

Free Schools in 2013

Application form

**Mainstream and 16-19
Free Schools**

Completing your application

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

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

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

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

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

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

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

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

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

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

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

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

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

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: The Big Life group [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other		
6.	If Other, please provide more details: The Big Life group is a social enterprise and is made up of five businesses and three charities. The businesses and charities are independent companies Limited by Guarantee. The group does not distribute its reserves.		
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.	If Yes, please provide more details:		
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input 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>The organisations which have supported the development of this bid are</p>		

	<p>Indigo and Teach First. They have provided educational expertise to support the development process from the initial vision for Longsight Community Primary into the concrete education plan set out in this application. Several individuals from the two organisations have committed time to support the ongoing development of the school, as set out in section F1: [REDACTED], [REDACTED], [REDACTED] and [REDACTED].</p>	
Details of company limited by guarantee		
11.	Company name: Longsight Community Primary School	
12.	Company address: The Big Life group [REDACTED]	
13.	Company registration number: 07945230	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: [REDACTED]	
17.	Please provide the name of each [REDACTED] below (add more rows if	

	necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: The Big Life Company
	4. Name:

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████ – sole director until the first meeting of the school company, where further directors will be appointed
	2. Name:
	3. Name:
19.	Please provide the name of the proposed chair of the governing body, if known: Not yet known

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: The Big Life Company , No.04227431, corporate member of the school company	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
	N/A	

Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: N/A	

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

✓

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

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

Signed:

██████████

Position:

██████████

Print name:

██████████

Date: 22/02/2012

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:	Longsight Community Primary
2.	Proposed academic year of opening:	2013-2014
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017-2018
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input 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:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Manchester
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>N/A</p>	

Section C: Education vision

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

Section C: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

Longsight Community Primary Education Vision

Rationale

Our school is needed because:

- We value education and want the very best for our children
- We, as parents, want to participate as equal partners in our children's learning, continuing the good practice we experience with the children's centre
- The lack of places locally means that our children have to travel to many different schools which we cannot be involved with
- We recognise the value of having a full range of services for families on the same site
- Our community has a rich diversity of differences that we value and want to celebrate
- We, as parents, want to be supported in our own continued learning and understanding so that we can better encourage and support our children.

Quantitative data

A significant number of children attend schools outside their local area due to the current lack of school places, unfortunately the Local Authority were unable to demonstrate the full extent of this with data within the required timeframe but the Children's Centre supported more than 20 families with appeals last year and more than 40 families have approached the Children's Centre for support to find a school place for their child. Manchester has also had to set up 3 local, temporary classes to accommodate the number of children at reception and year one who have not got a school place and the Children's Centre has been approached to accommodate such a unit .

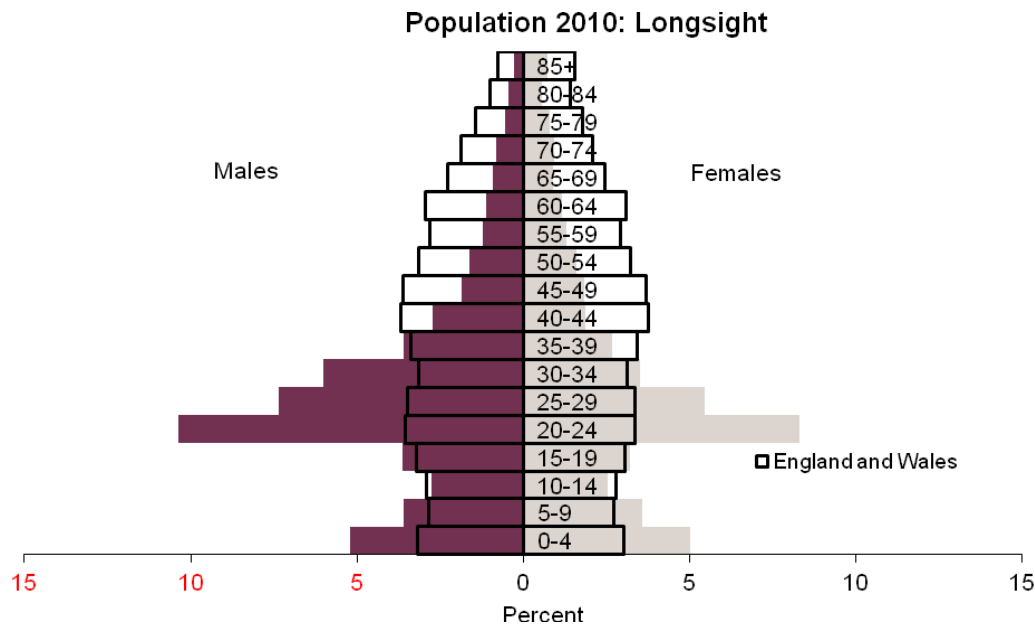
Projected rise in population

There is a **significant projected rise in the number of primary school aged children in Longsight by 2015**, which, coupled with evidence of the lack of school places in the locality, indicates the need for further provision. **Manchester City Council has also verified this**. The data indicates that Longsight will exceed the Department for Education's recently published pupil projections¹ for 2015 by 8.6%.

¹ By 2015, pupil numbers in maintained nursery and state-funded primary schools are projected to increase by 10 per cent. DfE: National Pupil projections: Future trends in pupil numbers, December 2011 Update released 24 January 2012.

Predicted change in age groups in Longsight between 2010 and 2015				
Age	2010	2015	Number	% Change
0-4	1,590	1,668	78	4.9%
5-9	1,113	1,320	207	18.6%

Source: estimates derived by Research and Intelligence from ONS Experimental Statistical Wards for 2010 and ONS 2008-based Sub National Population Projections.



Source: ONS 2010 Mid Year Estimates. Males and females as a percentage of TOTAL population

In the diagram above, the black outline shows the percentage of the population in each of the five-year age bands for males and females in England in 2010 (as a proportion of the total population). Males and females in Longsight in each five-year age group are shown in plum and grey colours respectively.

Compared to the population of England and Wales as a whole, in Longsight there are proportionally more people aged 15 to 34 and under 10 years of age.

When compared to Manchester as a whole, Longsight has a higher proportion in the 0-14 and 20-34 age groups.

Diversity of the community

Longsight is a very diverse area with many ethnicities, cultures and languages represented. The predominant communities are of South Asian heritage, with the largest community being of Pakistani origin followed by high numbers of Bengali residents. Recent years have also seen an influx of families from Africa, the West Indies and the Caribbean. There are high numbers of refugee and asylum seeking families and more recently there has been an influx of Roma Gypsies into the area. The combination of lack of English and moving into an unfamiliar country can lead to high levels of isolated families living in poor conditions.

Deprivation data

Longsight suffers deprivation due to a number of factors. It is twice as densely populated as the Manchester average² and has little green or open space. Many homes are overcrowded and much of the housing is of very poor quality.

Many families are isolated by a lack of English. 75.3% of school children in Longsight have English as a second language, compared with 36% in Manchester as a whole³.

Children in Longsight have relatively high levels of obesity, higher than average rates of disabilities, and high rates of low birthweight⁴. Children in Longsight have the worst dental health of all children in Manchester.

The predominant 'type' of person in Longsight is 'low income Asian families'. JSA figures are above the Manchester and UK averages⁵, and the proportions of families receiving WTC or CTC are also higher⁶. 36.8% of children in Longsight live in poverty, and in the most deprived SOA in the area this rises to 46.4% (England 21.9%)⁷.

Levels of attainment locally

At present the children of Longsight are achieving below local and national averages for Maths and English at the end of Key Stage 2.

¹ ONS Mid Year Estimates 2010

¹ Manchester City Council, Children's Services

¹ ONS and Manchester Joint Health Unit, 2008-2010

¹ 6.4% compared with 5.4% and 3.9%: ONS

² ONS Mid Year Estimates 2010

³ Manchester City Council, Children's Services

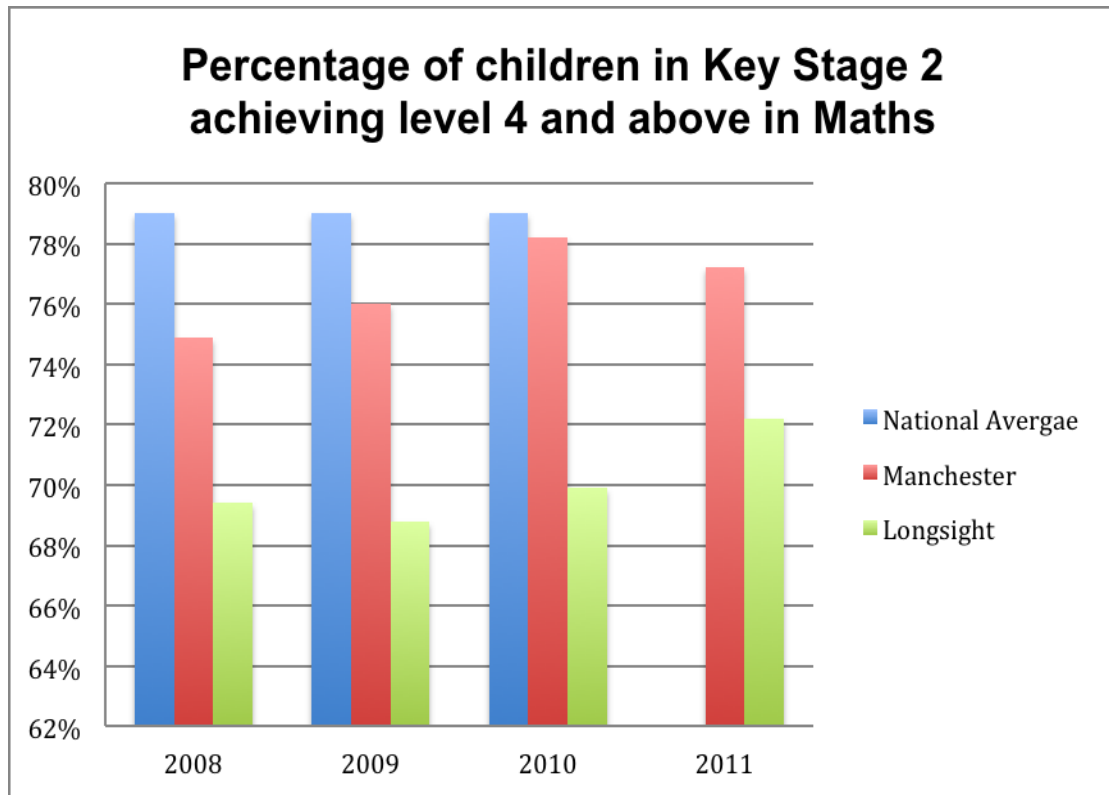
⁴ ONS and Manchester Joint Health Unit, 2008-2010

⁵ 6.4% compared with 5.4% and 3.9%: ONS

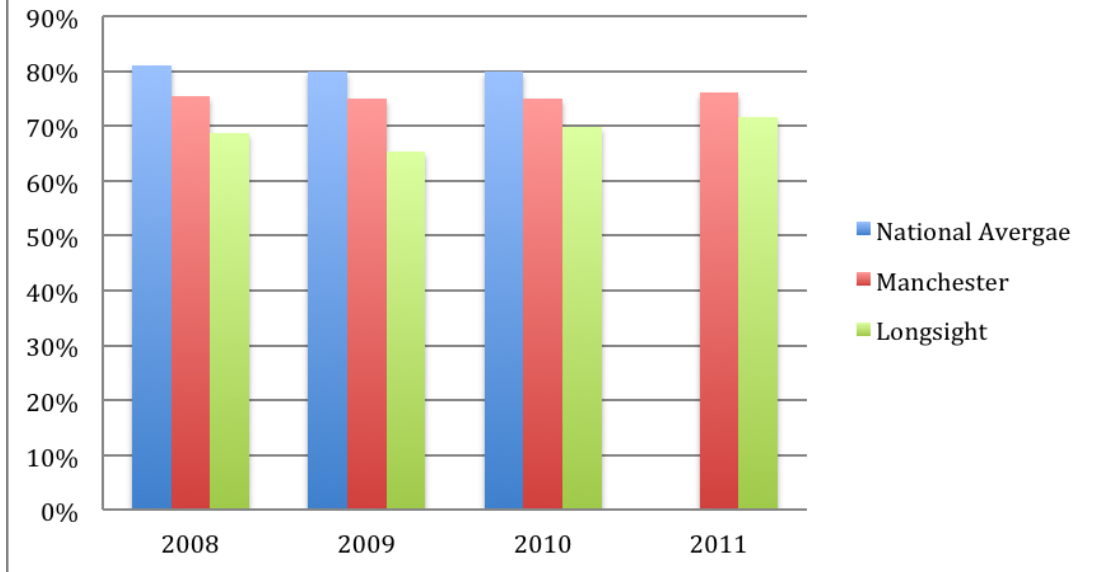
⁶ 75.2% compared with 55.9% and 39.6%: HMRC, 2009

⁷ HMRC, 2009

¹ 75.2% compared with 55.9% and 39.6%: HMRC, 2009



Percentage of children in Key Stage 2 achieving level 4 and above in English



Source: Department for Education and Manchester City Council
¹ HMRC, 2009

Language diversity

It is estimated that there are more than 22 languages spoken in the Longsight area. In 2011, 75.3% of pupils from Longsight have a first language which is not English⁸.

Vision and Ethos

Vision

Together we can achieve the best future for our children.

Aim

Our school will deliver the highest standards of education and behaviour through the community, parents, teachers and children working together to achieve the best results. Through learning together children, parents and teachers will:

- **value** and enjoy education
- **aspire** to achieve the best they can
- **respect** and value differences
- **express** common values and standards
- **help** each other to learn
- **maximise** the rich opportunities that life will bring.

Age range

Longsight Community Primary will deliver outstanding education to **4-11 year olds**.

Location

Longsight, Manchester, [REDACTED].

Curriculum

Longsight Community Primary's curriculum is organised to maximise language development. It is broad and balanced based on the National Curriculum with English, mathematics, science, ICT and physical education taught as discrete subjects and embracing; creativity, healthy development, humanities and the arts.

⁸ Research and Statistics, Children's Services, Manchester City Council

Outcomes

When our children move on to their next stage of education they will all:

- **be fluent in spoken English.** *A minimum of 80% of children at the end of Key Stage 2 will have achieved level 4 or above in attainment target level descriptions.*
- **have achieved success in English, mathematics and science.** *This will be measured being in line with national average scores at Key Stage 2.*
- **be confident and competent in the use of ICT.** *A minimum of 80% of children at the end of Key Stage 2 will have achieved level 4 or above in attainment target level descriptions.*
- **be able to integrate into their secondary school.** *This will be measured by an agreed protocol with our secondary school partners.*
- **have support from parents who understand the English Education System and how best they can support their children's learning.** *This will be measured through expectations set out in an agreed parental contract.*
- **enjoy learning.** *This will be measured through the use of our balance wheel approach, which has been judged outstanding by Ofsted in our children's centre. This approach will ensure that we constantly seek the views of pupils to ensure that they enjoy and achieve at school and that we are able to track individual, and whole school, 'distance travelled.'*
- **have experience and understanding of the wider world.** *This will be demonstrated by evidence showing the number of learning opportunities delivered outside the Longsight community.*
- **respect the different gifts and values that each unique individual has.** *This will be evidenced by the records showing a low level of bullying and prejudice.*
- **understand that learning is a process and that their parents as well as their teachers are partners.** *This will be evidenced by the number of parents participating in partnership learning.*
- **be creative and courageous learners.** *This will be evidenced through pupils' engagement in a wide range of creative activities. We will actively encourage risk taking and risk management so that pupils learn the essential skills of dealing with failure and success.*

- **demonstrate respect for others through their social skills, emotional development and behaviour.** *This will be evidenced through extremely low numbers of behavioural and racial incidents for example, and pupils' willingness to take part in a wide range of activities with children of a wide range of backgrounds.*
- **be able and willing to challenge themselves to change their lives for the better.** *This will be evidenced through raised aspirations and expectations of pupils – through, for example, their aspirations to study at University and / or undertake professional roles in the future. We will track each individual pupil and form an alumni group of former pupils.*

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		27	27	27	27	27	27	27
Year 1		15	27	27	27	27	27	27
Year 2		10	27	27	27	27	27	27
Year 3			27	27	27	27	27	27
Year 4				27	27	27	27	27
Year 5					27	27	27	27
Year 6						27	27	27
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		52	108	135	162	189	189	189

Section D: Education plan – part 2

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

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

Longsight Community Primary Education Plan

Introduction

Our education plan is shaped by:

- the **specific needs** of the children we will teach
- the **values and aspirations** of the community we serve
- the **belief** that through parents, the community, children and teachers **working together**, we will achieve **better outcomes**
- the **outcomes** we will achieve.

