

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:

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

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

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

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

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED], Hemerdon, Plymouth, [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="1"> <tr> <td>Please state how you would describe your group:</td> <td><input checked="" type="checkbox"/> Parent/community group</td> </tr> </table>	Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group
Please state how you would describe your group:	<input checked="" type="checkbox"/> Parent/community group		
6.	If Other, please provide more details:		
7.	<table border="1"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="1"> <tr> <td>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</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
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		
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>Real Ideas Organisation – Helped turn the vision into actual Educational Plans with well structured, coherent and achievable vision and financial model.</p> <p>It is envisaged they would continue to provide support in Curriculum planning, staffing and community development work</p>		

Details of company limited by guarantee	
11.	Company name: Sparkwell All Saints Primary Trust Limited
12.	Company address: [REDACTED], [REDACTED], [REDACTED], Plymouth, Devon, [REDACTED]
13.	Company registration number: 07952925
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:
Company members The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members:
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name:

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
19.	Please provide the name of the proposed chair of the governing body, if known: ██████████

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (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"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none">• their name;• their Companies House and/or Charity Commission number, if appropriate; and• the role that it is envisaged they will play in relation to the Free School.	
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	

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

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



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

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

Signed:

Position: Chair of company

Print name: XXXXXXXXXX

Date: 22nd February 2012

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

Section B: Outline of the school

1.	Proposed school name:	Sparkwell All Saints Primary School
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11
4.	Date proposed school will reach expected capacity in all year groups:	September 2015
5.	Will your proposed school be:	<input checked="" type="checkbox"/> Mixed
6.	<p>Do you intend that your proposed school will be designated as having a religious character?</p> <p><input checked="" type="checkbox"/> No</p> <p>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</p>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	<p>Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?</p> <p><input checked="" type="checkbox"/> Yes</p>	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	Church of England
10.	Postcode of the preferred site of the proposed school:	<input type="text"/>
11.	Local authority area in which the proposed school would be situated:	Devon
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local	Plymouth

	authorities:	
13	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

The Rationale

The driving purpose of setting up a primary school at Sparkwell is the commitment to provide parents with choice. Sparkwell All Saints Primary School offers a distinct alternative to the existing provision.

The vision for the school has come from two main areas of demand:

- Growing demand from families across Plymouth and the South Hams for choice in where they send their children.
- A strong demand for a village school to act as a hub for community action, local services and economic activity

Demand from Parents in Plymouth and the South Hams:

Sparkwell is accessible to the large urban conurbation of Plymouth, the large suburban areas of Plympton and Plymstock, and the South Hams town of Ivybridge- the largest town in the district. There is a strong demand in these areas for an alternative choice of provision. Sparkwell All Saints Primary School will offer parents that choice and a distinctive ethos.

Prospective parents are interested in a school that prepares their children for the 21st century. Where pupils are supported and challenged to succeed and make a real contribution to their school and community. They are attracted by the vision of the school being interwoven with the community allowing for extended provision and the opportunity for pupils to take the skills knowledge and understanding they develop through the curriculum and apply them to real life, contexts. They want a school that not only ensures all pupils excel in the academic subjects but that they leave with a deep understanding of their civic responsibility and the skills and experience needed to achieve in business and in life.

Demand from the local community

There is a strong demand in the community to re-instate local services, to involve young people in the political processes and to build young people's confidence. There is a will to actively involve young people in the workings of the district, parish and town councils. There is a need to develop the capacity for the community to engage in sustainable activity for all its citizens, young people included. Motivated by a sense of purpose Sparkwell All Saints Primary School pupils will then be able to clearly identify themselves as community activists and speak with ease to others in communities across the city about civic responsibility.

School Vision

“Educating Hearts and Minds”

Sparkwell All Saints Primary School will be a **“big society school”**, modelling community engagement, volunteering and excellent teaching and learning. Its purpose is to challenge its pupils to achieve, excel and make an outstanding and active contribution to their community. Central to the life of the village, Sparkwell All Saints Primary School will provide a focus for local activity, putting the community at the heart of the school and the school at the heart of the community. The school will act as a catalyst to bring the community together to identify and solve its problems, growing a generation of responsible and empowered citizens.

The elements that will produce this success are outlined below:

- outstanding teaching of *First Class Basics*
- the implementation of community learning challenges
- innovative use of new technology
- involving parents in pupils learning
- extended provision through the community hub

School Ethos

The underlying principles that will drive the school are based on the logic that people achieve and excel in an environment of support and challenge. That they can accomplish great things when great things are expected of them and they achieve best when their learning; has a purpose, is relevant and makes a difference to their community. They will be given the opportunity to make a significant and visible impact on their community, have a wealth of supportive adult relationships and participate in community based learning challenges. These challenges will allow them to apply the skills, knowledge and understanding they are developing in the curriculum to real, relevant and meaningful contexts.

The learning challenges will bring together community members and pupils. Putting power and opportunity, parents and local businesses together - the community challenges will identify local needs, solve problems and provide real learning opportunities.

Dedicated and outstanding teachers of *First Class Basics*

The first driving force of the curriculum at Sparkwell All Saints Primary School will be a focus on all pupils achieving their potential in the core subjects and leaving with a passion and drive for academic excellence. Qualified teachers of Maths, English and Science will be employed to deliver inspirational and effective *First Class Basics*. Their primary focus will be students' academic achievement. They will be responsible for each pupil under their care making sustained and significant progress in these core subjects. They will ensure that a pupils' progress in the core subjects is tracked rigorously and that no pupils fail to achieve. The love and passion for the core subjects and learning will be fostered in the community. Pupils will have the opportunity to share their learning in a community context through the activity of the community hub.

Making learning real (Learning Challenges)

At Sparkwell All Saints Primary School we believe that it is essential for all pupils to be given the opportunity to apply the skills knowledge and understanding that they develop in a real world context making learning, real, relevant and fun. The school curriculum will be structured and set up to give all pupils the opportunity to develop and apply skills in the community. In key stage two all non-core subjects will be taught through Learning Challenges. In order to achieve the real learning challenges in the community, partnerships with outside groups, businesses and organisations will be vital. The structure, staffing and responsive nature of the learning challenges will allow the school to maximise the opportunities for specialist subject input from these partner organisations. Sparkwell is surrounded by a wealth of businesses, organisations and professionals; **Dartmoor Zoo**, energy company **Centrica**, communications company **Orange** and international food producer **Langage Farm** have already expressed their desire to partner with the school.

Pupils will develop the ability to learn content, to understand the world around them, to develop knowledge and skills. They will become highly numerate, literate and scientific enquirers. Through their Learning Challenges they will then apply their skills and understanding in a real context to produce high quality outcomes; thereby actually making impact on the world around them. They will leave with a profound understanding of and practical commitment to their community; the ability to accomplish extraordinary things and make contributions to society; and the skills and qualities needed to succeed in life. They will be acknowledged – and see themselves - as resourceful, knowledgeable, and agents of change who can harness their ideas, energy and enthusiasm to benefit everyone.

Focus on developing well-rounded, successful learners

All pupils will leave Sparkwell All Saints Primary School demonstrating the ability to succeed in life. As the pupils go through the school they will carry with them an All Saints Success Passport: This passport will record each pupil's ability to succeed.

The role of new technology developing a generation of digital natives

New technologies will also be a vital part of the curriculum and used as a teaching and learning tool. Cutting edge media and ICT equipment will enable pupils to research, develop and work in flexible methods to demonstrate and apply their learning. ICT skills will be mapped to both *First Class Basics* and Community Learning Challenges. Pioneering methods of pupil and teachers assessment will also be carried out in conjunction with learning through specifically designed apps that allow real time tracking and monitoring of learning.

Parental/Guardian Involvement

The other vital role in making this curriculum work will be Parents/Guardians and Community Volunteers. Training and mentoring will be run for both of these parties to allow for the highest quality of input from non-teaching professionals to take place within the curriculum. This will be explicit when a child is enrolled in the school and will form part of a contract between the parent/guardian and the school.

Involving parents in pupils learning is an essential part of ensuring success at Sparkwell All Saints Primary School. It will be a guiding principle that Pupil/Parent/Professional relationships will be seen as key to the success of the school and its provision. We will instigate home school projects, parent training sessions, bi-weekly “facetime” parent/pupil/teacher conferences to concentrate on key performance indicators to support *First Class Basics*. There will also be regular opportunities for parents to contribute to their child’s intellectual and physical development by engagement with *Community Learning Challenges* during both school time and extended hours provision.

The role of the school as a Community Hub:

The role of Sparkwell All Saints Primary School is to be more than simply a school. It will not only provide an outstanding education for its pupils but will also act as a centre for community activity and services. A place where school pupils, older young people from the community and adults, learn, enjoy and contribute together. Where education of the heart can take place as well as the mind. Where the shared experience of knowledge and education will support of all it’s citizens and their engagement in the community as a whole

The Community Hub will be run in a flexible and innovative way through a mixture of paid staff and volunteers. It will provide affordable extended schools services; generate income from providing local services and social enterprise activity and act as a vehicle to raise funds from business, individual philanthropy and appropriate trusts and foundations.

The Community Hub will act as model for innovative delivery of community activity and local services in an area that falls into the lowest quartile of Geographic deprivation in the country.

Community Learning Sessions

These will be affordable specialist sessions delivered by the learning co-ordinators or freelance specialists/ volunteers. These sessions will provide extended learning for pupils and access to specialist workshops for all members of the community. They will be demand led and respond to the interests of the community and pupils and will be about personalised learning in a community context. All learning sessions will be run as flexible, facilitated sessions where participants will create personalised learning plans and develop the new skills they have identified in a supported environment. “ [REDACTED] aged 72” will be learning about and exploring how to use e-mail and surf the web while “ [REDACTED] aged 7” is exploring how she designs her own iPad apps.

- **New Technology Lab** learning new IT skills and finding out about new technology from web surfing to the basics of computer programming
- **Technics** the making workshop - an innovative approach to science and design technology. Technics enables people to become ingenious thinkers and designers and design new products and solutions to problems.
- **Growing and Gardening Lab** from growing herbs to building raised beds these facilitated sessions will allow participants to identify and explore any areas of interest
- **Cooking and Food Product Design** learn to cook in partnership with local producers, restaurants and retailers (eg. Langage Farm)
- **MFL Lab** learning new languages either in lessons or discretely using modern technology
- **Community Choir**
- **Arts Award Delivery**

Community activity and volunteering sessions

These sessions will be facilitated by a learning co-ordinator and will act as a civic leadership academy and volunteering service. The Community Hub will build a bank of community volunteers, train and support those volunteers (managed CRB and safeguarding checks) and ensure those volunteers are recognised/accredited for the activities in which they participate.

There will be a strong focus on developing young leadership and having young people take on civic leadership roles or set up exciting community projects.

Social Enterprise Lab

These will be flexible sessions that focus on supporting pupils; young people aged between 11-25 and other community members on setting up and running social enterprises that positively impact the surrounding communities. Participants will also undertake the SEQ (social enterprise qualification) as part of this process. The lab will provide expert enterprise support that will be accessible to anyone in the community. These sessions will be useful for community members with the beginnings of an idea or experienced entrepreneurs. The lab will share examples and celebrate exciting activity becoming known as an incubation centre for innovative approaches to delivering services and running businesses.

Types of social enterprises that we expect may come out of the social enterprise lab include:

- innovative rural retail
- artisan food producers
- the Sparkwell cafe and restaurant
- the Sparkwell Jam company
- personalised gift company
- the Sparkwell library service

The social enterprise lab will also play an important role in providing opportunities for the schools real learning challenges and a way for all pupils to have the opportunity to develop and demonstrate the skills from the Sparkwell Success Passport.

The community hub/social enterprise lab will operate as an independent social enterprise. Although sharing staff with the school it will be an independent CIC able to generate funds, apply for grants, and access philanthropic and corporate giving.

