- iii. A range of after-school clubs: charged at cost only
- iv. Partnership with parents and carers
- v. Involving the community: in addition to a full complement of teaching staff, local volunteers will enrich the school, helping in the classroom, in the practical running of the school and in supporting out-of-hours activities.
- vi. Backed by a local charity with proven experience both in education and in recruiting and managing volunteer workers
- vii. A Christian ethos: providing welcome, hospitality and nurture for families of all faiths and no faith

Overall, would you support a school with these values?

If this school was available, would you make it the first choice for your child(ren)?

How many children do you have who would be starting school in:

- Sep 2013 (born between Sep 08 and Aug 09)
- Sep 2014 (born between Sep 09 and Aug 10)
- Sep 2015 (born between Sep 10 and Aug 11)
- Sep 2016 (born after Sep 11)

Are you interested yourself in volunteering to support a school like this? If so, please list the specific skill(s) and interest(s) you'd like to offer.

Parent's name:

Parent's email address/phone number:

Post code:

In addition, we visited local toddler groups, pre-schools, nurseries and children's centres, leaving copies of the 16-page brochure that outlines the school proposal in detail and prominently features the seven 'key points' listed in the survey form. Enclosed in the brochures was a simpler printed form, which invited parents who supported the vision laid out in the brochure to provide us via post with the following information:



First Name:  
Last Name:  
Email Address:  
Post Code:

Do you support our vision for Tyndale Community School?

How many children do you have who would be starting school in:

Sep 2013 (born between Sep 08 and Aug 09)

Sep 2014 (born between Sep 09 and Aug 10)

Sep 2015 (born between Sep 10 and Aug 11)

Sep 2016 (born after Sep 11)

Would you make Tyndale Community School the first choice for your child(ren)?

Are you interested in volunteering some of your time to support Tyndale Community School?

Do you have any further thoughts/comments?

An online form was also created, which allowed parents to submit the same information.

More than 95% of our interactions with parents and carers have taken place face-to-face. We believe that the quality of these interactions, and the subsequent ability to engage in open question and discussion, has provided excellent qualitative data and feedback, whilst also building meaningful relationships with local parents and carers. The fact that these interactions have occurred in a range of contexts means that we have a sample of opinion that well represents the opinions of the local population.

The first aim of the survey was to establish whether local parents and carers would send their child to Tyndale Community School, and it was clearly demonstrated that many would. All bar one of the local parents that we surveyed stated their support for the vision of Tyndale Community School, as laid out in the printed brochure and/or explained in our seven 'key points'. Moreover, 156 families have already indicated that they would apply to send their children to Tyndale Community School as their first choice, equating to the following number of children by year group. These numbers continue to rise on a weekly basis.

Year	Year Group	Number of children whose parents would make Tyndale Community School their <i>first</i> choice
2013	Reception	51
2014	Reception	49
2015	Reception	46
2016	Reception	29

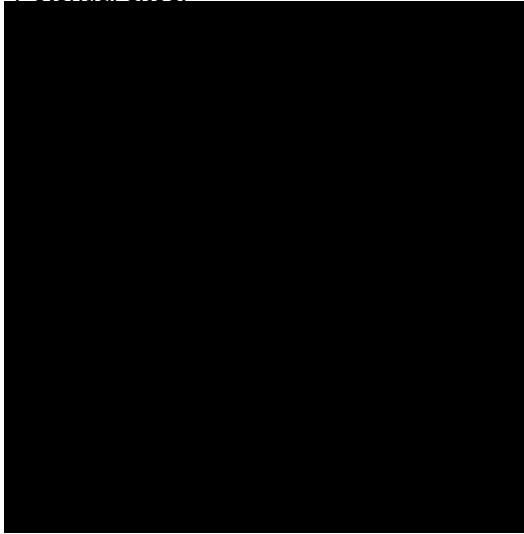
We now have a database of nearly 200 parents and carers living in the city



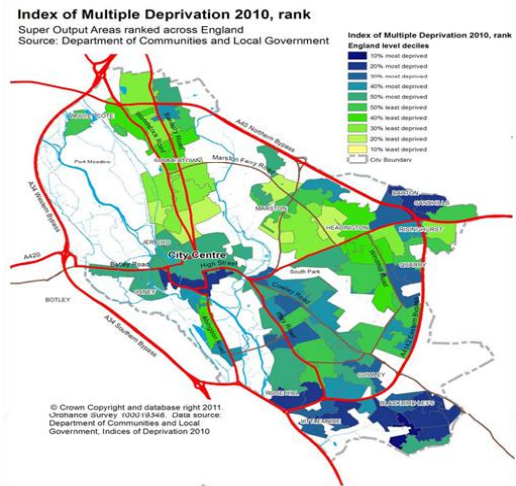




Potential sites:



Deprivation by super output area (blue):



### Parental Choice

Existing primary schools do not provide parents and carers with a choice of outstanding education.

In 2010, Oxford's Key Stage 2 results were rated in the bottom 10% nationally, whilst Key Stage 1 results were the worst in England. There are a number of particular factors behind this startling statistic (including high levels of turnover in the population and of children for whom English is an Additional Language), the example of Rose Hill Primary School, which was the UK's most improved school in 2010, shows that the underlying factors can be addressed.

Nonetheless, there is not a single 'Outstanding' state-funded primary school in the city. On 15 December 2011 Melinda Tilley, Oxfordshire County Council Member for Schools Improvement, stated publicly that the city's primary schools are "*basically rubbish*", and on 7 Feb 2012 County Hall named seven city primary schools as likely to be turned into sponsored academies because they have consistently fallen below Government standards. Five of these are in the OX4 postcode area.

Future Places Forecast: The local authority's pupil place plan states: "Forecast demand for primary school places is in excess of current places available by 2014." Current net capacity for Year 1 - Year 6 is 7605 teaching places, of which 270 are in temporary accommodation. Forecast demand for 2017/18 is 8241, and this does not include much of the growth planned as part of the Oxford City Council approved Core Strategy for Growth 2016-2026 nor the trends in net migration.

The local authority has effected a major programme of primary school expansion, but Oxford has the fastest growing population in the south east of England, and more places are urgently needed. Already, as observed to us by [REDACTED] (current [REDACTED]) and confirmed in conversation with the County Council officers who prepare the Pupil Place Plan, parents are having to take siblings to different schools, causing

considerable inconvenience, increasing traffic congestion and reducing parents' availability for work.

██████████, who has run a successful pre-school in St Clements Family Centre, East Oxford for over 20 years, writes:

*“We have seen in this area a need for more primary places with the pressure of growing numbers of children needing places. We have experienced parents having difficulties finding places for their children in local schools. In one case, a child was offered a place in a school in Botley even though they had a sibling in a school in Marston Road. A new school in this area would certainly alleviate some of the pressure of space.*

*“The proposal of Tyndale Community School, taken together with its key supporters, makes me feel that this endeavour has a great starting point and certainly would be a great asset to the community.”*

This problem is set to increase. The local authority has thoroughly explored expansion of every existing primary school, and believes it has now exhausted such options. It now forecasts an absolute deficit of places by September 2014.

Family and Community Distinctive: Research demonstrates an overwhelming demand for our distinctive emphases on family engagement and community engagement.

The parental demand for Tyndale Community School does not stop with the creation of an outstanding school in Oxford. Interviews with parents and carers, community members and stakeholders demonstrate a desire for a different style of schooling to meet the particular needs of children and families in the town.

We have met with a range of local leaders, including City Councillors, County Councillors and Nicola Blackwood MP, to discuss how the new school might best serve the needs of the local community. These conversations have been constructive and have helped to refine and develop the proposals here outlined.

In discussions concerning a prospective Free School, community members and leaders express the following aspirations:

- The school should develop a truly personalised approach to deal with the challenges and opportunities that local children and families face
- The school should offer outstanding education and learning to the young people of the community
- The school must facilitate a culture of discipline and respect where learning is valued and where clear moral values are taught
- The school should provide an enhanced range of learning opportunities, to include practical skills and engagement with other cultures

- The school should engage parents and the community as a whole in the life of the school
- The school should seek to raise the aspirations and abilities of parents and carers so as to lift the developmental ceiling for children in the home
- The school should be inclusive of pupils from families of all faiths and none, including provision for worship, special diets and dress.

These local aspirations were built into the proposal for Tyndale Community School, and highlighted in our seven 'key points'. The surveys of local parents and carers conducted in early 2012, both randomly amongst shoppers and through a local youth work charity to reach the most disadvantaged families, were designed to check whether these aspirations had been properly captured in the Tyndale Community School proposal. The results showed that over 98% of local parents and carers approved of each aspect.

The results of these surveys showed more than 98% support for each of these factors:

Key point	Good	OK	Not wanted
Every child treated as an individual: creating a personal development plan for each child	94.9%	3.2%	1.9%
The whole person to be developed: high academic expectations, coupled with a focus on key life skills and character	94.9%	4.5%	0.6%
A range of after-school clubs: charged at cost only	87.8%	10.9%	1.3%
Partnership with parents and carers	94.9%	4.5%	0.6%
Involving the community: in addition to a full complement of teaching staff, local volunteers will enrich the school, helping in the classroom, in the practical running of the school and in supporting out-of-hours activities	93.6%	5.1%	1.3%
Backed by a local charity with proven experience both in education and in recruiting and managing volunteer workers	82.6%	16.8%	0.6%

All in all, there is significant demand from parents, carers and community members to create and support the school vision that we are proposing as an alternative to existing local provision.

### **Education in a Christian Ethos**

Public surveys also demonstrate an overwhelming demand for Education in a Christian Ethos.

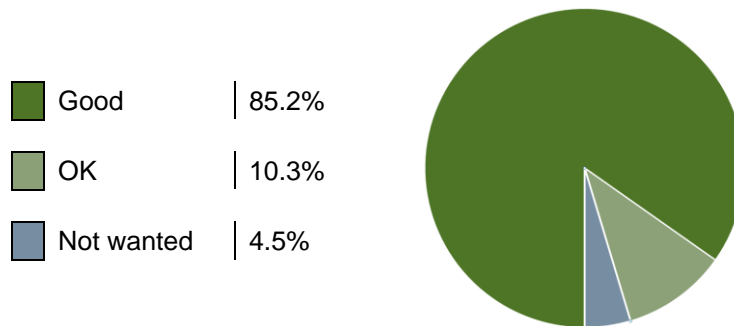
Tyndale Community School will be an inclusive community providing education that is attractive to parents and carers who value a Christian ethos education, but not deterring families who do not share the faith. Tyndale Community School will provide a new and inclusive model of schooling, while honouring the long tradition of Christian education in the UK

While there are already Church of England and Catholic primary schools in OX4, there is a distinct lack of options for parents and carers who want their

children to enjoy an outstanding primary education with a Christian ethos. [REDACTED], Extended Services Co-ordinator at Blackbird Leys Family Centre for the last seven years writes:

*“I have observed that people here are keen for their children to be protected from the bad stuff that goes on such as drug use, negative peer pressure, violent and aggressive behaviour, things which no child should have to be faced with. They are definitely looking for a better life for their children. A school which puts God at the heart of all things and which has a strong moral basis is something which might be surprisingly welcome to the people here.”*

This is borne out by community surveys, which showed overwhelming support for a new school, when parents and carers were asked, “Please could you tell us whether ‘a Christian ethos providing welcome, hospitality and nurture for families of all faiths and no faith’ seems good, OK, or not what you would want?”:



The vision for Tyndale Community School has widespread support amongst local Christians. Support has been expressed by Anglican, Baptist, Pentecostal and Independent church leaders, and by Catholic school leaders. Rev. Bruce Gillingham writes:

*“As Area Dean of the Cowley Deanery, I recognise that it is important to provide fresh support for families with a Christian ethos who are looking for educational aspiration in this deprived and needy area. No doubt the school would want to relate creatively to existing schools in the area, but I do believe there would be a warm welcome from parents and their children for a school of this kind in our area. I’m very glad to give my personal support to the application regarding the formation of Tyndale Community School in East Oxford.”*

Amongst other faith groups, whilst some members of the Muslim community have previously articulated a desire for an Islamic ethos school in the city, several local Muslim leaders have indicated their personal support for Tyndale Community School, believing that it will prove inclusive of Muslims. There are plans for further consultation with local Muslims, facilitated by [REDACTED]), especially concerning practical matters such as food, dress and worship.



The proposal for Tyndale Community School was also presented at a meeting of the Oxford Council of Faith, which gathers representatives of all local faith groups, including Christians, Muslims, Hindus, Jews, Sikhs, Unitarians, Mormons, Quakers and pagans, as well as an atheist representative in attendance. Feedback after the meeting was warm and supportive, with no objections raised.

Moreover, the growing list of local parents and carers who would make Tyndale Community School their first choice includes people from a range of ethnicities and faith communities. Notably, whilst seven out of 156 local parents and carers who answered the above question about a Christian ethos said that it was “not wanted”; all seven also said that they supported the overall vision of Tyndale Community School and would make it the first choice for their own children.

### **Local Primary Schools**

Local primary head teachers recognise the lack of options for local parents and carers, and the limited physical capacity of existing schools to provide places. We have met with headteachers and governors in five local primary schools. They have shared their concerns that the existing schools are failing to meet the most pressing local challenges, which are:

- High levels of children for whom English is not their first language
- Low educational aspirations amongst many parents
- A surprising number of families affected by social deprivation

In a letter of support to Michael Gove MP, Secretary of State for Education, [REDACTED] ([REDACTED] of Rose Hill Primary School, Oxford – England’s most improved primary school in 2010) writes:

*“Having seen the proposal from the working group for Tyndale Community School, I am confident that they are offering something that the city needs. Their vision is appropriately aspirational, while addressing the very real challenges facing schools in this area of the city. Having discussed the matter further with educators involved in the project, it is clear to me that they have a clear understanding of the needs of their prospective pupils and have drawn up plans to effectively meet those needs.”*

We are engaged in ongoing discussions with primary headteachers and governing bodies in Oxford to develop and refine the plans for the school in line with the needs of local children and families.

### **Local Secondary Schools**

Leaders in local secondary schools recognise that existing local primary schools are not preparing children for secondary education. We have spoken to Headteachers of both outstanding and failing local secondary schools, and it is their clear view that they have to teach children skills that should have been acquired in Years 5 and 6.

In a letter received from [REDACTED] (Governor at the Oxford Academy

and Chief Executive of the Civil Aviation Authority) he writes:

*"I am writing to express my strong support for the establishment of Tyndale Community School in East Oxford...I have seen the very real challenge in this part of Oxford where a significant proportion of children enter secondary education lacking essential literacy and numeracy skills. This has, perhaps, been most obviously manifested to me in the way that The Oxford Academy has found it necessary to restructure its Years 7 and 8 to build these foundation skills. But there are inevitably limitations to the levels of recovery that can be achieved by Year 12.*

*"I have met with a number of the leaders of the proposal, are aware of the very wide consultation exercise they have undertaken and have seen how they have responded to the results of this consultation. Their plans are both exciting and robust – with realistic goals and a credible plan for implementation. They are targeted at a community within Oxford which suffers from a shortage of primary places and inadequate achievement levels."*

### **Business leaders**

Local business leaders express concern about the quality of existing local education. For example, ██████████ the Chair of Oxfordshire's Federation of Small Businesses, has said:

*"Youngsters coming out of school cannot string a sentence together, cannot add up, and their grammar and writing is terrible. It is very depressing. I have heard Oxford employers say 'Thank goodness for Poland' because when they try to recruit locally, young people are not interested or cannot do the job."*

In a letter to Michael Gove MP, Secretary of State for Education, John Leighfield CBE (Oxford resident; Chair of RM plc; former Chair of Governors of Magdalen College School, Oxford; pro-Chancellor of Warwick University) writes:

*"I have discussed with the team promoting the proposed free school in East Oxford their plans and objectives in creating a good school to serve that catchment area and to facilitate the fostering and realisation of aspiration and social mobility. They have incorporated into their plans many of the things which in my experience are keys to success. I am very pleased to support this application."*

### **Summary of Current Knowledge**

Following the considerable research and extensive consultation outlined above, it is our considered opinion that the current proposal for Tyndale Community School meets the demand expressed by parents and carers, teachers, community members and local leaders for a new school that can transform the lives of children and families in the community.

We will, of course, undertake further consultation beyond the approval of the

application as well as continuing to engage and market to the community throughout.

See Appendix 5 – Letters and Emails of Support

## **E2 – Demonstrate how we intend to reach out to the wider community**

### **Consultation: Moving Forward**

Once we have gained approval for our application, the Chapel St Community Schools Trust will progress the formal consultation in line with the requirements of the Academies and Free School Act 2010 to the following stakeholders and in the following ways:

### **Public Meetings**

We will plan a series of public meetings and consultations for the pre-opening phase. These will be aimed at three groups:

- **Parent and Carer Groups**  
Having had over 180 parents and carers confirm that they would send their children to the Tyndale Community School and gathered the addresses of others who wish to be kept in touch with the development of the project; we will arrange a series of meetings for these parents and carers, as well as others whom we haven't contacted before.
- **Local Employers**  
Having met with many local employers in the last months, we have many business leaders who wish to support and contribute to the new school.
- **Local Community**  
The call for a new school initially came from hundreds of community members who recognise the impact that a thriving school can have in the regeneration of a community. Tyndale Community School aspires to be a learning hub for the whole community.

We understand that a separate but equally critical process will be necessary around any building works, both in terms of interaction about preconstruction/refurbishment with local residents and other stakeholders. The contractor will have a central role in this communication process. We hope that this may produce a positive response and involvement in the school by the local community.

- **'Hard to reach' parts of the community**  
Recognising that some families, particularly from more deprived parts of the community, do not readily engage in school events and meetings we have explicitly used our local resources to engage directly wherever

possible. This often means door-to-door canvassing.

Our consultations and public meetings will follow a particular format to ensure that the overriding message and opportunities for input and dialogue remain consistent and effective. We recognise that there are particular skills and expertise required to plan and deliver effective consultations.

Consultation processes are an extremely important part of confirming demand and need and to gain local community ownership, collaboration and excitement about the possibility of a new Free School opportunity. Our communication through this and other methods is therefore critical. We will define materials and methods to be used, as well as reporting results in a methodical and clear way that gives statistical evidence to support the narrative around consultation that has occurred and how it confirms the case.