Specific needs

75.3% of children living in Longsight do not have English as a first language⁹ and there are 22 languages spoken in the local community. Fewer children from Longsight achieve English Key Stage 2 at level 4 than the average for Manchester¹⁰.

Speech, language and communication development are at the **heart of Longsight Community Primary's curriculum**. Recent research, including Frank Field's report *Continuity and Change* (December 2010) identifies deprivation of language to be a significant indicator of future poverty. The National Strategies paper *Supporting Children Learning EAL* (March 2011) and the Bercow Review (2008) have all **evidenced the centrality of language to learning**, and the importance of early intervention. Everyday there will be short, focused speech, language and reading sessions for all children, and the whole approach to learning will be in a language rich environment.

Another need that parents have identified is for their children to be aware of the **wider world outside of their community**. We will increase their understanding of the wider world through a range of strategies. Children of all ages will undertake visits within the local area of Longsight and beyond. For example to local places of worship, outdoor learning activities, Manchester Museum, sports venues such as the Manchester Velodrome, Manchester University and the Lake District. The principles of the visits will

⁹ Source: Research and Statistics Manchester City Council

¹⁰ Source: Research and Statistics Manchester City Council

be more than to look and see – children will:

- Experience;
- Understand; and
- Appreciate.

During year 6 children will work towards their **John Muir Discovery Award**. Through a series of challenges this will help them:

- Discover a wild place;
- Explore its wildness;
- Conserve, through taking personal responsibility; and
- Share experiences.

Values and aspirations

The **Longsight community** has clearly expressed [see Sections C and E] that they **value education** and want the very best for their children, and that the aim of the school should be to deliver the highest standards of education. They also want their **children to value and enjoy learning**.

Longsight Community Primary will therefore broadly follow the Early Years Foundation Stage and National Curriculum, including National Strategies for Literacy and Numeracy and **daily additional reading and language activities for all**. What will be key to the success of the curriculum for the children is our commitment to personalised learning and its **careful organisation** as demonstrated in the curriculum organisation. To **secure concrete language acquisition**, the curriculum has been organised to ensure that classes are learning about similar things (for example, a particular scientific concept) at various levels, to allow for a whole school focus on appropriate related language.

We recognise that a focus on language and communication, even if it is integral to curriculum delivery, will encroach on time available for other subjects. We will prioritise our broader curriculum and will offer extended learning opportunities outside of the standard school day. In developing these opportunities we recognise that many of our children already have an additional learning commitment through the Mosque School, and that children have a need to enjoy and play outside of the structured learning environment.

Numeracy, literacy, science, ICT and physical education will be taught as discrete subjects all year. Other subjects in the curriculum will be taught as discrete subjects throughout the year. The Early Years Foundation Stage and Key Stage 1 will focus on developmental aspects and basic skills whilst at Key Stage 2 there will be a move towards differentiated subject knowledge, concepts and skills¹¹.

¹¹ Reference to knowledge and development elements of education 1.6 & 1.7 The Framework

We know from experience that children thrive on the powerful learning experiences they have when given the opportunity to spend all day on one subject. This brings it alive for them, giving them time to explore it without the constraints of the next subject lesson. We will deliver a cycle of curriculum days for the whole school each half term, including science, expressive arts and personal cultural history. Children will lead their own learning on these days with freedom to choose which learning activities to take part in without the constraints of having to stay with their class or age group. Expertise from the community will support us to deliver them.

We will use the Personal, Social and Health education curriculum for Key Stage 1 and 2 as the basis for structuring and integrating learning. We will assess progress through teacher and child reviews against the end of Key Stage statements.

Our behaviour policy [see section D6] demonstrates our recognition that good behaviour is essential for good learning. We also believe that behaviour should not just be expected but also taught. We will therefore support good behaviour not only through our interactions with children, but by using quiet time and structured reflection as strategies to reinforce learning and good practice in this area.

Parents as partners in their children's learning

Our vision is that **together we can achieve the best future for our children**, and we are driven by a strong commitment to equal values and the benefits of partnership working.

Our children's centre successfully engages parents in their children's development, well-being and learning from birth, and parents want to continue their involvement in their children's learning. We know that if parents are fully engaged in their children's learning from an early age they will stay involved. It is our aim in Key Stage 1, that every day a member of staff will have contact with every child's parent or carer to maintain a link between home and school. In recognition of the need for children to move to independence, in Key Stage 2 we envisage this will be a minimum of once a week.

We will open our classrooms to parents:

In The Early Years Foundation Stage and Key Stage 1 through:

- Parents being involved in the morning reading focused sessions; and
- Parents as partners afternoon. Each Monday afternoon children will learn literacy and numeracy alongside their parents in the classroom,

giving parents the opportunity to understand what will be taught in the week ahead and get ideas for activities they can do in the home to support their children's learning.

In Key Stage 2 through:

- Parents being involved in the morning reading focused sessions; and
- Parents as partners afternoons. Building on parents' understanding of numeracy and literacy in Key Stage 1, these afternoons will be part of the wider curriculum to support their understanding of their children's wider learning. We recognise the need to balance teaching, parental involvement and children's independence for each class, so these sessions will be on a four weekly cycle. This also ensure that parents who have children in more than one class can engage in all their children's learning.

On Friday afternoons the whole school will encourage family involvement, reflecting local cultures of extended families and support grandparents, parents and older siblings to participate in shared reading and golden time activities.

For all classes in the school teachers will hold monthly update meetings for parents, informing them of what is being taught, how they can support their children's learning at home, and answering curriculum questions to support parents' understanding.

Our partnership with parents will be further enriched by the availability of the existing excellent translation service that is available through the Big Life children's centre.

We are mindful of the strong parental desire to support their child's learning through improving their own language skills and through better understanding the educational system. We will therefore provide specific inputs through a range of mediums to achieve this, as well as signposting parents to appropriate learning opportunities already available in the community.

Our commitment to partnership working underpins all our work and we will continue to build on our strong educational partnerships with local primary schools, the secondary schools we feed into and other local educational providers. We will sustain a strong partnership with the broader Longsight community so that the community is proud of its school and able to contribute to its success.

Above all we value children as partners as well as participants in the learning process, and we will ensure children are valued for the contribution they bring to learning and establishing the learning environment. Children will help shape the expected standards of behaviour and we will work with them to ensure the voice of the child is shared and heard in developing their school through a school council.

Outcomes

Parents and the community of Longsight are aspirational for their children to succeed.

We have identified the outcomes we want for our children when they move on to the next stage of their education. They will all

- be fluent in spoken English
- have achieved success in English, mathematics and science
- be confident and competent in the use of I.C.T
- be able to integrate into the expected secondary school curriculum
- have support from parents who understand the English Education System and how best they can support their children's learning
- enjoy learning
- have experience and understanding of the wider world
- respect the different gifts and values that each unique individual has
- understand that learning is a process and that their parents as well as their teachers are partners in it
- be creative and courageous learners
- demonstrate respect for others through their social skills, emotional development and behaviour
- be able and willing to challenge themselves to change their lives for the better.

Together we all have high expectations and aspirations for our children and to support them in aiming high we will:

- Deliver the Young Enterprise Primary Programme for 4-11 year olds. Big Life is a social enterprise, helping people to help themselves. Our entrepreneurs will bring their enthusiasm and experience into our school to support the delivery of the programme.
- Take the recommendations of the Unleashing Aspirations Report¹² by arranging visits to the school from a range of professions who will support children to gain insights and foster ambition.
- Ensure that the learning environment is enjoyable as well as focused and that standards of behaviour support, rather than inhibit, learning.

Core areas of learning

In order to support pupil progression to secondary education and beyond, the focus of learning will be on:

- Language and communication
- English
- Mathematics

¹² Unleashing Aspirations: Final Report on the Fair Access to Professions Cabinet Office 2009

- Science
- ICT
- Expressive art and design (art, design technology and music)
- Understanding the world (history, enterprise, religious education and geography)
- Physical and social development (physical education; personal, social, health and emotion and citizenship)
- Foreign Language (at Key Stage 2 if this is deemed appropriate in collaboration with local feeder High schools to ensure we are preparing pupils to excel when they move on).

Curriculum content and organisation

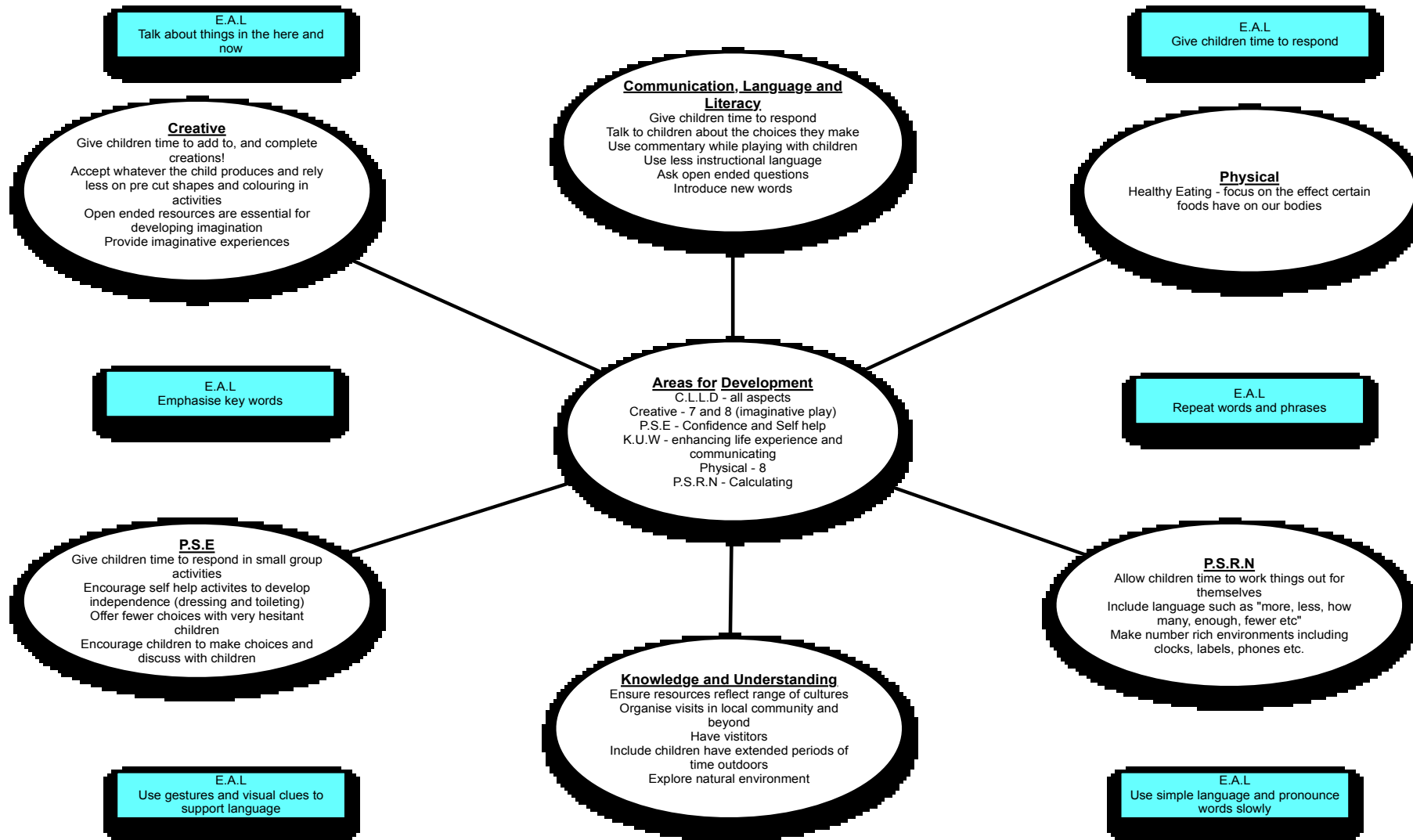
Summary

The Early Years Foundation Stage, Key Stage 1 and 2 will broadly follow the National Curriculum, including the National Strategies for Literacy and Numeracy supplemented by English as a Second Language.

The big picture of Longsight Community Primary's Curriculum



Early Years Foundation Stage – In addition to following the EYFS and the recommendations from the Tickell report the diagramme below shows the areas of focus for 2013 based upon FSP data collected by [REDACTED] over 3 years.



The curriculum for reception children will obviously follow EYFS guidance. By 2012 it is expected that the 6 areas of learning will be changed to 7 with 3 core areas and 4 complimentary. Planning and preparation will reflect this.

Long Term Plans – will be based on enhanced continuous provision. Resources will be carefully selected and purchased with an emphasis on open ended and natural materials. Outdoor will also be planned for in order to maximise its benefits.

Medium Term Plans – will include studying seasonal change and celebrating cultural festivals (Time & Place).

Topic based work will be child initiated. The teaching staff will know children's interests through observing and assessing. Their role will be to:

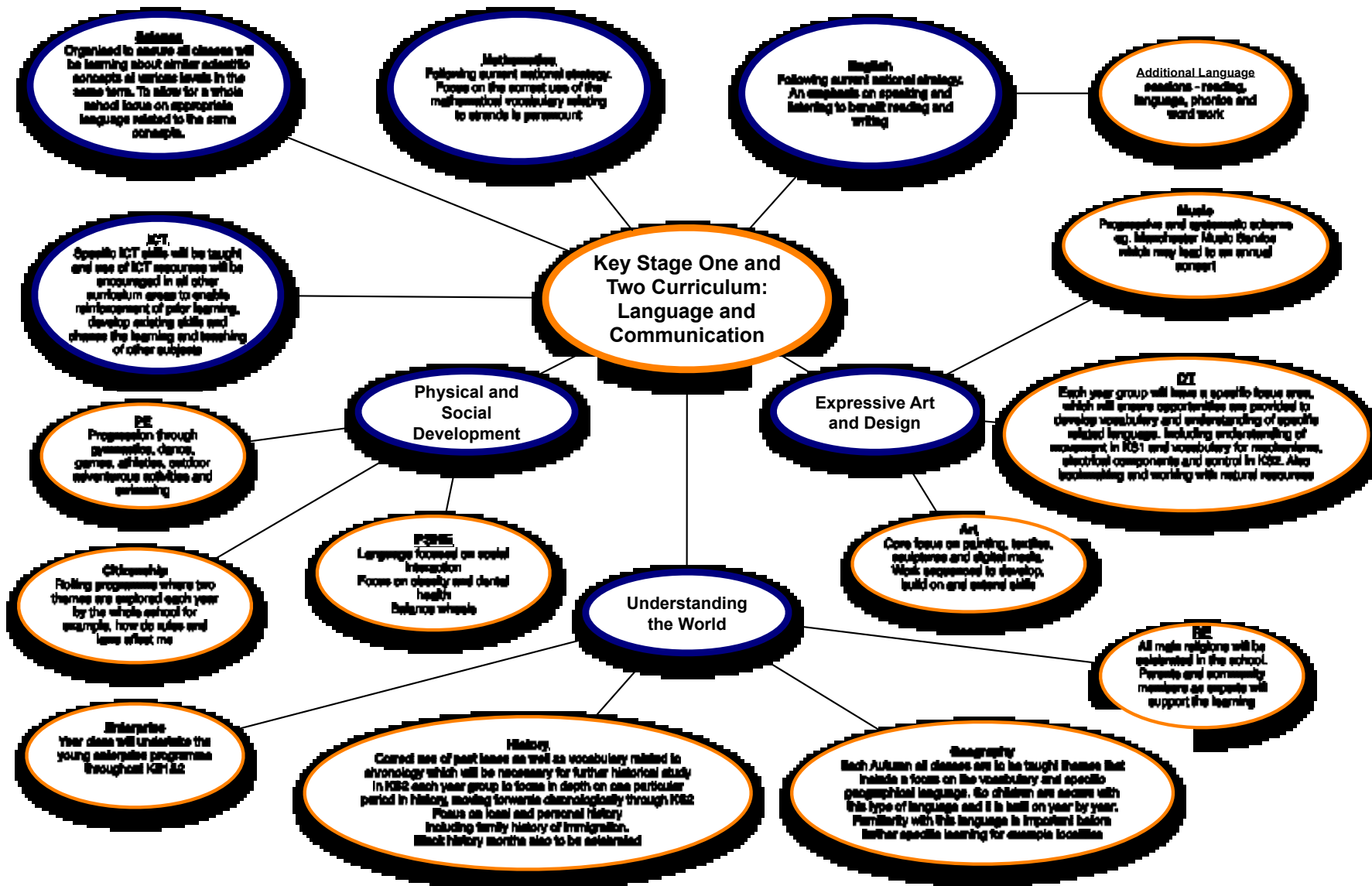
- Create opportunities for children to extend their understanding.
- Offer opportunities to explore experiment and investigate.
- Continually observe.