Our Success

The success of the school will be demonstrated by

- Exceptional achievement in core subjects demonstrated by all pupils achieving 10% above national averages
- All pupils leaving with a clear understanding of their ability to contribute make a difference and positively impact the world around them as demonstrated by all pupils in key stage 2 being actively engaged in 3 community projects each year.
- A community that are without exception - proud, knowledgeable about and willing to contribute to the success of their school as demonstrated by at least 5 positive press stories per year, regular giving activity and record attendance at all community hub events
- A school that contributes to the economic, politic and civic activity of the community, providing a central hub for village activity

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		15	15	15	15	15	15	15
Year 1		15	15	15	15	15	15	15
Year 2		15	15	15	15	15	15	15
Year 3		15	15	15	15	15	15	15
Year 4		15	15	15	15	15	15	15
Year 5			15	15	15	15	15	15
Year 6				15	15	15	15	15
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		75	90	105	105	105	105	105

Section D: Education plan – part 2

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

Overview of the Sparkwell All Saints Primary School Curriculum

We have designed the curriculum for Sparkwell All Saints Primary School in light of both the views of parents, educational professionals and the village in which the school will sit. The approach used for the teaching of core subjects will allow the school to support children to excel in their learning and produce the highest results possible. However the school, and therefore the learning, needs to be driven by the ethos of the village as a way of keeping the area active and providing services needed there for all. We feel that through their learning, children have the capability to develop as active citizens, give back to their community and excel in their development of knowledge, understanding and application of learning if the curriculum is developed in the right way.

The curriculum will therefore have two key focuses:

- The teaching of Core Subjects through **First Class Basics** – this will be the approach used to accomplish academic excellence in the subjects of Literacy, Maths and Science
- The delivery of a broad and balanced curriculum through innovative community based **Learning Challenges**

We feel that the approach outlined in detail below will ensure that all pupils leave Sparkwell All Saints Primary School:

- Achieving the highest academic standards in Maths, Science and Literacy
- As effective, engaged and successful members of the Sparkwell community who can apply learning in real contexts

Key Stage 1 and 2

Teaching time during the week of the curriculum will take place over 25 hours and 20 minutes (1520 minutes) (plus an additional 2 hours and 30 minutes Physical activity pre teaching time). For most classes and pupils in the school, the following splits will take place for different subjects.

First Class Basics:

- Maths – 1 hour 10 minutes per day, 4 hours and 40 minutes per week (over 4 days – 280 minutes) – 18.4% of the teaching
- Literacy - 1 hour 30 minutes per day, 6 hours per week (over 4 days – 360 minutes) – 23.7% of the teaching
- Science – 2 hours 30 minutes per week (delivered in 1 day – 150 minutes) – 9.8% of the teaching week

Core subjects will therefore combine to make a total of 51.9% of the teaching within the school.

The above equations have been based on an average of 1 term of 14 weeks, 1 term of 12 weeks and 1 term of 13 weeks. However, we recognise that some weeks this teaching time will be disrupted by bank holidays or unusual teaching days/week.

Learning Challenges will cover all other subjects in a cross curricular manner and will be delivered in the curriculum over 2 hours and 30 minutes per day over 4 days (600 minutes per week) totalling 39.8% of the curriculum.

In terms of the allocation of subjects, there will be the following splits of allocated times per subject across the Year:

- History – 9%
- Geography – 9%
- Creative approaches – Music, Art, Design and Technology and Drama – 6%
- Modern Foreign Languages and Cultural Understanding – 6%
- IT – 5.8% (knowledge and skills development will be taught but approaches to IT will be embedded into learning as a teaching tool and outcomes driven in line with Learning Challenges)
- Religious Education which will be taught discretely but related where relevant and will take 4% of the teaching time, and will take place in one of the afternoon periods outlined as part of the Learning challenge curriculum.
- Physical education sits discretely from Learning Challenges and is delivered in a 2 hour and 10 minute window (130 minutes) (allowing for changing and set up time) in one day, taking 8.3% of the teaching week / year. Further details of the structure of Physical education are further outlined later in this section.

For the differentiation of pupils, we are aware that some pupils will not be able to follow this curriculum split. Other children may need further time allocated to *First Class Basics*, which would reduce the amount of time spent on Learning Challenges.

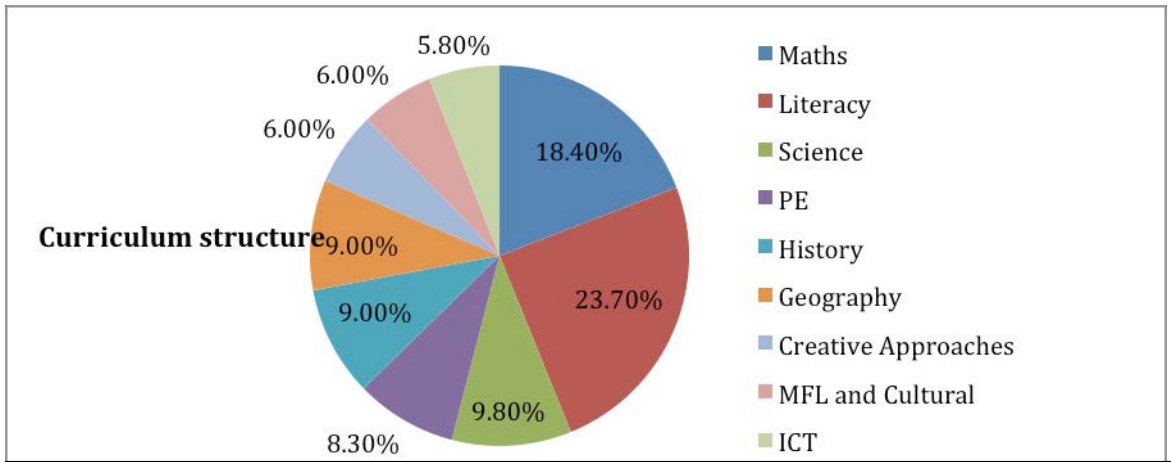


Figure 1: Percentage splits for Separate Subjects across the School Curriculum

Early Years Foundation Stage

The Early Years (Nursery and Reception children) will follow a different curriculum programme to Key Stage 1 and 2. The commencement of literacy will start at this early age with the introduction of a Phonics programme, allowing children feeding into Key Stage 1 to have an early start in the development of language. Similarly, maths will begin to introduce familiarity of number through counting exercises.

We are aware that the Government are making a formal review of the EYFS framework for 2012 and the shaping of our approach at the earliest age will be shaped by this. However we are clear that there are a number of strands that the approach to teaching children at this early age will focus on to prepare them for the entrance to Key Stage 1 and the approach to the curriculum here:

- Introduction to Literacy
- Introduction to Numeracy
- Child initiated investigation
- Facilitated investigation by teachers to provoke learning
- Pupil led and teacher led problem solving, investigation and enquiry
- Development of positive relationships with peers, adults and wider members of the community
- Connection to the environment, the community, the world
- Physical development
- Creative approaches to learning

Similar to the rest of the *Learning Challenges*, short topic based learning will be used to drive approaches, often with questions or challenges set for children to investigate (as outlined in the example curriculum overview – Figure 2). Teachers will be able to assess children's understanding and skill development through a set of core tasks and learning broken down in the above areas, and assessed through observational monitoring and individual tasks. Early assessment will establish APS levels of individual children, upon which progress will be measured and targets set. This will be the start of the ongoing assessment process for the school life.

Teaching Structure of the Curriculum

The curriculum will be delivered by cohesive teams of Specialist Teachers whose focus will be Maths, Science and Literacy; and a Learning Challenge Coordinator. Each class will have one lead teacher whose focus will be the delivery of the *First Class Basics*. Their teaching will be focused on and accountable for pupil's achievement in Maths, Literacy and Science. The other aspects of the Curriculum will be led by the Learning Challenge Coordinator (who may not necessarily be teacher trained but a specialist in the delivery of real and purposeful learning challenges) who will be responsible for the delivery of the curriculum that delivers the other subjects through real and purposeful learning. The Specialist Teachers of *First Class Basics* and the Professionals of *Learning Challenges* will also work alongside other members of the community to achieve its vision.

Through this outlined structure for the curriculum, pupils will develop the ability to learn content, to understand the world around them, to develop knowledge and skills. They will become highly numerate, literate and scientific enquirers. Through their *Learning Challenges* they will then apply their skills and understanding in a real context to produce high quality outcomes; thereby actually making impact in the world around them. They will leave with a profound understanding of and practical commitment to their community; the ability to accomplish extraordinary things and make contributions to society; and the skills and qualities needed to succeed in life.

Innovative use of IT will be a prevalent feature of the school within the curriculum (as well as a key tool for monitoring and assessment). In terms of *First Class Basics*, IT will be used as an interactive tool for differentiation, extension and as a way of children utilising IT skills through core subjects rather than discretely. Children's completion of IT based tasks will allow Teachers to see through tracking systems the pupil's ability to understand and apply the knowledge and skills learnt. In terms of *Learning Challenges*, there will be specific tasks where children will use skills to produce IT based outcomes.

First Class Basics – Core Subjects

The first focus of the curriculum at Sparkwell All Saints Primary School will be about all pupils achieving their potential in the core subjects and leaving the school with a passion and joy for academic excellence. Qualified teachers of Maths, Literacy and Science will be employed to deliver inspirational and effective *First Class Basics*. Their primary focus will be student's academic achievement. They will be responsible for each pupil under their care making sustained and significant progress in the core subjects. They will ensure that all pupils' progress in the core subjects is tracked rigorously and that no pupils fail to achieve. Outlined in our Assessment and SEND policies are the approaches that the school will use if through the tracking data we find that any individual pupil's are not reaching their targets; specifically through Intervention approaches. Similarly, this will also be used to identify those pupils who are exceeding targets, and methods for extending learning are outlined through our Gifted and Talented section.

We will refer to the new programme of study for core subjects brought out by the Government to continue to develop our approach to teaching of *First Class Basics*. There are key areas that we feel that under each of the core subjects that children will cover in their learning and these will be the focus of teaching in these areas; as well as an outlined methodology for the teaching of the subject in relation to the overall curriculum.

Literacy: There are key aspects of literacy that we recognise as a priority for learners:

- Speaking and Listening – Communication
- Sentence structure and punctuation
- Word structure and spelling
- Reading
- Understanding, interpreting and responding to texts
- Creating texts – approaches to narrative fiction
- Poetry
- Creating texts – approaches to nonfiction

Genres and text types for literacy will be selected by Teachers and the SMT team to fit the purpose of the *Learning Challenges*; ensuring there are a range and breadth of these covered through the Key stages.

Phonics (synthetic) will be used as a method of teaching reading and writing skills in Key stage 1 and will be assessed to ensure the progression of language in line with Government policy. This will be highly differentiated and in smaller groups.

Wherever possible there will be a focus on authenticity and purpose in writing. All non-fiction writing will have a real application within the *Learning Challenges*, ensuring the children are writing authentically, considering audience and purpose at all times. Fiction texts and genres will be linked to the *Learning Challenges* where appropriate and relevant. Phonics and guided reading will be used to enhance children's understanding and

development of language. Pupils will develop accurate use of punctuation, grammar and develop sophisticated vocabulary. There will be a whole school focus on developing a love of literacy – that children are keen readers, enthusiastic writers and communicators in varying contexts. It is this effort, alongside the teaching of the areas outlined above that will allow children to progress beyond expectation in the area of literacy and take their passion for the subject into their lives with them. When staff are identified, whole school policy and systems for ensuring the teaching of literacy is consistent and allows for a progressive system. Targets will be set for individual pupils (and to the point where pupil's set their own targets) from the tracking and the systems used.

Maths: The key aspects of maths that will be covered within teaching (in a progressive and differentiated manner) will be:

- Counting and understanding numbers
- Calculating and operation of number (including fractions and percentages in Key Stage 2)
- Measurement and data
- Shape and geometry
- Money
- Time (Key stage 1)
- Ratios (Key stage 2)
- Expressions and Equations (Key stage 2 upper)
- Statistics and probability (Key stage 2 upper)

Learning Challenges will provide opportunities for the application of maths in a real context and will provide opportunities for all pupils to experience how maths skills are used and applied in the real world. Through the development of mathematical skills pupils will be become numerate, think logically and approach problems. They will be able to work systematically and confidently with mathematical challenges.

Children will be able to understand and apply the concepts of these areas of Maths, and it will be the Class teacher's job to make sure this is done rigorously. They will be tested to make sure this takes place, but also be able to apply their understanding related to the *Learning Challenges*. Again, tracking of this will allow differentiation and intervention where required. It is through this tracking that Targets can be set for individual pupils based on their Maths skills.