We are confident that our team have the relevant experience and track record to deliver a successful and fruitful consultation. Tyndale Community School public meetings will include the following key elements:

- Presentation of the Vision and Ethos of the School ( [REDACTED] )
- Outline of Educational Strategy and Curriculum – the offer ( [REDACTED] )
- Site and premises & travel issues – ( [REDACTED] )
- Community representation and involvement – including churches, businesses and other groups – ( [REDACTED] )
- How the school will be funded and governed – ( [REDACTED] )
- Specific question about whether they support the proposals for the Chapel St Community School’s Trust to enter into a Funding Agreement with the Department for Education to run Tyndale Community School. ( [REDACTED] )
- Marketing and communications strategy – ( [REDACTED] )

Questions and Answers to Chapel St and Local Steering Group team ( [REDACTED] )

The local authority will be invited to send a representative.

We will provide consultation documentation for those that attend and gather names and addresses compliant with Data Protection needs for a Database of interested people.

Other consultation:

- Further consultation with Oxfordshire LA officers, including Melinda Tilley (cabinet Chair for School Improvement), as well as officers from

Buckinghamshire County Council as applicable

- Continued consultation with local Headteachers – primary and secondary
- Continued consultation with managers of children’s centres, pre-schools and nurseries
- Further discussions with local councillors including [REDACTED] (Leader of the Council) and [REDACTED] (Cabinet Chair for Children, Education, & Families)
- Further discussions with local MPs, Nicola Blackwood and Andrew Smith
- Engage SACRE to discuss RE curriculum, etc.
- Local community groups, including charities, churches and faith groups. We intend to establish participation groups to allow for local buy in, ownership and support.
- Local businesses
- Emergency services

#### **Timeline for formal consultation**

We would want to begin this process immediately the business case has been approved – hopefully in summer 2012. We would allow at least 6 weeks (clear of holidays) for this consultation to take place, and so would expect our response report to be formulated by the end of September. In the event that a decision is reached later than this, we would embark upon the consultation from October 2012. We are also aware of the need to consult on the site location in order that respondents have an opportunity to make comment. If this is not possible due to uncertainty around the site, then we would look to undertake consultation later, or even in two phases if necessary.

We are clearly aware of the statutory obligations of the consultation process and that the principle question to be asked relates to whether members of the community agree to the Chapel St Community Schools Trust entering into a Funding Agreement with the Secretary of State. We will ensure that respondents are aware of the new model Funding Agreement arrangements introduced in December 2011 and will provide easy access to all relevant and supporting materials.

We would like to conclude our consultation within the shortest practicable timeframe so we are best placed to attract as many admissions as possible at a time when people are choosing places for September 2013. An example of the current Questionnaire format for Consultation is attached as Appendix 6. as an example although before use we will ensure that it meets with DfE approval.

#### **On-going Marketing and Communication**

An essential aspect of the financial sustainability for the school is to ensure we market effectively to assure the admissions numbers are achieved as well as being able to retain staff and demonstrate the progress we make. That, together with a good offer, will be the combination that ensures continued applications for children to attend Tyndale Community School.

Marketing requires bringing many disciplines together in a coherent strategy in which each aspect complements and strengthens the others. So, events make good stories that need to be told to all stakeholders, to the press, on our website, our newsletters etc. Marketing is sometimes perceived as a 'dirty word' so we will focus simply on the telling of our story.

### **Telling our story**

It will be important to build credibility around the sponsor, educational offer and local ownership and expertise. With any new school, there is some work to do successfully to overcome the inevitable questions that arise simply because it is new. An important aspect to this work will be listening to key stakeholders such as parents and carers and responding to suggestions, comments and questions in a way that has integrity and is a real two-way communication process. We have been carrying out this work since the commencement of this process.

The aim of Tyndale Community School is to develop autonomous life-long learners by building an environment that cultivates ingenuity, challenge, and respect with responsibility, resilience, aspiration and enterprise in our children. The branding process that we will undertake will ensure that this vision permeates every aspect of school life and is thoroughly embedded in the culture of the school community. The essence of Tyndale Community School can be summed up in the following words:

- Every child treated as an individual: creating a personal development plan for each child
- The whole person to be developed, high academic expectations, coupled with a focus on key life skills and character
- A range of after-school clubs: charged at cost only
- Partnership with parents and carers
- Community involvement: in addition to a full complement of teaching staff, local volunteers will enrich the school, helping in the classroom, in the practical running of the school and in supporting out-of-hours activities.
- Backed by a local charity with proven experience both in education and in recruiting and managing volunteer workers
- A Christian ethos: providing welcome, hospitality and nurture for families of all faiths and no faith

### **Brand Development**

Brand development is absolutely key to a successful marketing campaign. This is about more than just the necessary corporate logos, 'house-style' fonts etc. It is critical that the brand expresses the essence of the school vision, ethos and community. Our key messages, therefore, will be around our vision and ethos; our strong local presence and our relationships with parents and carers, potential local staff, local authority and local politicians; our passionate commitment to local community regeneration; our educational expertise, capacity to deliver and dynamic use of local partners.

Our strong project management support; our credibility through the work of Chapel St as a committed organisation to public sector delivery; experienced leadership and governors; an intimate and family-orientated experience being a new school, as well as a Christian ethos that is inclusive of all faiths and none.

We will also base our messages on our team members' experiences in the implementation of academy projects that have increased house prices, been oversubscribed from year 1 and have enticed high-quality staff who embrace the ethos of the school.

### **Marketing Tools and Communication Platforms**

As a Trustee of Chapel St Community Schools Trust and a local governor, [REDACTED] will help to oversee the local communications strategy.

Chapel St has an experienced communications specialist in [REDACTED] (Chapel St Brand Director) who has experience of supporting a community-driven Free School marketing and communications strategy.

These personnel will work with the project management team to ensure that we carry out the following strategies effectively.

The following are essential tools and marketing platforms for effective marketing and communication, which have enabled the process so far and will aid us towards the realisation of a new school. These cover key supporters, print/mailings, on-line, face-to-face, and public meetings, social marketing, community events, press and local media.

It is central to the ethos of Chapel St that we exist to draw together all members of the community to work towards the common good. At every stage of the project, in every decision-making group and through every level of consultation the Steering Group has been representative of the community.

We are already working with the following groups to engage parents and carers of children in early years and to ensure effective communications and continuity for families:

- Oxfam Workplace Nursery
- Blackbird Leys Co-Op Nursery
- Slade Day Nursery
- The Oxford Nursery
- Stepping Stones Nursery
- Little Troopers Day Nursery
- Littlemore Playgroup
- Toddle In, St Aldates
- Little Sunflowers, Magdalen Road
- Family Fun, Osney

We are also mindful of the need to make sure we do not discriminate against anybody in line with the Equalities legislation – and we believe we have (and

will continue to) made every proactive attempt to engage with all the community, irrespective of sexual orientation, faith, gender, age or any other defining factor, treating all feedback and input fairly and equally. We will also make sure that should language (for those with English as an additional language) be a constraining factor, we will find ways to overcome this.

Local representatives	<p>The best way to engage members of a community is through engaging members of that same community.</p> <p>The Steering Group have invested great time and effort over the past 3 years to engage local community members and groups. We are in the process of formalising the involvement of the many community members who wish to work with us through the creation of a series of groups (Governors, Parents and Carers Community/Business Participation Groups).</p> <p>These groups will be chaired by local people to increase the momentum of the school towards and beyond opening.</p>
Project Manager	<p>We will appoint a part-time locally-based project manager charged solely with the development of community engagement strategies and programmes.</p> <p>They will be available to follow-up enquiries and questions in person or to meet with community members when a written response presents a significant barrier to participation and engagement and a face-to-face meeting would be beneficial.</p>
Public Meetings	<p>These have been planned to follow on from the business case stage. A number of prominent members of the community are hosting these meetings on behalf of Tyndale Community School.</p>
Face-to-Face	<p>In the same way that the research for Tyndale Community School and local demand was carried out by one-to-one interview, we will train volunteers to personally engage the parents who have declared a desire to send their children to the school.</p>
'Hard to reach' strategies	<p>We recognise that it is typically hard to reach certain sections of the local community with information about schools, due to language barriers or a lack of interest in education. We will develop strategies for these groups, in partnership with existing community organisations who already work with these groups, including the [REDACTED]</p>



	(connecting face-to-face with deprived communities) and local mosque leaders (connecting with families of South Asian heritage).
Mailings	The work undertaken so far in soliciting community support for the Tyndale Community School proposal has enabled the creation of a sizeable database providing direct contact with local families.
Media	After the business case stage, we will develop a media strategy that will create positive coverage and encourage parents and carers to send their children to Tyndale Community School.
Consultation document	This document will outline the plans for Tyndale Community School and offer space for local community members to contribute to our plans through a questionnaire or open letter response. The document will be available in hard copy and on-line.
Feedback from Consultation	<p>Following the consultation, the Project Board governors will produce a report containing the views of local groups and individuals and outlining how future developments at Tyndale Community School will take local considerations into account. The content of the report will be disseminated through the channels outlined in this table and will provide the basis of further public meetings and events. It will also help to shape our strategic development of all aspects of Tyndale Community School.</p> <p>The existing proposals for Tyndale Community School are borne out of a consultation and conversation with the local community as to the need for a new and distinct primary school in the area. The plans for the school have been developed through continual consultation with families, teachers, community members and local leaders. We remain committed to engaging with the community to refine the project in line with community need and parental demand for years to come.</p>
Website – online	We have already developed a Tyndale Community School website. This includes the school vision and mission, detailed information on school life, FAQs and recent information updates. It will include recruitment opportunities and educational plans, as well

	<p>as a downloadable prospectus, policies etc. We will also use other partner websites to get our messages publicised – e.g. the LA, Chapel St, etc.</p> <p>Social Marketing: Tyndale Community School will use Facebook, Twitter and other social networking platforms to engage local parents and carers.</p>
Local Press Connections	<p>Relationships between the Steering Group and the local press are strong. ██████████ ██████████, a Steering Group member, has been responsible for overseeing them.</p> <p>We have thus far been discreet vis a vis the press for the reasons explained below, but will make use of these relationships as needed, especially once negotiations on a site are concluded.</p>
Sensitivity	<p>We have been careful to remain discreet over the past months. Once the project has entered the pre-opening phase, the team will roll out a local PR and Media strategy to include regular releases, adverts and articles which will be critical for building a positive reputation and dealing with any unhelpful rumours. Releases would cover key aspects of the school development such as appointment of Principal Designate; uniform; school name; branding; student voice; school opening; community liaison.</p>
Key Spokespersons	<p>When the Principal is appointed, we will also use them to write pieces and be a spokesperson for the project, as well as the CEO of Chapel St who is currently the sponsor spokesperson. ██████████ will be the local partner spokesperson. It will be important to agree a Public Relations protocol with all stakeholders – especially where messages are being sent out in partnership with the LA for example – and on occasion with the DfE. Any positive coverage will be kept in a folder for the reception area of the new school.</p>
National PR	<p>Unless there is a significant issue of national importance or a desire on behalf of DfE to be involved in a story or promotion of Free Schools, we will endeavour to avoid this. Once again, Chapel St will develop proactive strategy and protocols between our Project Managers, Communications Managers and the DfE to ensure that we are ready for issues</p>

	if and when they arrive.
Leaflets	We have already put together a document that spells out who we are; our vision and ethos, and our educational plans. We will make sure that any future communication is comprehensive and inclusive – and is accessible by all parts of the community, as well as being copyrighted and trademarked as appropriate. A more detailed document will be drafted that covers all the previous issues as well as more detail around curriculum; staffing; pupil experience and voice; site and buildings; admissions; access and transport. This will be used to support the consultation process and ongoing communication.
Regular newsletters	We will develop these in hard and soft form and once the Principal is appointed these would come from him or her. We aim to involve the local community in as many parts of school life as possible and will invite them to meet with the Principal and senior staff to discuss how they might be able to support the learning and other necessary work.
Parent/Community / Business Forums	Tyndale Community School will create Participation Groups in these areas. These groups will be supported in running forums for their various networks to assist communication and promotion of the school.
Prospectus	This will become the key piece of communication about the school and would reflect the school brand and ethos; vision; educational strategy and offer; as well as eventually key achievements and successes and approach to SEN, admissions etc. Our own students would be part of the prospectus images, subject to parental consent, and we would use this opportunity to teach about the importance of branding and marketing by running workshops.
Stakeholder Engagement	Individual meetings with the Principal for any stakeholder.
Local Events	The Steering Group have maintained a presence and involvement in numerous community events over the last months. These will continue in the months to come.
Local Governing Body	We will be looking to appoint key leaders in the community who can represent the vision and mission of the school to those in the community. The following have already agreed to be members of the Local Governing



## 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.

Tyndale Community School will provide outstanding education, family support and community service for children and families in East Oxford. Delivering this vision and realising the aspirations outlined in this proposal will require the energy and expertise of proven professionals, experienced local leaders and a sponsoring organisation equipped to implement and support an innovative and community focused primary school. Working together with Oxfordshire Community Churches and local community groups and organisations, Chapel St has gathered a wide range of leaders with the capacity and capability to open the Tyndale Community School in September 2013.

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

The group has significant educational expertise and has drawn heavily on the input from the people listed below, particularly [REDACTED], [REDACTED] and [REDACTED]. Chapel St trustees include very experienced educationalists with headteacher and senior leadership experience and an academic profile that will provide strategic support to implementation of the vision. We have assured ourselves that sufficient capacity is available to support the project from each of the team listed below.

[REDACTED] has significant experience in translating vision into success with personal input to over 40 Academy and Free School projects over the last 9 years. This has included commissioning of buildings to deliver the education vision from specification of facilities to timetabling innovative approaches for delivery of the curriculum in existing and refurbished spaces. [REDACTED] (Chapel St School Improvement Advisor and Primary Specialist) is a highly experienced primary practitioner and expert in school improvement, including working with schools in category. She also brings a wealth of teacher coaching experience. [REDACTED] has taught in secondary schools for over twenty-five years and he has a great of expertise to lead on leadership and governance. [REDACTED] had a successful headship in a secondary school and experience in setting up an outstanding primary independent school in Oxfordshire. In addition, we will draw on [REDACTED] (Rose Hill) experience as the leader of one the country's most improved and award winning community school.

Chapel St also recently appointed [REDACTED] as Principal Designate of the [REDACTED]. [REDACTED] has considerable experience

in successfully raising attainment and aspirations in education. She has successfully opened Salford City Academy where she led the transformation of education from satisfactory to good over her five years. With almost 30 years experience in teaching in schools, and experience of working with two multi-sponsors and Anglican schools nationally, [REDACTED] will support Chapel St in developing and adopting new schools, including Tyndale Community School where she will also advise on the planning of pupil transitions from primary to secondary.

Our team is experienced in planning projects from creating the educational vision to developing policy and process that underpins robust and effective school development planning. There will be a key focus on implementation of a staffing structure that has key staff in post at appropriate points allowing people in post early enough to influence the operational aspects and provide "ownership" of the vision and values. As we detail below, we are clear on the expertise, personal experience and attributes expected of our Principal Designate, appointing an experienced practitioner through a national advert.

Partnership is a key aspect of the vision and the group recognises the value in scale and effectiveness of developing partnerships. As mentioned above, we are working with [REDACTED] to draw on her expertise and experience [REDACTED] Rose Hill Primary School. We also have developing relationships with Magdalen College and other local schools that will provide examples of best practice and opportunity for joint staffing and curriculum development. Through the further development of the proposal post application, we will review and analyse or requirement for additional educational expertise and we have experience as a group of commissioning education services and advice over and above that identified in the group if required. Members of the group have worked together previously on the opening of at least three other Academy schools. Our methodology includes activity within the communications strategy to share the vision with key stakeholders and review points within the implementation programme to ensure the focus remains on the original vision. Risk management includes identification of education risks and impact on delivery of the vision e.g. Appointment of the principal in a timely fashion and clear allocation of risk to risk owners responsible for mitigation and contingency measures.

As Chapel St's local partner, Oxfordshire Community Churches have experience and expertise in the creation and development of a highly successful non-selective independent school. While distinctly and deliberately different in terms of school vision and ethos, the experience of the local leaders, educators and community members who established the King's School, Witney, will certainly benefit Chapel St and OCC as we establish a new maintained school for families of all faiths and no faith in East Oxford.

In response to parental concern about the standard of their children's primary education, the leaders of Oxfordshire Community Churches opened The King's School in Witney in 1984 as a collaborative venture between local parents and the church community. It is a 5-16 school taking pupils

through all the years of compulsory schooling. From a pioneering beginning the school soon established itself on a purpose built site in north Witney. Recently that site was extended to accommodate the growing and thriving school community. In addition to having a well-qualified staff, the school has drawn on an extensive body of volunteers, who have brought a wide range of skills and abilities to enrich and extend the school's curriculum.

The King's School has a good reputation for excellent education. Pupils are highly regarded for their character and conduct. With its non-selective intake – pupils from all backgrounds enter the school, both at the primary and secondary stages without regard to their academic ability. Since 1988, the school has been one of the top performing non-selective schools in the county at GCSE, with on average 90%+ of pupils gaining 5 or more GCSEs at grade C and above. Pupils leave the school after taking GCSEs and the vast majority move onto other educational establishments, where their presence is keenly sought and greatly appreciated. Over the years very many of the school's pupils have gone onto university, with a notable number gaining access to Oxford and Cambridge universities.

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

The Tyndale Community School will employ a Business and Operations Manager who will report to the Principal as part of the Senior Leadership Team. In addition, Chapel St's Business Development Director, [REDACTED], will ensure that the appropriate systems and processes are in place to meet the requirements of the pre-opening phases as well as supporting the compilation of Start-Up grant submissions. It is expected that the Business and Operations Manager will work alongside [REDACTED] in the first year of operation to provide budgetary rigour and control and ensure that the governing body have sufficient oversight and input in accordance with requirements laid down by DfE, YPLA or EFA. [REDACTED] will also work with the project management team to ensure that the budgets for pre-opening support, lead-in and other grants are controlled and claims are made promptly.

The local governing body will appoint a Finance sub-committee prior to opening and this will be led by [REDACTED] who was formerly the Chief [REDACTED] of RM Education.

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

Chapel St has developed a team of proven professionals with a cumulative experience in establishing over fifty schools and academies to support its growing family of schools. This team has played an essential role in the preparation of this application and is set to work with DfE in the implementation of these plans in the event of their approval by the Secretary

of State for Education. Whilst the school will have smaller pupil and staffing rolls upon opening, substantial effort and expertise are required if Tyndale Community School is to achieve its aims and objectives. The team will guide the project through the many milestones of the implementation phase, ensuring that the school reaches a timely Funding Agreement and is ready to open in September 2013.