Short Term Plans – This will include 4/5 short focused activities with the children each day. This may be done through whole class teaching, small group 1:1. These sessions will include circle-time, mark making, early writing and phonics (at the same time as the rest of the school). Stories and rhymes, speaking and listening and understanding all 3 aspects of PSRN

Continuous outdoor provision, activities outside the school will also be planned for to optimise its benefits from both health perspective and knowledge & understanding of the world.

The reception class will not have a timetable during 2013 but as the school develops this may become necessary for practical reasons.

Key Stage 1 and 2 curriculum organisation



Example detailed Whole School Curriculum Overview: History

Key Stage 1

Autumn Term

Focus on comparison between present day and in the 'past'. Opportunities for development of language: correct use of past tense, as well as vocabulary related to chronology, which will be necessary for further historical study.

Year 1 Spring Term

Opportunities for links with Geography theme "Going to the seaside" and development of vocabulary related to this.

Key Stage 2

Each year group is to focus in depth upon a particular period of History to ensure development of a greater level of knowledge and vocabulary appropriate to the time period. Periods of History chosen begin with ancient history in Year 3, and move forward chronologically throughout KS2 towards the modern day.

Local History work, additional notes

Year 2 Summer Term

A more 'personal' approach looking at personal and local history at the end of KS1. This builds upon earlier work to understand chronology and the correct use of suitable vocabulary. It provides opportunities for children (with family and community involvement) to investigate their personal family and local history in relation to the local area and beyond.

Year 5 Summer Term

A similar approach but with the emphasis being placed on independent and first hand research. These topic areas provide opportunities to celebrate the diversity of the Longsight community, how some families came to live in the area and the part they play in the present-day community.

Example activities could include:

- individual family trees / history
- examining changes in the local area within a specific time-frame
- a focus on oral history if appropriate (e.g. visitors from the wider community talking or being interviewed / videoed giving personal accounts of how the area has changed).

	Autumn	Spring	Summer
Y1	How are our toys different from those in the past?	What were seaside holidays like in the past?	How do we know about the Great Fire of London?
Y2	What were homes like a long time ago?	Why do we remember people in history?	** Personal / local history (see additional notes)
Y3	Why have people invaded and settled in Britain in the past? A Roman case study.	Who were the Ancient Greeks?	How do we use Ancient Greek ideas today?
Y4	What were the differences between the lives of rich and poor people in Tudor times?	Why did Henry VIII marry six times?	What were the effects of Tudor exploration?
Y5	What was it like for children living in Victorian Britain?	How did life change in our locality in Victorian times?	What was it like to live in Longsight in the past? ** Personal and community history (see additional notes)
Y6	What was it like for children in the Second World War? What are we remembering on Remembrance Day?	How has life changed in Britain since 1948?	What can we learn about recent history from studying the life of a famous person?

Subject time allocations per year

Subject	Time allocation Key Stage 1	Time allocation Key Stage 2
Language and communication	15.1%	14.3%
English	22.6%	21.5%
Maths	22.6%	21.5%
Science	4.5%	8.6%
ICT	4.5%	4.3%
Expressive art and design	9.4%	7.9%
Understanding the world	9.4%	7.9%
Physical and social development	11.7%	10%
French	N/A	4.3%

The time allocation to subjects ensures the children will experience a broad and balanced curriculum at the same time as meeting their language needs. The pupil organisation below reflects the school's ethos of flexibly responding to learners' needs.

Curriculum rationale

The curriculum rationale is based on the known learning needs of children in the community, the aspirations of parents and the outcomes that will be achieved.

The needs assessment indicates the requirement of a prime focus on language, literacy and communication.

Parental aspirations are for their children to thrive at secondary education.

The desired outcomes reflect a broad and balanced traditional curriculum.

The use of the National Curriculum reflects these drivers. It will enable the parents to see their children thriving in terms of reported outcomes whilst the ethos and character of the learning environment reflects the benefits and values they have seen from working with the Longsight Children's Centre.

Teaching model

Teachers will be given the freedom to plan their own lessons. Teaching will be based on the needs of individual children, which will be ascertained through on-going formative assessment.

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

School timetable and calendar

Extensive consultation with parents has determined Longsight Community Primary's school day and calendar.

It is their wish that the school broadly follows the calendar in Department for Education guidelines and that of other schools in Manchester, therefore the children will attend school for 190 days and will be taught for 21 hours a week in Key Stage 1 and 23 hours a week in Key Stage 2.

The school day

The school day is demonstrated in sample timetables below.

The compulsory school day will be from 0900 to 1500.

The 0830 – 0900 and the 1500 – 1530 will be optional sessions with the purpose being:

- To ensure that children are on time for school, both at Longsight and other schools as parents currently have to drop children off at a number of locations.
- Parents are able to settle children and talk to the parent support worker.
- Children are able to engage in free but supervised play.

The school year

The school year will broadly follow Manchester's School year, with the exception of:

- 3 week Spring holidays; and
- 5 week Summer holidays

The rationale for the school holiday is as follows:

- Parents recognise that with the large families many of them have, they will have children in both primary and secondary school, therefore too much adjustment in the school holidays results in problematic childcare and/or would encourage them to take their children out of secondary school for visits home if their children did not have to attend primary school.
- The longer Spring holiday reflects the needs of the community, as many of them want to take their children back to their homelands for an

extended period and it is simply too hot for them in the summer holidays. Our Attendance policy and the Home School Contract will make it clear that all children who are well will be expected to attend school promptly every day that the school is open and that holidays should not be taken during school term time.

Religious festivals

Longsight Community Primary is not a faith school, and the community is home to Muslims, Christians and those of other or no religious status. We will place equal status on all religions, further developing community cohesion. In respect of this, each academic year we will carefully plan specialist events such as curriculum days to ensure they do not conflict with each religion's main festivals.

Extended Learning

At Longsight Community Primary extended opportunities for learning will be offered in four ways:

- homework
- summer school
- e-learning
- pre and post school learning opportunities.

Whilst homework will be an expectation for children in Key Stage 2, other extended learning opportunities will progress from the identified needs of individual pupils, the wishes of the community, or the need to secure progression.

Sample Key Stage 1 Weekly Time Table

	0830-0900	0900	0900-0925	0925-1025	1025-1045	1045-1145	1145-1200	1200-1300	1300-1400	1400-1415	1415-1500	1500-1530
Monday	Optional session - play / talk time for parents	Registration	Focused reading and language activities with parents	Physical	Break Time	Expressive art and design	Language development - whole school working in groups	Lunch Time	Parents as partners numeracy	Break Time	Parents as partners literacy	Stories and songs Optional session - play / talk time for parents
Tuesday				Speaking & listening - PSE themed		Numeracy			ICT and free play		Physical	
Wednesday				Expressive art and design		Numeracy			Literacy		Physical	
Thursday				Active numeracy		Literacy			Speaking & listening - understanding the world		Speaking & listening - scientific enquiry	
Friday				Understanding the world - outdoor based inc. gardening		Speaking & listening - with writing			Shared reading		PSE Golden Time	

Free Play

We recognise that some KS1 children are 5 years old and the transition from reception needs to be handled with care and sensitivity, with this in mind play will be an integral part in every day either as a specific activity or built into other curriculum areas.

Please note, Friday afternoons provides a whole school event across all key stages. Times and activities will be flexible although it will be expected for all teachers to deliver **SEAL** (Social and Emotional Aspects of Learning) and shared reading will be no longer than 30 minutes and will engage older pupils supporting the reading with younger pupils as well as encouraging grandparents and parents to be involved.

Active numeracy

This aims to address different learning styles, particularly, children who learn kinaesthetically and is particularly relevant in Year One.

Physical

One of the Physical sessions will involve health education i.e. healthy eating and dental health and may include cooking and demonstrations from health professionals

Speaking and listening – Understanding the world and scientific enquiry

On a Thursday afternoon one of these sessions will include an emphasis on speaking and listening and both will include an emphasis on active interaction and exploration.

Sample Key Stage 2 Weekly Time Table

	0830-0900	0900	0900-0925	0925-1025	1025-1045	1045-1145	1145-1200	1200-1300	1300-1400	1400-1500	1500-1530
Monday	Optional session - play / talk time for parents	Registration	Focused reading and language activities, parents welcome	ICT	Break Time	Literacy	Language development Phonics and grammar	Lunch Time	Numeracy	Understanding the world	Optional session - play / talk time for parents
Tuesday				Speaking & listening - PSE themed		Physical			Understanding the world	Numeracy	
Wednesday				Numeracy		Literacy			Scientific enquiry		
Thursday				Literacy		Numeracy			Parents as partners afternoon (once every 4 weeks per year group) - expressive art and design		
Friday				Physical		Numeracy			Shared reading	PSE Golden Time	

Organisation of learning

Pupil organisation

Longsight Community Primary will know its children, parents and community well and this will be reflected in our desire for a personalised curriculum for each child. Therefore the organisation of children will be through a variety of methods appropriate to the time of day, the subject and the style of delivery.

Organisation of pupils for academic purposes

Classes

When the school reaches full capacity there will be one class of 27 children in each year group from reception to year 6.

In 2013 we will take a full intake of reception children and a minimum of a mixed year 1 and 2 class. If demand increases from current projections we will have full year 1 and 2 classes. The school will then each academic year take a new reception class and grow the year 2 – 6 classes in proportion with demand. As set out in our financial plans we aim to reach full capacity by the 2017-2018 academic year.

Mixed ability and grouped within class

For the majority of teaching the children will either be in mixed ability groups or grouped by ability within class, ensuring maximum flexibility.

Grouping for ability in class will ensure that work is appropriately matched to the individual needs of children. However these will not be fixed groups – if on a particular day a child needs to work with a different group to match their needs they will, and we trust our highly effective teachers to make appropriate in the moment decisions about this.

Work will be set for ability groups however not on all occasions will children be physically grouped together in class this again will be left to the discretion of the teacher.

Flexible / short term arrangements across year groups

Language development groups – developmentally streamed

With the core purpose of Longsight Community Primary curriculum being to ensure all children exceed their developmental attainment levels in language by the time they leave us, all children will take part in language development groups taught by teachers and teaching assistants for 15 minutes every day.

All children will be learning phonics at the same time each day. This will allow for flexibility in deliverance across age groups i.e. on occasions it may be appropriate for children who find this area of the curriculum particularly challenging to join other age groups

Curriculum days

For each curriculum day per half term, children will take ownership of their own learning by choosing which activities they wish to take part in throughout the day without the constraints of groups, age or ability. Self directed learning maximises children's engagement in the learning activity along with encouraging learning across age groups.

Organisation of pupils for non academic purposes

Outside of formal learning, for example in the wrap around sessions and at break times, children will be free to mix with all aged children within the school.

Junior Play Leaders Award Scheme for break and lunchtimes. We will train year 5 and 6 pupils who want to be involved in the Junior Play Leaders Award Scheme, enabling them to work safely and responsibly with young children. Opportunities will be provided for the older children to learn leadership skills, how to play team games with younger children and how to organise structured play activities.

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

Needs of Pupils with differing abilities

Principles and values

In our vision [Section C] we have indicated that *we will respect and value differences*. We recognise that different learners have different needs and we will meet those needs. Our vision is also to *'aspire to achieve the best we can'*, and this applies to all children, whatever their needs.

We are a school that is rooted in our community and all children from that community will be welcomed and supported. We will be an inclusive school that adapts and responds to the needs of individual learners. Our commitment to offer the highest standards of education applies to all our children. Our learning approach through personalised learning will help ensure the needs of individuals are met. We will identify needs early, discuss them with parents and respond to them promptly.

Children with special or additional needs

We believe all children are unique and should be treated individually, and we are aware of the danger of labelling children. Nevertheless we recognise that some of our children will fall into one or more of the recognised categories of need, and the full range of needs will be planned for.

Children with English as an additional language

We know that the majority of our children come from families for whom English is an additional language and our timetable and curriculum reflect the need to respond positively in meeting this need.

Children with special and additional needs

Some of our children will have special or additional needs.

We recognise that these children will require additional support and help above that which is normally available in the classroom. Our children will be supported through the adaptation of learning opportunities and learning material, the advice of a SENCO and the appropriate use of external specialists. Parents will be fully engaged as partners in the learning process.

Children with medical conditions and disabilities

Medical conditions and disabilities do not always lead to learning difficulties. We will respond both to the health needs and the learning needs. We will

sustain the positive relationship with early years health professionals that has been build up with the Longsight Children's Centre, and will expect to be aware of the medical needs and disabilities of most children before they start with us, so we will be prepared to address those needs. Our building will be adapted to ensure children with disability have full access and appropriate toilet and changing facilities and we will have clear and safe protocols for the administration of medicine. We will draw up a Health Care plan for all children with medical needs.

Children who are gifted and talented

Our children will be gifted and talented in many ways. We will encourage the children to identify their own interests and strengths as well as providing a wide variety of new experiences for them to enjoy and excel in. The personalised learning approach and the thematic learning opportunities will ensure that able children are able to progress academically. We will engage with local opportunities for extending gifted and talented children and also ensure that those with musical and sporting gifts have the chance to participate in City activities. Where appropriate we will bring in skills from our parents and our community to help develop particular areas of ability.

Children who are in care

We will prioritise the admission of children in care and recognise that many of them will have particular educational challenges. We will work closely with Children's Services to identify and support their needs. We will work with their carers with the same commitment we give to all our parents.

Children from deprived backgrounds

Although many of our children will come from material-poor households we recognise that our community has strong family values and that there are other assets. We will respond to all learners equally whatever their background and they will have their own personalised learning programmes.

Children with social, emotional and behavioural needs

In Section D6 we set out our approach to behavioural management. We recognise that good behaviour supports good learning and we expect children to take responsibility for their own behaviour. We will develop collective expectations of behavioural standards and, if required for individual children, we will develop with them specific targets that will be monitored and reinforced. We will have high standards of social behaviour underpinned by the values and wishes of the community. We will sensitively support children with emotional problems, ensuring access to appropriate support if it is a significant and sustained need.

Underpinning our approach to all children's needs is our commitment to:

- valuing all children as unique individuals
- positive expectations

- personalised learning
- parental involvement
- early intervention
- clear expectations
- recording and celebrating progress
- a staged approach to intervention
- appropriate involvement of external agencies.

Legislative Framework

Much of what is required to meet the needs of children with special or additional needs is within the context of statutory requirements. We are aware that there will be significant changes in legislation, following the Green Paper **Support and Aspiration: A new approach to SEN and Disability**. Our approach reflects the current situation but we will amend this if legislation changes before the school is opened.

SEN legislation and the SEN code of practice

The statutory definition of Special Educational Needs, from the Education Act 1996, is:

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

- *Have a significantly greater difficulty in learning than the majority of children of the same age.*
- *Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.*
- *Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.*

The SEN Code of Practice

The SEN Code of practice provides Statutory Guidance for schools and local authorities in meeting the needs of children with SEN. The school will base its support for children with SEN on this document.

In line with the SEN Code of Practice we will adopt a graduated approach to SEN, which will be recorded on the SEN register. Children's individual needs will be known to all those that support their learning. The first step will be differentiation led by the class teacher. The second step will be support from the SENCO [School Action] and the third step seeking external advice and support [School Action Plus]. If it considered necessary a formal assessment leading to a statement of Special Educational Need will be initiated.