Science: There are key aspects of science that will be covered in the curriculum set out in a progressive manner:

- The Human Body
- Plants and growth
- Living creatures (including adaptation and microorganisms at Key Stage 2)
- Habitats and Environments
- Space and the solar system
- Electricity
- Forces / Friction
- Materials and their properties
- Chemistry understanding (solids, liquids, gases, changing states, reversible / irreversible changes)

Science will be delivered weekly in two-hour blocks allowing for pupils to undertake meaningful scientific enquiry and explore concepts in a practical way. Teachers will also work with Learning Challenge Coordinators to ensure that wherever appropriate scientific skills knowledge and understanding is applied in a real world context. Through thinking and learning, pupils will become curious enquirers who are aware of the role of science within the world around them.

Sitting alongside the core knowledge of science there will be key investigatory and experimental approaches that will be used as the method for teaching science. Developing children's skills to set questions and investigations, predict findings (hypothesize), carry out investigations and present findings will be the core developments in terms of children's connection to science. Again, these skills of science will be set out in a progressive manner across the Key stages at levels for assessment.

Delivery of First Class Basics

The Core subjects will be delivered in regular slots (Monday to Thursday - Maths and Literacy; Friday - Science). The approach and delivery of the *First Class Basics* will be driven by the expertise of the subject specialist teachers; however there will a strong emphasis on personalisation, guided groups and real time assessment for learning. Teachers will have the freedom to differentiate and create groups based on ability, approach or gender if required (there is evidence that grouping by gender can dramatically improve performance)

Elements that will ensure success of this approach are as follows:

- Real time tracking and monitoring - pupils aware of their success criteria and responsible for accomplishing it through use of an IT based self and teacher tracking system. It is from this system that targets would be set and pupil / parent conferencing can take place to reflect on prior learning and communicate targets.
- Use of IT based activities within the classroom setting for pupils to apply their knowledge and skills in core subjects which allow them to prove their understanding and learning of that area. The outcomes from such tasks will feed into the tracking and monitoring system.
- Parental involvement and commitment to progress of pupils as outlined in the above tracking system
- Teachers who have a clear focus on core subjects (because the Learning Challenge Coordinator takes responsibility for planning of other subjects and therefore the Class teacher is not distracted by organising trips, dealing with risk assessments, putting up displays etc). The Class teacher will be excited, inspired and completely committed to the teaching of Core subjects and highly motivated by getting pupil's to achieve the highest outcome possible.
- Flexible and responsive delivery – training parents/community members to lead guided groups where appropriate (specifically guided reading).
- Acknowledgement of accomplishment, reward and all pupils being given the opportunity to succeed
- *First Class Basics* teachers working closely with *Learning Challenge* co-ordinators to ensure that within each learning challenge there is the opportunity to apply the skills and knowledge developed through *First Class Basics*.

Assessment of First Class Basics

There are a number of methods that will be used to assess progress of pupils in *First Class Basics*, with further detail outlined in the Assessment and Progress section of this application. However the main areas that will be focused on here are as follows:

- APS (Average Points Score) will be the system used within school to track pupil progress and achievement.
- Raiseonline will indicate above national average pupil achievement. Progress will outperform similar schools.
- We will be using the Key Stage 1 testing of Phonics when introduced by the Government to hit targets for developing pupils language and words
- Pupils will undertake Key Stage 2 SATS in Literacy and Maths as prescribed by the Government
- Pupils will produce assessed pieces of unsupported writing during the year, although these will be tied to purpose, and will be used for levelling of individual progress and whole school moderation of levels.
- There will be on-going measurement and assessment of core subject knowledge and skills, and also how these are applied within *Learning Challenges*.

Learning Challenges – Delivering a Broad and Balanced Curriculum

The second focus of the Sparkwell All Saints Primary School Curriculum is the delivery of a Broad and Balanced Curriculum. We have developed and will implement this through the creation and delivery of *Learning Challenges*. This is where pupils will develop knowledge and apply their learning in the curriculum subjects of:

- History
- Geography
- Creative approaches – Music, Art, Design and Technology and Drama
- Modern Foreign Languages and Cultural Understanding
- IT
- Religious Education (mainly discrete)

The *Learning Challenges* will give the context for the real application of Literacy, Maths and Science, where relevant, as outlined in the *First Class Basics* approach. We feel that this method of teaching will be what allows children to become active citizens within their community, as set out by the feasibility study for the opening of the school. It will be a practical and differentiated approach to the delivery of subjects as pupils will need to take pathways and responsibilities through the challenge that suits and build on their learning approach, whilst developing and applying new knowledge and skills.

Learning Challenges will be split into 3 per class each academic year. One of the *Learning Challenges* will have an emphasis on Historical content and learning; one will have an emphasis on Geographical content and learning; and one will have an emphasis on MFL, Music and Cultural Understanding. Religious Education will fit into the *Learning Challenges* where the context is relevant and authentic. Arts, Music, Drama and Design Technology will be used in themes as an approach to the *Learning Challenge*.

The structure of the *Learning Challenges* where children are learning knowledge for the purpose of applying to a community driven need / theme is what will also allow pupils to become leaders of their learning and make decisions on the steps they need to undertake to achieve the challenge. Although the *Learning Challenges* will be designed to develop learning and understanding in the above subject area, the primary purpose of the *Learning Challenge* will be to undertake of a Community based project; giving the knowledge and skills learnt within the subjects and real and purposeful application. The *Learning Challenges* will therefore be designed and driven by the outcome and the community need. The subjects that are implemented within that challenge will have content and skills mapped to that challenge – so that children are learning key information that is needed and then they are applying it into the context of the *Learning Challenge*. Through the attached appendices you will see the clearest example of suggested *Class Learning Challenge* laid out in the format of a Curriculum Overview. This overview will change on a yearly basis depending on the community opportunities that will drive the *Learning Challenge* and the pupils within that class. However there will always be the relevant subject content and skill development in the identified subjects and these will be mapped out clearly for pupil achievement to be measured against.

The skills, knowledge and understanding for each of the *Learning Challenge* subjects are

outlined below in terms of the areas that will be looked at content and skills wise (although progression for learning will be broken down for planning and delivery)

Subject	Knowledge	Skills Focus
History	<ul style="list-style-type: none"> • Local historical research and understanding • Key historical events and periods • British history and World history 	<ul style="list-style-type: none"> • Chronological Understanding • Historical Enquiry • Use of Sources • Interpretation and Communication
Geography	<ul style="list-style-type: none"> • Understanding of different places in the world and where they are • Physical features • Human features • Local environment work • Sustainability 	<ul style="list-style-type: none"> • Geographical enquiry and questioning • Fieldwork and Map work • Connection to local environment • Connection to differing environments
Creative Approaches – Music, Art, Design and Technology, Drama	<ul style="list-style-type: none"> • Local, national and world artists from different mediums • Developing own ideas influenced by others • Use of creative means to explore and present different content of learning challenges 	<ul style="list-style-type: none"> • Creative development in artistic forms • Music – composition and performance skills • Art – 2D and 3D forms • Design – planning and working with different forms to fit briefs (food and materials) • Drama – performance and role play skills
MFL and Cultural Understanding	<ul style="list-style-type: none"> • French / Spanish / Chinese language 	<ul style="list-style-type: none"> • Connection to oracy and other languages
IT	<ul style="list-style-type: none"> • Use of word processing • Spreadsheets, data handling, forms • Presentation skills • Connection and use of the internet – research skills • Design of new programmes through various platforms • Use of creative forms of IT 	
Religious Education	<ul style="list-style-type: none"> • Connection to different religions in this country • Different religions around the world • Relationship to citizenship and people 	<ul style="list-style-type: none"> • Appreciation of others • Ability to recount stories

There are also overall curriculum key skills that will set the philosophy and approach to the *Learning Challenges* that will be measured alongside the subject skills. These will include aspects such as:

- Communication
- Decision making
- Responsibility
- Negotiation
- Application and perseverance
- Citizenship and personal development
- Enterprise and financial understanding, and a connection to social enterprise
- Moral, social, cultural and community skills

Alongside subject specific, progressive planning tools that are used to developing the learning specifics that will sit under each community learning challenge, there will be skills ladders for each of these aspects that will allow teachers to embed approaches to these key skills into learning and for both teachers and pupil's to monitor individual development of these skills.

How subjects sit together to form the *Learning Challenges* can be seen in the Curriculum Overview Example – Annex 1.

Delivery of Learning Challenges

In order to achieve the real *Learning Challenges* in the community, partnerships with outside groups, businesses and organisations will be vital. The structure, staffing and responsive nature of the *Learning Challenges* will allow the school to maximise the opportunities for specialist subject input from these partner organisations. Sparkwell is surrounded by a wealth of businesses, organisations and professionals. From Dartmoor Zoo, to energy company Centrica to communication technology company Orange and international food producers like Langage ice cream. The brokering of relevant relationships and projects will be the responsibility of the Learning Challenge Coordinator.

Learning Challenges will be set up at least one term in advance of their delivery, and in some cases with a longer lead in time (up to a whole year) to make sure that there is an equal and detailed focus on both the learning children and the outcome they will develop from the challenge. However to start off with and ensure teaching coverage, the suggested year planner (attached) will likely be the content of *Learning Challenges* for at least the first year – especially as these are community needs that have already been identified. As the school becomes established in the community, further new challenges that cover subject learning and community need, will be developed. It is not likely that a rolling programme will be able to be developed in the traditional sense of curriculum due to having a curriculum driven by need, opportunity and real purpose. However the shaping of future *Learning Challenges* will always be driven by the subject areas to be covered, the amount of time required for each of these subjects and the process for applying learning and skills through the challenge.

At this stage we have a number of partners and proposed *Learning Challenges* already in place, which will have more detailed planning ready for the delivery in the first academic year. These partners currently include:

- Dartmoor Zoo – the current proposed *Learning Challenge* topic here is ‘How can we attract visitors to Dartmoor Zoo?’ This would have a focus on science, geography and applied literacy; with a study of specific animals – through science, conservation, and understanding of the environment. The challenge would then lead into a research, investigation and communication campaign based around the Zoo, with children helping the Zoo develop an excellent offer of education around animals to schools and other children. We are working directly with the Business Manager for Dartmoor Zoo who is very keen to engage with the curriculum and learners in this way and has built the process into plans for their education offer development
- The Parish Council – the current proposed *Learning Challenge* for this topic would be ‘Can we become Youth Democrats in our Village?’ This would have a specific focus on History and applied literacy; with a historical study of the local area and history of democracy in the past; but then applying this to young people becoming active citizens in the community, using communication tools such as running a community newspaper and working to keep the rural village services in place by working with further partners

such as the local post office and shops. The Parish council are working closely in partnership with the team working on the school development, and many members from the council are likely to sit on the School Governing body. They have influenced the idea of learners being active citizens to the village through their curriculum and would be fully in support of this *Learning Challenge*.

- Centrica - the current proposed *Learning Challenge* for this topic would be 'How can our local area become energy efficient?' This topic would have focuses on Geography, Science and Applied Literacy; with children practically experimenting with sources of energy, measuring of energy and understanding the invention and solutions for greener energy. The *Learning Challenge* outcome would focus of a Youth Led Communication campaign to encourage the local area to become more energy efficient and use different sources of energy where possible. Centrica have already been approached as an organisation to work directly with the school on their learning and they are very keen to support the work with the local schools, raise awareness in connection to energy usage with children who will act as advocates to their parents and in the community as a whole.
- Langage Icecream – there are 2 current proposed *Learning Challenges* where we would partner with Langage as one of the partners, these being 'Can we run an allotment to supply healthy food?' and 'Can we create a celebration around Food?' These have different focuses, the former being a science and geography driver to the challenge and the latter focusing on cultural understanding, MFL and music making sure there is differentiation, progression and separate community needs considered. We have previous history of working very collaboratively with Langage Icecream from a previous project with young people actively producing food products in an enterprising method, and the business are incredibly keen to have further opportunity to work in such a way.
- All Saints Church – an example of how we may work with the Church in a *Learning Challenge* context would be through 'How can our village celebrate Christmas?' The Local Parish Church and its vicar are one of the strongest supporters of this application and are very keen that events such as a Nativity play for the community takes place – hence this will be one of the main focuses within this challenge.

The Learning Challenge Coordinator will be responsible for ensuring that the input of key partners and professional specialists provide high quality subject specific input and lead to pupils who have real experience of how specialist knowledge and skills are used in the real world. This leads to pupils who are motivated to learn, can see how specialist study is applied and who aspire to be the next generation of scientists, engineers, business leaders and creative professionals. Project Assistants who will be able to work with individual pupils, small groups and help facilitate all aspects of learning will support teachers and Learning Challenge Coordinators in the classroom. Certain practical aspects (especially where involving work with the outside partners to achieve the *Learning Challenge*) means that certain aspects of learning might be delivered by facilitators or specialists from that organisation who have knowledge and understanding that the learners should have access to.