The experience and efficiency of the Chapel St team will provide the project with increased drive and momentum while reducing the significant demands placed on the DfE Project Lead. Acknowledging the limited resources available to the DfE and seeking to ensure that these are not absorbed on unnecessary daily interventions, the team prides itself on our capacity to deliver the highest quality and value for money. Managing the opening of the school, Chapel St will fulfill all of the reporting criteria on time and to agreed budgets. We can confirm that we have sufficient capacity through the team to undertake this project and each project member has allocated sufficient days to undertake the work.

The critical path of events that will commence upon the prospective approval of this application contains the following key deliverables:

### **Admissions**

We are unsure as to whether governmental approval will occur in time for Tyndale Community School to participate in the Local Authority's admissions cycle. This places a significant burden of responsibility upon the team to establish an admissions authority in the first year, effectively competing with other local schools. We will use all available pathways, engaging with parents through a variety of media, events and activities to ensure that they understand the admissions requirements for Tyndale Community School. Chapel St's experience as a Free School sponsor has demonstrated that the challenge and confusions that parents and carers experience when faced with a parallel admissions procedure. Utilising this experience the team will enact a comprehensive communications strategy upon the prospective acceptance of this proposal to ensure that parents and carers who have indicated their intention to send their child to Tyndale Community School are able to submit an official application and furthermore that new families are informed of the options that the school presents. Following the deadline Chapel St will issue school places, conditional upon the Funding Agreement.

This cycle of activity will be made easier by good working relationships and co-ordination with the Local Authority admissions team as well as other agencies (for example where SEN applies and data requires co-ordination).

### **Securing a future site (interim or temporary site as well if needed)**

While continuing to develop site opportunities subsequent to the submission of this application, Chapel St looks forward to engaging the support of Partnerships for Schools in the event of the acceptance of this proposal. Having already prepared an accommodation schedule and curriculum model to assist this process, we are fully aware of the need to support a Design Brief through Design User Groups. The team includes a chartered surveyor



with experience of similar public sector projects and we are confident that we can deliver prompt input for any site acquisition, refurbishment or new build programme.

Section H outlines an interim facilities solution that is already available to us at the King's Centre. Work has already been undertaken to model how the centre can be used in the first year of the school if necessary.

The location of the school is critical to parents in confirming their choice and support for site confirmation is an urgent priority from the launch of the project.

### **Developing the Education Brief**

Much work has already been undertaken to develop the plans for education. In progressing towards the Funding Agreement, Chapel St welcomes the support and scrutiny that the DfE Education Advisor will bring to the education brief and will ensure that they are comprehensive, fit-for-purpose and value for money. The Chapel St team has expertise and experience in this area and will work with DfE personnel to ensure the best possible results.

### **Consultation**

Having recently completed a public consultation for a new Free School, Chapel St understands the importance of an effective consultation by the trust and has developed the necessary resources, templates, new-media and survey tools to ensure that the process occurs in a timely and well-ordered fashion. Site issues are clearly critical within this and the team will work with Partnership for Schools to reflect this.

### **Recruitment**

The team will prioritise the recruitment of a first-class Principal Designate as this not only provides essential resource to the project but also builds the confidence of parents, carers and the community and consolidates on-going communications and admissions programmes.

Chapel St utilise professionals proven in the recruitment of personnel and the creation of HR infrastructure for new schools. In this respect, we will work with [REDACTED] from Turning Point a specialist HR consultancy. [REDACTED] established her own HR consultancy in 2007 with her business partner and from 2008 until 2011 undertook an interim role as Project Lead with Cambridge Education responsible for all HR change, TUPE and resourcing related activity including the development and delivery of HR advisory and consultancy services to schools and academies. [REDACTED] has successfully managed the TUPE transfer in excess of 25 academy programmes and as a result secured for the client a number of on-going HR services to schools. Other contracts have included delivery of HR operational and consultancy services to all types of schools including complex employee relations casework, trade union negotiations, restructure and workplace mediation.

### **Working with the community to maintain momentum**

Alongside the many critical paths that lead to the successful opening of Tyndale Community School, the team will prioritise community engagement and consultation, using multiple platforms, media and interaction to ensure that parents, carers, community leaders, local businesses, faith groups, community organisations and other stakeholders have regular opportunity to hear good news and contribute to the story of Tyndale Community School.

### **ICT**

The protracted nature of timescales for ICT procurement and the implications of undertaking this piece of work prior to the Funding Agreement will not be overlooked. Enacting the vision for ICT relies upon a detailed schedule of requirements for use in procurement. The team has access to ICT consultancy and support from proven providers in the field and is presently considering the requirements, timeline and targets in establishing MIS systems.

### **Start-up grant submissions**

Current experience demonstrates that start-up grant submissions are expected later than in the equivalent academy settings. The team have amassed experience in successfully completing this submission process in line with DfE systems and procedures.

### **Implementing systems and processes from new**

As outlined in this application, the team have developed detailed project plans to ensure that new systems and processes are effectively and efficiently embedded in time for a future pre-opening 'sign-off' meeting and the pre-opening inspection, with sufficient lead-time allowed procurement of uniform provision, catering procurement, educational software, any specific reprographics equipment etc.

### **Project deliverables**

The Project outcomes and deliverables will include the following:

- The team will be led by [REDACTED] who will play a leading and active role as CEO
- The team will be represented by [REDACTED] from Oxfordshire Community Churches who is engaged with local leaders and organisations from across the city to secure widespread involvement
- The team is working and collaborating with a wide range of community organisations. Rather than building exclusive partnerships with a small number of groups, the team has developed a broad range of involvement from different groups and organisations
- The team will provide the utmost expertise to ensure pre-opening tasks are undertaken diligently and in time
- The team will ensure efficient progress towards Funding Agreement

once a viable site has been secured and the school budget solutions agreed. We are aware of the potential for impacts to admissions, contracting and recruitment arrangements should there be delays to the signing of the Funding Agreement

- The team will work closely with the local authority, DfE and other stakeholders to ensure we have a robust plan to achieve the best environment to deliver a school with a curriculum that transforms education and learning in the most appropriate facilities that demonstrate value for money
- The team will adopt rigorous project management controls and protocols, initiating project board meetings, standard DfE management reporting, regular and timely risk assessment and budgetary controls
- The team will instil the necessary communication/media protocols to ensure that the community is informed of developments and the school is marketed effectively. [REDACTED] will oversee this
- The team will ratify any issues associated with Land Transfer including any LA legacy/contract issues at the earliest possible stage
- The team will make sure that the pupil roll, curriculum model, accommodation schedule and financial planning are robust, with key issues and decisions subject to scrutiny from the principal stakeholders

The team will ensure that we adopt many of the project control deliverables that are evident in the Project Development Plan. We will report, track, and control the project using comprehensive plans and deliverables, Risk Registers and Issues Logs, budget spend profiles, records of meetings and action logs etc. We will of course communicate with DfE to the requested reporting cycle criteria.

Once site options have been fully determined, a new more detailed plan will emerge, where all tasks associated with acquiring and commissioning the chosen site will be covered. It is expected that this more detailed plan will incorporate any procurement activities associated with equipping the site.

### **Project Board**

Chapel St Community Schools Trust will appoint an experienced Project Board to work with the members of the founding local governing body (LGB), Oxfordshire Community Churches and the local community to establish Tyndale Community School. This Board will meet at least monthly and all participants have allocated sufficient capacity to contribute fully.

This Project Board will provide specialist advice to the Directors, local governors and Senior Leadership Team to ensure the effective running and success of the school. Together with a minimum of three Trust Directors and founding governors, the Project Board will oversee the implementation



and undertaking community research to aid curriculum and service design. ■ has been working with Chapel St for 18 months on a range of education initiatives which include; teaching and learning systems and structures, Growth Mindset culture, Pastoral and community development, Assessment systems and the School improvement cycle.

■ will work closely with ■ and others to deliver the education deliverables of the PDP. ■ will draw upon her significant primary experience to make sure that every detail around teaching and learning, community development and school improvement is covered in the Education Brief and then to work alongside the Principal Designate to support the compilation of the School Development Plan.

**A DfE Project Lead** for the Tyndale Community School project.

■ (Chair of Governors). See biography in Board of Governors section F6 below). ■ will ensure that all local governance matters and communication are effective and timely. ■ will ensure that the Local Governing Body will operate effectively and that plans, budgets, policies and procedures are relevant and appropriate for the local context.

■. See biography in Director section F6 below. ■ will represent Oxfordshire Community Churches as the local leader, with particular responsibility for demand, community integration and involvement, as well as political and partnership arrangements from a local perspective.

■ (Chair of Project Board and Governor). See biography in Trustee section F6 below.

■ will take overall responsibility for the project from an organisational perspective for Chapel St Community Schools Trust. ■ will be responsible for high-level strategic direction, effective adherence to the Christian ethos and supporting ■ in political and partnering arrangements.

This Project Board will work with the founding governing body and give way to the full board of governors upon the opening of Tyndale Community School. As sponsor, the Chapel St Community Schools Trust will provide necessary support, expertise and oversight for the governing body and Senior Leadership Team.

### **Educational Partner**

The team has worked with ■, ■ of Rose Hill Primary School, in her personal time, to establish targets for attainment and gain further insight into the local educational context. This relationship will be helpful in providing local knowledge and support necessary to establish the school in 2013. Having emerged from special measures in 2007, her school became “the most improved school in England” in 2010 and won the Education Business Award in 2011. We are looking to develop the partnership with the school as a whole.

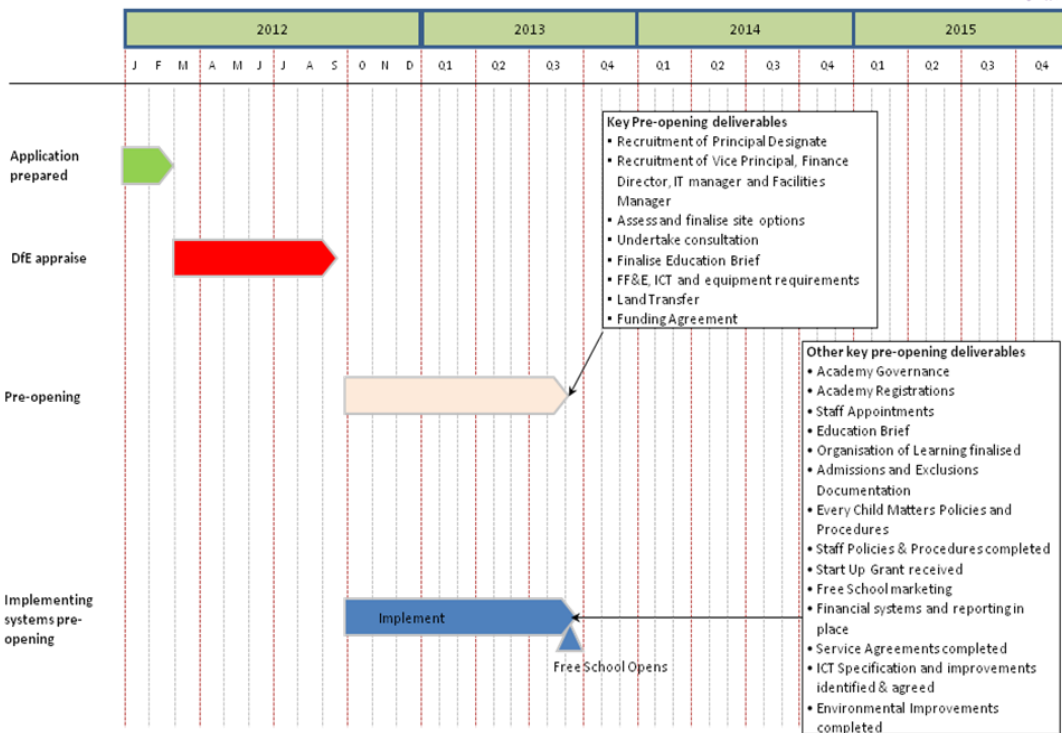
## Project Planning and Control

Wherever possible, Chapel St Community Schools Trust will seek to utilise existing resources to fulfil the obligations of the project. The team will make best use of our existing networks of specialists and advisors to support and guide us through the project and to ensure that we achieve the stated outcomes, conforming to DfE guidelines. Chapel St Community Schools Trust is already supported by proficient education and project management expertise that understands the ethos, vision and values and local context and processes required to successfully open schools. We believe that the project management resource we have has sufficient credibility with the DfE having progressed our first Free School in Wigan for several months in the pre-opening phase.

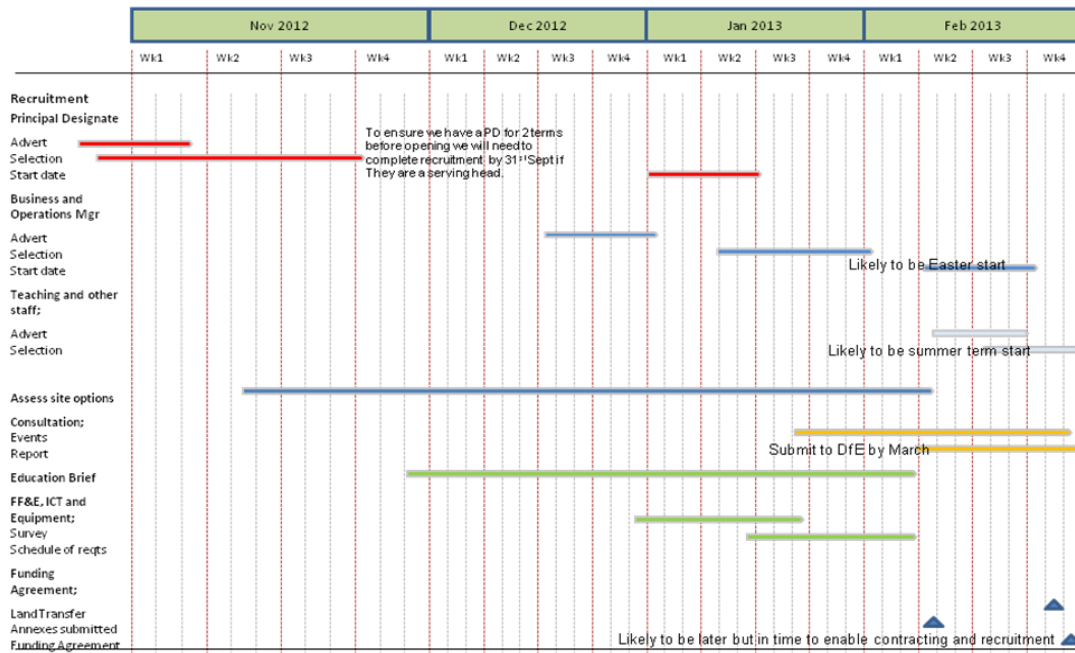
## Draft Programme

We have developed a draft Project programme based upon the DfE's Project Development Plan. The three charts included below show the overall programme as well as key deliverables in pre-opening and stages:

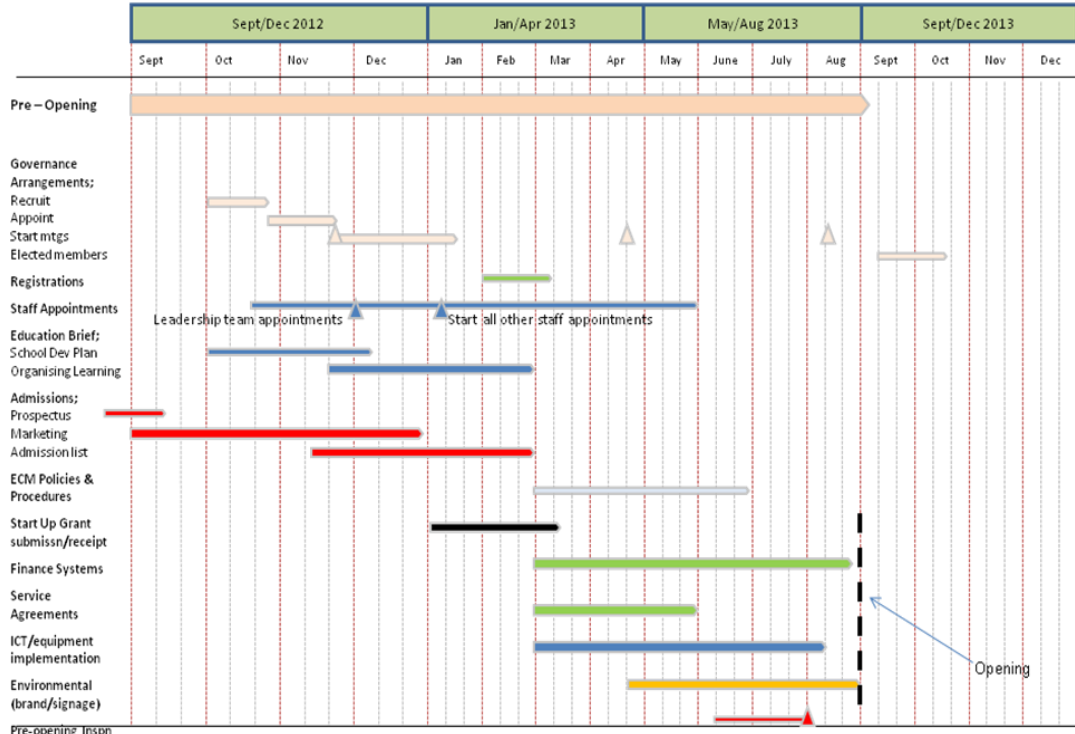
Tyndale Community School  
Draft programme



Tyndale Community School  
Pre-Opening stage



Tyndale Community School  
Pre-Opening stage



**Risk Register and Issues Logs:**

At Appendix 7. we have included a draft Risk Register and at Appendix 8. a draft Issues Log that will be used to ensure tracking and progress of project

risks and issues. We will use risk workshops to engage stakeholders in the project once we have achieved application approval.

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

##### **Senior Leadership Team**

Tyndale Community School will build an outstanding staff team to meet the particular needs of the pupil intake and specifically to deliver our educational offer and ethos. The Principal will be responsible for the implementation of our vision for the school leading the Senior Leadership Team including two Assistant Principals and a Business and Operations Manager. For this reason, the Principal will specifically lead the development of our ethos in every aspect of school life, overseeing continuing professional development including induction.

Two Assistant Principals will support the Principal. In addition to teaching part time, through providing PPA cover and support for children demonstrating acute underachievement; one will lead on Curriculum and Standards and the other on Community Development and Inclusion. Both Assistant Principals will work together to support teachers in personalising learning and accelerating progress for all children. The Assistant Principal (Curriculum and Standards) will be responsible for overall curricular provision and monitoring pupils' progress and will therefore line manage the English and Maths Leaders (class teachers). This leader will be expected to ensure that the principles for teaching and learning outlined in Section D1 are embedded throughout the school. Working in partnership with the other Assistant Principal and the Principal, this person will also lead the implementation of the School Improvement Review Cycle outlined in Section D4.