The School's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing.

Under these circumstances, teachers will consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

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

Or

- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include different learning materials or special equipment; some group or individual support; extra adult time to devise the nature of the planned intervention and to monitor its effectiveness; staff development and training to introduce more effective strategies; access to LEA support services for one-off or occasional advice on strategies or equipment.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO will contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an

individualised programme. Parents and children will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Crucial to the success will be the identification of desired outcomes, so that the teacher, child and parent all know what is going to be achieved. These outcomes will be recorded in the IEP.

The IEP will only record that which is additional to, or different from the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. It will be part of the child's personalized learning plan.

The IEP will be reviewed at least every term and parents' views on their child's progress will be sought. The child will also take part in the review process and be involved in setting the targets.

A request for support from external services [School Action Plus] will follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. At School Action Plus, external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Should the needs of the child be such that the protection of a Statement of Special Educational Need is required the school will engage with and support the parents through the process. If a child has a statement then the SEN Governor will be advised. The school will implement the recommendations of the Statement.

All statements will be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child would require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school will be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Accountability

The role of the Principal

The Principal will:

- have overall responsibility for ensuring that the governors are informed that the school has appropriate structures, organisation and resources to meet the needs of all children, including those with special and additional needs.
- be the 'responsible person' who makes sure that all those who teach a child are aware if they have a statement of SEN
- be responsible for reporting to the governing body on the profile of pupils with special and additional needs and on the progress they are making.

The role of the SENCO

The school will have an appropriately qualified SEN Co-ordinator (SENCO) whose responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychologists
- liaising / attending with the Longsight Children's Centre pre school disabilities group.

The role of the class teacher

The class teacher will be responsible for

- the early identification of children's needs
- helping the child to formulate their learning targets
- adapting the approach to teaching to support learning
- seeking additional help when there are blockages to learning
- ensuring parents are informed if there are any concerns.

The role of the governors in respect of SEN

The governing body will:

- determine the school's policy and approach to SEN with the Principal.
- ensure that there is appropriate staffing and funding to meet the needs of all children, including those with special and additional needs
- oversee work to ensure that there is a high standard from those with special and additional needs
- include priorities for SEN in the school's Educational Development Plan
- include SEN targets in the Principal's personal targets

- identify a named governor to act as champion for children with special and additional needs and to chair an SEN sub committee.

Assessing Needs

Baseline assessment

All children entering the school, at whatever stage of their learning, will have a baseline assessment to ensure that they are appropriately supported in their learning. We will work closely with our children's centre and all nursery providers to support a smooth transition and will draw on knowledge from parents and health service professionals.

Formative assessment

Formative assessment leading to personalised learning plans underpins all our teaching. All children will be involved in setting their own learning targets. Our style of teaching will ensure that assessment is continuous and built into practice and that recording is regular and routine.

Early intervention

Underpinning our approach to children with differing needs is a strong commitment to early intervention. At Big Life we are experts in early intervention, delivering early intervention assessments and services to 0-5 year olds across Manchester. We will know all our learners and adapt learning material, teaching strategies and interventions according to individual needs. We know time is limited and precious and the sooner we can respond the sooner the child's needs will be met. Where appropriate we will seek the expertise of the children's centre early intervention team.

Training and development of staff

Research shows that having staff who are knowledgeable and skilled helps make a real difference for children with differing abilities and needs. We will support and encourage all our staff, teaching and non-teaching, to develop and sustain their knowledge and skills to meet the needs of all our children. The SENCO will be responsible for co-ordinating training and support in this area and will provide training directly, identify appropriate external resources to come into the school to develop staff, or identify external learning programmes.

The role of ICT/e-learning

ICT will be central to our school. We will embrace modern technology, including the use of iPads, for example, and the use of social media to engage children and their parents in learning and the running of the school.

We will integrate the use of ICT throughout the curriculum. We recognise the value that can be achieved through carefully selected e-learning programmes in extending the development of children of all abilities.

Access to external specialist staff

We will utilise external specialists as appropriate to extend the expertise available to support our staff. We will always seek parental permission before the involvement of educational or medical professionals, and will encourage and support the engagement of parents with the specialists, providing translators if required.

We recognise that some services are available free to the school but others will require purchasing. Manchester Local Authority has a range of traded services and in the first instance we will explore engaging with them. However, we will make the decision on services contracted based on both quality and cost, and will require clear standards of service delivery. If services do not meet our specification or do not make a difference for children we will seek a different provider.

Partnership with Parents

The school is founded on the principle of working with parents, and we recognise the challenge and anxiety having a child with different needs can create. We will not only ensure that parents are fully informed and engaged but will also provide them with support. The school will have access to the translation skills available through the children's centre and also to the resources in the community that will help them manage the practical challenges, such as appointments and meetings. The parents have identified a need to understand the education system so that they can better support their children. We will ensure that the processes concerning special and additional needs are clearly explained and set in a constructive context. We will make use of existing material translated into the languages of our community as well as 'customising' this to the local context. We will provide graduated material and training to help parents contribute to supporting their children's learning, whether this is extending the more able or supporting those with additional needs.

The contribution of the child

We believe that all effective learning requires children to be involved in the learning process and we will support all children, whatever their abilities, to be active partners in the learning process. The children will help shape their targets and so will be aware of their targets and have small steps of success towards a positive outcome. We will encourage the more able children to take constructive risks in extending themselves and reinforce creativity in all learners.

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

Children will leave Longsight Community Primary as creative and courageous learners, able and willing to challenge themselves to change their lives for the better. Our definition of success for our children is based on the outcomes they will achieve. When our first children leave to move on to the next stage in their education in 2018 they will all:

- **be fluent in spoken English.** *A minimum of 80% of children at the end of Key Stage 2 will have achieved level 4 or above in attainment target level descriptions.*
- **have achieved success in English, mathematics and science.** *This will be measured by exceeding national average scores at Key Stage 2.*
- **be confident and competent in the use of I.C.T.** *A minimum of 80% of children at the end of Key Stage 2 will have achieved level 4 or above in attainment target level descriptions.*
- **be able to integrate into their secondary school.** *This will be measured by an agreed protocol with our secondary school partners.*
- **have support from parents who understand the English Education System and how best they can support their children's learning.** *This will be measured through expectations set out in an agreed parental contract.*
- **enjoy learning.** *This will be measured through a balance wheel.*
- **have experience and understanding of the wider world.** *This will be demonstrated by evidence showing the number of learning opportunities delivered outside the Longsight community.*
- **respect the different gifts and values that each unique individual will have.** *This will be evidenced by the records showing a low level of bullying and prejudice.*
- **understand that learning is a process and that their parents as well as their teachers are partners in it.** *This will be evidenced by the number of parents participating in partnership learning.*

We will gain a range of national awards including the UNICEF 'Rights respecting school' award, healthy school award and eco award for example.

We know that good assessment for learning makes:

- An accurate assessment
 - knowing what the standards are, judging pupils' work correctly and making accurate assessments linked to NC levels
- A fair assessment
 - knowing the methods are used are valid
- A reliable assessment
 - ensuring that judgements are consistent and based on a range of evidence
- A useful assessment
 - identifying barriers to pupils' progress and using that information to plan and discuss the next steps in learning
- A focused assessment
 - identifying areas of children's learning where there are blocks to progression
- For **continuity** of assessment
 - enabling better transfer between years and schools.

To assess children's progress we will bench mark them against the National Curriculum level descriptors.

Our teachers will be accountable for the progress the children make. To ensure this our assessing and tracking of children must be accurate and consistent, with a common language across Key Stages which constructs a detailed picture of children's strengths and weakness to inform planning to ensure our children progress. Therefore, based on the key findings of the Ofsted report April 2011, No 100226 *The impact of the 'Assessing pupils' progress' initiative* we will use the Assessing Pupils' Progress (APP) for English, maths, science and ICT. To track progress of children in the Early Years Foundation Stage we will use the learning journal approach, including observations of children, which we use successfully in our nursery.

We will assess our children at the end of reception to ascertain their EYFS profile scores and undertake SATs at the end of Key Stage 1 and 2.

- We will use EYFS profile scores as baseline data to monitor pupil progress throughout their time at school.
- The 'Reading by Six' / end of Year 1 reading assessment will be used to monitor progress in KS1 with SATs in Year 2 to provide a useful measure of attainment and pupil levels.
- Progress from KS1 SATs towards end of KS2 can be tracked, and Year 6 SATs results will show pupil progress throughout their time at Longsight as well as allowing for comparisons to be made in relation to both national and local data / averages / percentages.
- We are committed to ensuring good behaviour and attendance as well as good teaching and learning. We will therefore monitor and report on progress in these areas both at an individual and collective level.

Reporting to children

We believe that feedback on progress is an essential element in strengthening learning. We will therefore let children know how they are progressing on their personal learning and behaviour targets. Feedback will be given individually depending on the learning needs and style of the individual. Feedback will always be given as close to the point of learning and behaviour as possible. Feedback will always be given constructively and with respect to the confidentiality of individuals. We will take care especially to ensure that children do not learn to fear assessment or examinations.

Reporting to parents

Parents are our partners in this school and therefore we are committed to ensuring they are regularly and appropriately informed of what is going on in the school. The reporting will be at two levels, confidential reporting to the parents of individual children and collective reporting to all parents. Reports will be both informal and formal. All parents will receive a written report on their child each year. The exact pattern of reporting will be determined by the parents in consultation with the Principal.

Internal reporting

An agreed pattern of internal reporting between the class teachers and the Principal and between the Principal and the governing body will be established and published on the school's web site before the school opens.

External reporting

- We are committed to ensuring that our community knows what is happening in their school and we will have an active web site that provides both objective evidence of progress and softer indicators of activities and developments.
- We will make constructive use of the local media in sharing the activities, successes and developments of the school.

External review and inspection

- We value and welcome external review as an opportunity to reflect on and improve our performance.
- We will be inspected by Ofsted before we open, to ensure we are "fit for purpose", and we will then have a formal reported inspection within two years of opening.

- We will arrange an independent external review within the first year of opening. This review will be carried out by experienced additional inspectors.

Self Evaluation

We know how important effective self-evaluation is to driving up standards for children. Effective self-evaluation is at the heart of how we will operate and all staff will be involved in the whole school approach to continuous quality improvement (CQI) cycle.

Our approach to continuous quality improvement (CQI), including self-evaluation will include:

- A full annual **self-evaluation** and **whole school planning process** that will lead to the development of a **whole school strategic development plan**. This plan will be focussed on improving outcomes and **success criteria and targets will be clearly linked to outcomes for children**.
- **Departmental and individual staff development plans** - which will clearly link to the whole school strategic development plan. These plans will be **reviewed on a termly basis**. These plans will **link closely to individual performance objectives** and will enable staff to develop the skills they need to do their job effectively and advance their careers.
- A **common approach (RAG) to monitoring progress** against plans and a focus on future planning based on these performance reviews.
- Performance management – we will **focus on achieving outstanding outcomes for children** and develop **clear performance objectives for all individual members of staff**. For example, a member of teaching staff may have a performance objective to improve reading for a specific group of children. Clear baseline data would enable us to set a SMART target for the teacher and progress against this would be monitored in supervision. Performance management will include effective support and challenge from managers who will in turn be accountable to the Principal and governors. Governors will also be supported to by an experienced school improvement adviser who has offered to support governors to support and challenge the headteacher and school staff.

We will develop **effective assessment and tracking systems to monitor how well individual pupils develop knowledge, understanding and skills and to intervene early ensure that children stay on track and achieve well**. These systems will include a range of **performance criteria (core indicators) for the whole school**, which may include, for example, a performance target around improving literacy. Clear baseline data on each individual pupil will be collected and their achievements and progress monitored through a range of assessments, which will include:

- Regular teacher assessments
- Regular peer reviews (staff working with others to provide a supportive challenge to their colleagues – for example, listening to children read and making recommendation to improve teaching and learning).
- Internal tests
- External tests and examinations.

We know that effective tracking of pupil progress will be essential to our success. We will collect assessment data and analyse this on a regular basis to ensure that individual pupils, classes and year groups are ‘on track’ to meet their targets. As part of this monitoring we will analyse data by group, for example, to establish how effective the school is at improving outcomes for children who are entitled to free school meals. We will also monitor:

- Gender
- Ethnicity
- Looked After Children
- Children who are subject to child protection proceedings
- By ability, to identify whether and group of children are doing less well than their peers.

We will **monitor pupil progress and attainment against national benchmarks** and constantly **strive to ensure that pupils do exceptionally well** as when compared with their peers nationally. When we **identify any children who are not making the progress, or achieving the high standards that we expect for them** we will intervene early with highly personalised support. For example, if an individual pupil is not reading at the level expected for their age we may undertake a range of interventions which may include:

- Rewards to encourage children to read and recognise their achievements.
- 1:1 phonics teaching from a teacher or teaching assistant
- 1:1 reading with a local volunteer
- Activities for children to undertake at home with their parents, which may include reading together for 30 minutes each day
- Providing children with iPads or Kindles to engage them in reading more
- Group interventions, including activities to inspire and enthuse children to read – for example, visits to the local war museum or zoo
- Nurture groups.

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

Admissions Policy

We are committed to fair and transparent admissions arrangements and we will adhere to the DfE 'Schools Admissions code' and Fair Access Legislation. Under current legislation a Free School is its own admissions authority, but we will manage our admissions in partnership with Manchester Local Authority.

Publicly announced number [PAN]

The number of students we propose to admit for each point of entry is **27**.

Admission Arrangements

When the school opens in September 2013 it will only take children at Key Stage 1 [age 4-7]. It will have 52 places and will manage its own admissions process. In its second year the school will be part of Manchester Local Authority's co-ordinated admissions process.

The school governing body will establish an admissions Committee that will be responsible for admission matters. No decisions relating to admissions will be made by any individual, only by the committee working on behalf of the governing body.

Full and up-to-date admissions documents will be held on the school website available in English, Urdu and Bengali.

Admission Criteria

Longsight Community Primary has an agreed admission number of 27 pupils for entry in year R. The school will accordingly admit up to 27 pupils in the relevant age group each year if sufficient applications are received. All applicants will be admitted if 27 or fewer apply.

If the school is oversubscribed, after the admission of pupils with a Statement of Special Educational Needs where the school is named in the Statement, priority for admission will be given to those children who meet the criteria set out below, in order:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption,

residence, or special guardianship order 67. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Children with a sibling attending the school at the time of application. Sibling is defined in these arrangements as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, step-brothers or sisters and foster brothers and sisters.
3. Children of staff at the school in either or both of the following circumstances:
 - where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
 - the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Other children by distance from the school, with priority for admission given to children who live nearest to the school as measured by using Ordnance Survey data to plot an address in this system. Distances are measured from the main entrance of the child's home to the main entrance of the school as specified in the school information pack. If a child's living arrangements reflect shared responsibility between parents living at different addresses then the address that the child spends the most time at during term time will be used to determine the distance from school.

Tie breaker

If two or more children have equal rating on the above criteria then someone totally unconnected with the school will allocate the place on the basis of random allocation of tied candidates.

Appeals and complaints

Any appeals concerning admissions arrangements will be heard by the governing body. Full details of the appeals process will be published on the school's web site.

Complaints about the policy or process should be raised with the governing body in the first instance and if they are unresolved they may then be referred to the School's [REDACTED], who can be contacted at their office on [REDACTED], or by email [REDACTED], or by post - [REDACTED], [REDACTED].

Working with the local authority

- The school will work closely and constructively with the local authority in respect to admissions.
- The school will notify the local authority in respect of any child who leaves the school during the year, **especially children whose destination is unknown and for whom there may be child protection issues.**
- The school will notify the Local Authority of any proposed changes to the PAN or to the Admissions Criteria.
- The school will notify the Local Authority of any mid year applications and placements
- The school will work closely and constructively with the Local Authority concerning the admission of unplaced vulnerable children.
- The school will work closely and constructively with the Local Authority concerning looked after children, both in respect of the on-going support for these children and the admission of additional children if the school is full.

Consultation

The school will consult with the parents, local community and Manchester Local Authority every 7 years about its admissions policy.

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

Approach to behaviour management, well-being and attendance

This policy has been developed with potential parents and governors. When the school is open it will be reviewed with the governors, parents, teachers, other staff and children.