Physical Education will play a strong part of the Sparkwell All Saints Primary School Curriculum. Children who attend the school will be active and healthy and the school will be a main part of their lives in achieving this. Every morning children will take part in 'Active All Saints' sessions (playground session, wake and shake / zumba / aerobics / dance delivered on the playground and parents encouraged to also participate). Friday afternoons will be a focus time for Physical Education. Time will be split in this afternoon to focus on children's development of motor skills and the foundations for becoming an athlete; and then allowing pupil's to apply these skills in the context of games and use decision making skills. Pupil's will take part in competitive sports as a part of the curriculum but these opportunities will be extended into the after school enrichment programme. This will take place in a stage specific over age specific method with differentiation taking place at early, basic, and enhanced levels of ability, with active games taking place in small teams, thereby children always being active. The success of the Physical Education curriculum will also be measured by the school to sport club

D2: Provide a coherent and feasible school timetable and calendar

Calendar

The calendar of the school year for Sparkwell All Saints Primary School will follow the pattern of local schools, especially the feeder secondary school Ivybridge Community College as a way of making sure this suits parents with children of different ages. The school term will start in September and run until the 3rd week in July. The year will be split into 3 long terms with half term breaks in October, February and May, and 2 week breaks at Christmas and Easter. The summer holidays will last 6 weeks. There will be 5 Non-teaching days per year to allow for staff development. This equates to a total of 39 teaching weeks in the Academic year; 1 term of 14 weeks, 1 term of 12 weeks, 1 term of 13 weeks. (We may have to take into account in some years that these may have to change slightly if Bank Holidays such as Easter fall slightly differently to normal.)

There will be significant community events programmed into the calendar especially related to the real outcomes of the *Learning Challenges*. Religious and cultural events will be celebrated with relevance and in connection to the Church. Other world events will be considered within *Learning Challenges* where relevant.

Timetable

The timetable for Sparkwell All Saints Primary School will have a clear and regular programme for teaching and learning. The statutory school day will be laid out in the following format for a Monday to Thursday school day:

8.30am	'Active All Saints' - Playground Warm Up (Methods such as Wake and Shake, Zumba, Aerobics and Dance; with Parents encouraged to also join) to count towards Physical Education offer
9.00am	Class Check in (registration, story sharing, updates)
9.20am	<i>First Class Basics</i> Skill Set Session 1 – Maths; Guided Groups and Application of Maths related to <i>Learning Challenge</i>
10.30am	Break time
10.45am	<i>First Class Basics</i> Skill Set Session 2 – Literacy; Guided Groups and Application of Literacy related to <i>Learning Challenge</i>
12.15pm	Lunch time
1pm	<i>Learning Challenge</i> Check in
1.10pm	<i>Learning Challenge</i> Project (an afternoon break can be taken if necessary and will always be taken in Year Reception) One afternoon in the week (or 2 half afternoons) will allow for the discrete teaching of RE and also any development of ICT skills needed to embed into learning.
3.30pm	End of school day

On a Friday the school day will be laid out as follows:

8.30am	'Active All Saints' - Playground Warm Up (Methods such as Wake and Shake, Zumba, Aerobics and Dance; with Parents encouraged to also join)
9.00am	Whole School Collective Gathering
9.30am	<i>First Class Basics</i> Science – Skills and Planning session
10.30am	Break time
10.45am	<i>First Class Basics</i> Science – Practical Exploration
12.15pm	Lunch time
1pm	Physical Education and Sport Afternoon (some groups may work off site at the Leisure centre, Rugby Pitch or Cricket Pitch) Session 1 – Physical Development Session 2 – Active games/Team Sports
3.30pm	End of school day

The school day has been designed in a way that will allow pupils to become engaged and embedded in their learning and have enough time to complete focused and high quality work. *Learning Challenge* afternoons will need to be long enough for children to work practically and sometimes off of the main school site. Morning periods will allow good time for the delivery of the high quality core skills that is one of the schools priorities. Fridays are laid out differently to allow for both Science and Physical Education to be undertaken in a practical way and to collaborate with outside partners on the delivery of both subjects.

An extended day school day will be available for those families who require it to provide wrap around care for pupils, although time that extends beyond legal statutory provision will be ran as an income generation stream for the school – i.e. before 8.30am and after 4.30pm.

Consultation with parents will be undertaken to determine if there is a need for Breakfast care provision to take place from 7am in the morning or 7.30am. From 3.30pm until 6pm (again times will be decided in consultation with the parent body) afterschool programmes will run, including enrichment activities and the Community Challenges.

Organisation of Classes:

Year groups and Classes will be taught in the following format at full capacity:

Class 1: Reception – 15 children

Class 2: Year 1 and 2 – 30 children (15 per year group)

Class 3: Year 3 and 4 – 30 children (15 per year group)

Class 5: Year 5 and 6 – 30 children (15 per year group)

Classes will work together on both *First Class Basics* and *Learning Challenges*. In the mornings, there will be a Class teacher responsible for *First Class Basics*, accompanied by a Teaching Assistant to deliver *First Class Basics* in differentiated groups. In the afternoons, the *Learning Challenges* will be delivered in collaboration between the Class teacher and the Learning Challenge Coordinator – allowing for the split into 2 smaller working groups of 15. At times there may also be an Expert facilitator from a partner organisation to work in classes and so smaller group working will be further possible.

On Friday afternoons for Physical Exercise, children will be differentiated for certain sporting activities based on different abilities, but within their class groups, except in individual circumstances of sporting ability. There will therefore be 4 groups undertaking PE at the same time, hence the use of different sporting facilities. Teaching Assistants will be used to break into smaller groups here, and practical support from local Coaches from sports clubs will help the delivery of the PE curriculum. It is because the space that we have in the school and surrounding areas that we will be able to run PE all at the same time for the whole school.

House System

The pupils of Sparkwell All Saints Primary School will be placed into 3 houses. There will be a strong system of rewards in which house points will be awarded for good behaviour, work and effort and removed for poor behaviour, lack of work and effort. A sense of collegiality will be developed through House meetings or assemblies. Some events and competitions in the school will be run on a 'House' basis. Collective gatherings on Fridays will be the time for communal celebration of notable achievements will take place. It is about celebrating the student's contribution to the school and wider community. The whole House system will run in an IT based format for the collection of data; in a programme similar to ePraise: www.epraise.co.uk This will allow a whole reward system to link to the Teacher tracking system; but also physically rewards pupils with points that they can use as currency or a way of giving externally – linking to the overall ethos of the schools as developing children as citizens.

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

As guided in the new Ofsted Framework, Sparkwell All Saints Primary School will very much have a focus on pupils as individuals within the school rather than a focus on sets or groups of abilities. There will be a clear approach for working with pupils who have more specific learning needs; categorised into specific groups including: SEN; Disability; Looked after children; Traveller children; deprived children (FSM register will help identify); EAL children; children with Behaviour or Emotional Difficulties; and Gifted and Talented. The school will have an overall philosophy that each pupil will be supported and encouraged to develop to his or her full potential in all areas of learning. This will mean the school and teaching staff will have responsibility for setting suitable learning; that pupil's diverse learning needs are responded to; and that any potential barriers to learning are overcome.

Tracking systems, identification and provision mapping

It is through the APS tracking system that we will be using in the school that will allow for the tracking every child individually, and this will form a major part of the Pupils Passport outlined in the Success section. From this system, we will be able to quickly identify any individual pupil's are not reaching their targets and quickly put into place Intervention approaches. This system will also be used to identify those pupils who are exceeding targets, and methods for extending learning are outlined through our Gifted and Talented section.

Our unique approach to pupil support will also come from the use of IEP's – Individual Education Programmes. This is normally something in education that is only used for children on the SEN register. However we feel that all pupils should have an IEP, each that is completely individual to them and their needs; whether they require extra support or not. It is the IEP that will support teacher planning for differentiation of pupils, specific intervention planning, and will also link directly to the Pupil Passport.

From the IEP creations and the APS scores, the school will be able to undertake provision mapping of intervention support for anyone identified as SEN and set targets against this map. This will allow for clear planning of teaching assistant work supporting differentiated learning and, where possible and necessary, one to one support. The provision mapping and register will break children down into varying categories including Statemented, Non statemented, School Action, School action plus, Disability, and Gifted and Talented. The school will put in place the support needed for each of these children in the correctly designed format from budgets – either direct from school budget or where applicable, funded hours for specific SEN support aligned directly to individual pupils.

There will be clear methods devised in school for individual pupils by themselves, their teachers and their families in line with the IEP identified needs and targets of each child and specifically with children on the SEN register. Regular pupil progress meetings will take place with those working with the pupil at home to make sure that Parents / Guardians are also in a place to support the pupils needs and targets will take place, both

face to face and through ICT methods such as Face-time; thereby allowing conversations to be more regular.

Teaching and Curriculum differentiation

It is through the quality of teaching at Sparkwell All Saints Primary School that we will make sure that all pupils, including those with specific needs, progress and achieve. This will be supported by a whole school rigorous marking system that communicates to pupils how they are doing, where their targets for improvement are, and what they need to focus on to reach those targets. Teachers will ensure that each lesson starting from previous learning.

In terms of curriculum planning, Teachers will always identify clearly within their planning pupils who need specific support and identification in each lesson. There will always be differentiated planning of knowledge and skills for individual pupils mapped out in planning. Indication in teacher planning formats will also be split into the following groups: SEND, G and T; EAL children; Looked after children; EAL children; Traveller children; Free school meals / Deprived background; Children with emotional and behaviour difficulties; with additional information for individual pupils within these groups. This planning will be supported by children's IEP's, working as the pathway through learning. The IEP's will be updated yearly or termly (for children on the SEN register at a minimum), in consultation with teachers, pupils and parents.

It is the approach to teaching and learning within the curriculum rather than the content of the curriculum that will allow all pupil's to be able to access learning and achieve to their potential. With the teaching of *First Class Basics*, teachers will evidence within their planning the focused targets of individuals, and Guided Learning time with differentiated groups will allow these to be focused upon within the teaching and learning. Teaching will be focused on the development of core skills; through focused teaching against targets for individual, and using those targets to plan the progression route for individual children.

This approach will be continued into *Learning Challenges* with the Project Coordinator understanding the needs of individual pupils and design aspects of challenges that will allow pupils to focus on their target areas for development. The approach to learning will always be geared to the needs of groups of individuals with the teaching staff facilitating these rather than differentiation through planning alone, where often teaching focuses on the middle achievers. *Learning Challenges* allow pupils to make decisions and often take different pathways. This allows teaching time to focus on the development of individual pupil need but also engages pupil's through areas of interest and strengths so that they are aspiring to do well at their learning.

All teaching will undertake a range of learning opportunities; learning that is practical; appeals to a range of learning styles and approaches; learning that is varied and accessible. Training of teachers will focus on their flexibility to plan lessons that suit the progression of children; and if things are understood by all learning can move on. If something has not been learnt, that content can be redelivered or re-explored; or, group

differentiation can take place to extend learning. Personal home learning challenges will be used as a way of making sure children have specific tasks to continue with in their home environment that focus specifically on their needs and targets. As pupils develop their approach to learning, many should be able to set their own targets for learning and how they will achieve them as a clear part of the teaching and learning process.

As well as the support of learners with particular needs, there will be clear practices in school for working with Gifted and Talented abilities. This could be identifying pupils who are all round over achieving learners; or pupils that are more able in specific subject areas. A key part of working with Gifted and Talented learners will be about making them feel proud of achieving high standards. Teachers will work to make sure that in the classroom they use stimulating and challenging questioning by the teacher to skilfully develop higher order thinking in the pupils. They will use clear planning of skills and knowledge to extend pupils learning and set high expectations and targets in discussion with the pupils themselves and their families. Continued monitoring and tracking of these individual pupils will allow for clear extension to be planned to continue to move the learning forward at the right pace and level.

The use of IT

IT will be the tool in the school through which all tracking takes place, where Pupils Passports (APS tracking) are used and completed, and where IEP's are held and developed – with targets being matched to these and then fed through into the APS tracking.