The other Assistant Principal will be responsible for Community Development and Inclusion strategies for the school outlined in sections D3, D6 and D7 in the Education Plan. Within this role, they will lead as SENCO/Inclusion Manager and Lead Behaviour Professional as well as overseeing the work of the Family and Community Liaison, the EAL Specialist and the Transition and Volunteer Leader. As mentioned in the Family Partnership section in Sections D6 and D7 previously, the Family and Community Liaison will lead a programme working with parents and carers to develop family life and with community partners such as businesses and churches to help create 'a school without walls'.

Tyndale will employ an EAL Specialist Teacher to provide the expertise and capacity to develop our specialism in outstanding provision for children learning English as an Additional Language as we outlined in Section C and D3. The EAL Specialist Teacher will be an important resource both for team teaching in whole-class sessions and working with new arrivals to support their English language development. In addition to teaching, the EAL Specialist will be the resident expert, coaching teachers in developing their



practice in this area. An additional part of this role is to increase capacity for Planning, Preparation and Assessment (PPA) cover.

### **Class Teachers and Teaching Support Staff**

Class teachers and teaching assistants will work to the guiding principles for teaching and learning as we have outlined in Section D1 of the education plan. Teachers will plan well differentiated lessons to meet the needs and to challenge children of every ability as outlined in D3, including strategic deployment of learning support assistants in every lesson. Working together, teachers will ensure that small group support is distributed across each ability group throughout the week so that all children are supported and challenged. While all Tyndale Staff will be trained to personally coach children as explained in Section D6, class teachers and support staff will coach proportionately more children than other colleagues.

Our basic principle for accountability is that we provide a clear structure which is flexible enough to draw on the expertise of each leader as appropriate. While the Assistant Principal (Curriculum and Standards) will be responsible for the performance and line management of the class teachers, she or he will work with the Principal to organise the performance management structure according to the experience and expertise of the Leadership Team. To demonstrate the overall accountability strategy, the image of the staffing structure below is colour-coded to show the relevant line manager at the top. For example, the Curriculum and Standards team is coded purple with that Assistant Principal in the top box and those she or he manages underneath. The separate purple boxes below show class teachers are the responsibility of this person, though if the other Assistant Principal, English or Maths Leader is an Early Years Specialist, she or he may take on line management of those colleagues.

In the same way, the Community Development and Inclusion team are coded green with that Assistant Principal in the top green box. This Assistant Principal will line manage teaching assistants supporting teaching and learning in each class. While we have budgeted for this support staff to be part time, we will draw upon volunteers from the community who have the talent and commitment to provide additional focused support where appropriate (see below). Tyndale Community School will also develop a member of the support staff to be a Higher Level Teaching Assistant who is able to provide PPA cover where appropriate.

### **Volunteer Support Staff**

A significant aspect of the strategy for Tyndale Community School concerns the use of trained volunteers to support teachers and staff in the delivery of curriculum and co-curricular activities. It should be made clear that we are not sacrificing the need for professional staff by the use of volunteers – these are in addition to and demonstrate our commitment to providing value-for-money.

Utilising the wealth of resource and expertise across the city will add exponential value to children's learning in particular and family life in

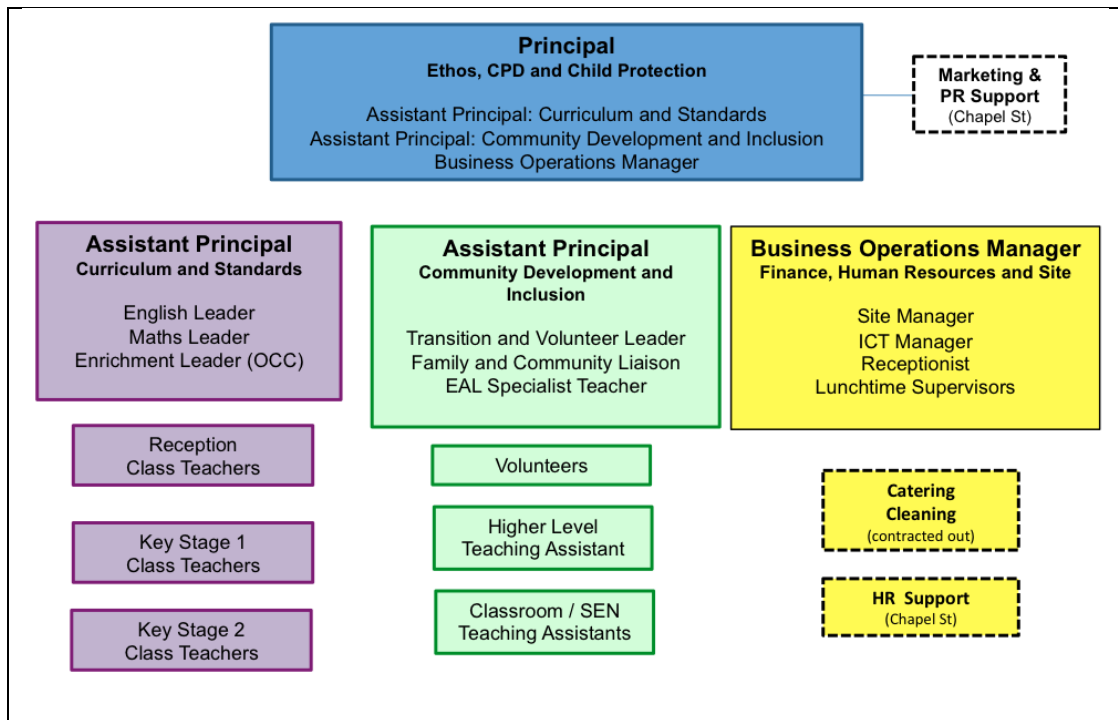
general. To maximise this, we have developed a robust strategy and staffing plan to help build our 'school without walls'. All members of staff will collaborate with the Transition and Volunteers Leader (class teacher) whose focus will be to ensure smooth transitions between key stages and into school for children, their families and volunteers. The Transition and Volunteers Leader will also be responsible for the induction, deployment and performance management of any volunteer staff who support learning (e.g. volunteer TAs or volunteer readers). This role will require an involvement in intervention planning and performance management of these volunteers in the context of teaching support. For this reason, this person will report to the Assistant Principal of Community Development and Inclusion.

In addition to the Volunteer Leader's work with academic volunteers, we will have an Enrichment Leader responsible for co-curricular staff volunteers. This post is funded outside of the school budget as an added contribution to the school from the Oxfordshire Community Churches on behalf of the whole community and will shape, organise and lead co-curricular learning, activities, logistics and staff (mostly volunteers). Because this work is focused on broadening the curriculum, the Enrichment Leader will report to the Assistant Principal responsible for Curriculum and Standards to ensure that Tyndale provides co-curricular activities that will meet children's needs, gifts and interests to fully complement our academic provision.

It is important to note that while community volunteers may not be paid, they will be members of staff, treated professionally with appropriate induction and performance management. This approach to incorporating community resources in all areas of children's development ensures that all volunteers work effectively, safely and to the high standards that we will have as a staff. In this way, we will contribute to the professional development for those of our volunteers who may want to build the experience they need to pursue a long-term career path.

### **Business and Operations**

As explained in Section F2 above, Chapel St will provide strategic leadership and support through the Business and Finance Director who will work with the Business and Operations Manager (BOM) and Principal to ensure Tyndale is outstanding in our efficiency and effectiveness. The BOM will oversee the daily finances, HR and site operational management including supervision of the Site Manager, ICT Manager, Receptionist, lunchtime staff and contracted services.



**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**

**Recruitment**

Chapel St Community Schools Trust has access to specialist support and advice for HR matters. It not only retains its own capability but accesses specialist consultancy support as required. Not only can we handle and manage recruitment with an experienced team but we can ensure that all legislative and statutory objectives are fulfilled.

There are many important factors that we have already considered and once the application is approved we can progress a number of initiatives to secure the right staff for such a fantastic opportunity. Fully appreciating that this is a new school with no existing staff we do recognise the need to mitigate risks involved in recruiting sufficiently and in a timely manner. Importantly, we are wholly aware of the crucial timescales associated with recruitment given a Free School project of this nature and the potential for delays in achieving Funding Agreements.

Our rationale and objectives that support us to recruit effectively are:

As this is a new school, Tyndale Community School will not have the complex negotiations and workload aligned with TUPE arrangements of predecessor school staff. However, the converse is true that recruitment of new staff will be from scratch. We are confident that this is a manageable risk for the following reasons, which include key selling points that we will exploit:

- The number of staff being recruited will be small because of the progressive nature of the growth of the school over a number of years
- Because of the wealth of support for the Tyndale Community School, there will be local professionals who are keen to work for the school
- The geographical location is helpful because of easy access to major areas of the country
- There will be kudos in working with Tyndale Community School given its intended partnering arrangements
- Strong links with training colleges give opportunities for newly-qualified teachers who may thrive in a new set up
- Local agencies and networks within Oxford and beyond to recruit suitable staff
- Future Leaders – we have good contacts here which we are beginning to explore
- Advertising – in Times Educational Supplement and other publications as appropriate

Key selling points are:

- Our ethos of inclusion – school of religious character – highly regarded and wanted by parents and carers
- New school – someone can be a part of building a school from scratch providing a rare opportunity to put their ‘stamp’ on something that is dynamic
- Ability to collaborate with and learn from outstanding local educational leaders such as [REDACTED] of Rose Hill Primary School

We understand that we would need to recruit our teaching and administration staff by 31<sup>st</sup> May at the latest in order for them to give notice if serving in a school. We would prefer to recruit at Easter in order to attract the best staff.

### **Recruitment of the right Principal**

The recruitment of an experienced and capable Principal is critical to the success of the school. Consistent, efficient, inspirational and visionary leadership will play a very large part in this success. We believe that Tyndale Community School provides a rare leadership opportunity and an exciting prospect for a new leader to help us deliver a vital resource for the whole community. We require the Principal Designate to be appointed in sufficient time that they can be in place for two terms before opening. We understand that this is a challenging task and places great emphasis upon a timely approval of the application in summer 2012. Given that approval could be as late as September 2012, and that any serving headteacher will need to give notice by September 31<sup>st</sup>, we will work through the summer period to prepare adverts, role descriptions and interview plans in order that we can start the recruitment process as soon as possible. Should we not receive approvals in time, we understand that the next critical date for a serving heads’ resignation is 31<sup>st</sup> January 2013.

## **Key qualities and experience will be required of the successful**

### **Principal:**

The Principal will become a recognised leader serving the community, drawing together stakeholders from the private, public, voluntary and faith-based sectors to contribute to the life of the school and enabling Tyndale Community School to become a hub of community learning, regeneration and success.

More specifically they will have the following:

### **Training and qualifications**

- Bachelor's Degree
- Master's Degree (ideally)
- National Professional Qualification for Head teachers

### **Experience of teaching and school leadership**

- A minimum of 3-5 years' outstanding teaching in an urban school setting in an economically deprived area with demonstrated exemplary results
- At least two years of whole school leadership in a school in an area of deprivation with evidence of having made a major impact on standards and leading whole school improvement
- Experience in effectively leading a robust performance management system monitoring, evaluating and reviewing performance of teaching and support staff
- Ability to consistently model outstanding teaching and learning
- Ability to evaluate instructional programmes and teaching effectiveness with evidence of successful strategies to improve pupil performance
- Ability to work with diverse student body and staff
- Ability to ensure the implementation of effective business systems that ensure proper stewardship of school funds
- Ability to analyse assessment data to inform self evaluation and action planning for further school improvement

### **Personal skills and attributes**

- A deep passion for social justice and equity for all children; a belief that all students can achieve at the highest levels, regardless of demography or background
- A love for children and an ability to build nurturing relationships with them and their families
- A commitment to the authentic expression of Christian faith in life and work and regularly able to lead acts of prayer and worship as part of school life
- A deep passion and commitment to offering lifelong learning (including their own), raising aspirations and developing opportunities for the entire local community
- The ability to exercise excellent judgment in decision making
- Be a strategic thinker and proactive problem-solver
- Be a team player

- Excellent communication, public relations, and interpersonal skills

**Professional knowledge and understanding**

- Can effectively balance the larger vision and plan for the school with ensuring the day-to-day operations are sound
- Knowledge in the recruitment, selection, training and supervision of personnel
- Knowledge of efficient, supportive and robust systems for monitoring and performance management
- Knowledge and understanding of principles of outstanding inclusion and differentiation
- Understanding of all safeguarding and child protection practice including vetting of volunteers in the school
- Awareness and understanding of current practice and policy development in education, especially in SEN(D), Early Years Foundation Stage and Key Stage 2 assessment
- Understanding of school improvement as a continuous cycle, within all levels of leadership

The primary responsibilities of the Principal Designate are attached as Appendix 9. in the form of a job description.

Chapel St will be robust in its recruitment procedures and will not depend on one way of recruiting as the project implementation timeline will be compromised if we cannot recruit effectively the first time. We require a Principal Designate in place for two terms before opening in September 2013. Therefore, the timeline is tight. We need to start straight away after sign off In order to give someone time to offer a term's notice if a serving head – final resignation date being 30<sup>th</sup> September or 31<sup>st</sup> January. We urgently require 'sign off' from the business case in order that we can progress recruitment tasks for this position in particular. We understand that we are not able to enter any contractual arrangements prior to Funding Agreement without discussion with the DfE.

The need to successfully recruit a Principal Designate before opening is critical in generating real community belief that the school will actually happen! There is a significant increase in participation and admissions interest when this is the case. The Principal Designate will play a key and crucial role in:

- Driving up admissions interest and being a key figurehead throughout the Consultation and Marketing activities
- Finalising the Education Brief and compiling the School Development Plan prior to 'Sign Off'
- Supporting the project team in asserting accommodation requirements
- Starting work to enable a credible development of the MIS
- Developing policies and procedures for the school
- Interviewing and recruiting staff
- Developing the Prospectus for the following year

The process we expect to take would be as follows, although timescales and available funding will dictate which elements we are able to achieve:

1. Meet the sponsor event (publicised in the TES, through the LA, websites and other vehicles) – where the CEO from Chapel St explains the vision, ethos, educational strategy and the Tyndale Community School local context, as well as what Chapel St would be like as their long-term employer. Potential employees would have the opportunity to meet others involved in Chapel St and the local partners and ask any questions they may have face to face. Recruitment packs would be available at the event.
2. Advertisements in the TES – at least 2 – of a sufficient size not to be missed – highlighting the opportunity. People could obtain packs on-line via the school and other websites.
3. Consider using agencies such as Hays or Veritas – although we would go through a procurement process for this.
4. Contacting leadership development organisations such as Teach First, SSAT, NCSL, Future Leaders, and New Schools networks. This would be especially useful for direct contacts for other senior leaders and teaching staff. We will require experienced staff initially.
5. Recruitment via LA and other local contacts.
6. Establishing a recruitment panel, including a representative from the LA, DfE, sponsor reps, other educational experts and pupils – as well as our own governing body and trustees.
7. Recruitment packs to include – school background and local context, sponsor vision and ethos, educational strategy and pedagogy, data, working and living in Oxford, job description and person specification, how to apply, equality and diversity form.
8. The short-listing and interview process will be managed through a point-scoring system to ensure equitability.
9. Interview – 2 days and to include the following:
  - a. Welcome by sponsor and explanation of the organisation and school in brief
  - b. Group session with all candidates to indicate ability to work as part of a team
  - c. Data analysis task
  - d. Critical incident interview – what was their best response to such an incident and their worst and what they learnt
  - e. Panel interviews – Curriculum/teaching and learning; leadership and management

- f. Student interview – asking their pre-prepared questions in front of the main panel who simply observe the dynamic between each candidate and the pupils. The pupils would then give feedback afterwards on each of the candidates in their view. We will seek to work with another primary school on this.
- g. Day 2 candidates only – presentation on agreed strategic subject – ethos, leadership and educationally led
- h. Media interview – to see how they would cope under this pressure and scrutiny – being able to think quickly on their feet.
- i. Lesson observation – on line if not able to set up in a school.
- j. Ideally a visit to the locality - candidates may need to arrange this independently
- k. We would refer to references to confirm that we had made the right appointment decision, and would make sure all safeguarding checks are made.

### **Recruiting other staff**

Chapel St has experience of recruiting staff both for teaching and support roles. The limited budget available through Start Up funding means that we have to adopt a 'best value' approach to recruitment and whilst we will have to advertise for some positions we will place emphasis upon networks to reduce costs. We will access best possible local resources, work with our partners to offer career development opportunities and make good use of available Advanced Skills Teachers (ASTs). The gradual build of pupil roll enables us to recruit the right people on a progressive basis and ensure that we can select the best candidates to support the exacting standards that will be required. Unsurprisingly, a number of education professionals have already expressed a keenness to apply for any upcoming places – such is the enthusiasm in the community.

Newly Qualified Teachers (NQTs) – although we are keen to explore this area in later years, we believe that it is prudent to recruit highly experienced staff to get this new school off to a good start. We do want to create opportunities for young and enthusiastic staff and will have a determined continuing professional development route for our staff.

It is important to note that because the nature of Free Schools and Academies will provide independence from the local authorities; this can lead staff to feeling isolated. We realise that staff that thrive the best are those who are proactive and courageous and find new ways of achieving the best outcomes in an entrepreneurial way. That said, Chapel St will provide support in every area of the school by central staff providing a safety net of expertise, guidance and experience. Our close working relationship with partners and the governing body will also play a significant role in supporting the Principal and staff in the early phases.

A good example of where centralised support will be practical and helpful is when we look to recruit a suitable Business and Operations Manager for the school. Our Chapel St [REDACTED] ([REDACTED]) will have strategic oversight to support that role and along with the project team, ensure that all



systems and processes become embedded straight away. Ideally, our Business and Operations Manager will also have experience in private enterprise, of Ltd companies, school budgets and VAT. The Business and Operations Manager does not necessarily need an accountancy qualification but is expected to have knowledge and experience. Again, the oversight of the governing body is important in providing early guidance, leadership and support.