We believe a shared ownership and understanding of the policy is essential for its success.

Introduction

Our policy is underpinned by our beliefs, aims and values.

Our vision is that **together we can achieve the best future for our children**. Our behaviour policy is based on parents, staff and children working together to achieve good behaviour.

Our understanding from educational research is that

- good behaviour is essential for learning and that good teaching encourages good behaviour
- good attendance leads to better educational outcomes
- mutual respect underpins good behaviour
- behaviour is learned and therefore can be taught
- behavioural standards should be known and agreed by all
- positive reinforcement of good behaviour is more constructive than punishment
- unacceptable behaviour will be consistently and constructively challenged
- all adults in the school should model the standards of behaviour we expect from children.

Our policy and practice will be in line with the recommendations of [REDACTED], [REDACTED].

Our **aim** is that our school will develop the highest standards of education and behaviour through the community, parents, teachers, and children working together.

We will express common values and standards, and aspire to be the best we can in our behaviour as well as our learning.

Our stated outcomes that will measure the behaviour our children will show are that they will:

- respect the different gifts and values that each unique individual has

- demonstrate respect for others through their social skills, emotional development and behaviour
- be able and willing to challenge themselves to change their lives for the better to change their lives for the better
- enjoy learning
- have achieved success in English, mathematics and science.

Safeguarding

The safety and well-being of our children is our paramount concern.

We will adopt and apply the Local Authority best practice and procedures concerning safeguarding and we will ensure the identified staff and governors have the appropriate training in this.

Safeguarding concerns will be reported promptly and appropriately to both governors and the Local Authority.

Big Life has considerable expertise in the safeguarding of children and the use of the Common Assessment Framework. [REDACTED], the [REDACTED] with Big Life, will provide peer support to the Principal, governors and SENCO with regards to safeguarding.

We recognise that e-safety is a significant responsibility for schools. Technology provides a valuable set of tools to improve learning and we will develop with our children clear guidance and good practice on the responsible use of technology in both learning and social settings. We will work with parents to increase their awareness of good practice in these areas so that they can help ensure their children are less vulnerable at home. Parents and children will know how to respond to cyber-bullying. All staff will be required to sign an Information Systems code of conduct setting out acceptable use of this medium. We will have clear processes that will be agreed with all staff and children. We will not allow unsupervised access to the internet for our children.

Expectations

- The school will be a safe environment for children and staff.
- Respect will be encouraged and modelled.
- Positive behaviour will be encouraged and rewarded.
- Expected standards of behaviour will be discussed and developed with each class and displayed in the classroom.
- Children will be prompted to meet expectations.
- Parents will know what is expected from their children.
- Behaviour will be reviewed regularly with the class, and, if necessary with individual children so they know what is expected and what has been achieved.
- Clear, age appropriate responses to unacceptable behaviour will be developed and consistently used.

- Success in achieving agreed behavioural standards will be celebrated, recorded and reported to the Principal, parents and governors.

Behaviours that will be encouraged

- Respect for each other.
- Respect for those in authority.
- Respect and care for property.
- Honesty.
- Co-operation.
- Self-awareness and self-discipline.
- Appreciation of others.
- Pride in achievement without arrogance.
- Politeness.
- Accepting responsibility.
- Willingness to listen to others and to share.
- Care for the environment inside and outside the classroom.
- Good attendance.

Consequences

When unacceptable behaviour is addressed it will always be explained why it is unacceptable and what the response should have been.

- Children will be encouraged to reflect and identify why their behaviour causes difficulty, the effect it has on others and how they could have responded differently.
- A clearly stated, stepped pattern of responses that differentiates between behaviours and their consequences will be developed, shared and known by the children staff and parents.
- Unacceptable behaviour will be responded to immediately it occurs.
- Unacceptable behaviour will be responded to consistently.

Behaviours that will be discouraged

- Bullying.
- Lying.
- Lack of respect.
- Aggression: verbal or physical.
- Prejudice of race, religion, gender, colour or disability.
- Behaviour that disrupts the learning of others.
- Damage or destruction of property.
- Not trying to learn.
- Poor attendance.
- Rudeness to staff, parents or other children.

Partnership working

- Parents will be involved in the development of the school's behaviour

policy.

- Parents will be involved in supporting their own child's good behaviour.
- Parents will be involved in supporting their own child's attendance.
- Parents will be involved in addressing the consequences of unacceptable behaviour.
- Parents will receive honest and objective feedback on the behaviour of their child and class.
- Parents will be expected to model the agreed standards of behaviour within the school.
- Parents will sign a home school agreement that outlines their responsibilities in supporting their child's learning, attendance and behaviour.
- Parents who want help in managing their children's behaviour outside of school will be provided with clear guidelines and signposted to appropriate sources of support.

- Staff will be required to respond to children and parents in a way that reflects the values and expectations of the school's behaviour policy.
- Staff will be expected to contribute to the development and delivery of best practice in this area.
- Staff will receive honest and objective feedback as to their success in implementing these policies.
- Staff will be required to develop behaviour standards appropriate to the age and development of the children they work with and to record and report on progress.

Responsibility

We will encourage a culture of responsibility where everyone is responsible for their own behaviour and everyone is responsible for encouraging the best behaviour in others.

The standards of behaviour for children will be developed together and displayed in each classroom and children will be responsible for keeping to them.

The expectations of behaviour of parents will be set out in the Home School Agreement.

Staff will be required to model behaviour consistent with the agreed standards and values and will be accountable to the Principal if they fail to do so.

The Principal will establish with the staff and the governors what the pattern of reporting behaviour is.

All staff will be required to keep a written record of agreed behaviour that conforms to required standards and which is available for external scrutiny.

Communication

In line with the school's commitment to deliver excellence in communication:

- standards of appropriate behaviour will be developed with children and parents and communicated to them
- communication about the reasons for and consequences of behaviours will be integral to responding to behaviours causing concern
- agreed profiles of behaviour will be reported to parents and governors
- key documents relating to behaviour and attendance will routinely be provided for parents in their first language and translators will be provided, if required, to support parents if there are discussions about their child's needs in this area.

Well-being

The 2011 Ofsted inspection of the Longsight Children's Centre indicated that they were **outstanding at improving the well-being of children**, and we will draw upon their experience and expertise in delivering outcomes in this area. The report indicated that two areas of challenge were dental hygiene and obesity. We will progress from the strategies that are already beginning to impact positively on these areas of need. For example, we will extend the reach of our dental health days delivered by dental health professionals to include the children and parents of Longsight Community Primary.

We will use the Healthy School Toolkit to establish our targets in this area and to review, celebrate and share our improvements to children's health and well-being.

We will establish with our staff and parents a clear understanding on how we will manage the administration of medicine.

The Longsight Children's Centre works very closely with Health professionals, ensuring that parents have full engagement by the provision of translators. We will continue this good practice through into the school setting.

Attendance

Longsight Community Primary will be a school that children want to attend because they are safe and enjoy learning, and which parents will value and so encourage attendance.

As part of our commitment to delivering the outcome that children '***have support from parents who understand the education system and how best they can support their children's learning***', we will ensure that parents appreciate the positive link between attendance and learning.

A commitment to sustained attendance will be included in the **Home School Agreement**.

The structure of the school terms and school day has been explicitly developed to accommodate parental needs.

The flexibility about early start and late pickup is to help ensure that parents are able to leave children so that they can ensure siblings get to their schools on time.

The increased time of the Spring holidays is to accommodate a wish for families to be able to travel without disrupting schooling.

However, the variations have been kept to a minimum to ensure that there is not a negative impact on attendance in other schools serving the community.

We will use Manchester's Attendance Distributed Leadership Model to help structure our approach to attendance.

Monitoring, evaluation and reporting

Children's progress against the agreed behavioural and attendance standards will be recorded and regularly shared with them as individuals, with classes and with parents and governors.

The pattern of response will vary according to the specific needs and circumstances. An individual whose behaviour or attendance is causing concern will have immediate feedback. A class would review their behavioural progress at least on a weekly basis. Parents would receive a report as agreed in discussions around individual areas of concern. The Principal would receive a report on a half termly basis. The annual report to governors would include evidence relating to behaviour and attendance.

If the expected continuous improvement and progression is not demonstrated, strategies will be revised and if necessary appropriate additional professional advice and/or development will be sought.

Objective outcomes

Attendance

Published statistics for absence and persistent absence in 2011 show that at Primary age attendance is poorer in Manchester than the average in England and poorer in the Longsight ward than in Manchester as a whole.

Absence from Primary Schools 2011 [DFE statistics]

	Overall	Unauthorised	Persistent Absence 15%
England	5.14%	0.69%	5.2%
Manchester	5.19%	1.00%	6.0%

Target Year 1 and subsequent years

Absence: below the national primary average for England.

Persistent absence: below the national primary average for England.

Exclusions

DfE Statistical First Release [SFR] on permanent and fixed term exclusions 2009/2010 suggests that there is a higher rate of exclusions in Academies than in maintained schools, and a higher rate of exclusion of children on Free School Meals. Children from Asian backgrounds are less likely to be excluded whilst children from Roma backgrounds are considerably more likely to be excluded.

Target year 1 and subsequent years

Permanent exclusions: 0%

Fixed term exclusions: below the average percentage in England.

Evidence from the success of the Big Life Group in the Longsight Children's Centre and other settings is that the combination of working with parents (supported if necessary through the provision of translators), having shared targets, and sustaining a consistent approach will ensure that we have strong outcomes in these areas. National research and Ofsted inspections confirm that schools with good attendance and behaviour are more likely to achieve good educational outcomes.

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

Understanding of our community, and how our education plan reflects this

We have a thorough understanding of our local community and its needs because our members already live and deliver outstanding services in Longsight: we are already rooted in the community through our Longsight Children's Centre, and in addition we have consulted extensively with the community specifically about the Free School proposal (more details in question E2). We have consulted with parents, local schools, councillors, housing associations and the local authority, all of whom have recognised the need for the school we are proposing and support it.

Our education plan is firmly based on local information, from detailed statistics to the results of our consultation with our community. We know that a major need in Longsight is for children to improve their English skills, as 75.3% are learning English as their second language. The curriculum therefore has speech, language and communication development at its heart, and the timetable and teaching are structured to facilitate the creation of a language-rich environment.

We know that the community values education highly: parents have told us that they want the best for their children, including the highest standards of education, and they want their children to value and enjoy learning. To ensure education in our school is of the highest quality, we have designed a curriculum which is grounded in the Early Years Foundation Stage and the National Curriculum, and we will combine this with a clear commitment to personalised learning, to ensure each child is achieving to their full potential.

We also know that parents want to be involved in their children's learning, and that they do not feel very involved in the schools their children currently attend. We fully support this because we know that if parents are involved in their children's learning from an early age, they will stay involved, and this will lead to better educational outcomes for their children. We successfully engage parents in their children's learning from birth through our children's centre, and the school will continue this. As well as maintaining regular (at least weekly) contact with parents, we will provide opportunities for them to get involved in lessons, particularly through "parents as partners" sessions.

Section D1 sets out more detail on all of the above and in particular the high expectations and aspirations we have for all our children.

Plans for working with other organisations and the wider community

Longsight Community Primary will work in close partnership with Longsight Children's Centre to ensure seamless transitions for children entering primary education (either at LCFS or elsewhere) having previously attended the children's centre. Indeed, this continuity is one of the reasons local parents have told us that they want a Free School in Longsight. The children's centre already provides ready for school and pre-school disabilities groups, and wherever possible these will be run within the school, allowing parents and children to become familiar with the school environment.

We will continue to work closely with other education providers in the area. We will continue to develop strong educational partnerships with the other primary schools in the area and the secondary schools our pupils will go on to, and other local providers. We have identified mentors from local schools for [REDACTED]¹³.

We have already engaged with primary schools to secure their support and ensure that no conflicts arise, and we all have the best interests of children as our main concern. This has been a valuable process and created firm foundations on which to build strong partnerships.

In terms of wider community use, we will make the school premises available for adult education provision, especially English for Speakers of Other Languages (ESOL) as these programmes will enhance parents' ability to support their children's learning. We will also work with the community to ensure that the school grounds are available for community use when not in use by the school. There is a lack of accessible open space in the Longsight area and opening this space for community use will encourage participation in healthy activities and foster a sense of community ownership of the site.

Promoting good community relations

Our education plan has been developed based on extensive consultation with prospective parents, the community, and children and young people. We will ensure that we continue to involve all of these groups in the monitoring, evaluation and development of the plan.

We will continually consult with parents about all aspects of the school including the curriculum, parental involvement and finances through regular activities at the school and children's centre, and through mailshots giving updates on our progress. We will provide opportunities at least once a term for interested parties to have their say in the development of the school's plans. This will enable us to monitor progress on an on-going basis and make

¹³ The Principal will be mentored by [REDACTED], who has [REDACTED] and is currently [REDACTED].

The [REDACTED] will be [REDACTED], who has [REDACTED]. [REDACTED]. [REDACTED].

adjustments term by term.

We will ensure consultation opportunities are accessible to all by producing information in English, Urdu and Bengali, and providing crèche facilities and interpreters at events. We will consult with specific sub-groups, such as the Shapla group for Bengali mothers which runs at the children's centre.

Ultimate responsibility for ensuring improvements are made as a result of consultation activities will rest with the Principal. Where changes fall within a particular area of expertise, responsibility will be delegated to the appropriate member of staff, e.g. the SENCO for issues relating to special educational needs.

Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	27	26		74%	27	28		93%
Year 1	15	25		140%	27	26		74%
Year 2	10	20		140%	27	25		78%
Year 3					27	20		52%
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	52	71		137%	108	99		92%

Section E: Evidence of demand and marketing – part 2

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

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

Through leaflets, posters and community consultation we have established that there is wider community demand for our proposed school.

The leaflet (available on request) that is written in **English, Urdu and Bengali** informs parents of our proposal:

Big Life Families, which runs Longsight Children’s Centre, is planning on opening a new primary school run by parents and the community.

There is a shortage of primary school places in Longsight, particularly for nursery and reception aged children (3-5 year olds).

Our school will deliver excellent standards of education and will develop children’s social, emotional and spiritual understanding.

Place at the school will be available to all local children, whatever their faith, culture or ability.

We plan to offer training to parents who want to teach, or become teaching assistants, in partnership with a local university.

The children’s centre will continue to house a range of services for families living locally.

We’d really like to hear your views, so please complete the form on the back of this leaflet to tell us what you think.

Along with parents’ names and addresses, for our records, we asked them:

I support the Free School development	Yes	No
I would choose this school as my first choice for my child/children	Yes	No
I would like to be involved in the development of the school and join the parents steering group	Yes	No
Dates of birth of my child/children for who I would	Children’s	

choose this school as my first choice		DOB	
Please keep me updated about the Free school by	Email	Post	Meetings

To date the number of parents who:

Have completed the flyer form	Support the school's development	Would choose the school as their first choice	Would like to be involved in the development
163	163	146	117

Longsight Community Primary is for the local community, to meet the demand for school places along with the vision of having a school which is an extension of the children's centre where parents continue to be fully involved in their children's learning and are supported to do so. The map below demonstrates that the demand for the school is from local parents, with the home locations of parents who have committed to the school being their first choice identified. (The red marker indicates the planned location of the school.)



From our surveying of parents we have established that the demand will be for reception and year 1 / 2 places in September 2013 and will build from this basis. The table below demonstrates the commitment of parents of children who will be in these classes to making Longsight Community Primary their first choice school.

D.O.B	Age at start Sept 13	Join school in Sept 2013	Join school in Sept 2014	Postcode
██████████	6 years old	✓		M12 ██████████
██████████	6 years old	✓		M13 ██████████
██████████	6 years old	✓		M13 ██████████
██████████	6 years old	✓		M12 ██████████
██████████	6 years old	✓		M18 ██████████
██████████	6 years old	✓		M13 ██████████
██████████	6 years old	✓		M12 ██████████
██████████	6 years old	✓		M13 ██████████
██████████	6 years old	✓		M13 ██████████
██████████	6 years old	✓		M18 ██████████
██████████	6 years old	✓		M13 ██████████
██████████	6 years old	✓		M13 ██████████
██████████	6 years old	✓		M13 ██████████
██████████	6 years old	✓		M19 ██████████
██████████	6 years old	✓		M12 ██████████

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

There are 22 different languages spoken in Longsight and in 2011 75.3% of pupils from Longsight do not have English as their first language¹⁴. The predominant 'type' of person in the Longsight community according to the Corporate Research and Intelligence division of the Local Authority is described as 'low income Asian families' with 40.2% of children living in poverty. At Longsight Children's Centre we engage with 75% of our reach, with this being as high as 92.5% in one ward.