IT will also be a valuable teaching aid to make learning accessible to all. The iPad issued to each child is the means by which this will be achieved. IT will allow in both *First Class Basics* and Learning Challenges for differentiated groups and activities within classes. At times, Gifted and Talented pupils as a way of demonstrating and extending learning will create IT based master-classes on specific knowledge and skills to be used by other children as learning tools.

One of the schools biggest IT tools for supporting learners and differentiating so all achieve in learning will be a bespoke designed VLE access point. From this both in school and home learning can be developed; focused on the IEP's of individual learning, ICT based challenges can be undertaken; however parents will also be able to input details where they have been supporting children through a digital dialogue.

The Role of SENCO

One of the TLR posts within the school will undertake the role of SENCO for the school. Their role will undertake the following responsibilities in school:

- Oversee the running of the provision for pupils with special educational needs, through school action, school action plus and statements.
- Coordinate provision for children with special educational needs
- Oversee and keep records of pupils who have special educational needs, which will be available when needed and that the pupils' progress is regularly monitored and reviewed.
- Regularly review and monitor SEN provision within the school.
- Liaise and work closely with staff (teachers and TAs), parents and carers and other agencies (support services, including: educational psychology, health and social services and voluntary bodies)
- Liaise and collaborate with class teachers to ensure the needs of pupils with special educational needs are met through all subjects of the curriculum.
- In line with the school's professional development programme, contribute to and provide access to in-service training to meet the needs of the school and individual members of staff.
- Maintain the school's Special Needs Register and all the required documentation.
- Ensure annual reviews for statement pupils are completed.
- Liaise with secondary schools regarding pupils on the SEN register.
- To produce reports on SEN children for the Governors or Head Teacher where required.

Draft SEN Policy

This policy is written in accordance with the Education Act (1996), the Special Educational Needs Code of Practice (2001), Inclusive Schooling (2001), the Special Educational Needs and Disability Act (2001) and the Every Child Matters publication (2003).

The special needs policy supports the school's overall philosophy that each child is encouraged to develop to his or her potential in all areas. All children and young people with SEN are valued, respected and equal members of the school.

At Sparkwell All Saints Primary School, we recognise that all teachers are teachers of pupils with Special Educational needs (SEN) and provision for SEN is a whole school issue. All members of staff have important responsibilities.

The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. The school will identify differing needs and respond with appropriate teaching strategies in a differentiated curriculum, recognising the rights of all children to a broad and balanced curriculum.

Children's talents are recognised and developed, whilst weaknesses are supported and individual needs are met as far as possible through a variety of means, including differentiation and/or extra support provided by the school or, if necessary through external support services and other professionals.

A structured approach to identification, assessment and monitoring is in place to support any child experiencing difficulties of any kind.

Parents/guardians are considered to be a vital part of the child's education, especially of those children with Special Educational Needs.

Children are encouraged to be actively involved in their learning, being able to discuss their views and consider their targets.

Objectives

We are committed to ensuring all children achieve their full potential in all aspects of the curriculum and do this by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to achievement

The objectives of our SEN policy are:

- to identify pupils with SEN as early as possible and to ensure that their needs are met
- to ensure that all children with SEN are offered full access to a broad, balanced and relevant curriculum
- to ensure that children with SEN have access to and join in with all the activities that the school offer
- to ensure that interventions are reviewed regularly to assess their impact and a child's progress
- to ensure that all learners, including those with SEN, make the best possible progress and maximise their achievements
- to work with and ensure effective communication between parents and school, allowing parents to be informed of their child's special needs, provision and progress, whilst enabling parents to make an active contribution to the education of their child
- to ensure that learners express their view and are fully involved in decisions which affect their education
- to promote effective partnership, and involve outside agencies when appropriate
- that there is adequate resourcing for SEN.

Due regard is given to the code of practice and every member of the Teaching and Support Staff will have access to a copy.

Procedures for identifying children with SEN will be known by everyone and all staff will have the knowledge and understanding of this policy to ensure procedures adhered to, to allow all children to develop to their full potential. Staff awareness and expertise will be enhanced through INSET and staff meetings.

Parents will be kept fully aware of the school's SEN policy and procedures through annual/termly reports. All parents are invited to attend termly review meetings if their child has Special Educational Needs, to review and evaluate their child's progress.

Governors will be kept fully aware of the school's SEN policy and kept up to date with SEN Register numbers and updates through termly/annual reports.

The privacy of children and parents is respected; staff with permission of the SENCO can only view all information gathered.

Definition of Special Educational Needs

A child has special educational needs if:

They have a difficulty, which calls for special education provision to be made for them (SEN Code of practice, 2001).

A Child has a learning difficulty if

- They have significantly greater difficulty in learning than the majority of children the same age;
- They have a disability that either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- A child must not be regarded as having difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Educational Needs is an umbrella term; it is not a euphemism for 'slow learner' and is much broader than literacy difficulties. It can mean a child who reads and writes well but who has trouble with numeracy work, it could be behavioural, emotional and social difficulties.

(SEN Code of practice, 2001).

Systems for special Needs Provision:

The school will follow a model of special educational needs as recommended by the code of practice.

Using APS tracking, pupils will be placed on the SEN register using the correct identification criteria specific IEP will be created for such the individual child in detail and in consultation with staff and teachers. Staff will provide evidence of progress to support IEP targets being met. Both the SENCO and the class teacher will hold all data and paperwork, details of the IEP and any data gathered.

Pupils can move up and down the SEN register in discussion with the SENCO and all pupils that are taken off the register are monitored for their time at the school. Teachers will receive a termly update of their SEN register so that changes can be made.

Teachers are responsible for writing their pupil's IEPs although support is offered at all times by the SENCO. Pupils at SA+ will have targets set in consultation with an Educational Psychologist and where applicable, the speech and language therapist/appropriate outside agency. Statement pupils are set targets annually through their statement review, these are used to support their IEP.

All parents with pupils on the SEN register are invited to school or through interactive means to review their child's progress. Parents and teacher sign the IEP and review to show that it has been discussed. If parents choose not to attend after two invitations then the teacher signs the IEP and D.N.A. is marked on it. Copies of the review of the old IEP and a copy of the new IEP are sent home after the meeting.

A timetable of SEN events is developed each year and roughly follows;

July: Two staff meetings are run to share information with the class's next teacher. Pupil's targets on their IEPs will be assessed and reviewed by their teacher and teaching assistant, these are then discussed with their new teacher. Parents are invited in to discuss the targets.

SENCO – gives teacher a copy of their updated class SEN register.

September SENCO meets with staff to discuss/review SEN policy.

October/ November: Targets reviewed, new IEPs are created and discussed
SENCO to support staff that need help writing their targets.
Copies of old review; new IEP and evidence are given to the SENCO to file centrally. Register is amended.

February / March Targets are reviewed, new IEPs are created and discussed

July Process repeated as above.

IEPs will be checked for relevance by the SENCO when collected in. They will be annually scrutinised and individual and school feedback is given.

Teachers will be responsible for giving SENCO assessment data (e.g. reading levels, spelling levels test scores) so that pupils can be monitored.

Identification and assessment

'Early identification, assessment and provision for any child who may have SEN cannot be over-emphasised'. (SEN Code of practice, 2001).

To help identify children who may have special education needs, staff can:

- Refer to observations and ongoing assessment to monitor progress (making use of assessment for learning principles).
- Track progress against APS levels
- Use SEN Strands of action for the Local Authority area
- It is recognised that there is a continuum of special educational needs and a graduated response is adopted.

SCHOOL ACTION

Identification

This is in line with the information in the Code of Practice. A child can be identified by despite differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Present 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 gathering of information in respect of identifying the pupil's special educational needs may be via;

1. Liaison with teachers
2. Liaison with pre-school provision or previous schools
3. Liaison with parents
4. Liaison with external agencies

Assessment of needs

1. Information from feeder school
2. Whole school screen assessments
3. SEN screen tests
4. Diagnostic assessments
5. Class teachers analysis of progress (teacher targets, marking, assessment, pupil reviews, pupil reports)
6. Referral by class teachers of pupil's giving cause for concern
7. On-going assessment, review and record keeping of pupils.

Process for Action, Record Keeping and Review

1. Referral to SENCO - assessment data is looked at and discussed.
2. Appropriate information is gathered from staff teaching the pupil.
3. Teacher meets with parents to discuss needs.
4. IEP is written
5. IEP is reviewed and either stays at SA, moves to SA+ on the advice of external agencies or moves off the SEN register.

SCHOOL ACTION PLUS

Identification

This is in line with the information in the Code of Practice. A child can be identified by despite differentiated learning opportunities and an individual programme/ concentrated support under School Action. The child still;

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness over a long period of time.
- Continues working at National Curriculum levels substantially below that of children of similar age.
- Continues to show signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties that interfere with the child's own learning or that of the class or the group, despite having an individualised behaviour management programme.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and regular advice or visits by a specialist service.
- Has on-going communication and or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's special educational needs may be via;

1. Liaison with teachers
2. Liaison with pre-school provision or previous schools
3. Liaison with parents
4. Liaison with external agencies
5. Information gathered at School Action reviews
6. Information from feeder school
7. Whole school screen assessments – individual assessments
8. SEN screen tests – to analyse progress
9. Diagnostic assessments if appropriate
10. Class teachers analysis of progress (teacher targets, marking, assessment, pupil reviews, pupil reports)
11. On-going assessment, review and record keeping of pupils.

Process for Action, Record Keeping and Review

1. SENCO gathers information to formulate an action plan with the teacher.
2. Request is made to external agencies (Normally Education Psychologist) Data is collated, consent collected.
3. EP completes observations and assessments and undertakes a problem-solving meeting with SENCO and Teacher. This is feedback to parents and invited in to a meeting to discuss ideas.
4. IEP written to take account of targets set

Reviewed as with pupils at School Action; reviewed by Educational Physiologist once every year.

STATEMENT

Identification

This is in line with the information in the Code of Practice. A child can be identified by despite differentiated learning opportunities and an individual programme/ concentrated support under School Action. The child still;

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness over a long period of time.
- Continues working at National Curriculum levels substantially below that of children of similar age.
- Continues to show little/no signs of ability in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties that interfere with the child's own learning or that of the class or the group, despite having an individualised behaviour management programme.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and regular advice or visits by a specialist service.
- Has on-going communication and or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's special educational needs may be via;

1. Observation and review of pupil at SA+ by the EP and the school, which show serious concerns and suggest that the EP puts forward a request for statutory assessment.
2. Other outside agencies request statutory assessment (particularly linked to medical or social/behavioural needs).

The EP does an assessment, data is gathered and parental consent required. All information is sent to the SEN panel who will decide on support and whether it is deemed necessary.

Statements if given are then allocated a number of hours linked to specific targets. Parents have the right to appeal the decision made by the panel. A pupil with a statement is to be reviewed annually.

School Transfer

The SENCO will liaise with feeder secondary schools, either through preliminary visits by secondary school teachers or via the secondary school SENCO. Any pupil with a statement will meet the relevant SENCO. We will endeavour to support parents with statemented pupils in making a separate visit to Secondary school for their pupil.

Support Services:

The school will work with a variety of outside support agencies when required. These include;

- Education Psychology Service (EPS)
- Speech and Language Therapy (SLT)
- Physiotherapy
- Occupational Therapy
- Education Welfare Officer (EWO)
- School Doctor
- School Nurse
- CYPD (Social Services) – when necessary
- Advisory Teachers Service (ATS)
- Reintegration service (inc. Primary Behaviour Support Team PBST)
- Partnership with Parents
- Winston's Wish
- Child and Adolescent Mental Health Service (CAMHS)

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

School Targets:

There are key focuses for success that the school will see as the priority in its development

- Pupils Achievement in the core subjects – achieved through *First Class Basics* and the Quality of Teaching and monitored using the pupil tracking system
- Pupils ability to be successful in life and be active in the community – achieved through *Learning Challenges* and the Community hub monitored through the All Saints Pupil Success Passport

The schools focus on developing pupils with these attributes will be achieved through a process of continuous measurement of progress and achievement through the APS tracking system (as part of the Pupil Success Passport below); setting tight targets for children to reach; through continuous discussion and negotiation with parents; and by continuously having high expectations of learners – both academically and as active citizens.