### **Recruiting the Governing Body**

Recruitment to the Governing Body will be timed in accordance with statutory requirements and to fulfil objectives for supporting pre-opening and post-opening phases of the project. A significant part of the work already undertaken has been to identify the roles of the Governing Body and many of the actual Governors for this school (see below F6) all of whom understand the vision and are prepared to commit time to fulfil their roles. We will ensure that we have the necessary skills and experience to support the vision of the school. The governing body will be supported by a Clerk and receive the resources and training required to fulfil the role. Our governing body will have the pre-requisite skills and experience to:

- Provide fiduciary control (in accordance with best practice and YPLA / EFA guidelines)
- Oversee progress of the education vision and school development plan
- Ensure a healthy and safe environment
- Bring legal expertise and manage risk
- Ensure that the best people are recruited

As you see in section F6, we have already identified the make-up of the Governing Body.

### **Human Resource Policies & Procedures**

We understand that there are HR policies which need to be provided to meet legal requirements and we already have access to some current best practice examples. These are as follows:

- Pay & remuneration
- Disciplinary
- Allegations against staff
- Grievance
- Whistle blowing
- Equality & Diversity
- Recruitment & Selection
- Safeguarding

We are also committed to producing other policies including:

Access to student records	Admissions arrangements	SEN, Exclusions, Behaviour, Inclusion
Anti-bullying	Assessment recording	Charging and

	reporting	remissions
Child protection and training	Communications with parents and carers	Crisis management
Staff - Performance management	Electronic communications	Staff – CPD
Exclusions and appeals	First Aid & Health and Safety, Medical treatment of pupils	Gifted and Talented
Home-school agreement, Homework	PSHE, Sex and relationships	RE/Collective worship
Risk management	Staff - Disciplinary proc & code of conduct	Off-site and residential
Teaching and learning, Schemes of work	Staff - Relations with staff associations	Scheme of delegated authority

We will make sure we have all other school policies required in place in readiness for the pre-opening 'sign off' inspection by Ofsted in the summer before opening.

We will liaise with our partner organisations, and our other free school in Wigan, as well as using other best practice models, to develop our own policies. We understand that it is best practice to get our policies recognised and can do so either via local union representatives or at a national level and will need to decide how we will do this, but our thinking is to go for national/central discussions to take the workload from this and any other Chapel St Community Schools Trust schools in the future.

We will focus on good continuing professional development, talent management, succession planning as well as robust and developed HR policies and procedures.

### **Terms and conditions**

We intend to issue contracts to staff with terms and conditions in accordance with the Burgundy book (teachers' pay and conditions) or the Green book (NJC support staff), as well as confirming information such as adherence to directed time (hours worked) for teaching staff and agreement on hours for support staff; salary; annual leave etc.

### **Pensions**

We intend to follow the agreed pension schemes teaching staff and possibly to support staff and understand that we are committed to following the employers' contributions for teachers which at present is 14.1%. We will also mirror the scheme to which we are affiliated for the Local Government Pension Scheme. We are aware that we need to make sure we don't have any inherited liabilities but as there is no TUPE involved in this school this is unlikely to be the case. We will subscribe to the Local Government Pension Scheme as Employers to keep updated on changes in pension scheme arrangements.

## **CRB**

We intend to secure an 'umbrella body' under which we can make sure all CRB paperwork is professionally and legally produced. Chapel St currently works with ChildSafe to provide CRB checks. We will want to make sure that any future registration enables us to deal with electronic CRBs and have a cost-effective operation.

In terms of the Chair of Governors and CEO, we understand that CRB is dealt with through the DfE system.

## **Centrally and locally provided systems**

- Payroll system – we will investigate the best system which will be locally managed, and centrally purchased. Something like Strictly Education may be a good starting point given they are a bespoke educational system however we will look at FMS as part of the SIMS suite.
- A central HR system would provide a Single Central Record which would link into the payroll system
- Recruitment – we would expect the school to manage all recruitment except for key senior positions where Chapel St would need to be involved
- Disciplinary/capabilities/grievances – local ownership but with central support
- Litigation/tribunals should they ever arise – we will procure from the DfE framework in order to contain this risk

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

### **Leadership and Governance**

#### **Overview**

Chapel St was founded to work with churches and local community groups to create successful schools and educational programmes in communities facing deprivation. Chapel St Community Schools Trust (CSCST) was established, in discussion with the Department for Education, as a vehicle to work with local communities in the creation of new schools. CSCST was initially incorporated as a single school sponsor using the model governing documents provided by the DfE. Following the decision of the Secretary of State to entrust Chapel St with the creation of Atherton Community School, the trust has also been working with Oxfordshire Community Churches (OCC) and groups across the city to develop a Free School application for the Tyndale Community School in Oxford.

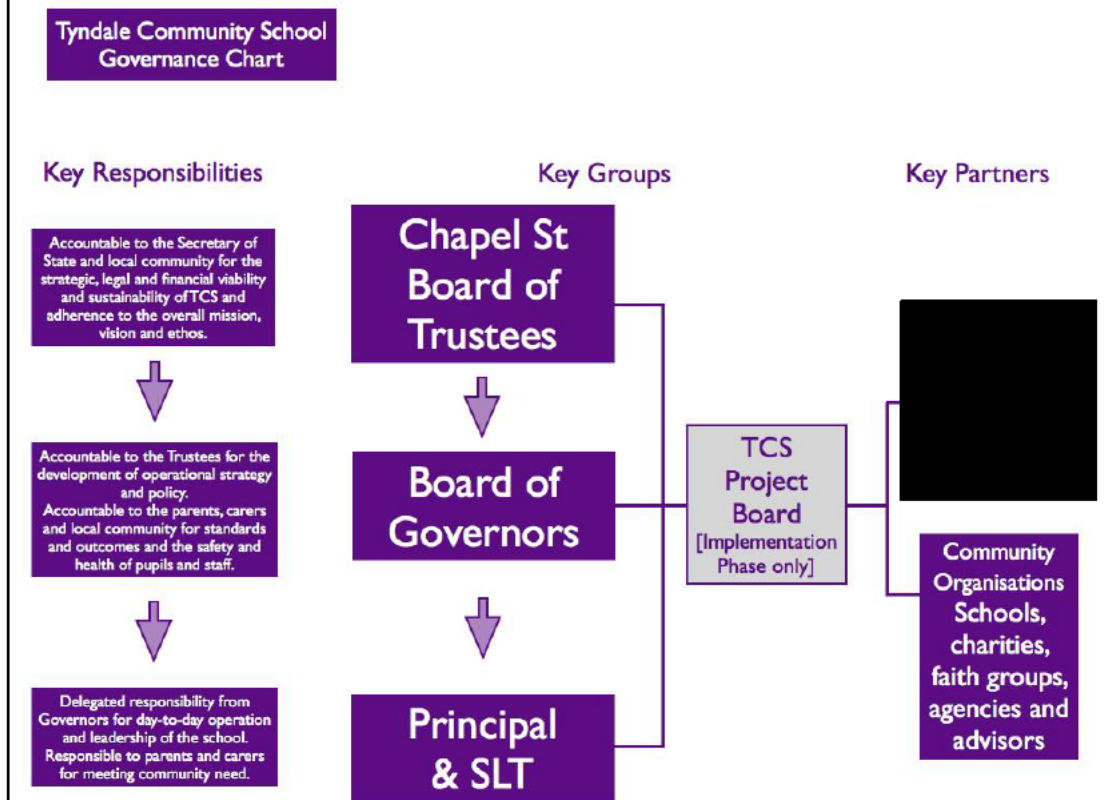
In order to realise our vision for a dynamic educational hub, transforming the lives of children, enhancing the prospects of families and working as a catalyst for community regeneration, our governance arrangements will proceed as follows.

Tyndale Community School will be sponsored by Chapel St Community Schools Trust. We will work within DfE guidance to develop CSCST to extend our powers to operate and sponsor more than one school as a multi-school sponsor. **CSCST Board of Directors** will be responsible to the Secretary of State for the effective implementation and development of the school and for the oversight of legal compliances, funding and employment. As founding partners in the project, Oxfordshire Community Churches will be represented on the board of Chapel St Community Schools Trust.

The Directors of Chapel St Community Schools Trust will work with Oxfordshire Community Churches and other stakeholders in the city to appoint a local governing body to oversee the day-to-day running of the school and to ensure that the aims and objectives of Tyndale Community School are met with regards to attainment, viability, sustainability, safeguarding and community transformation. The membership of the local governing body will comprise representatives of CSCST (as the sponsoring company), OCC (as the key community partner), local parents, school staff, community members and other stakeholders.

During the implementation of Tyndale Community School, a **Project Board** will provide support for Directors, Governors and the SLT. This group will include representatives from the Department for Education, CSCST Directors, the Chair of Governors, chosen members of the founding governing body and other strategic stakeholders.

The relationships between these groups is illustrated in this chart:



## **Leadership and Governance**

CSCST and Oxfordshire Community Churches share the following objectives in terms of governance and management of Tyndale Community School:

- To ensure that the overarching vision and ethos of the Trust are clear and tangible in the school. A focus on standards, aspirations and inclusion will be at the heart of the ethos
- To establish a transformational organisation to enable all pupils – whether staff, pupils or local community to become life-long and successful learners and responsible members of society and to ensure that their educational entitlement is secure
- To promote community cohesion through the work of the school
- To ensure compliance with all legal and statutory obligations as outlined within charity, company and education law, including ensuring that the trust is compliant with all policies and guidelines issued periodically by DfE, Ofsted and other agencies, making sure that the requirements of the Funding Agreement are met at all times
- To fully engage partners and key stakeholders to make effective contributions and build long-term commitment of parents and carers, local government and the local community including enterprising businesses, other local schools and educational providers, in order to enhance and extend the educational offer
- To build an effective business model that combines personalised and successful education provision with a financially sustainable organisation, by sharing local and central resources to broaden provision and make it more cost effective and to enable national procurement to facilitate in this objective
- To ensure quality assurance and best practice in all areas of operation, management and leadership
- To ensure that all employment responsibilities are of the highest standard – and to demonstrate that people are at the heart of the organisation by going for appropriate kite-mark qualifications and making sure that there are clear development plans and career progression for each member of staff
- To make sure that all policies are in place – especially around SEN, designated teacher for children in care, inclusion/exclusion, Admissions, Free School Meals, information sharing through a Prospectus, etc.

### **CSCST Board of Directors**

The legal responsibility for Tyndale Community School will ultimately reside with the Directors of the CSCST. As sponsor the Board of Directors will be responsible for the following:

- Educational standards, in terms of overall progress and target setting sign-off and general approach, including SEN provision
- Employment responsibilities – including CRB registration and checks (delegating operational aspects to Local Governing Body, sub-committees and staff)
- Financial accountability
- Central procurement and resourcing as appropriate
- Asset & overall property management
- Overall policy setting
- Insurance
- Recruitment of senior staff and career progression

To retain focus and operational continuity the Directors will appoint a minimum of three governors to represent the Trust on the Local Governing Body.

The Directors combine extensive experience in the delivery of large-scale projects, public service delivery and education. This team is presently devoting significant time to the development of Atherton Community School. The capacity of the Board of Directors is being further enhanced to provide the necessary legal governance and support for the Tyndale Community School project. This expanded Board will include a Director nominated by Oxfordshire Community Churches.

The Directors of Chapel St are:

**██████████ (Chair):** ██████████ is a life peer who was formerly the ██████████ and a special advisor to the then Chancellor of the Exchequer, Gordon Brown MP where her brief covered child poverty and welfare reform. She is currently completing a PhD, exploring the history and impact of Christian ethos schools and twenty-first century educational reforms. In addition to her role at Chapel St, ██████████ is a member of the governing body for the Financial Ombudsman Service and was formerly an Equality and Human Rights Commissioner

**██████████ (Director and Local Governor):** ██████████ is the ██████████. Previously having worked with The Salvation Army overseeing youth and community services in over 600 centres in the UK and Ireland, ██████████ co-founded YOUTHWORK The Partnership, a national coalition of third sector organisations. ██████████ has lectured on public policy and community-based organisations at a range of institutions including the University of St Andrews and has published widely on subjects including values-based education, transformative leadership and culture and the arts.



██████████: (Company Secretary and authorised representative).  
██████████ combines twenty-five years of teaching in secondary schools with a variety of project management and implementation roles with third sector organisations. Before working with Chapel St, ██████████ was the project lead in the creation of HOPE HIV a fast-growing charity involved in social enterprise and education projects partnering schools and businesses with communities in sub-Saharan Africa. As an Officer of the Company, ██████████ will support members of the Local Governing Body and the Senior Leadership Team on areas of curriculum, staffing and community development.

***Additional Directors to CSCST Board will be appointed following acceptance of Tyndale Community School Free School application and the subsequent signing of a Funding Agreement***

██████████ (Director and Local Governor): ██████████ is the ██████████, overseeing local churches in Oxford and several nearby towns that are engaged in a wide range of community service, including provision for children, young people and pensioners. He has academic qualifications in theology and science, including a DPhil earned at the University of Oxford's Department of Zoology.

██████████ ██████████ has worked in education for over 30 years, was a secondary head teacher and is currently Chair of Governors of a successful Oxfordshire primary school.

**Local Governing Body (LGB)**

In line with Free School legislation, Chapel St Community Schools Trust will appoint the majority of governors to the governing body including a minimum of three Local Governors representing CSCST, with particular remits to support education improvement, attainment and financial viability. As founding partners in the creation and development of Tyndale Community School, Oxfordshire Community Churches will nominate three Local Governors whom Chapel St Community Schools Trust will appoint to the LGB as representatives of local churches and the wider community. The Local Chair of Governors will be jointly agreed by Chapel St Community Schools Trust and Oxfordshire Community Churches. The Local Governing body will also comprise formally elected governors to represent parents and staff, representation from the Local Authority and representation from our local educational partner.

The LGB will be appointed and developed to ensure that the required knowledge, skills and experience are continually available to the Principal and Senior Leadership Team of the school. The composition of the Local Governing Body will be:

- Chair of LGB (jointly agreed by CSCST and OCC)
- 3 CSCST Governors (appointed by CSCST)
- Finance Governor (appointed by CSCST)
- Local Churches Governor (nominated by OCC)



- 2 Local Community Governors (nominated by OCC)
- 2 Parent Governors (elected by parents within the school )
- Staff Governor (elected by staff within the Tyndale Community School)
- Education Partner Governor (nominated by local educational partner)
- Local Authority Governor (nominated by the LA)
- Clerk to the Governing Body
- Principal – ex officio

The LGB will include (see biographies above):

████████████████████ (Chair)

████████████████████ (Local Churches Governor)

████████████████████ (CSCST Representative)

████████████████████ (CSCST Representative)

████████████████████ (Finance Governor)

████████████████████ (CSCST Representative) ██████████ is a senior lecturer in the ██████████ specialising in primary education, critical thinking and the arts.

████████████████████ (Education Governor) ██████████ is the head teacher of Rose Hill Primary School, which was the UK's most improved school in 2010.

████████████████████ (Local Community Governor) ██████████ is a qualified teacher working locally in primary education since 1990, and a specialist in helping schools to support children with special educational needs.

████████████████████ (Local Community Governor) ██████████ is a chartered surveyor and local business man, who has previously been involved in the establishment of school building facilities.

The Tyndale Community School LGB will appoint a range of sub-committees and participation groups to oversee different aspects of the school's development. These groups will comprise relevant members of the Board of Trustees and Board of Governors, Project Board, educational partners, SLT, staff, parents and carers and community members. For an overview of the LGB governance and sub-committee structure, see below:

Responsibilities of the Local Governing Body will include:

- Maintaining a clear focus upon the progress of the School Development Plan, with sufficient reporting and control of school progress
- Acting as a 'critical friend' to the School primarily through the Principal

and leadership team – offering challenging, positive and proactive support

- Acting as guardian of the ethos, vision and values as expressed within its local context – and of course ensuring that success is celebrated regularly
- Engagement with local stakeholders and businesses and to fund-raise for appropriate initiatives
- Local reputation and PR in supporting the work of the Principal and staff
- Pupil recruitment to ensure that the success of the School is not a well-kept secret and to ensure the School always has a full complement of pupils as it grows towards capacity. To make sure all admissions processes are adhered to
- Parental engagement is a strong focus for Chapel St Schools and the LGB will have specific responsibility in this area
- Local Admissions will be supported by the LGB within the framework set up by the Board of CSCST – including the Appeals process
- Use of the property for the benefit of pupils and the local community.
- Recruitment of staff
- Trips and visits within the framework of the centrally-set policy
- Being involved in wider school life – attending events when possible and getting to know staff and pupils

### **Advisors**

In addition to the support from Chapel St's team of educationalists and the governing body, Tyndale Community School will appoint a number of advisors to support the governors and SLT in the development of an outstanding school. Advisors will be kept informed on developments surrounding the school, consulted on issues of strategy, have opportunity to raise issues or concerns at any time and provide specific input in their particular area of expertise. Among these are:

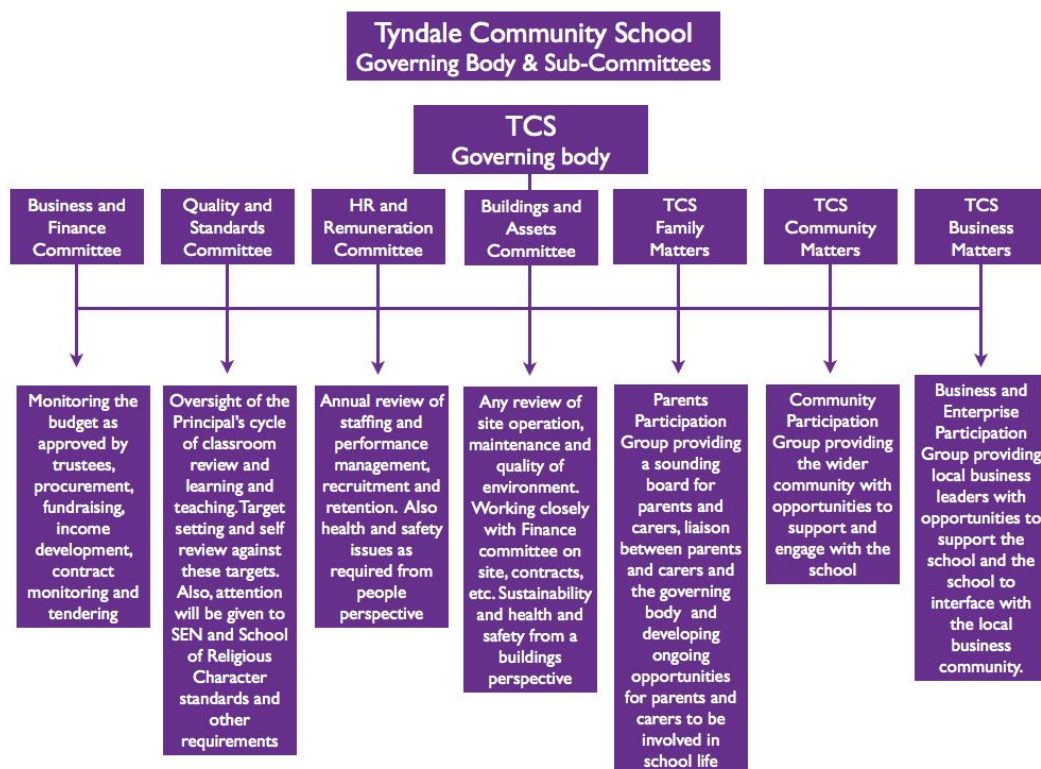
- [REDACTED]. [REDACTED] is [REDACTED] of [REDACTED], one of the UK's leading independent schools, her considerable experience in the maintained sector, including headship of [REDACTED] [REDACTED] and previous involvement in the Academies programme.
- [REDACTED]. [REDACTED] been involved in schools and HE for over 25 years. He was a sponsor of the first [REDACTED], where which he remains [REDACTED]. He was [REDACTED] [REDACTED] and has been a Governor of other schools. He was [REDACTED] [REDACTED] and is a [REDACTED] which is planned to become a full Livery company in 2013.”)
- [REDACTED]. [REDACTED] is an Oxford resident and [REDACTED] [REDACTED]. Tyndale Community School have asked [REDACTED] to support the work of the school in the Muslim community and advise as to how we best serve these children and families.
- [REDACTED]. [REDACTED] is the [REDACTED] of Rose Hill Primary School,

which was the UK's most improved school in 2010.