Longsight Community Primary is a school for the community developed with the community, initially incorporated by a small group of parents and the Big Life Group who run Longsight Children's Centre and nursery. We set out to seek the support and views of the parents in the wider community. We that know if the school is developed with the community it will be attractive to all of the community. We did this by:

- Distributing an information flyers and posters about our proposal in **English, Urdu and Bengali**. This was sent out to all parents on the children's centre and nursery mailing list and discussed directly with parents.
- Holding consultations with specific groups run at the children's centre, for example the Shapla group for Bengali mothers.
- Running an open invite consultation event for all interested parties, providing a **crèche** and a number of **interpreters** to ensure all views were expressed and understood.
- Consultation with **children and young people**.

Community consultation

Consultation with prospective parents, the community, children and young people have shaped the vision and education plan of the school.

We held an open consultation event to further shape the proposal, with 34 parents attending. We advertised this event and directly contacted all parents who had previously expressed a wish to be involved. We provided a crèche and interpreters to ensure it was accessible to all who wanted to be involved.

The following questions were asked at the consultation event, and the responses are summarised below:

¹⁴ Research and Statistics, Children's Services, Manchester City Council

Why do you think Longsight needs a new free school?

- Long waiting lists for school places
- Not enough school places locally
- Parents do not feel very involved in current schools
- Continuity from children's centre
- Currently have to travel a long way to school
- A school to match the diverse community needs

What do you think an ideal school would look like?

- A friendly school which respects all cultures and religions
- A focus on reading, writing and language
- Parents able to support and be involved in their children's learning
- High quality teachers who know the children and families well
- Learning through play
- Smaller class sizes
- Fun, bright and colourful

How would you want things to be done differently at our school?

- More parental involvement, parents involved in the curriculum
- Regular parent meetings
- Transparency of budgets
- Children have a say
- Pre school induction for parents as well as children
- Lots of celebrations
- The school would improve the perception of Longsight
- The school year should be empathetic to visits to home countries while conforming to the norm

What would you want children at our school to achieve?

- Confident, independent children with aspirations
- Happy children
- Children will leave ready for secondary school
- Their talents recognised and nurtured

What would make our school special?

- Regular open communication between parents, teacher and child so each knows what is expected of them
- Learning will be fun
- Parents supported to support their children with their homework
- Celebrate all cultures and religions
- Children are given regular chances to experience the wider world

How should parents be involved in the school?

- Sessions for parents who need support to help with their child's learning
- Volunteering opportunities for parents, including, reading, IT, teaching about their cultures and religions
- Support for parents to learn how subjects are taught
- Adult education for parents

What do you think our school should be called?

The name that was chosen from the many suggestions was **Longsight Community Primary**.

Market research

We have engaged with the wider community, including holding discussions with the primary schools in the area to secure their support and to ensure there is no conflict, only the best interests of the children. The schools all recognise the need for more places in the area. We have also engaged with and have the full support of local councillors¹⁵:

██████████ – ██████████ and is a ██████████;

██████████ – ██████████ and ██████████.

Continued consultation and marketing

We are continually consulting with parents at our regular activities at the children's centre and through mailshots. These include regular updates on our progress and the opportunity to give their views.

Our children's centre newsletter regularly updates all parents of children under 5 in the area on the school's development.

Once the school gets to the admissions stage we will respond to the parents requests to have the school prospectus and policies in a number of different languages to ensure their accessibility.

Wider community use

Longsight Community Primary has been developed with the community for the community.

We have a vision of having services, including, health, well-being and education for children aged birth to eleven all on one site, where children and parents

¹⁵ Please see Annexes 1 and 2 for letters of support from ██████████ and ██████████.

seamlessly move from children's centre services to the school.

The school and children's centre will work in partnership, together with the manager of the children's centre site and the principal designate, to manage the wider community use of the school.

The school will host adult education in particular English for Speakers of Other Languages (ESOL) and recruit and train parents to work as volunteers within the school. The parental engagement with the school will be managed by the Parent Involvement Worker although it will be emphasised that it is the responsibility of all staff to ensure parents feel engaged and involved with their child's learning as we know that the engagement of parents is crucial to maximising children's achievement. However, given the complexities facing parents, particularly in relation to language, we know that if they are not supported and managed by the Parent Involvement Worker there is the potential that they will take time away from teachers' focus on delivering children's education and that this needs managing and co-ordinating from a non teaching member of staff.

All volunteers will undergo Big Life's robust vetting and training programme before they are able to undertake volunteer roles within the school. It is our vision that volunteers who wish to, will go on to training as teaching assistants and teachers within the school, further increasing the capacity of the community.

Where appropriate children's centre services will be run within the school by children's centre staff, for example our pre school disabilities group and our getting ready for school group. Running these groups within the school will support parents and children's familiarisation with the school environment supporting a smooth transition.

There is a lack of accessible open space within Longsight and each summer residents play cricket every evening on our children's centre car park. We will work with the community to ensure that the grounds of the school are open for community use when not being used by the school, encouraging participation in healthy activities and community ownership of the site.

Evidence of need for school places

We have long been aware of the need for more school places for the children of Longsight, through the local schools being at full capacity and the number of parents who have told us that for their child to go to school they need to travel out of the area. Indeed this has been one of the driving factors in proposing Longsight Community Primary.

To qualify this, we have sought the support of the Manchester Local Authority. [REDACTED] [REDACTED] has represented the [REDACTED] from initial meetings in September 2011, giving his full support¹⁶.

¹⁶ Please see Annex 3 for a letter of support from [REDACTED] on behalf of [REDACTED]

“Internally it is clear that we need more reception places in Longsight, demand continues to increase for both reception and primary places” - January 2012.

The 2011/02 Longsight ward profile data further qualifies the need, and predicts significant increase in the primary aged population.

Predicted change in age groups in Longsight between 2010 and 2015				
Age	2010	2015	Number	% Change
0-4	1,590	1,668	78	4.9%
5-9	1,113	1,320	207	18.6%

Source: estimates derived by Research and Intelligence from ONS Experimental Statistical Wards for 2010 and ONS 2008-based Sub National Population Projections

The data indicates that Longsight will exceed the Department for Education recently published pupil projections¹⁷ for 2015 by 8.6%.

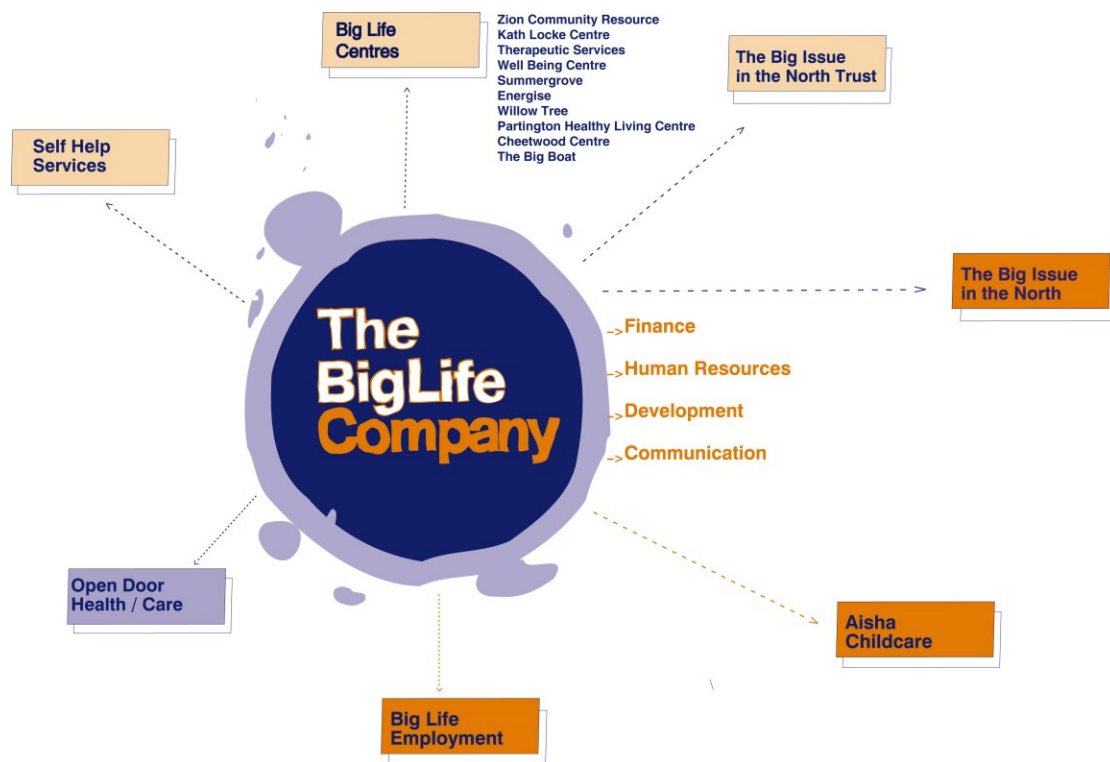
██████████
¹⁷ By 2015, pupil numbers in maintain nursery and state-funded primary schools are projected to increase by 10 per cent. DfE: National Pupil projections: Future trends in pupil numbers, December 2011 Update released 24 January 2012.

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.

Introduction

The Big Life Company is the corporate member of Longsight Community Primary. The Big Life Company is one of the largest social businesses in the country. It is a Company Limited by Guarantee, number 04227431, which was formed in 2002 from two organisations: The Big Issue in the North, and Diverse Resources. Over the next five years the group grew to include five social businesses and three charities. Our current structure is shown below.



We have 10 years' experience of delivering children's centre and Full Core Offer services, in areas of multiple deprivation, for families with multiple and complex needs. Aisha Childcare (now known as Big Life Families) provides a children's centre in Longsight, Manchester, and delivers early intervention services in a further 11 children's centres in Manchester.

Our Longsight Children's Centre was judged Outstanding by Ofsted in July 2011. The report stated that "The quality of support families receive is excellent. Staff are highly effective in assessing the needs of families and making early interventions. Staff are highly committed to their work and users talked impressively about how much 'staff are there for them'."

We are committed to engaging children and families, and use innovative strategies to achieve this. In Longsight we offer a birth registration service, and we use this as an opportunity to reach out to families and encourage them to engage with other services in the centre. This approach enables us to engage an average of 75% of under-1s in Longsight, with the figure being as high as 92.5% in one ward.

The total turnover of the group was ██████████ in 2011. We employ over 220 staff and benefit from the support of over 170 volunteers each year. We employ a local and representative workforce, with 40% living within two miles of their workplace and more than 30% coming from BME communities.

We deliver a wide range of universal and targeted services for children and families, including:

- Full day care
- Mobile crèche
- Outreach
- Family support including assessment and case planning, carrying our CAFs and engaging excluded families
- Early intervention
- children's centre services
- Support for people experiencing mental health problems
- Support for families affected by substance misuse
- Health and Wellbeing centres
- Supporting vendors of *The Big Issue in the North*
- Information, advice, guidance and signposting
- Employability skills development
- Job brokerage
- Personal and social development
- Skills for life
- Support for young people involved in crime and anti-social behaviour.

Our expertise lies in working in the most deprived communities and we have had great success in these areas across the North West of England. We are experienced in working with families affected by domestic abuse, parents with English as a second language, families affected by substance misuse, young care leavers, families in poverty, and refugee and asylum seekers.

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

Longsight Community Primary educational expertise comes from five sources.

1. The teaching and learning support staff employed directly by the school.
2. The skills, knowledge and expertise that is available in our community.
3. The governing body.
4. Partnership arrangements with other schools and educational providers.
5. External specialists.

This will ensure that our school meets the high aspirations for our children's education that are held by our parents and community, and that we achieve the identified outcomes for children.

1. Educational expertise from the teaching and learning staff employed directly by the school

We believe that our staff will be our greatest asset, and we are aware that research has consistently identified the leadership of the Principal as one of the most significant factors in successful schools. The commitment to appoint a highly qualified, successful Principal is in recognition of this.

The selection of staff is seen as crucial. We will identify the mix of skills and expertise that we require, and secure staff who are committed and enthusiastic about our vision and values as well as competent and qualified. The same rigour in staff selection will be implemented for the appointment of all staff because we recognise the vital contribution that teaching assistants and lunchtime supervisors make to a good school.

Our appointment process will always be transparent and objective. We will identify the person specification most appropriate to the job description and only appoint candidates who meet the essential requirements. In drawing up our selection process we will draw on nationally recognised good practice and Big Life's proven expertise in successful appointments.

We are a learning organisation and we are committed to ensuring that all our staff are engaged in continuous professional development. Time and resources will be made available to support this.

2. Educational expertise, skills and knowledge available in our community

There is a rich pool of talent available in our community. Some of our parents have been teachers or learning providers in other countries. Many of our community have a rich range of talents and skills in other areas. We will encourage those with skills and knowledge to share them, in appropriately structured and supervised ways, with our children. We want our children to recognise that there are already role models for success and achievement in our own community.

3. Educational expertise from our governing body

We will ensure that our governing body has members who have previous experience in governance and of delivering successful educational outcomes. All our governors will be champions for our children and their focus will be on what has been achieved and what needs to be achieved next. They will recognise that they have twin responsibilities: to support and to challenge. We have a significant pool of educational expertise committed to Longsight Community Primary from who we will select representation onto our governing body.

4. Educational expertise ensured through partnership arrangements with other schools and educational providers

We are committed to constructive co-operation with other schools delivering education in and around the community. We will share our expertise with them and draw upon their best practice. We will secure formal arrangements with the main secondary schools our children will progress to, in order to ensure that our children are well prepared for transfer. We have links with the Communication Academy that will ensure their experience and expertise helps enrich our priority area of language development. We know that Manchester is rich in universities and further learning providers, and we will build on our established relationships to draw upon their expertise. We will not only welcome students on teaching practice but will work with university training establishments to actively seek them.

5. Educational expertise from external specialists

We will complement the educational expertise available in and to the school with external expertise. We will involve an external educational consultant in the appointment of Principal. We will contract specialist services to ensure the special educational needs of our children are effectively met. When we are purchasing services we will always specify the outcomes as well as the inputs and will hold the provider accountable for delivering what has been agreed.

6. Committed educational expertise

The following educationalists have agreed to commit time to support the development of the school.

██████████, ██████████, ██████████, ██████████, ██████████ and ██████████.

██████████, ██████████, ██████████.

██████████, ██████████, ██████████, ██████████, ██████████.

██████████, ██████████, ██████████.

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	

F2: Show how you will access appropriate and sufficient financial expertise to deliver your vision.

Financial expertise will be available through the Big Life Group, who are Promoters of this bid. The group has been established since 2002 and has a financial turnover in excess of [REDACTED]. We have identified [REDACTED] as the [REDACTED] we will make available to support the development.

[REDACTED]. [REDACTED].

We recognise that we will need robust financial systems supported by appropriate financial expertise. Our financial controls will conform to the requirements of propriety and good management. We will have explicit lines of financial accountability and required reporting. We will maintain proper accounting records. We will prepare an annual balanced budget and an annual financial statement to be submitted for independent audit by a registered auditor. We will also ensure that the required insurance and necessary licenses are procured.

In order to ensure we have the appropriate expertise we will adopt a layered approach. [REDACTED] will be supported by [REDACTED], [REDACTED] and [REDACTED]. Both have [REDACTED]. We will also ensure that the governing body has one or more members who will bring with them successful financial management experience.

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

The Big Life Group will commit its full range of corporate resources, IT, communications, finance, HR and Strategic Governance resources to the school until it is at full capacity. It will not take resources from other services to their detriment. In particular, the following skills and experience are available.

Project start up and management

Big Life has extensive knowledge and experience in setting up projects including fully integrated children's centres offering a wide range of multi-disciplinary services, Primary Care facilities and social welfare projects. We also have extensive experience in project managing capital builds, including our flagship Longsight Children's Centre in Manchester with build costs of [REDACTED] which was delivered on time and on budget.