Therefore the specific targets that we have set as a school are outlined as follows:

- All pupils will make at least expected progress based on their APS data, with at least 50% of pupils achieving beyond their expected progress within 3 years
- With the exception of specific children with SEN, within 3 years, 100% of pupils will achieve Level 4 in Maths and English (with each child expected to surpass 27 APS points at Y6) and 50% will achieve level 5 with an expectation that each year 10% of children will be ready to undertake Level 6. All children will be expected to attain a minimum of 3 APS points per year with individual targets set the vast majority of children will be expected to surpass this. A minimum of 15 APS points will be achieved per child in Key Stage 2.
- Every pupil will be actively involved in between 3 and 6 *Learning Challenges* per year through the curriculum; therefore in one academic year, pupils as a whole will undertake 15 active *Learning Challenges*, that develop their personal skills and see them working actively within the community. This will take place every year.
- Through the community hub, we will see 25 pupils actively running community services in the first year, and by year 2 this will have increased to 40 pupils.
- As a school within the local area, within 3 years we would also expect to be within the top 5 of the Performance table for the local area

School Development Plan

Sparkwell All Saints Primary School will have a three year School Development Plan (SDP) that will set out how the vision for the school will be achieved and incorporate all aspects of the Self Evaluation Form (SEF) and finances. The SDP will outline what will be achieved each year and will be written collaboratively by all staff, governors and will include input from associated business partners and key members of the local community.

The SDP will then be broken up in to twelve week Rapid Action Plans (RAPs). Each RAP will contain the data related to pupil progress in each year group along with whole school targets and an overview of current progress from the pupil tracking system and details of all sub groups within each year group i.e. FSM, LAC, travellers, EAL etc. The RAP will consist of priority actions related to any external inspection as well as identified whole school development areas or key issues.

RAPs will have impact statements to be achieved with measurable targets e.g. 100% of teachers will demonstrate evidence of consistency against the marking policy. The Head Teacher and leadership team will write impact statements and the actions will then be written by the staff to ensure ownership of the SDP. During each term there will be pupil conference meetings to review individual pupil progress.

Each RAP will be reviewed at the end of a term by senior leaders and governors and an evidence file produced against each target set. Within each RAP further evidence of moderation, evaluation and review will be present along with deadlines and who is responsible for achieving each action and who is monitoring each action.

Each term key staff will moderate the actions from the RAP by carrying out 'book looks' to ensure consistency and rigour in standards. This will be triangulated by cross referencing what is in the books against teachers planning documents, adherence to the school marking policy and pupil's awareness of their individual targets for the term in *First Class Basics*.

Teachers will be observed twice during each term and targets for future development set and followed-up to ensure that the teaching is maintained at an outstanding level and reflects the highest standards as defined by Ofsted. These records will also relate to the targets set as part of the annual Performance Management cycle for all staff and enable the school to celebrate the success of individual staff who their continuing professional development (CPD).

CPD will reviewed termly and consist of pupil progress targets, a professional target directly related to staff responsibility for components of the SDP and a personal development target again related where appropriate to whole school improvement.

Pupil Success

All pupils will leave Sparkwell All Saints Primary School demonstrating the ability to succeed in life. As the pupils go through the school their success will be tracked and monitored through the Pupil Success Passport (in a digital format). This passport will record each pupil's ability to succeed and how far they are to achieving these at specific points. Much of this will be formed through each pupil's IEP and all of the data gathered in digital format through APS tracking and target setting.

Children will complete different sections of their Passport through different elements of schools life. The development of knowledge and skills in core subjects through *First Class Basics* will create much data measured through APS. The *Learning Challenges* will allow pupils to complete specific subject knowledge and skill development, as well as Skills needed to achieve in life. Through participation in after school clubs/community hub clubs; children will further develop in the skills needed to achieve in life and develop in aspects that develop them as a rounded individual. The passport will contain feedback from the pupil themselves, their teachers / Learning Challenge Coordinator / outside professionals and their Parents / Guardians at appropriate points.

The Pupil Success Passport will be separated into three key sections

1. **Subject specific skills and understanding:** In line with the detailed development of the curriculum, these will be the key subject specialist skills needed to excel in that subject; these will be split into monitoring and tracking of First Class basics and highly tied to targets and success in these subjects; and to the on-going monitoring of other subjects delivered through the learning challenges, and success measured against the evidence understanding and achievement of skills and knowledge at specific levels.
2. **Skills/qualities needed to succeed in life:** These are the generic skills that are needed to succeed in life. They are taken from various approaches to "skills based learning". Examples of these skills would be:
 - The ability to communicate effectively in a range of different contexts
 - The ability to negotiate
 - The ability to make decisions, individually and as part of a team
 - The ability to solve problems
 - The ability to persevere
 - The ability to work in groups
 - The ability to handle money and work in an enterprising or socially enterprising manner
 - The ability to understand and practice high morals
 - The ability to work actively in the community on specific projects

As with subject specific skills, pupils and teachers will have skills ladders for these 'softer' development skills, to use in project planning. Assessment of these skills will be much more observational and demonstrated in practice, rather than targeted and formally assessed.

3. Skills needed to become a well rounded human being: These are skills that sit outside of national curriculum subjects but are skills or experiences that the individual pupil and the wider Sparkwell community feel are important to succeeding in life:

- The ability to play a musical instrument
- The ability to garden
- The ability to run and manage an event
- The ability to understand enterprise
- The ability to swim
- The ability to sew
- The ability to appreciate classical music
- The ability to perform in front of people
- The ability to excel at a sport

The last section of the skills passport will be reviewed each year in consultation with parents and pupils; keeping the skills relevant and an expression of what the community feels is important. The last section will also allow individual pupils to identify which of the skills in this section of the passport is most important to them.

Self Evaluation

Overall the school will be assessed by the extent to which we are producing children that can achieve at Core Subjects; hence our focus on the *First Class Basics*. However we are also very keen to make sure that external bodies such as Ofsted see that this school will also be about developing children to be ready for life when they leave. It is through these 2 areas that as a school we will self assess the success of the school in line with the key issues as identified through our SDP.

Through use of the new Ofsted Framework, the areas that we will assess ourselves against as a school are as follows:

- Attainment and Progress – the data that is collected through The APS tracking system will allow us to monitor this on an on-going basis. Moderation will take place across the school to ensure progression is being met and levels are being achieved. This will be measured through Quantitative indicators produced through on-going assessment against levels, through the APS scores. This will also be achieved by internal assessments and the outcomes from SATS testing.
- Quality of Teaching and Learning: In order to achieve this success there will be a continuous focus on the quality of Teaching and Learning in school. There will be models used that work in the highest achieving schools; use of staff INSET and staff meeting to continuously share and develop teaching practice; coaching models for improvement; regular (twice termly) Lesson observations by Head Teacher and where appropriate external support, with observations having specific focuses where necessary. The data produced will be Qualitative. All teaching in the school will be Good to Outstanding on the Ofsted framework – with the majority of it Outstanding most of the time.
- Attitudes to the School: This will be undertaken through the questioning of Parents and Pupils, mostly through the use of innovative IT (face time discussions, feedback on bespoke VLE) although we will also use specific questionnaires to gather this Qualitative data. As relationships with parents and the community is one of our priorities, we would aim to have between 0 – 10 parent issues / complaints in a year, and for 100% of parents to feel that they are listened to. Pupil enjoyment of school and their opinion on their success in learning will also be focused upon. Through Pupil self-assessment through the Pupil Passport, data and feedback can be analysed.
- Attendance and Behaviour: Attendance will be monitored very carefully through registration systems (again IT based) allowing us to pull out any trends. We would aim to have between 95 and 100% attendance from all pupils. Rewards through our ePraise scheme will be used to recognise 100% attendance in pupils. Behaviour will be monitored through our Behaviour and sanctions policy and we would expect to see very low levels. Teachers will be aware that 2 children disengaged for more than 2 minutes will affect their teaching grades. Measurement of Behaviour will be monitored against the Ofsted framework.

Staff Accountability for Success

The Head Teacher and the Chair of Governors will be the drivers for achieving success in the school; although every member of staff will take on an aspect of leadership or responsibility ensuring a distributed leadership and an overall ethos of working towards success. The Governing Body will play a very active role in the school and will be expected to be involved in formulating the SDP and to carry out moderation of the impact statements of the RAPS; with many representing community members of the village who want this school to open and achieve and so the passion for making this happen is very evident.

Line management

All roles and responsibilities will be clearly defined by an organisation mapping system. Job descriptions will reflect the necessary attributes and expectations of each role. All information related to line management will be visible in school and published and form part of the Performance Management system and policy. A staff handbook will be produced so everyone is clear of who is responsible for each role in school.

Performance management

Performance targets are set at the beginning of each year and reviewed each term. Staff will be responsible for producing evidence of work, training undertaken and delivered. This portfolio will then form the basis for assessment to establish whether a teacher is ready to move up the UPS scale in line with the new standards for teachers to be implemented in September 2012.

Line managers, in accordance with details outlined in job descriptions, will undertake performance reviews and this will be monitored by the governors as part of their role.

Professional development

Every member of staff will undertake professional development as part of their continuing professional development. All members of staff will be expected to be responsible for be accountable for an aspect of the SDP. The extent to which this takes place will vary to and take in to account the seniority of the individual member of staff. Each member of staff will keep a portfolio to be able to demonstrate individual development and will also be expected to review their own performance in the classroom. This will then feed in to the performance review cycle.

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

The purpose of this admission policy is to ensure Sparkwell All Saints Primary School complies with all the relevant provisions of the statutory School Admissions Code, as they apply at any given time to maintained schools and with the law on admissions as it applies to maintained schools.

The admissions policy also fits with our overall school vision that allows children from across the local area to access the quality of education that will be provided by the school; as one of the key driving purposes of setting up a primary school at Sparkwell is about our commitment to provide parents with choice.

Lastly, the admissions policy supports our plan to act upon the demand for a village school; and so there will be an upmost commitment to also provide local school and a community service provision for children and families living in the near vicinity of the school (although this is certainly not exclusively.)

As part of the criteria for setting up the school, we must be providing a school for children within the local area. Therefore children who are closest in distance to the school will have a priority to school places. This will be judged in line however with children whom already have siblings at the school.

Draft Policy

1. All Saints Primary School Sparkwell is a publicly funded, co-educational, independent primary school.
2. For the 2013 intake, applications for entry into Years Reception through to Year 4 will be invited. For each entry group the admission number will be 15 pupils.
3. All Saints Primary School Sparkwell welcomes applications from potential pupils of differing abilities residing in the Sparkwell and wider parish (up to 5 mile radius
4. Responsibility for the admission of pupils rests with the Free School Trust and the Governing Body.
5. All applications for places at the School will be considered in accordance with the arrangements set out below.

Admission Arrangements

Applications

1. Applications for places at Sparkwell All Saints Primary School prior to 31/10/12 will be made in accordance with the Local Authorities' co-ordinated admission arrangements and will be made on the common application form provided and administered by the Local Authority.
2. From 1/11/12, applications for places at the Free School can be made direct to the school for consideration during the allocation process.
3. The deadline for direct applications to the Free School is 15/02/13.
4. Following consultation with the Local Authority during February, offers will be made to parents and pupils on 4th March 2013.
5. Applicants to whom places are offered will be required to inform the Governing Body of their decision whether to accept or reject the offer within 2 weeks using the reply slip provided when the offer is made.
6. Any offers of places are subject to the signing of the Free School funding agreement by the Secretary of State.
7. Applications for places beyond the offer date will be accepted direct to the school. If places are available, subsequent offers will be made within two weeks. If there are no places available, applicants will be automatically added to the waiting list.

Appeal Procedure

1. Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time.
2. The Appeal panel will be independent of Sparkwell All Saints Primary School.
3. The determination of the Appeal Panel will be binding on all parties.
4. The School will prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries parents may have about the process.
5. Full details of the procedure will be sent to parents with the decision letter on 4th March 2013.
6. In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the reserve list. The order of the reserve list will be determined in accordance with the order determined by the over-subscription criteria.
7. The reserve list will be maintained until 30th August 2013
8. Vacancies arising between 1st March and 30th August 2013 will in the first instance be offered to applicants on the reserve list
9. On 1st September 2013, applications on the Reserve List and applications received after 15th February 2013 will be placed on the Waiting List.