The LGB will delegate areas of work to a range of specialist sub-committees. These groups will comprise professionals and community members with specific expertise in a range of areas.

### Sub-Committees

To ensure the effective operation and organisation of Tyndale Community School, the Board of Governors, under the relevant clauses of the governing documents of CSCST, will charge the following sub-committees to oversee specific areas of school life. See chart:



**Finance Committee** – monitoring of the budget agreed by Directors, procurement and raising additional revenue, contract monitoring and tendering.

**Standards** – Oversight of the Principal's cycle of classroom review and learning and teaching. Target setting and self-review against these targets. Attention will be given to SEN, 'School of Religious Character standards', and other requirements.

**HR and remuneration** – Annual review of staffing and performance management, recruitment and retention (Principal's performance management by chair of governors with delegated responsibility from Directors). Also, health and safety issues as required from people perspective.

**Buildings and Assets** – any review of site operation, maintenance and quality of environment (working closely with Finance Committee on site contracts etc). Sustainability and health and safety from a buildings perspective.

### **Participation Groups**

To increase the participation of key groups within the community at the governance level and to provide a range of stakeholders with a voice in terms of the development of Tyndale Community School, we will create three Participation Groups. These will be open to parents and carers, business people and community members to join and will provide opportunities for the school to listen to the community and for the community to be involved in the life of the school. Some of these participants may also be part of the Tyndale Community School Forums which provide opportunities for feedback and problem solving at the operational level of school life. Members can be selected from these groups to the Board of Governors.

- *Tyndale Community School Family Matters* - Parents and Carers Participation Group; providing a sounding board for parents and carers, liaison between parents and carers and the governing body and developing ongoing opportunities for parents and carers to be involved in school life
- *Tyndale Community School Community Matters* - Community Participation Group: providing the wider community with opportunities to support and engage with the school
- *Tyndale Community School Business Matters* - Business and Enterprise Participation Group: providing local business leaders with opportunities to support the school and the school to interface with the local business community

### **Governance Issues**

Governing Body Sub-committees or delegated activities will be initiated prior to opening but after the Funding Agreement. This will include admissions and exclusions appeals panels. We will seek contact with YPLA/EFA at the earliest stage to ensure that fiduciary controls can be easily implemented. Please also see Section D for Admissions.

It is the intention that should the number of schools sponsored by CSCST grow, the role of the Principals working together in their own forum will be critical to the sense of the Trust being a family sharing resources and expertise.

We will ensure that governors are equipped to oversee all of the Legal Agreements required by the Free School as outlined above.

A rescheduled version of the Articles and Memorandum of Association of CSCST (which we will develop in consultation with DfE) will provide the

constitutional document of the Free School. The Articles will make it clear that CSCST, including any school operated by the Trust, is a non-profit making charitable company and that any surplus it makes cannot be distributed among its members.

We will procure/secure legal services to support all of the Legal Agreements needed throughout the project pre-opening and Implementation phases, including Land Transfer (as required), Funding Agreement (the agreement between the Secretary of State and the Free School Trust) and any Transfer Agreement that may be applicable (involving the local authority). We will encourage legal support to brief governors and Directors.

In addition, property arrangements and any lease agreements will be set up as appropriate. We will work with the local authority and PfS in this respect.

Our governance structures will be based on standard and model DfE documents. We will place particular attention on the strategic aims of Chapel St Community Schools Trust as sponsor and to the management of the school itself. Clear lines of accountability between the Board of Directors and the Local Governing Body will be maintained, as demonstrated above.

AGM's will approve accounts and other reports submitted by the LGB, and the LGB shall meet at least once a term.

We will register as a school of 'Religious Character' - a non-denominational Christian School. The Trust will ensure that provision is made for Religious Education to be facilitated for all pupils at the school in accordance with the tenets of the specified religion or religious denomination of the school. The Trust shall comply with the requirements of section 70(1) of, and Schedule 20 to, the School Standards and Framework Act 1998 as if the Academy were a foundation school with a religious character or a voluntary school, and as if references to 'the required collective worship' were references to collective worship in accordance with the tenets and practices of the specified religion or religious denomination of the school.

It is our considered opinion that the governance and community engagement strategies outlined above will provide the range of expertise, blend of skills and strength of support necessary to the development of an outstanding Free School in Oxford.

## 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.

### **Financial Plans**

In order to achieve our vision to provide a sustainable and viable school, transforming the lives of children, enhancing the prospects of families and providing a catalyst for community enrichment, our Financial Plans have been developed to maximise achievement whilst ever striving to provide the highest level of educational resource.

When developing the financial plan, we have given credence to the necessity to deliver value for public money and to demonstrate a return on investment to the community and to the DfE. Whilst the school is initially focused upon delivering excellent education at a school that parents and carers will choose, it is important to remember that there is a significant and growing need to provide for primary places immediately. Existing schools in the area are full or are making use of temporary accommodation and this has been stated as having a detrimental effect upon achievement. It should also have become apparent that while demonstrating a viable fiscal strategy to provide high quality teaching and resources in a sustainable manner, the almost inestimable value of the community partnerships and levels of volunteering committed to the school will exponentially increase the impact on children, families and the wider community while ensuring that the significant financial investment in the project will exact a far greater, and wider, set of educational and social returns. Having a better school locally will reduce travel and transportation costs and thus may have a positive environmental impact.

This is a new school. Staff at the school will be new appointees and there is no TUPE impact. More importantly, there is no legacy associated with staff pay or conditions. Nor is there any legacy of financial burden brought about through an inefficient or inappropriate staff structure, any predecessor school deficits, pension deficits or inappropriate TLR payments. Staff will start at the appropriate level within the appropriate grade with room for growth for additional responsibility and performance achievement.

Our intended relationships with other schools and educational establishments as well as the extensive network of friends and supporters means that we have an opportunity to achieve greater value for money by sharing excellent staff, procurement opportunities and contracted service contracts. The ability to utilise the 'volunteers' from Oxfordshire Community Churches, will bring much added support to teachers and

staff for little costs and therefore provide value for money.

The gradual build of pupil numbers within the school will mean that the leadership team will have to be highly flexible in their roles with teaching responsibilities expected to ensure excellent utilisation of staff. We have been working closely with others in the compilation of this application and importantly, we have secured access to additional teaching resources through these partnering arrangements enabling us to demonstrate viability in the early years whilst pupil intake is still growing. Working in collaboration with our partners provides immediate access to high-quality staff, best practice and support for the leadership team. Most significantly, the presence of a highly competent, technically capable and highly motivated network of volunteers and supporters means that we are not alone, and, that we have resources that we can access to get things done in the pre-opening and post-opening phases.

As you will note in Section H – Premises, there are several options for sites and premises. Some of the existing buildings that we have researched will require maintenance and refurbishment over the build up period and it is likely that a progressive build and/or refurbishment can be handled efficiently reducing the need (or hopefully eliminating the need) for expensive temporary accommodation.

Central to the rationale for developing this Free School application has been the realisation that we can and intend to provide excellent local provision. We will set about ensuring that the most cost-effective capability and infrastructure is provided within the available funding envelope. Working with partners and other organisations means that we can readily access best practice, shared expertise and resources to support our growth. The school has a community focus too and we will continue the work already undertaken to further engage families and community to participate in school life.

#### **G1 : How the school will be financially viable and offer value for money**

During this initial planning stage we have closely considered how we ensure the budget will provide the maximum necessary resources in order that we achieve the following:

- An innovative and effective curriculum
- The necessary pastoral and educational support defined in the educational vision
- Efficient operation of the school
- The best possible facilities and services
- Marketing of the new school to attract the forecast roll and to staff

accordingly

- A resource that will benefit the community

You will see from the Financial Plan that the school roll increases year on year. Confidence in this growth has been established through local engagement as well as credible forecast data. Please see Section E - Demand for greater detail on evidence of demand. Whilst assembling the Financial Planning template, we have considered the curriculum model and projected profile for pupil intake for this primary school. We have factored in the projected pupil and staffing growth.

The following tables detail the projected pupil growth from September 2013. It is critical that we can progress with application approval asap to enable us to meet deadlines for production of the prospectus and relevant marketing collateral and thus ensure that we meet admissions arrangements and local authority deadlines.

The cumulative growth of admissions will be met by growing numbers of staff and, of course, incurring other 'non-pay' revenue expenditure. Again we reiterate at this stage that these pupil budgets are deemed prudent given the evidence and assumptions of demand (see Section E). For planning purposes we have modelled incomes and expenditure for the expected intake to 420 pupil capacity and produced a model that demonstrates viability at 90% intake.

The school will open in September 2013 with the following initial pupil intake:

Reception – 60 pupils (2FE)

Whilst we are extremely confident about admissions forecasts, we do however still need to ensure we have effective marketing effort and timing in accordance with local authority publications. We already have experience as is the case with other new free schools, that uncertainties over site can constrain parents and carers from making a choice for the new school.

Year on year increase in roll will equate to reaching capacity in 2019 of 420 pupils. As the school will only open with limited numbers, the staffing needs at September 2013 will be significantly less and thus we forecast a 'build up' over the ensuing years. Whilst at the commencement of the school in September 2013 we do not require a full complement of teachers, we do seek to have a robust management capability that will support the necessary growth and any capital reorganisation. This will require us to take some advantage of diseconomies funding (through Start-Up Grants) to ensure we have capacity in the leadership team in situ.

Tyndale Community School is to be both viable and sustainable over the short, medium and longer term as pupil roll increases. Whilst we recognise that the start-up phase will mean the creation of a new school,



the expectation of a strengthening roll and developed expertise and efficiencies will ensure that the school develops a sustainable financial model based upon a credible plan. We seek to ensure that appropriate resources are available and will provide value for money both in terms of the overall budget and any start up grants required in the early years.

**For the Financial Plan Templates please see Appendix 10. and 10a. (90% intake model).**

At this planning stage, we have used the required DfE Financial Plan Template to model the revenue streams and to build a viable and sustainable model. We have a concern that these models are still based upon the 2011/12 rationale and we know that any changes to formulaic approach by YPLA/EFA may necessitate some remodelling or re-forecasting.

The template itself has proved especially helpful in estimating the rate of income growth as the school progresses and being able to model overall income and expenditure on an annual basis. The attached Financial Plan Template demonstrates that once at full capacity, the Free School will be financially viable in the long term and sustainable within the per pupil funding which it is likely to receive. Although at this stage YPLA/EFA have yet to confirm pupil funding for years 2013/14 and beyond, we do believe that there is a sufficiently robust plan to continue to sustain the school in achieving its educational objectives. The attached Financial Plan Template uses the confirmed Free School funding figures for 2011/12.

Our aim has been to work to ensure that at this planning stage we 'break-even' from the first year, 2013/14. This is challenging because of the inefficiencies of operating with a smaller admissions profile. We have, however, demonstrated that we can plan for a very limited surplus of £51k in the first year by flexible deployment of teachers, intelligent use of resources, application of some diseconomies funding and close scrutiny and management of expenditure items. As the pupil roll increases year-on-year we can demonstrate a sustainable model that delivers the needed education vision.

Full Intake model:

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Total Income	£381k	£643k	£906k	£1166k	£1426k	£1686k	£1947k
Payroll cost	£279k	£420k	£701k	£855k	£976k	£1075k	£1195k
Non payroll expend	£189k	£252k	£285k	£353k	£435k	£561k	£620k
Total expend	£468k	£672k	£986k	£1208k	£1410k	£1636k	£1815k

Operating surplus/ deficit	(£88k)	(£28k)	(£80k)	(£41k)	£16k	£50k	£132k
Start Up Grant	£138k	£116k	£96k	£55k	£18k	£18k	£18k
Cum surplus/ deficit	£51k	£138k	£154k	£168k	£201k	£270k	£420k

The initial planning work undertaken demonstrates that the proposed Free School will be financially viable and sustainable within the 'per pupil' funding that it is expected to receive once it is at full capacity (steady state). We have also 'modelled' the financial plan at 90% intake and this too demonstrates that the school is financially viable with a very limited surplus of £35k generated in 2013/14 albeit that this is more heavily dependent upon start-up and diseconomies funding.

Whilst we note that Academy Trusts are not permitted by their Funding Agreement to carry over excessive balances (presently 12% in total of which 2% can be revenue), the financial plans are not predicated on the school being able to borrow or to carry over significant balances of funding from one year to the next. It becomes apparent that in later years as full intake is being achieved, some surplus may be generated that would provide opportunities for reduction in Start Up grants and thus demonstrating even greater value for money.

The phased growth of admissions for primary places enables the development of excellent educational capability whilst rigorously keeping control of staffing costs. The school will work towards an efficient staffing budget of between 62-77% of GAG. In the first four years where a reduced roll will reduce efficiency, we expect to operate with staffing % of GAG at circa 75%. Beyond the first four years we expect this to improve to 65%. The ability to deliver excellent teaching with pupil to adult ratios of 1:10 will be achieved by flexible staff utilisation and support from our 'volunteer' group who will provide essential roles as teaching assistants and learning support. You will see from Section D – Education Plan that this is a unique well-organised and low-cost resource that will be critical in supporting the school as it develops.

We recognise that the Start Up phase provides for a unique and privileged situation. It is our intention to ensure that staff posts are flexible and people are expected to multi-task whilst delivering academic achievement. We fully expect staff to be focused upon learning and in the early years we expect that leaders are timetabled proficiently. We fully recognise that whilst we have fewer pupils that we must maintain efficient ratios.

This is an exciting new school opportunity for staff, where excellent provision is expected. Having new staff means that we will not be burdened by a legacy of staff with elevated salaries based on length of service or a cultural expectation. Our approach to staffing rates has been to ensure we can recruit good, enthusiastic and motivated staff that will be

provided with an opportunity to grow and develop as we progress. For that reason, we have set salary levels at a reasonable market rate and have built some salary enhancement into the financial model as we progress and when the school becomes more sustainable.

Pupil Teacher Ratio (PTR) will play an important role in ensuring the sustainability of the school financial plans. Maintaining a clear PTR of between 15:1 in the first year, and rising to 21:1 at full roll. This will ensure costs are controlled whilst meeting the curriculum model. It should be noted that PTR does not include education support staff or the volunteer group.

Diseconomies funding and start-up grants in the early years allows for a viable financial plan where no overall deficit is forecast. Prudent consideration of expenditure demonstrates a sustainable year-on-year plan with the only key variable being the need to secure the site. The rationale for diseconomies funding is centred on the need to utilise the Principal in a teaching role as well as undertaking a unique role in developing the school. There are a series of critical demands upon the Principal at this stage. As well as ensuring excellent education delivery, he or she will be instrumental in planning and organising the commissioning of the new school, engaging parents and carers, ensuring that systems and processes are robust and liaising with key stakeholders. It is for these reasons that we believe diseconomies funding will be required. The other key post that we would expect to receive diseconomies funding for is the Business and Operations Manager. Whilst many systems, processes and procedures are developed in the pre-opening phase, in the first three years the post-holder will be expected to undertake significant tasks associated with site development, contracting and procurement arrangements, data management and financial control.

Throughout the initial planning stages we have used guidance from NSN, YPLA and DfE resources and have gathered intelligence from the local authority and local schools as well as calling upon the expertise of other primary schools. This has been important in developing robust and prudent plans for non-pay expenditure and overall budgeting tasks.

Not knowing which site we will have means that we have to rely on assumptions about the maintenance and facilities management burdens. For each of the sites we have researched, where a building exists we have modelled ongoing maintenance in order that we can make intelligent assumptions. Wherever possible, we have sought comparative data and have been prudent in ensuring that provision is made in the expenditure budget to ensure we have a clean and safe environment that meets educational objectives.

Chapel St Community Schools Trust along with the local team have a strong social enterprise vision and has aspirations to ensure the local community may benefit from any new contracting arrangements that may

be required. Some concepts for instance may enable us to encourage social enterprise arrangements for services associated with the school (i.e. Catering, Cleaning, Grounds maintenance). We would expect costs to be comparable or better than similar local authority delivered services and seek to gain a premium for the community.

**G2 : How the school will be financially sustainable once roll is achieved**

The objective has been to establish an appropriate and as near balanced budget for every year leading to a robust balanced plan. We understand the importance of containing staffing costs, particularly before the school has reached its full intake objectives. Tyndale Community School will work to ensure that staffing costs are planned to be between 65-77% of GAG income excluding diseconomies funding (noting that our intention may be for catering and cleaning staff to be contracted) and that we will work to maintain a pupil to teacher ratio of between 15.5:1 and 21:1. At 'steady state' staffing costs will be approximately 65% of GAG, a PTR of 21:1 and adult to pupil ration of 10:1 throughout. After diseconomies funding is removed in 2017/18, the model is sustainable.

You will see from Section E – Evidence of demand that there is a clear desire and need for this school. We are confident of achieving forecast roll as per the table below with GAG income. The Education Plan, school organisation and curriculum model have been reflected in the financial plan which shows relevant and appropriate levels of staffing as well as planned expenditure to support the delivery of excellent teaching.