School governance

We have commitment from established school governors in the area including two local councillors, who both have [REDACTED]. We have established links to the support offered by Manchester LA through their training programme for school governors. We have [REDACTED] who has been a [REDACTED].

Legal and accounting

The Big Life Company provides central finance, HR, and communications functions for those social enterprises and charities in the Big Life Group. Providing these functions centrally, administration expenses are kept to an average of just 10% of income for each user. Our qualified finance team, through audited processes and best practices, provides management reports and timely information, budgets and budgetary controls, monitoring of performance, banking and cash flow controls. Financial records are independently audited and this provides additional confirmation that records and processes are accurate and correct. Where legal advice is necessary, for example contracts, HR law, corporate structures or taxation, a number of prominent firms are consulted (according to their legal specialisms) to ensure that best practices are carried out, companies are protected, and staff and stakeholders are treated correctly and fairly at all times.

Marketing

Big Life has its own communications and marketing team who are

experienced and adept at marketing our diverse range of services. We also have a long-term established relationship with the local community through our children's centre, and a bank of volunteer ambassadors who are able to link in with the local community to ascertain demand and market the services and school.

Buildings and site

As a group Big Life have overseen the capital development and refurbishment of a number of buildings and through this process have built strong partnerships with a range of architect firms, contractors and quantity surveyors. We are used to undertaking a competitive tendering process with contractors and have been able to forge a shared risk strategy to ensure buildings have been delivered on time and within budget.

Information and Communications Technology

Big Life has a contract with a local IT company, Economic Solutions. They provide all IT and communications support including advising on set up of IT requirements for large, new projects

Human Resources (HR)

Big Life has its own HR team consisting of an HR Officer and Assistant. In addition to this we also contract with Pannone solicitors for an HR advice service and have a HR database which enables us to log all HR documentation.

Project Management

There are two PRINCE2 qualified managers available to support the construction of a robust project plans.

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

Approach to staffing

The Big Life Group has a Recruitment and Selection Policy that aims to

- empower people
- develop people
- ensure that staff reflect the diverse communities in which we work.

When considering a post we consider first whether the post may be offered internally. If external recruitment is required we are committed to ensuring that any external recruitment process is accessible to people from all races, ages, genders, etc.

Another aim of Big Life's policy is to ensure that the needs of the organisation are met.

Taking these policies into consideration it is accepted that:

- some posts may be suitable to be filled from the Longsight community through the provision of training and support
- some posts may be suitable for people currently working with the Big Life Group
- some posts may require external advertisement as the profile of required skills and experience may not exist within the locality or the Group.

All posts will have a written job profile and person specification. The person specification will identify what skills, experience and qualifications are essential. Where qualifications are not essential, the possibility for staff to be recruited who could undertake the role whilst being given support and undertaking training will be made clear. The job profiles and person specifications will be drawn up by the Big Life Group Human Resources staff with input from people with educational expertise.

The vision of the school is that **together we can achieve the best future for our children** and the key outcomes relate to educational achievement. It is therefore recognised that qualified and experienced, successful educational specialists will be needed.

The post of Principal, and of the teachers in the first year will require staff who are appropriately qualified and who have a track record of successful experience. After year 2 it is hoped some of the teaching staff may come from Teach First. It is expected that some of the staff filling other posts will be drawn from the Longsight community and provided with training and mentoring to develop into their roles.

All appointments will be made by a recruitment panel that reflects the needs of the community, has the appropriate expertise, and is chaired by a person

who has been trained in awareness raising in respect of discrimination and equality in recruitment and selection.

All staff will be supported by a Training Plan to ensure their continuing professional development, and by peer mentoring. Where the peer mentoring is not available within the Big Life Group it will be sought externally.

We expect the staffing profile to reflect the Longsight community profile.

All staff will have an annual appraisal which will be formally recorded and which will reflect on performance against targets agreed the previous year.

Staffing Profile

The staffing profile of the school will build up as follows.

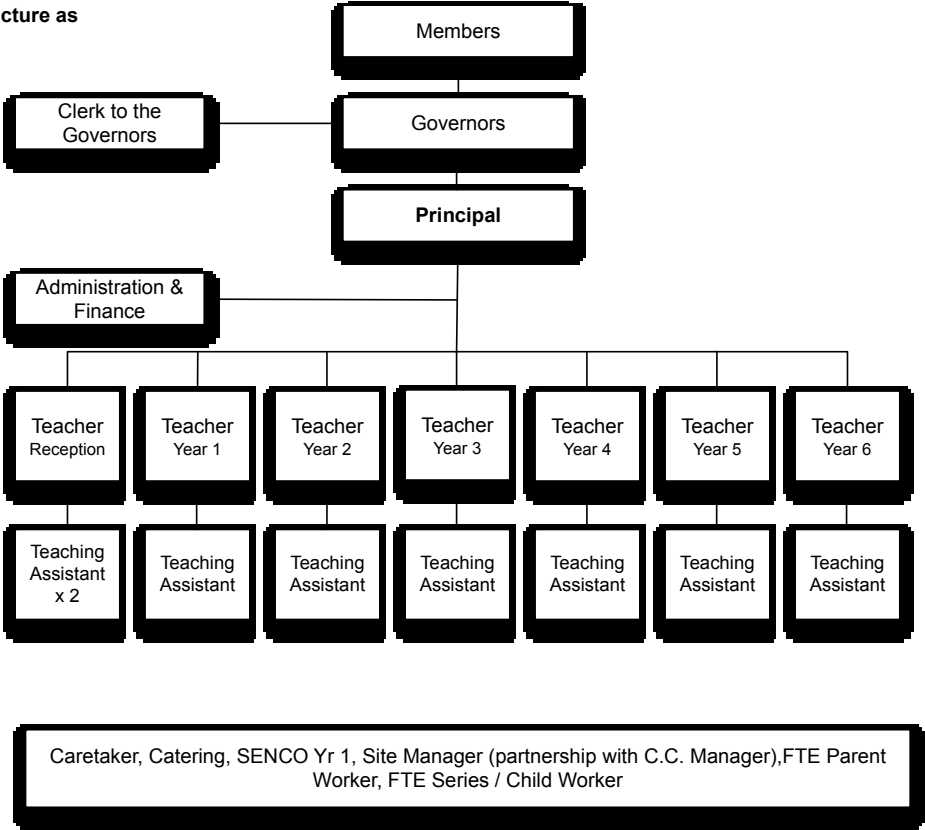
		Principal	Teaching Staff	Teaching Support	Admin Staff
2013	Start-up	1	0	0	1
2013 - 2014	Year 1	1	1.5	2.5	1
2014 - 2015	Year 2	1	3.5	5	1
2015- 2016	Year 3	1	5	6	1
2016- 2017	Year 4	1	6	7	1
2017- 2018	Year 5	1	7	8	1

- The Principal will have qualified teaching staff.
- The Principal will undertake a part time teacher role in Year One and also undertake the responsibilities of SENCO.
- From Year Two the role of SENCO will be allocated to one of the teachers with qualified teaching status and the Principal will provide teaching cover to enable 20% of time to be allocated to this role.
- Administration support staff will be employed term time only.

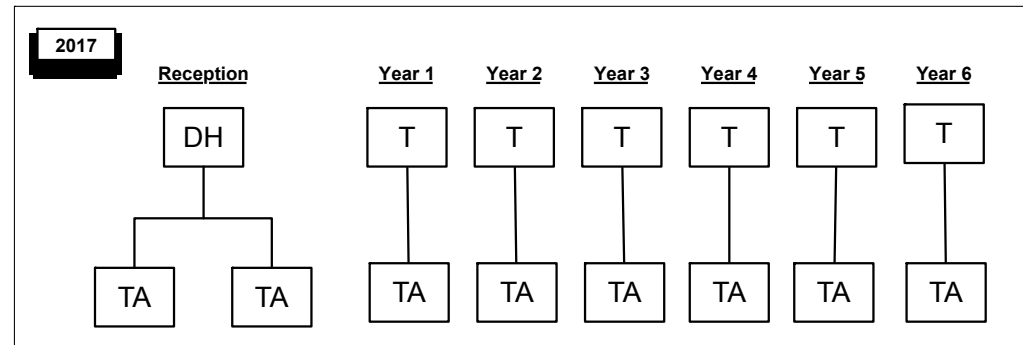
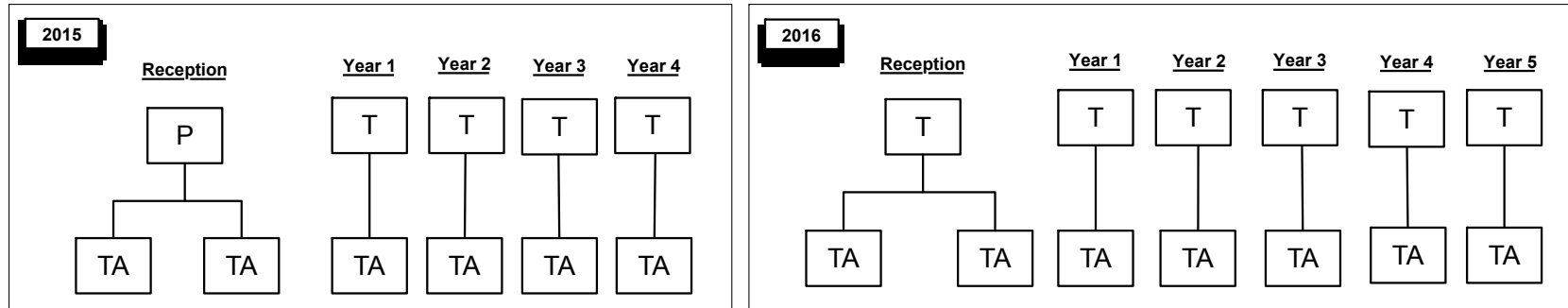
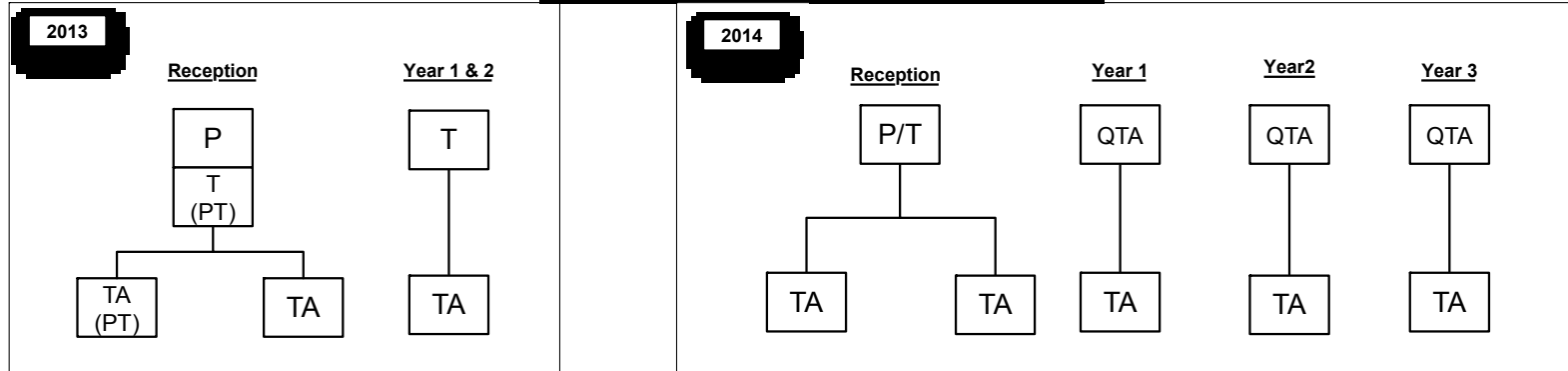
Staffing Structure

The staffing and accountability structure for the school when it is at full capacity are set out in the diagram below.

**Organisation Structure as
at Year 5**



Longsight Community Free School Development of Teaching Staffing



Key

- P = Principal
- T = Teacher
- DH = Deputy Head
- QTA = Qualified Teaching Assistant
- TA = Teaching Assistant
- AS = Admin Support
- R = Reception
- PT = Part Time

Accountability of staff

A Performance Management Framework will ensure that every member of staff will have clear accountability as to how they are contributing to the determined outcomes, what they have to do to achieve these and to whom they are individually accountable. Although the Principal has overall accountability for the success of the school, this will only be achieved by all the staff working together to achieve their own accountabilities.

- The Company Directors who are the governing body will be accountable both to the Longsight community, as represented by the parents, and to the Company Members.
- The Principal will be accountable to the governing body through the Chair of Governors.
- The teaching staff will be accountable to the Principal.
- The Administrative assistant will be accountable to the Principal.
- The Teaching Support staff will be accountable to named individual teachers.

Although the structure reflects the association of Teaching Support staff and teachers to individual classes there will be planned flexibility in the use of Teaching Support Staff and accountability may vary depending on the experience of staff and the requirements of particular staff.

The Principal will be accountable for:

- Ensuring the safety of children and staff (this includes Health and Safety as well as Child Protection)
- Ensuring the agreed outcomes are achieved or exceeded
- Ensuring that standards of behaviour throughout the school reflect the agreed values and policies of the school
- Ensuring appropriate staffing is available to achieve the outcomes
- Securing the day to day management of the school
- Ensuring that appropriate policies are in place and that they are implemented
- Establishing and maintaining an appropriate pattern of relationships with parents, the community, partnership organisations and other educational establishments
- Ensuring that appropriate arrangements with external bodies are made so that the needs of Children in Care and Children with Special Educational needs are met
- Ensuring that staff who are accountable to them have an annual appraisal and that their learning needs are identified and met
- Ensuring that all resources are used effectively and are accounted for
- Ensuring that the governing body is promptly informed of any areas of

concern.

The class teachers will be accountable for:

- Ensuring that learning is enjoyable and that children are encouraged and supported to become creative and courageous learners
- Developing and delivering an education plan for their class which takes into account the requirements of the National Curriculum and the learning needs of individual children
- Ensuring that each child in their class has an individual learning programme that sets out clearly what the child's learning targets are
- Ensuring that there is a system to record and report on the progress of individual children
- Establishing and maintaining appropriate standards of good behaviour in the class
- Developing and maintaining a pattern of communication and relationships with individual parents and the parent group appropriate to the needs of the children and the values and commitments of the school
- Managing and supporting the Teaching Support Staff so that their skills are best deployed to meet the needs of the children
- ensuring that staff who are accountable to them have an annual appraisal and that their learning needs are identified and met
- Working with the SENCO to ensure that Children with special educational needs are identified and met.

The Teaching Support Staff will be responsible for:

- working with the class teachers to develop and deliver personalised learning programmes appropriate to the needs of individual children
- ensuring that all children are encouraged and receive positive reinforcement
- ensuring that individual children who express behaviour that is contrary to what has been agreed are sensitively dealt with and that they are reminded of what is expected and why it is required.
- Working with the SENCO to ensure that children with special or additional needs have appropriate support.

The SENCO will be responsible for:

- working with the Principal and other teachers to help shape the strategic development of SEN policy and provision
- the operation of the school's SEN policy on a day-to-day basis
- co-ordinating provision for pupils with SEN, particularly through School Action and School Action Plus.
- supporting the staff and governors in identifying their SEN related developmental and training needs and either providing or procuring appropriate training.

How the staffing structure ensures curriculum delivery

The relationship between the staffing structure and the delivery of the

curriculum will require a creative tension between flexibility and accountability that will be secured through effective communication. Whilst all class teachers will have a class that they are identified as responsible for, they will teach some groups of children who are not in their class and the children in their class will be taught for some sessions by other teachers. All class teachers will be required to have one or more specified areas of curriculum responsibility, such as Key Stage 1 literacy, or Key Stage 2 science, or a themed responsibility like Enterprise or Creativity. The staff will work as a co-ordinated team led by the Principal.

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 of Principal Designate

The Principal Designate of the Longsight Community Primary will be an outstanding educational leader who will have the passion and vision to transform lives by delivering improved outcomes. Arrangements for this appointment will be crucial for the success of the school. Each element of the process will be carefully planned to ensure the best outcome.