Over-subscription Criteria

1. Where numbers of applications for each year group are less than the number of published year group places, all applications for that year group will be accepted.
2. Where numbers of applications for any year group exceed the number of published year group places, after the admission of pupils with a statement of SEN naming the school, applications will be considered in the following order of priority:
 - All looked after children
 - Pupils with exceptional medical or social need
 - Children who have siblings in the School at the time they are admitted to the School
 - Any other children
1. Within each of the over-subscription categories, priority will be given to those who live nearest the School, as measured by the straight-line distance.
2. The distance will be measured from the address point of the pupil's home to the front door of the School regardless of distance of travel.
3. Where a pupil lives for part of each week at different addresses, the home address shall be that address at which the pupil spends the majority of the school week.
4. 'Sibling' is a brother or sister, half brother or sister, adopted brother or sister, step brother or sister or the child of the parent/carer's partner and in every case the child should be living at the same address.
5. The 'sibling' must be in the school at the time of application and be likely to remain in the school at the proposed date of admission.
6. Where applications are received from twins, triplets or same-year siblings the following procedure will be followed: if one child is selected for a place within a year group, the twin/triplet/same year sibling will be ranked immediately below Children with exceptional medical or social need.
7. In a similar fashion, where there are applications from siblings for places in different year groups, if one child is selected for a place in one year group, then their sibling(s) will be ranked immediately below Children with exceptional medical or social need in the other year group.

Other Admissions

1. The Sparkwell All Saints Primary School will admit any statemented pupil whose statement names Sparkwell All Saints Primary School and for whom the School has agreed to be named in the statement.
2. Applications for vacancies that arise outside the normal annual admission round for Years 7 and 9 will be considered at any time during the year. Information and Application Forms may be obtained from the School.
3. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the following criteria, in order of priority:
 - Children with statements of Special Educational Needs in which Sparkwell All Saints Primary School is named on the statement.
 - All looked after children.
 - Children with exceptional medical or social need.
 - Children who have siblings in the School at the time they are admitted to the School.
 - Children who live nearest to the School, measured by the straight-line distance from the School gate to the child's home.

Waiting Lists

1. Sparkwell All Saints Primary School will operate a waiting list for each entry group.
2. Where in any year the Free School receives more applications for places than there are places available, a waiting list will operate until the end of the first term after the beginning of the school year.
3. The Free School Trust and Local Authority will maintain the waiting list.
4. Any child's position on the waiting list will be determined solely in accordance with the oversubscription criteria.
5. Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

Monitoring, Evaluation and Review

1. The Head Teacher is responsible for ensuring the Free School adheres to this policy and that this policy is periodically reviewed.
2. This policy will be reviewed annually.

D6 – how behaviour management, pupil wellbeing and attendance will improve pupil outcomes

Sparkwell All Saints Primary School is committed to the development of responsible, well-rounded and successful citizens. We believe that it is all pupils' right to be challenged and supported to make a positive contribution and play an active part in their community.

The approach to behaviour management, pupil well being, and attendance at Sparkwell All Saints Primary School is essential in making that vision a reality. Our approach has two key principles:

- The consistent and imaginative reward of positive behaviour
- The implementation of non-negotiated and consistent consequence to all behaviour that is not deemed acceptable.

The success of this approach relies on 4 key areas:

1. a collective and conscious understanding by the whole school community of what is acceptable as behaviour and what is not.
2. consistent and personalised tracking of individual behaviour and well being
3. the consistent and immediate implementation of both encouragement/support/reward and consequence
4. involving parents, community members and all adults in supporting the implementation of reward and consequence

Policies for the promotion of good behaviour

Sparkwell All Saints Primary School will establish in consultation with the Head, staff and parents the policy for the promotion of good behaviour, the anti bullying policy, and the policy on attendance. All of these policies will be kept under review. Review will ensure that all policies are well communicated to pupils and parents; that the policies are non-discriminatory; and that the expectations within the policies are clear.

Governors will support the school in maintaining high standards of behaviour and attendance. The Head Teacher will be responsible for the implementation and day-to-day management of the Sparkwell All Saints Primary School Behaviour Policy, anti-bullying policy and attendance policy. Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policies and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policies is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

The Head Teacher, governors and staff will ensure there is no differential application of the policies on any grounds, particularly ethnic or national origin, culture, religion, gender,

disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and attendance and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected, to a certain point, to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils will also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. This will be ensured through the communication of all behaviour expectations, and by pupils in their individual classes working with their teachers to create guides to 'What Disrupts Learning?' and 'What Promotes Learning?'

Individual tracking and the Pupil Success Passport for positive behaviour

The Pupil Success Passport and IEP's (individual education plans for all pupils as outlined in section 3) will include the mapping of personal and behavioural targets. The schools approach to learning challenges will provide a wealth of opportunities to develop their ability to behave and contribute. Pupils will be tracked against their ability to respond positively to problems and challenges, their ability to listen and respect other people and their ability to take on leadership roles and make a positive contribution to their community. Their progress and success will be encouraged by the implementation of an online reward system (a good example of this would be e-praise) embedded into the delivery of first class basics, learning challenges and the work of the community hub.

Rewards and Consequences at Sparkwell All Saints Primary School

Rewards and consequences at Sparkwell All Saints Primary School will be used to ensure that all pupils can learn in a safe, positive and nurturing environment.

Sparkwell success points will be collected for good behaviour, commitment to learning and demonstrating the ability to make a positive contribution. Rewards will be linked with the Pupil Success Passport so that success in good behaviour will be collected in the passport. Rewards will also be displayed virtually and in the community hub for parents and community members to see. A good example of the way that the success points will work is the e-praise system www.epraise.co.uk.

Consequences will be employed for unacceptable behaviour. Consequences are:

- Name recorded – a warning no sanctions
- Further breaking of the rules – X – five minutes isolated in classroom.
- Further breaking of the rules – XX – twenty minutes time out in another class in the same with appropriate task.
- Further breaking of the rules – XXX – return to other class for further 20 minutes and then lose 15 minutes from next available playtime.
- Further breaking of the rules – XXXX - sent to Head Teacher or Deputy Head Teacher and kept for rest of the session.
- Further breaking of the rules – XXXXX - sent back to Head Teacher or Deputy Head Teacher for remainder of the day and parents are contacted.

For persistent disruptive/bad behaviour the pupil's parents will be invited into school to discuss the problem.

Pupils will be encouraged to make a fresh start each day.

Sparkwell All Saints Primary School - pupil code of conduct

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. So we encourage exemplary behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and unavoidable consequences for unacceptable behaviour.

It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school.

Sparkwell All Saints Primary School Pupil Code of Conduct

Golden Rules of All Saints Sparkwell:

- Do my best
- Make a difference to others.

In lessons

I will do whatever it takes to make sure that I:

- arrive at school by the start of my lessons
- bring the equipment I need and be prepared my for learning
- wear the correct uniform smartly throughout the day
- enter the classroom calmly, greeting the teacher
- avoid all distractions: putting away anything not required for the lesson
- be an active learner by engaging with the activities set by the teacher
- show respect for my own learning and that of others and being silent when requested
- always complete my home learning on time and to an excellent standard
- make sure that I catch up with my learning if I have been absent from school or have fallen behind for other reasons
- help a teammate if they are finding the learning difficult

In the school and the local community

I will do **whatever it takes** to help create a safe school and local community which respects the rights of others by:

- listening to members of staff and following instructions politely and calmly
- having pride in our school by never damaging school property, defacing the building, dropping litter or spitting
- respecting all members of our community by never insulting, undermining or swearing at anyone
- Remembering I am always an ambassador for the school. Leaving school and making my way home in an orderly, responsible way
- when travelling on public transport, I will respect those around me, speaking to peers, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property

I understand that there will be consequences if I do not observe the Code of Conduct.

Sparkwell All Saints Primary School – Anti-bullying Policy

Our community is one in which all feel safe both emotionally and physically. This policy outlines how this will be achieved.

1. Statement of Intent

At Sparkwell All Saints Primary School we have a policy of prevention. Preventing bullying makes it easier to respond to incidents when they occur. It also enables us to create an ethos in which the whole school community is clear that bullying is completely unacceptable and will not be tolerated.

2. Review of policy

In line with all policies, this policy will be reviewed every 2 years. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children, staff, parents and carers, governors and the Schools management board.

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors/trustees/management board once a term/quarterly

3. Definition of Terms

What is Bullying?

Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying is when one person or a group of people keep doing things or saying things that deliberately upset or hurt others.

Bullying is not

It is important to understand that bullying is not odd occasion falling out with friends, name-calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name-calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

4. Aims and Objectives

The aim of our anti-bullying policy

- To assist in creating an ethos in which attending Sparkwell All Saints Primary school is a positive experience for all members of our community.
- To make it clear that all forms of bullying are unacceptable at Sparkwell All Saints Primary School
- To enable everyone to feel safe while at Sparkwell All Saints Primary School and encourage pupils to report incidents of bullying.
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying

The objectives of our anti-bullying policy

- Our whole community can evidence ownership of the school anti-bullying policy
- To maintain and develop effective listening systems for children and staff within Sparkwell All Saints Primary School
- To involve all staff in dealing with incidents of bullying effectively and promptly
- Anti-bullying Policy to equip all staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents
- To communicate with parents and the wider school community effectively on the subject of bullying
- To acknowledge the key role of every staff member in dealing with incidents of bullying
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations

5. Practice and Procedures

What we do to prevent bullying

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach. We aim to:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be clear that we all follow the rules and shared values of Sparkwell All Saints Primary school
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- support each other in the implementation of this policy

All members of the school community are expected to report incidents of bullying.

All Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.
Anti-bullying Policy

All Sparkwell All Saints Primary, School Staff will:

- Provide children with a framework of behaviour including rules which support the whole school policy
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school council, PSHE etc.
- Through the Head Teacher/senior staff member, keep the governing/trustee/managing body well informed regarding issues concerning behaviour management
- Provide a key staff member who is responsible for the monitoring of the policy

Governors/trustees/management board have a duty to

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor/trustee/manager to lead on anti-bullying within school leadership

Through the development and implementation of this policy, Sparkwell All Saints Primary School trusts that all children, parents/carers and staff will:

- Feel confident that everything is being done to make Sparkwell All Saints Primary School a safe and secure environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

6. Reacting to a specific incident

Recording

All incidents, will be recorded by the school on the electronic recording system. A senior member of staff will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Whenever a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved. Parents of all children involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident/behaviour log.

Dealing with an Incident

Whenever a bullying incident is discovered, the school will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

1. The school community need to be made aware that when a bullying incident has come to the attention of adults in the school, it has been taken seriously and action has resulted

We will support all involved by:

- Talking the incident through with all parties involved
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule(s) have been broken
- Discussing strategies for making amends

2. Measures will be in line with the school's behaviour and discipline policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the senior staff member/Head Teacher expressing concerns
- Time out from the classroom
- Pastoral support plan
- Fixed term exclusion
- Permanent exclusion

3. Safeguarding procedures will be followed when child protection concerns arise.

Support

At Sparkwell All Saints Primary School, we will continue to support this policy in the following ways:

1. We continue to address staff training needs, by organising regular training to tackle all forms of bullying, through behaviour management training, homophobia and e-safety training.
2. By providing information and support for pupils, by making age-appropriate information about services and support available to all pupils. We can refer pupils to services including Child Line for additional support.
3. We incorporate addressing bullying in curriculum planning, by trying to include teaching about homophobia as well as other forms of discrimination, prejudice and stereotyping in an age-appropriate way and in accordance with curriculum subject frameworks and guidance so that pupils understand and appreciate diversity. This is done formally in lesson times.
4. We feel able to use outside expertise. People working in external agencies (such as our family support workers, CAMHS worker, educational welfare officer, educational psychologist, youth workers or local telephone help lines) can offer support, both outside and inside the classroom, in addressing bullying.

Sparkwell All Saints Primary School - Attendance policy

Attendance policy

We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures. We believe that the most important factor in promoting good attendance is development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. We will also make the best provision we can for those children who, due to ill health, are prevented from coming to school. Under the Education (Pupil Registration) Regulations 1995, the Governing Body are responsible for making sure the school keeps an attendance register that records which pupils are present at the start of both the morning and the afternoon sessions of the school day. This register will also indicate whether the absence was authorised or unauthorised.

Arrival and Registration

All children should be in the playground ready to come into school at 8.50 a.m. each day although children are entitled to enter the playground from 8.30 a.m. The register is taken twice a day. A day counts as 2 attendances. Morning registration ends at 8.55 a.m. If a child arrives after the registration period, he / she will be marked in as Late. After 9.20 a.m. this will become an Unauthorised Absence. The afternoon register is taken at 1.00 p.m. It is essential that children arriving and leaving school with a parent / guardian outside the normal hours are signed in or out from the office. The signing in / out register in the office is used in the case of an emergency or a fire drill.