Full Intake YPLA income (less start up and diseconomies funding):

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Intake	60	120	180	240	300	360	420
YPLA funding	£330k	£565k	£799k	£1034k	£1269k	£1504k	£1739k
Pupil Premium	£7k	£15k	£22k	£29k	£37k	£44k	£51k
Total Income	£337k	£580k	£821k	£1063k	£1306k	£1548k	£1790k

We are aware that the figures stated in the financial plan are based upon YPLA formulae and this has been used throughout the model. We are aware that this is subject to an ongoing review by YPLA / EFA.

Annual revenue budget costs have been appropriately benchmarked and balanced. We have used data from comparable schools to ensure there is sufficient provision for learning resources and educational materials, loose fixtures and equipment, training costs, administrative supplies, website costs, recruitment fees and charges, bank charges etc. Site costs

are more difficult to confirm and we have had to make intelligent assumptions regarding a typical building/facility.

The attached financial plan summarises income and costs from the full budget forecasts. However, the following points are important to note when using the plan:

- No pay progression or teaching allowances are shown in the model for payroll. However, without showing pay progression in some for the model is skewed and leaves excessive surpluses. We have shown pay progression (except annual cost of living) increases under 'projected other payroll costs' tab. This was not done to merely consume a surplus but to reflect the growth of staff. This is clearly something that is controlled by the Principal with deference to the local governing body.
- % Eligible for FSM is based upon a prudent 25% forecast. We are aware that the local area is above the national average of 17.2% and you will see from the Section E - Demand that our aim is to service more from higher areas of deprivation. This is a benchmarked figure using DfE data and following discussion with local heads. Free School Meals assumptions in the budget are based upon current actual in schools in the area. We have budgeted for 25% FSM and these are considered prudent at this stage as we are aware that the local uptake of FSM is known to be growing in these difficult economic times and that some local schools are already seeing 46% FSM.
- Catering provision has been developed in such a way that income and expenditure are balanced based upon the typical known rates and charges incurred by other local primary schools. We have used the current costs from Oxfordshire County Council services of £2.10 per day per pupil. Typically, we have shown this as an income and an expenditure that is equitable. Dependent upon site situation and a strategic decision as to whether we provide 'in-house' catering or 'buy-in', we are content that we have sufficient sustainable budget assumptions to deliver a quality service.
- Start-Up Grant includes values for materials and resources, diseconomies of scale funding. These desist once the school is at full intake without impact on sustainable operation.
- Expenditure items are based upon prudent cross referencing with schools of similar size and some local knowledge and project across a 10-year span. Whilst we are confident that income and expenditure projections are robust, these will have to be refined as we progress through normal annual budgeting cycles. You will note that no provision is made for annual rents for a site/facility at this stage. In the event that we are committed to rental or leasing agreements then a re-budget would be required.

- Educational materials/resources and other such costs are based upon 2011/12 pricing as are known.
- At this stage we have not yet fully determined the opportunities for extending income through other means such as extended school facilities, sponsorship or voluntary contributions. However, these will be pursued and planned for during the implementation phase once further detail on site is known.
- To ensure sustainability of the budget, we have made sufficient provision for such things as ICT refresh, MIS and any centralised charges for HR support where Chapel St will maintain a service to the school.
- ICT Managed Service provision in the budget is based upon an example cost for planning purposes but this is subject to review once we know more about the site and any capital funding. At this stage we would be unsure as to whether to 'buy-in' a managed service or effectively manage our own solution. A cost justification exercise will be completed prior to any procurement activity.
- ICT refresh costs have been added at a nominal level commencing 2014/15 (and rising in later years). We need to finalise ICT capital budgets as part of the site options assessment.

At a later stage, and importantly, once the site options have been fully considered and ratified by PfS, we will enter dialogue regarding any capital funding required and should this generate additional revenue costs such as software licences or increased maintenance costs then we will add these to the Financial Plan and of course seek to keep these to a minimum.

We are aware of the inability to carry forward surpluses as per the guidance (presently no more than 12% in total of which 2% can be revenue). Our financial plans are not predicated on our school being able to borrow.

### **G3 : How the school will be resilient to reductions in income**

#### **Modelling school incomes based on intake**

Using the Financial Plan templates provided by DfE we have modelled numerous scenarios which depict the delivery of an innovative curriculum whilst having a progressive intake of pupils. Sustainability at 90% intake is deemed viable and credible and an attached spreadsheet to Appendix 10a. demonstrates that a small surplus can be generated even at 90% of intake.

Opportunities to maximise staff resource (sharing teaching staff and

administrative staff where appropriate) as well as sharing systems and processes will save time and money. We expect significant knowledge transfer at the curriculum and operational level reducing risks and improving the learning curves. Income for the school has been based upon the Financial Planning Template provided by the DfE. The table below shows the Indicative funding allocation (including LACSEG and Pupil Premium) based upon the forecast pupil / intake:

90% Intake YPLA income (less start up and diseconomies funding):

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Intake	54	108	162	216	270	324	378
YPLA funding	£307k	£518k	£730k	£941k	£1153k	£1364k	£1576k
Pupil Premium	£7k	£13k	£20k	£26k	£33k	£40k	£46k
<b>Total Income</b>	<b>£314k</b>	<b>£531k</b>	<b>£750k</b>	<b>£967k</b>	<b>£1188k</b>	<b>£1404k</b>	<b>£1622k</b>

### 90% Intake model

It is important to note that staff have only been marginally reduced in the 90% model as it would be likely that the same curriculum offering will be provided but it will mean that there will be even smaller class sizes. Diseconomies funding increases slightly whilst some of the pupil intake related expenditure items have been reduced pro rata. Start Up grants and diseconomies funding will support the model with a reduced intake ensuring that the financial position remains viable.

90% Intake model:

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Total Income	£355k	£592k	£828k	£1063k	£1297k	£1532k	£1766k
Payroll cost	£279k	£420k	£681k	£835k	£951k	£1031k	£1081k
Non payroll expend	£182k	£236k	£261k	£322k	£394k	£473k	£521k
Total expend	£461k	£656k	£942k	£1156k	£1345k	£1504k	£1602k
Operating surplus/ deficit	(£106k)	(£65k)	(£114k)	(£93k)	(£47k)	£27k	£164k
Start Up Grant	£140k	£120k	£102k	£60k	£18k	£18k	£18k
Cum surplus/ deficit	£35k	£90k	£78k	£44k	£15k	£60k	£242k

As you see from the model above, despite a 10% reduction in intake Tyndale Community School would still operate with a minimal surplus across the first six years of operation mainly due to start up funding (including diseconomies and other start up allowances).

You should also note that payroll costs stay at a very similar level as this is because the full model is supported by 'volunteer' resource. In the event of a reduced intake we still expect to be able to deliver high-quality teaching and learning.

As you would expect, a reduced intake would mean that we would have to reduce our expenditure marginally and this would be done in areas where we could achieve pro rata reductions on such things as catering costs, some learning resources and delaying a limited amount of staff salary increase.

In the development of the project and in building the education plan, we have always considered the importance of the sensitivity analysis and have made sure that budget assumptions reflect the need to be able to reduce expenditure without impacting quality of provision. We believe that we could operate with as little as 75% of the planned intake (45 pupils per year) although this would require further changes to staffing and to pupil teacher ratios. In the event of a reduced intake we would re-plan and re-budget accordingly and look to reduce expenditure wherever necessary.

#### **G4 : Providing realistic financial plans to achieve our vision**

As you will note from the above sections we believe that we have established a robust and credible plan to achieve our vision. Knowing that confirmation of a site is a key variable at this stage we have done all we can to draw intelligent assumptions about non-payroll expenditure. We have seen it of paramount importance to ensure that we have the correct and most appropriate level of staffing to meet the needs of the education vision to deliver excellent education.

Prior to opening we will be required to make some key appointments of the Principal, and Business and Operations Manager. Ideally, we would like to see the early recruitment of an IT Manager to oversee ICT implementation and commissioning and a Facilities Manager to help us get the site ready. We will seek to have discussions with the DfE as to how these may be funded through Lead-In grants.

Clearly, we would like to have these critical leadership posts filled as soon as possible, however project timescales will dictate that we cannot achieve recruitment any earlier.

The total funding required for staff 'lead-in' costs will be £93,342. Upon



application approval, we understand that we will need to discuss other pre-opening costs to support these staff and to deliver the project.

<b>Lead-in costs by post</b>	<b>Total</b>
Principal Designate in post for 2 terms before opening	£56,509.30
Business and Operations Manager – 1 term	£16,921.70
IT Manager – from late summer	£9,955.70
Facilities Manager – from late summer	£9,955.70
<b>TOTAL</b>	<b>£93,342.40</b>

There are several key resource intensive areas that need to be fulfilled through pre-opening and implementation:

- Implementing the curriculum (lesson planning, MIS, timetabling etc.)
- Establishing the pastoral systems (coordinating with agencies, SEN etc.)
- Marketing of the school, coordinating admissions and engaging stakeholders
- Establishing effective working relationships with suppliers
- Developing all new policies, procedures, controls and HR objectives
- Implementing financial control systems
- Commissioning the site and services

### **Staffing**

Expected salaries have been used across the plan and new members of staff have been brought into the plan in line with pupil number projections. All teaching staff have been paid on the national teacher scales and all support staff on the NJC scales. A full rationale for staff grading and costing is given in Section F - Staff Structure.

Staffing ratios (PTR and % of GAG):

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
YPLA Income	£381k	£643k	£906k	£1166k	£1426k	£1686k	£1947k
Number of teaching staff	4	7	10	14	16	18	19
Number of support staff	3	5	12	15	18	20	22
Total staff	7	12	22	29	34	38	41
Staff costs	£279k	£420k	£701k	£855k	£976k	£1075k	£1195k
Number of pupils	60	120	180	240	300	360	420
Pupil to Teacher Ratio	15:1	17.1:1	18:1	17.1:1	18.7:1	20:1	22.1:1
Staff costs as a % of GAG	73.2%	65.3%	77.3%	73.3%	68.4%	63.7%	61.3%

Whilst site options appraisal tasks are ongoing we are unable to be specific in financial terms to confirm the amount of work that needs to be undertaken to commission the site and the new school environment. However, it is clear that whichever site is chosen a great deal of work will be needed to equip and ready the school.

### **Temporary site solution**

We have a contingency plan to use the King's Centre owned by Oxfordshire Community Churches should we need an interim site solution and this is outlined in Section H below.

### **Diseconomies**

Starting the school with a limited number of pupils represents challenges to budget efficiency. This is a new school where much effort will be needed to operate a new curriculum in a building that will grow operationally as the cohort increases. Leaders will be expected to teach as well as operationally manage the site and all staff will be required to multi-task in the early years. We wish to take advantage of allowable diseconomies funding as applied through funding formula for:

- a) The Principal – given his/her significant leadership responsibility, managing the growth of the school in building and admissions terms as well as teaching and subject leadership.
- b) The Business and Operations Manager - required to implement the necessary systems and controls as well as managing MIS data, supporting commissioning of facilities and establishing long term contracting arrangements.

We do recognise that funding is limited and will therefore conceive ways to ensure other diseconomies of scale are absorbed into the overall budget.

### **Staff Costs**

As staffing forms by far the greater part of the overall budgeted expenditure the following key pressures will be reviewed through implementation and summarily through management and governance:

Grade inflation will be discussed annually through the Finance Committee of the governing body. No grade inflation is built into the Financial Plan at this stage as we would expect this to be supported through YPLA grant income uplift or by determinate formula. However, staff salary growth through development (increased TLRs) has been reflected into the plan under 'other payroll' costs. As a new school, Tyndale Community School intends to grow and develop its staff through continuing professional development. The financial plan does not allow the gradation of expected salary advancement. We fully expect to increase salaries and TLR payments as we progress from opening and as budget 'headroom' allows.

Staff remuneration policy is determined through governance model and references are included in Section F.

### **Expanded management responsibilities**

We also expect to have an agile and able team in the initial years of the school to support growth and development with leaders teaching as well as managing. At this stage, and for budgeting purposes, we have only assimilated staffing requirements but the resultant staffing structure has given opportunities to be efficient by expanded roles.

### **Pensions and National Insurance**

Tyndale Community School will confirm that access will be available for all staff to join either the Teachers Pension Scheme or perhaps Local Government Pension scheme if appropriate. The following additions to basic salary have been included in staff costs:

National Insurance	approx 13.8%
Teacher Pension Scheme	approx 14.1%
LGPS variable and shown per staff member	

### **Offsite accommodation**

At this point in time whilst site options are still being considered, it is not expected that there will be need for off-site accommodation. However, should constraints deem it necessary then we will consider the revenue impact of this during the pre-opening phase. For instance, this may be required for the provision of sports accommodation, arts and dance, and theatre/assembly or whole school events.

### **Facilities Management and Lifecycle**

At this stage as we progress site options, we are unable to accurately depict costs for Soft FM, Hard FM and Lifecycle obligations. We have, however, gathered intelligence from schools of similar size and made some enquiries (particularly for FM). Accordingly, we have made provisional assumptions in the Financial Plan.

As this is a new school, we are not encumbered by existing contracting and SLA arrangements and we will seek to be innovative in establishing new provision, including engagement with potential local suppliers, Social Enterprise etc. We will also seek value for money by discussion contracting opportunities with partners. However, it must be made clear that FM costs may fluctuate depending upon on any capital investments made to the buildings.

These figures will be refined once the site and building solution is determined but provisional costs have been included within the financial planning template. We do expect that in any aged building there would be known maintenance issues and we have made provision for sufficient H&S auditing to be undertaken as soon as practicable.

FM and Lifecycle Categories included in Financial Expenditure Plan:

<b>Soft FM</b>	<b>Hard FM</b>	<b>Lifecycle</b>
Cleaning	Repairs (minor and	Major

	unscheduled), Repair and Maintenance, Caretaker	replacement costs such as mechanical and electrical plant , boilers etc.
Utilities (fuel, water & drainage)	Redecoration	Security
Administrative costs (e.g. supervisory staff, professional staff, clerical staff)	Grounds maintenance	

### **G5 : Providing sound financial plans based on realistic income and expenditure assumptions**

In using the Financial Planning Template we ask you to note that the model is predicated upon the following assumptions:

- a) Basic and adjusted funding per full-time equivalent (FTE) will likely change on an annual basis and that this will require some re-forecasting
- b) LACSEG funding will change and will require some re-forecasting
- c) Numbers of FSM pupils is assumed to be 25% after research of current intake levels in local schools; at this stage we believe this number to be practicable and prudent
- d) Staff salary levels (and any TLRs) will be based upon stated 2011/12 rates using nationally agreed pay scales and local support staff pay structures
- e) NIC rates are based on 13.8% and pensions rates are as indicated in the Financial Plan (typically 14.1% unless LGPS). These are typical rates as recognised under current systems and checked with Oxford County Council
- f) Future GAG or salary annual increases and increments are not shown for the purposes of planning. We have built in some assumptions regarding salary growth in 'other payroll costs'
- g) Projected non-pay costs are prudent estimates but are helped by local intelligence, comparative schools and any available DfE benchmarking guidance provided
- h) Insurance and Rates costs are based upon current actual and are reasonable estimates until building options are finalised (note: we anticipate full recovery of these through use of the DfE Framework arrangements)

Senior Staff Diseconomies Funding is maximised during start up phases, however, we expect to get good teaching utilisation from the Leadership team and request diseconomies funding merely for the Principal and the Business and Operations Manager who will have to provide strong leadership in the critical period when the site is being commissioned

We have looked in detail at the opportunities to create our own resources as against 'buying-in' services commercially. In the main, we believe it to

be more cost effective to only buy services that are absolutely essential or where it would not be cost effective to complete tasks in house. Some examples of where we may choose to source externally particularly in the early years of the school, include support for ICT services. The provision of technical expertise, MIS support, curriculum support, helpdesk facility and back-ups services will be crucial to ensure effective operation. Whilst we have seen indicative costs of supporting HR and payroll services at some £114 per person (circa £8k) minimum, we will closely examine contracting opportunities afforded by any partners or others who can provide the service cost effectively. Likewise, for governor support services (secretarial/clerking and training) we have received quotes for some £4,600 p.a. We will review the most cost-effective route.

For planning purposes though, depending on the final site solution, we are assuming that it will be possible and may be more cost effective to 'buy-in' services for catering and cleaning. We will keep an open minded approach to this as site dependencies may determine the most appropriate route.

Whilst we have every intention of developing additional income streams for the school from hiring or events or other educationally-focused enterprise opportunities, we are not depending upon third party income at this stage and therefore only limited expectations are included.

Relationships with any partners are not complex nor do they have any constraining financial impact.

During the planning stages we have sought comparative cost estimates from other providers for such areas as managing HR systems (CRB registrations/checks) or for services such as secretariat. Wherever possible we have sought a benchmark from other schools and have received some quotes from two commercial providers.

We believe it necessary to ensure there is sufficient expertise within the organisation from the commencement of the project to ensure that systems and procedures are robust and that key strategic decisions are based upon experience and rigour. It is of crucial importance that our team has sufficient expertise to ensure that 'value for money' is achieved. Our governing body will include the necessary qualified people to provide scrutiny oversight and mentoring.

At this planning stage we cannot define the precise contract and service level arrangements for the school but we will review options and prioritise the longer 'lead-time' procurement arrangements. We believe that local relationships will be helpful in sourcing future cost-effective strategies.

#### **Pre-opening Project Management costs**

Tyndale Community School does not wish to recruit expensive project management, ICT or HR companies to support implementation work but will look towards using its 'in-house' expertise across the pre-opening phases. Our team will ensure that we complete our work on time. The

work of the project team is crucial in ensuring that the school will be operational by opening and that work undertaken during the pre-opening phase is completed with rigour. Our aim is to get on with teaching and developing pupils as fast as possible rather than dealing with persistent operational issues that may be left after the school is open.

We understand that these costs are discussed subsequent to approval of the application. As we have already stated, we have experience of pre-opening and implementation tasks from our Atherton Community School and can demonstrate a value-for-money approach.

### **Other pre-opening costs**

A limited number of essential pre-opening costs need to be funded. We fully appreciate the difficult economic times and wish to keep all costs to an absolute minimum without compromising an effective educational offer. Our positive relationship with the LA, other local schools and local community group will be used to good effect in order to keep costs to a minimum. However, there are some practical realities; some key activities require funding at this stage in order that we can open successfully and on time.

Marketing the school to the community is critical to ensuring successful admissions intake is achieved for September 2013 particularly, as that this is a new school and parents and carers are soon to make their choices. We need to continue momentum of communication but it is important that we ensure that the prospectus is produced by the end of August 2012 in time for the local admissions cycle. Funding will allow Tyndale Community School and the trust to continue the work already undertaken in the local area and start a campaign leading up to opening in September 2013. Post-opening support will be funded either through Start-Up Grants or via the revenue budget.