- The person specification and job description
- The salary and conditions of service
- The advertising and marketing strategy: in order to ensure that the best possible candidate is secured for the post the governing body may approach directly known candidates with a proven track record of success and/or engage the services of a professional recruitment service.
- The selection process: this will ensure that the voice of the child and the voice of the parent help inform decision making.
- The interview panel: this will comprise of members from the governing body and the Company. It will be chaired by someone who has undergone training in recruitment and selection including discrimination awareness training. The selection panel will be advised by an external educational expert and will draw on evidence from the candidates interacting with parents and children.

Role of the Principal Designate in the Implementation Phase

The Principal Designate will, with the support of the governing body, be responsible in the implementation phase for:

- the appointment of staff
- ensuring the design of the building is appropriate for securing the intended outcomes
- ensuring appropriate and necessary educational resources are purchased so that the school can function effectively on opening
- establishing links and relationships within the Longsight community
- establishing appropriate links and relationships with Manchester City Council education services, especially in respect of admissions and traded services
- establishing positive relationships with other schools and academies serving the local community
- reviewing the Education Plan as set out in Section D and securing the support of the governing body for any proposed changes
- developing with the governing body and the Longsight Children's Centre and delivering a marketing strategy to ensure maximum pupil uptake.

Recruitment of other staff

The principles underpinning selection and recruitment are set out in Section F4 and will be followed for all staff. We will ensure parents and children contribute to the appointment process for all staff.

Ensuring relevant skills and experience in prospective governors.

The role of a governing body is set out in the Academies Financial Handbook.

“The governing body is responsible for ensuring that high standards of corporate governance are maintained. It should exercise its powers and functions with a view to fulfilling a largely strategic leadership role in the running of the academy, addressing such matters as:

- *policy development and strategic planning, including target-setting to keep up momentum on school improvement;*
- *ensuring sound management and administration of the academy, and ensuring that managers are equipped with relevant skills and guidance;*
- *ensuring compliance with legal requirements;*
- *establishing and maintaining a transparent system of prudent and effective internal controls. (Note that the Academy’s annual report and accounts must include a statement on the efficiency and effectiveness of such controls)*
- *management of the academy’s financial, human and other resources (in particular control over the spending identified in the academy’s development plan);*
- *monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;*
- *helping the academy be responsive to the needs of parents and the community and making it more accountable through consultation and reporting;*
- *setting the academy’s standards of conduct and values;*
- *assessing and managing risk (including preparation of a statement on the academy’s risk management for its annual report and accounts).*

The governing body also has to take action when there are weaknesses in the academy. Where individual governors have concerns which cannot be resolved about the running of the academy or a proposed action, they should ensure that their concerns are recorded in minutes. NB: All duties and responsibilities of governors detailed in this handbook apply equally to persons who are not governors of the academy but who have been appointed to serve on a committee of that academy in an honorary capacity.

*The governing body must appoint a **headteacher** to the academy who will also act as an ex-officio governor. The headteacher is responsible for the internal organisation, management and control of the academy, the implementation of all policies approved by the governing body and for the*

direction of teaching and the curriculum. The governing body should formally delegate these powers and functions to the headteacher.”

In order to fulfil the responsibilities outlined above we will require the governing body to have within it the following **skills**.

- leadership of a successful educational establishment
- management of complex budgets
- strategic planning and delivery
- project planning
- curriculum development
- operational management oversight.

We require the governing body to have within it the following **experiences**:

- creative partnership working with a local community
- actively contributing to the governance of a school
- successful financial management
- being the parent of a child in Longsight
- successful project management experience
- creating, monitoring and reviewing policy and practice
- delivering positive outcomes.

We require **all** of the governors to have the following **values and attributes**:

- a commitment to working together
- the belief that only the best is good enough
- a commitment to changing the world
- being willing to respect and value differences
- the commitment to give time and effort to ensure success
- to be honest and thoughtful
- to be creative and courageous.

Identification and appointment of governors with the required breadth of skills

The **Principal** will be on the governing body and will bring the required skills of *leadership of a successful educational establishment, curriculum development and strategic planning and delivery*. There will be at least one other member of the governing body who brings successful educational experience.

It will be proposed to members that there will be a [REDACTED]. This will be [REDACTED] who is an [REDACTED] with lead responsibility for services for children. She will bring [REDACTED]. She will also bring experience of [REDACTED]. She will also ensure that the [REDACTED].

Two of the [REDACTED] have offered to serve on the Governing body [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]). They will bring experience of *actively contributing to the governance of a school* as well as community and political links.

There will be a **Parent Governor** who will bring the experience of *being a*

parent of a child in Longsight.

It is not intended that there is a large governing body. The governors will be selected for what they can bring rather than elected for whom they represent. Governance will be enhanced by extension committees chaired by a governor which will have specific tasks and targets and report back to the governing body.

A designate governing body will be formed in March 2012 and it will progress arrangements for the appointment of the Principal Designate so that there is no delay in making an appointment once approval has been secured. They will also continue planning as far as is prudent without the commitment of resources.

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

Lines of accountability are clear. The management team, including the principal designate, will provide high-quality professional supervision to all staff, which will drive outstanding performance. The principal designate will report directly to the Chair of the governing body, who is responsible for monthly supervision of the principle designate. The governing body (company directors) will provide effective support and challenge to the principle designate.

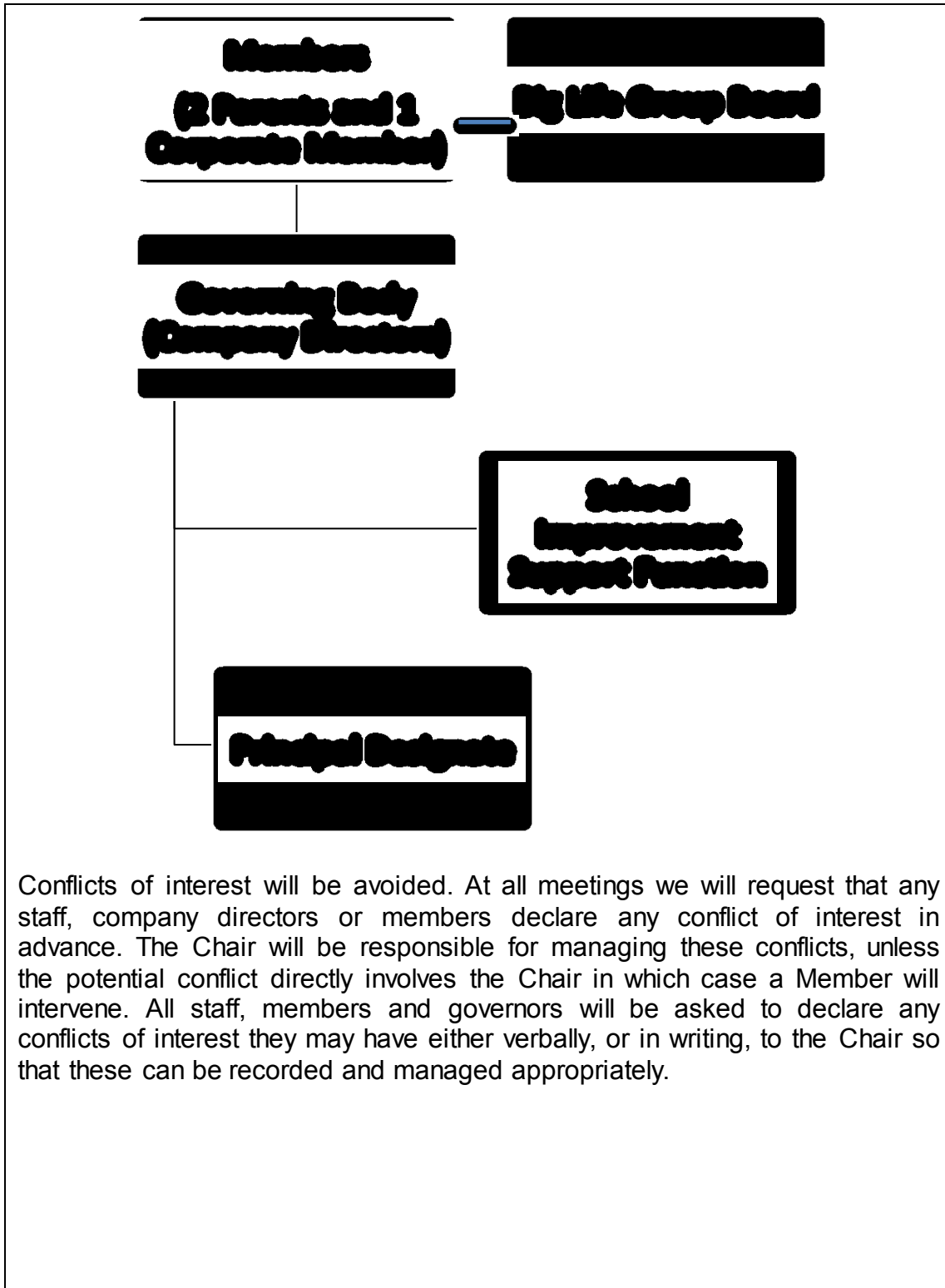
Ultimate responsibility for the school sits with the company members (initially, one corporate member and two members who are also local parents). Only one of the members will be a company director at any time. Any issues that are identified as requiring escalation will follow a clearly defined dispute resolution and whistleblowing processes. The members have the final decision on any matters that are escalated by the governing body. The principal designate or any of his/her staff will have a right of appeal, if required, to the Members.

There is a clear, shared sense of purpose between all parties, with clearly defined roles:

1) Company Members – Members will appoint Company Directors. To ensure an effective line of accountability the Corporate Member (Big Life Company) will report directly to the Big Life Group Board.

2) Governing Body (Company Directors) – Governors will support and challenge the Principal Designate in carrying out his / her duties for the day to day management of the school. The governing body will be supported by an independent school improvement person(s), so that the governing body is able to effectively and independently challenge all aspects of the school's operation with a clear focus on improving outcomes for children.

3) Principal Designate – Delegated responsibility for day-to-day running of the school, including safeguarding, finance, human resources (performance management) and ICT.



Conflicts of interest will be avoided. At all meetings we will request that any staff, company directors or members declare any conflict of interest in advance. The Chair will be responsible for managing these conflicts, unless the potential conflict directly involves the Chair in which case a Member will intervene. All staff, members and governors will be asked to declare any conflicts of interest they may have either verbally, or in writing, to the Chair so that these can be recorded and managed appropriately.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Section H: Premises

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

The address for Longsight Community Primary is:

██████████
Longsight
██████████.

The site is currently a ██████████ based in the heart of the community that the school will serve. It is intended that the school and the Children's Centre will form one integrated model occupying the same site with an extension to the building to accommodate the additional space requirements over time as the school roll grows incrementally across the years.

The Big Life Company, which is a member of the Longsight Community Primary company, owns the building which houses the ██████████ and has a 25 year lease on the land it sits on. The ██████████ has been in operation since 2004 and currently is a lively community hub offering ██████████ universal and targeted services. There is space within the ██████████ to accommodate classes for the first two years of the school with the use of some temporary modular buildings so in total we can accommodate the 108 pupils in these years as well as the children currently accessing the ██████████ on site and ██████████ services. The site is ideal for the school because it has land on which the school can be expanded and will ensure a seamless 0-11 service for children and families.

There is also land adjacent to the existing ██████████ which is currently owned by the Diocese of Salford and is currently being used to house a temporary ██████████. In the recent past it has also been used to house one of the local ██████████ whilst it was undergoing refurbishment who shared space with the ██████████ thus proving how the model can work. The Diocese has ensured that if the land were to be sold, Big Life would always have first refusal.

The current available building space is 901 square metres. This is situated within 8016.8 square metres plot of land. A large proportion of this land is currently under lease within the 25 year agreement with Big Life which is deemed to be suitable in size for the free school development without having to secure the additional plot of land from Salford Diocese.

This therefore offers 2 options for the development of the schools premises:

Option one: to extend onto the centre on the available land that is part of

the current lease

Option two: secure the adjacent land to provide an enhanced plot for the school premises

Either of these options supports the vision of a 0 – 11 years complex that is already known and welcoming to families and ensures that children's learning is supported from the earliest opportunity and the relationships with families are built pre-natally.

The proposed site is in the heart of this community, the site was once used as a local primary school by the Roman Catholic Diocese. Longsight is twice as densely populated as the Manchester average. There are very few sites for development available to ensure children are able to walk to school.

Annexes

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

Annex 1 – letter of support from [REDACTED]

Manchester City Council

Telephone [REDACTED]

Telephone [REDACTED]

[REDACTED], Manchester [REDACTED]

10th February 2012

[REDACTED]

To whom it may concern,

Re. Longsight Community Primary

I am writing to add my voice to support the Free School Application from The Big Life Company, for Longsight, Manchester.

Since being [REDACTED] Longsight ward in May 2010 I have been working with The Big Life group, who have successfully delivered the Longsight Children's Centre, securing an 'Outstanding assessment by Ofsted in 2011.

The Big Life group have been active in Manchester for over 20 years and during this time have shown themselves to be rooted in local communities. Manchester City Council has commissioned them to deliver family, employment and community services and they have always performed professionally, delivering high quality outcomes.

Longsight as an area faces many challenges, it is an area of deprivation and 49% of children in central Manchester live in poverty. As a local [REDACTED] I am constantly being approached by parents who are struggling to find local school places for their children and the population is due to grow by a further 16.9% by 2015.

I am confident that with this initiative we have the opportunity to develop a school which is unique and special and will:

- Maximise the involvement and leadership of local parents
- Further develop the sense of social cohesion in an area with diverse communities living together
- Improve the educational attainment of local children
- Provide a model for the roll out of free schools in other less affluent areas

I fully endorse this application and look forward to working with The Big Life Group to ensure the school reaches its maximum potential should the application be successful.

Yours sincerely

[REDACTED]

Annex 2 – letter of support from [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Manchester

[REDACTED]

Tel: [REDACTED]
Tel: [REDACTED]
Fax: [REDACTED]
Email: [REDACTED]

Date: 8th February 2012

To whom it may concern,

Re. Longsight Community Primary

I am writing to outline support the Free School Application from The Big Life Company, for Longsight, Manchester.

The Big Life group have been active in Manchester for over 20 years and during this time have shown themselves to be rooted in local communities. Manchester City Council has commissioned them to deliver family, employment and community services and they have always performed professionally, delivering high quality outcomes. For the past ten years they have successfully delivered the Longsight Children's Centre, securing an 'Outstanding' assessment by Ofsted in 2011.

Longsight as an area faces many challenges, it is an area of deprivation and 49% of children in central Manchester live in poverty. As a local councillor I am constantly being approached by parents who are struggling to find local school places for their children and the population is due to grow by a further 16.9% by 2015.

I am confident that with this initiative we have the opportunity to develop a school which is unique and special and will:

- Maximise the involvement and leadership of local parents
- Further develop the sense of social cohesion in an area with diverse communities living together
- Improve the educational attainment of local children
- Provide a model for the roll out of free schools in other less affluent areas

As the [REDACTED] I wish to fully endorse this application and I will be happy to provide any further information required.

Yours Faithfully,

[REDACTED]

Annex 3 – letter of support from [REDACTED], [REDACTED], Manchester City Council

[REDACTED]

Manchester City Council

[REDACTED]

Telephone:

[REDACTED]

[REDACTED]
Manchester

[REDACTED]

Date: 9th February 2012

To whom it may concern,

Aisha Free School

I am writing to outline support the Free School Application from The Big Life Company, for Longsight, Manchester.

The Big Life group have been active in Manchester for over 20 years and during this time have shown themselves to be rooted in local communities. Manchester City Council has commissioned them to deliver family, employment and community services and they have always performed professionally, delivering high quality outcomes. For the past ten years they have successfully delivered the Longsight Children's Centre, securing an 'Outstanding' assessment by Ofsted in 2011.

Longsight as an area faces many challenges, it is an area of deprivation and 49% of children in central Manchester live in poverty. As a local councillor I am constantly being approached by parents who are struggling to find local school places for their children and the population is due to grow by a further 16.9% by 2015.

I am confident that with this initiative we have the opportunity to develop a school which is unique and special and will:

- Maximise the involvement and leadership of local parents
- Further develop the sense of social cohesion in an area with diverse communities living together
- Improve the educational attainment of local children
- Provide a model for the roll out of free schools in other less affluent areas

The City Council wish to fully endorse this application and I will be happy to provide any further information required.

Yours sincerely,

[REDACTED] ([REDACTED])

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