In conclusion, we believe that on-going investment into Tyndale Community School over the next years will result in dramatic results for children, greater opportunities for families and the regeneration of disadvantaged communities.

## Section H: Premises

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

### **Site selection**

Fundamental to the vision of Tyndale Community School is that it has a fit-for-purpose site that is capable of delivering the educational vision.

Members of the project team have been assessing site options and have conducted an appraisal of known available local sites.

To help understand the type of building we would be seeking, we have brought together an accommodation schedule (based on BB99, less 5-10%) to match the needs of a 2FE primary setting. This has been helpful in enabling us to focus our search upon sites and buildings that could accommodate some 1200 m<sup>2</sup> of learning space (15 classrooms), a hall space of up to 150 m<sup>2</sup>, staff accommodation and storage of some 225 m<sup>2</sup>.

In our search for sites since early 2011, we have used our local knowledge as well as databases and property marketing materials to review potential site opportunities. Our local team have 'walked the streets' as well as made use of property and asset databases. The search so far, has been predominantly in the OX4 postcode but we have also taken time to consider other adjacent postcode areas. What is important to this process is to be able to map and match potential sites against travel routes, areas of need, areas of parent demand, admissions criteria and knowing what is available (or could be). At all times we have maintained a 'distance' from commercial agents as per the guidance and have limited any dialogue to be merely informal.

As part of the work done by the team, and, knowing that site opportunities are limited, we have given due consideration to operating the school across two smaller sites in an infants and juniors arrangement or even as 2 x1FE schools. We do recognise that this may be an option although we would prefer to operate in a single purposeful 2FE site.

In conducting our searches, we have thought long and hard about location and suitability but, most importantly, we have considered 'value for money' and therefore deliverability against demand. We do understand that a commercial property with high rental or leasing costs is less attractive than an unused (or underutilised) site that is owned by the Local Authority that may be available for a 'peppercorn' rent. We also recognise that limitation of available capital funding would mean that refurbishment of an existing facility is more attractive than a new building.

## Contingency

Throughout the search, we have been mindful of the limited timescales and have thought clearly about the potential need for 'interim' or 'temporary' accommodation arrangements. Oxfordshire Community Churches has an excellent facility, at [REDACTED], [REDACTED], Oxford, OX2 [REDACTED], with 4500 m<sup>2</sup> space to accommodate pupils for at least a year if this is necessary. (Note: Even though the site has D1 consent only 2400 m<sup>2</sup> is available) It is a limited distance from the OX4 area, but could be used for a period of time with some limited refit. The site benefits from excellent facilities, good sized hall areas and sufficient external space.

[REDACTED] a large building owned by Oxfordshire Community Churches. It is made up of two former factory units, previously owned by Oxford Instruments, and a modern structure connecting the two units. As well as providing for church activities on Sundays and during the week, the building has been used as a public venue for conferences, meetings, training, arts events, exams, education and other activities. It is also home to a small Bible College and the offices of several church-related charities. There is undeveloped space in the building, and spare time capacity in the rooms that are already in use.

The Centre is not in a residential community and not in the part of Oxford most favoured for development of the school. It is, however, an asset that is already owned and with spare capacity, and could be activated in the event that a more suitable property is not immediately available. The Centre already has a kitchen, servery, catering manager (with a background in school meals management) and areas suitable for eating.

Three scenarios for use as a school are:

A first option would be to develop space known as the [REDACTED]. These are currently empty concrete shells, but have potential for development as attractive rooms overlooking the Thames. The combined space is broadly equivalent to that required for the teaching and staff space for the school in its first year. The space is relatively self-contained, and could have a separate external access, though thought may be needed to noise transmission between the school space and the adjacent conference hall. The riverbank itself would need to be made safe, in a way that satisfies the requirements of the Conservation Officer. Hall space would be provided by using, when required, the [REDACTED] Hall, a large empty space elsewhere in the building. This does, however, have structural pillars within the main space. Capital costs would be incurred in refurbishing these rooms and providing services to them. The conversion work could be done in such a way as to make spaces suitable for other purposes once the school vacates the premises. A likely configuration would be a downstairs classroom (later OCC crèche), upstairs classroom (later OCC youth space) and staff room (later [REDACTED] Retreat Room).

A second scenario would see use of existing rooms within the building, such as the [REDACTED]. This would be most readily and



cheaply achievable, but would be less self contained and would disrupt all existing use of the spaces for church events and external bookings, with a considerable loss of revenue.

The third possibility is to undertake a more far-reaching conversion of the [REDACTED] to provide classrooms, staff space and a smaller hall, together with provision of light and services accordingly. This would be the most expensive option, but the most bespoke to the purpose. One design already exists, and I believe has planning permission. The design could be done in such a way as to make spaces that are useful after the school vacates.

Outdoor space on site would be limited to taking over part of the car park. Use of playing fields off site would need to be negotiated with the City Council, other schools or university colleges. Further issues to be explored would be disabled access, planning requirements, traffic management and the interaction of the school with existing users of the building, including provision of storage.

If the requirement was for use of The [REDACTED] for the first year of the life of the school, there would need to be space for 60 pupils. The space standard and potential scenarios are set out below, with areas in square metres:

	[REDACTED]			Hall area
Basic teaching area m <sup>2</sup>	126	182	239>250	
Likely Gross building area	610	>1000	>1000	1020/1050*

\* the area of the room is 1020m<sup>2</sup>, rising to 1530m<sup>2</sup> with a 50% mezzanine deck.

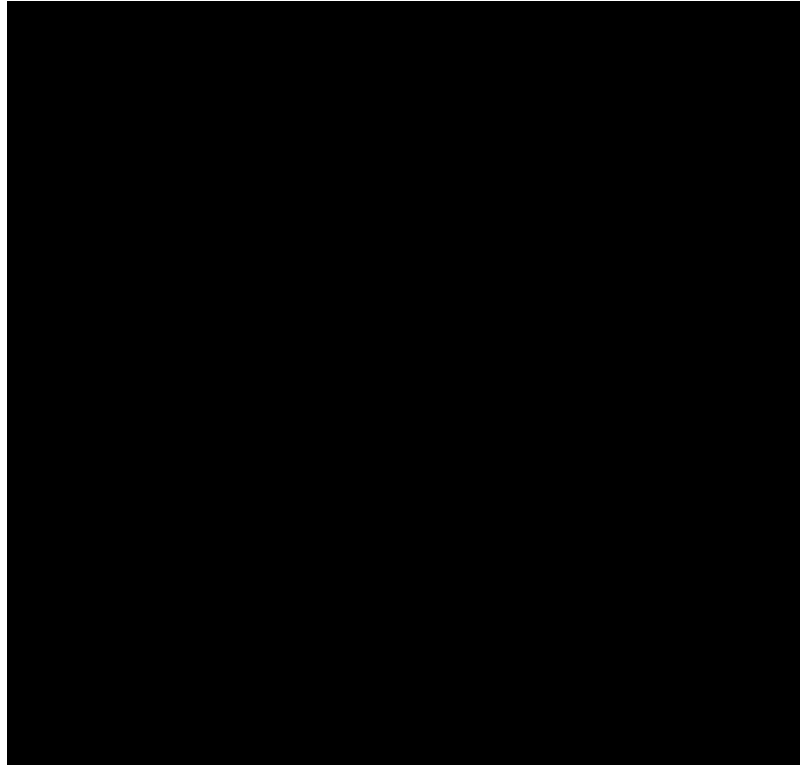
### Demand

We are aware from data collected and shown in the Evidence of Demand section that there is a long-term requirement for school places for this area. Most specifically, there is a significant and growing need to provide for places from 2013/14 and beyond.

The school will have a total of 420 pupils across the 4-11 age range (Reception Year to Year 6) - a 2FE primary school. The school will grow incrementally, with an intake of 60 into the Reception Year in 2013, and growing by 60 primary places in each subsequent year.

Phase	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2018/19
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60

To provide for this number and age range of pupils, it is estimated that the school will require a minimum of 2,100 m<sup>2</sup>, to deliver the proposed curriculum model. While the school has a clear curriculum offer, the school requires standard generic primary classrooms, with only limited specialist accommodation (e.g. Food, Science, D&T, ICT, PE) and core spaces such as a hall and dining areas. We envisage a flexible use of room spaces wherever possible. Should we end up with a site with smaller rooms we will approach this with flexible timetabling and effective use of smaller spaces for leaning.



### **Site Search**

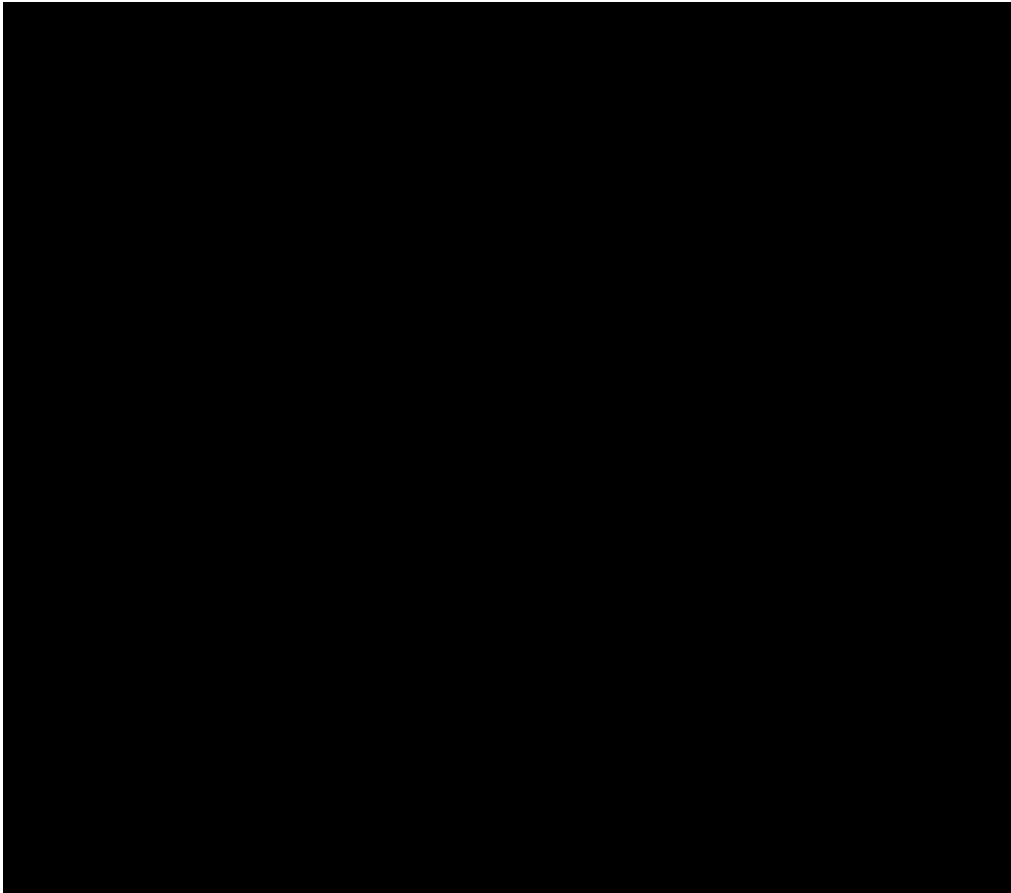
The local project team led by [REDACTED], a Chartered Surveyor, have undertaken an extensive but discreet site search across the priority area of OX4 and into adjacent postcodes. A total of fifteen sites have been reviewed from which we prioritised nine as being worth more detailed investigation. However, mindful of the DfE and New Schools Network guidance, we have made it clear which of these would be our top two recommendations.

A characteristic of the local area is that there is considerable pressure to provide more commercially operated student accommodation. Our search activity was focused quite quickly onto those sites that already had (or could have) D1 use.

### **Preferred options and rationale**

As stated, the original listing of fifteen potential sites was rationalised to the following nine site scenarios. We did not prioritise these but did plot their

suitability as in the diagram below to ensure that we focused upon likely deliverability and location.



We believe that **Site option A** – [REDACTED] is the best option of our list of targets. However, as we indicate below, there may already be negotiations under way for [REDACTED] Primary School to relocate to this site and thus place it in close proximity to other Catholic Schools in the area. If we were unable to acquire this site then we feel that effort should be made to look at Site option E, as this site would potentially be free following the move of [REDACTED].

Our second option would be to acquire some Local Authority owned land Site option B – [REDACTED] area and look to build a new facility on this site.

In trying to reach a consensus on a site, we noted that;

Site option D – [REDACTED] is an attractive option with good road access and location. This is a Local Authority asset, although change of use planning consent would be needed.

Site option I – [REDACTED] is well situated and well equipped but would be subject to a commercial agreement. This option would require least investment in building work but would likely give rise to high rental / acquisition costs.

## **Details of sites:**

Note: Appendix 11. Contains further information about the sites and photographic images.

### **Site option A – [REDACTED] OX4 [REDACTED]**

The [REDACTED] Centre is a former Middle School that was used until recently by Oxfordshire County Council as a site to house a variety of offices for the Education Department. It was vacated in summer of 2011 and is currently empty. It is situated in our target area. The site is known to be available as a surplus local authority asset and we are aware through informal discussions that there is some current negotiation underway with another party seeking to extend the Catholic school provision in the area. The site is located close to other new Catholic schools and is some 6000 m2 in size. Although there is little in terms of social space and insufficient space for sports/PE, it is close to sports fields and facilities where we would expect to arrange some sharing options. The site would require some refurbishment and 'fit-out'. It obviously has D1 consent. Its close proximity to other schools may provide some concern on the part of the highways department.

### **Site option B – [REDACTED] OX4 [REDACTED]**

During our search we identified land space available on the site of playing fields and to the rear of [REDACTED] Home. This is local authority owned. While it is in close proximity to existing schools, the land is large enough to accommodate a school of this size and is ideally located near housing developments. This would be an ideal location but would require new-build capital investment.

### **Site option C – [REDACTED] OX4 [REDACTED]**

This is a public space adjacent to [REDACTED] School. This land is the former playing field site of [REDACTED] school. We are aware that this land is not allocated and would therefore require planning consent for D1 use but is large enough for a new building should the capital investment be available. We have noted that there may be concerns of flood plain risk.

### **Site option D – [REDACTED] OX4**

Adjacent to the [REDACTED] fields, the local authority houses a refuse depot on a 4.2 acre site. Our enquiries have established that they wish to move. This is a good, accessible location and should the site be vacated would be ideally positioned for a future new build. However, because of its previous use some environmental protection abnormal can be expected.

### **Site option E – Site of existing [REDACTED] OX4 [REDACTED]**

During our search we have held informal dialogue relating to this site. In Site option A mentioned above, we were aware that the potential relocation [REDACTED] Catholic Primary School to the [REDACTED] site would free up the existing school for potential use. This site is owned by the Catholic Diocese

and is presently limited to approximately a 1.5FE capacity. However, adjacent to this site is land owned by the Post Office which is available and has potential to be used to extend the existing [REDACTED] site. Should [REDACTED] Primary School actually relocate to the [REDACTED] Centre, there would be an opportunity to enter into dialogue with the Diocese to use this land/asset.

**Site option F – [REDACTED] site OX1**

This is a 6.42 acre site that is allocated for school development but is outside of the desired OX4 location but still serves an area of deprivation and demand. There are known access issues to the site.

**Site option G – [REDACTED] OX4**

This is a 7.14 acre site that is owned by the university and is allocated for residential use. It is ideally located and has good transport links. This would again require a new build capital funding allocation and change of use planning consent.

**Site option H – [REDACTED] OX4 [REDACTED]**

There is a new swimming pool being built elsewhere thus freeing a Local Authority site for possible future use. This site is close to [REDACTED] School. This site is only 1.31 acres and may be too small for desired new-build and it is suggested that this would be released for housing/residential use (student accommodation).

**Site option I – [REDACTED] OX4**

The [REDACTED] is a privately owned site, has excellent facilities and is ideally located. The club was built recently and is on a 4.63 acre site. External facilities are excellent and covenants ([REDACTED] estate) require community use. We believe that this site is being sold by an administrator to [REDACTED] University but that this sale has been protracted and indeed, may have stalled. The facility is large enough to house a 2FE primary school but some minimal internal remodelling would be required.

**Capital costs**

We understand that there are different site options to be progressed. We fully understand that any investment in the site would be subject to a value-for-money exercise.

Based on a formulaic approach, determined by the planned pupil number and assumptions about the extent of remodel / refurbishment of existing accommodation and any new build requirement we can only model likely scenarios. The capital costs for this application cannot be fully determined at this stage.

In terms of the construction and F&E budgets, the Tyndale Community School team will support the development schemes that offer value for money and minimises capital expenditure. We will continue to reflect this approach in the curriculum model. Every attempt will be made to minimise capital expenditure where possible. For example, procuring used rather than

new furniture will be considered and discussions held with the LA or others about the potential to use any legacy furniture or equipment, if they meet Health and Safety Regulations.

The cost of ICT infrastructure works will depend on the level of infrastructure within any existing buildings, however, previous benchmark costs of say £200 per pupil can be used for planning purposes. In terms of capital expenditure on ICT, we understand that PfS will help us deliver an initial cost model for ICT hardware and software that would meet the school's needs. We understand that this allocation will be less than £800 per pupil, and we will work to refine this further. An initial ICT Vision has been developed as part of the work undertaken for Section D – Education Plan.

**Procurement Strategy for Site Works:**

At this stage it is assumed that any building works will be procured and delivered via the PfS Contractors Framework, with the procurement managed by Partnerships for Schools.

As stated above, for a September 2013 opening, a temporary or interim solution may be required based on any constraining procurement timeline. This can be confirmed once site options become clearer.

In conclusion, we are convinced that the sites above would provide Tyndale School with location and space necessary to develop a school that transforms the lives of children, families and the community.

## Annexes

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

Appendix 1.	TCS Behaviour Policy
Appendix 2.	TCS Attendance Policy
Appendix 3.	Partner Organisations and Correspondence
Appendix 4.	Volunteer Handbook and Sample Volunteer Agreement
Appendix 5.	Letters and emails of support
Appendix 6.	Example Consultation Questionnaire
Appendix 7.	Risk Register
Appendix 8.	Issues Log
Appendix 9.	Principal Designate Job Description
Appendix 10.	TCS Financial Plan Template 100% Intake model
Appendix 10a.	TCS Financial Plan Template 90% Intake model
Appendix 11.	Detail of Site Options