Illness and medical appointments

Every effort should be made to arrange medical appointments outside school hours. If it is necessary for a child to be out of school for this reason, the child should be returned to school directly after the appointment. The school office should be informed during the morning of the first day of a child's absence through illness and then each morning, if appropriate, for the duration of the absence.

Definitions

Authorised Absence

An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or guardian. For example, if a child has been unwell and the parent writes a note or telephones the school to explain the absence.

Only the school can make an absence authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised. For example, if a parent takes a child out of school to go shopping during school hours, this will not mean it is an authorised absence.

Unauthorised Absence

An absence is classified as unauthorised when a child is away from school without the permission of the Head Teacher.

If a Child is absent

When a child is absent, the class teacher will record the absence in the register. The school office will endeavour to contact the parent or guardian, if no message has been received regarding the reason for the absence. Parents are, however, expected to email or telephone the school by 9.00a.m on the morning of the day of absence to inform the school that their child will be absent. They are asked to state a reason. If there is any doubt about the whereabouts of a child, the class teacher should take immediate action by notifying the school office. The school will then be in contact straight away with the parent or guardian, in order to check on the safety of the child.

The education (Pupil registration) regulations 1995

Section 8(1) "Leave of absence may only be granted by a person authorised in that behalf by the proprietor of the school".

Section 8(3) of this act gives the school discretionary powers to grant leave of absence for the purpose of annual holiday during term time.

Holidays in term time are not an entitlement and are strongly discouraged by the Government, the Governors and the school.

Holidays

The Governors recognise that pupil absence during term time can seriously disrupt a pupil's continuity of learning. Parents are therefore strongly urged to avoid booking a family holiday in term time. However, in exceptional circumstances, at the discretion of the Head Teacher, the Head Teacher may choose to grant leave of absence of up to 10 days in any calendar year. Occasionally, it may be appropriate to allow a longer planned absence. In all such cases, the return date must be agreed by the Head Teacher as any

child who is absent longer than 10 days after the agreed time can legally be removed from the school roll.

All holiday requests should be discussed with the Head Teacher before any bookings are made. An absence for holiday that has not been agreed by the Head Teacher will be recorded as unauthorised. Authorisation will not be granted retrospectively.

Examples of what may constitute exceptional circumstances

To have a short absence to attend a family wedding, or a special family celebration (e.g. an 80th birthday of a grandparent); or to attend a special family reunion; or to attend a special religious/cultural festival, may constitute an exceptional circumstance. If a child has to miss school for a special family circumstance, then ideally the time when they will miss the least academic work is during the last week of a term.

If a parent, due to the nature of their work, cannot possibly take time off during the regular school holidays, then this might constitute an exceptional circumstance.

To have a week's winter or summer holiday in school time, because the cost is cheaper during term time, does not constitute an exceptional circumstance.

Criteria by which the Head Teacher will make decisions concerning the authorisation of holiday absence

1. The general attendance of pupils will be considered. If a child has had a significant number of absences for any reason they will not be able to "afford" to miss any further schooling. A holiday request for exceptional circumstances is unlikely to be approved unless the child's attendance is 95% or above for the past year.
2. The timing of the proposed holiday – one of the worst times for a child to be absent is at the beginning of a new school year, particularly with a new teacher or a new class; and for Year 6 pupils, in the build up to and during the National Curriculum tests.

Teachers will not set work for completion when a child is absent on holiday, but the child should be encouraged to read and keep a diary of their experiences.

Long Term Absence

When children have an illness that means they will be away from school for over five days, the school will do all it can to send material home, so that they can keep up their school work.

If the absence is likely to continue for an extended period, or be a repetitive absence, the school will contact the support services, so that arrangements can be made for the child to be given some tuition outside school.

Repeated Long Term Absence

The school monitors attendance and punctuality. If a child has a repeated number of unauthorised absences, the parents and guardians will be asked to visit the school and discuss the problem.

The school has the right to consider taking legal action against any parents or guardians who repeatedly fail to accept their responsibility for sending their children to school on a regular basis.

Monitoring and Reviewing

It is the responsibility of the governors to monitor overall attendance. The Governing Body also has the responsibility for this policy, and for seeing that it is carried out. The Governors will therefore examine closely the information provided to them, and seek to ensure that the school's attendance figures are as high as they should be. The school will keep accurate attendance records on file for a minimum period of three years.

Class teachers will be responsible for monitoring attendance in their class. If they become aware of an unexpected pupil absence during the course of the school day, they will contact the school office immediately. If there is a longer-term general worry about the attendance of a particular child, this will be reported to the Head Teacher, who will contact the parents or guardians. The Governing Body every three years, or earlier if considered necessary will review this policy.

CONFIDENTIAL

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

Demographics and population.

Devon has a population of approximately 1,143,000 as of the 2010 census. The authorities of Plymouth (2578,700) and South Hams (83,700) population make up nearly 30% of the citizens overall. It is estimated that nearly 40% of that population lives within a five mile radius of the proposed site at Sparkwell based on an examination of density. Although the villages of Sparkwell and Cornwood combined are only 2568, it is estimated that within a five mile radius (taking into account the rural nature of the area and its fringe proximity to the city to the west in terms of manifested population density) is approximately 136,960 people. It is also estimated that of the estimated 136,960 people there are 6400 people between the ages of 5-9 living within the 5 mile radius of the proposed Sparkwell Free School.

The population of South Hams is expected to increase by nearly 7% by 2009, however Plymouth will experience 25% by 2026. It is anticipated that those populations will increase from a combination of immigration, migration and local birth rate increases, according to those authorities.



The other consideration is the planned new settlement of Sherford, located 7km east of Plymouth City Centre and approx. 3 km from the proposed site for Sparkwell All Saints Primary School. It will comprise 4,000 dwellings, and potentially more in future years. Sherford is conceived as an extension to Plymouth rather than a standalone site however it has been labelled a 'new community' to indicate that it is related to, but separate from Plymouth. Sherford is perceived as a complement to growth within the Plymouth urban area, but offering a distinct housing choice. As such, Devon County Council and South Hams District Council have chosen to meet "rural" housing demand by what is essentially an urban extension to Plymouth rather than as more dispersed development in the countryside. At full build-out, the new community is expected to house 12,000 people in 5,500 dwellings.



The proposed site for Sparkwell All Saints Primary School is located just within the South Hams, on the geographical boundary between Devon LEA and Plymouth LEA. The larger proportion of the catchment area falls in the Plymouth LEA however rather than in Devon. So far 30% of responses and pre registrations have come from within the immediate South Hams area with one third of that coming from the nearby town of Ivybridge and the remaining coming from the villages of Sparkwell, Hemerdon, Wotter and Cornwood.

Once Sherford is developed (planned for 2015) this too will fall well within the proposed catchment area. Sparkwell All Saints Primary School will not only provide a viable alternative to the Local Authority Primary Schools being built as part of the development but will also help to alleviate the short term stress on other local primaries as they act as temporary schools whilst the development is being built and residents start to move in.

The data below represents a brief analysis of key demographic information that we used to inform our decisions regarding the catchment area of the proposed school and the type of provision that would be most appropriate to consider and consult on. The analysis of this information directly informed our rationale and vision which was to concentrate on “demand for choice”:

“Growing demand from families across Plymouth and the South Hams for choice in where they send their children.”

Plymouth LEA

- In the IMD 2010, **41 (26%)** of Plymouth’s 160 Lower Super Output Areas (LSOAs) ranked among the **most deprived 20% in England**
- **17 of these 46** LSOA’s are among the **most deprived 10% in England**, with **one** being among the **most deprived 1%**
- Results for 2010/11 show 56.6% of pupils in the Plymouth Local Education Authority (LEA) achieved 5+ GCSE’s or equivalent at Grade A*-C including English and Maths at the end of key stage 4. This was lower than the rate for both the South West (57.5%) and England (58.3%)
- Plymouth LEA’s latest Key Stage 2 pass rates for English and Maths were below the South West and England Averages. The pass rate for **Maths was the lowest in the South West**

Devon LEA

- Geographic Barriers – Distance to key services (schools etc)
More than **one in four** areas are classed as being in the **most deprived** decile in terms of geographic deprivation – 126 areas in total. Just 25 areas fall into the least decile with all of them located in urban centres.
- Barriers to Housing and Services - Over a **fifth of all areas**, 99 in total, in Devon are in the **most deprived** decile of this domain compared to just 4 in the least deprived decile.
- Devon’s lowest quartile affordability ratio (house price to earnings ratio: a higher ratio means less affordable housing) was 9.2 (south West 8.2, England 6.7) In the South Hams (where the school would sit) the ratio is 11.2 which is the **4th highest** amongst south west districts and their median affordability ratio is 11.9 (south west 7.9, England 7.0) which is the **2nd highest** ratio among South West Districts.
- Median Gross Annual Pay in Devon was £22,570 (South West 24,922, England £26,165)
- In the 2001 census 3.5% of dwellings in Devon were recorded as second homes (south west 1.8%, England 0.6%) with **South Hams having 11.9%** which was the **second highest in the country** after the Isles of Scilly.

Child Poverty by ward in potential free school catchment area.

ONS code	Local Authority and wards	Percentage of children in poverty
E06000026	Plymouth	20%
E07000044	South Hams	11%
E05002094	St Peter and the Waterfront	41%
E05002080	Devonport	39%
E05002084	Ham	36%
E05002085	Honicknowle	32%
E05002093	St Budeaux	32%
E05002082	Efford and Lipson	29%
E05002081	Drake	24%
E05002097	Sutton and Mount Gould	24%
E05002078	Budshead	23%
E05002096	Stoke	17%
E05002086	Moor View	17%
E05003571	Ivybridge Central	16%
E05002095	Southway	16%
E05003581	South Brent	16%
E05003564	Cornwood and Sparkwell	14%
E05002089	Plympton Erle	9%
E05003572	Ivybridge Filham	9%
E05003586	Wembury and Brixton	9%
E05002083	Eggbuckland	9%
E05003570	Erme Valley	8%
E05002079	Compton	8%
E05002092	Plymstock Radford	7%
E05003577	Newton and Noss	7%
E05002087	Peverell	7%
E05002090	Plympton St Mary	7%
E05003562	Bickleigh and Shaugh	6%
E05002091	Plymstock Dunstone	5%
E05002088	Plympton Chaddlewood	5%
E05003573	Ivybridge Woodlands	3%

Employment Devon and Plymouth LEA

In both Plymouth and Devon, the largest proportion of jobs is in public administration (including defence), education and health closely followed by manufacturing, wholesale and retail.

[REDACTED]

[REDACTED]

Ethnicity - Plymouth LEA

At 1.6%, Plymouth had a smaller proportion of people from an ethnic minority than the region as a whole or England in 2001 (2.3% and 9.1%)

[Redacted]

Ethnicity - Devon LEA

At only 1.1% of the population, Devon had a considerably smaller proportion of ethnic minorities than the South West (2.3% and England (9.1%) in 2001

[Redacted]

Crime - Plymouth LEA

In 2010/11
Plymouth had
the 3rd highest
overall crime
rate (45.0
offences per
1000
population)
among the 16
county and
unitary
authorities in
the South West

The overall crime rate
was higher than that of
the South West (33.8)
and England and
Wales (41.3)

Overall crime fell from
a rate of 47.5 in
Plymouth in 2009/10.
This included
decreases in vehicle
crime and robbery,
but increases in
violence against the
person and sexual
offences, while
burglary rates were
virtually unchanged.



Local Educational Provision

Current choice of schools are as follows; there are 33 Primary Schools within a 5 mile radius of Sparkwell All Saints Primary School, 6 of which are in the Devon LEA and 27 of which are in Plymouth LEA. Of those 10 who are within a 3 mile radius, 1 is in the Devon LEA, 9 are in the Plymouth LEA

The percentages of pupils eligible for free school meals is highest in the two areas which have significant Local Authority Housing provision nearby (Old Priory and St Maurice Primaries) and the primary with the attached SureStart Centre (Yealmpstone Farm Primary School) has the highest percentage of pupils with SEN with statements or on School Action Plans. We have consulted heavily with the nursery on site at this school and have taken into consideration their comments and suggestions when putting our education plan together. A number of parents from this area have indicated that they would choose to move their children to our school or send younger children who will be eligible in 2013/14, 18% of our current applicants is from around the areas where the schools are perceived to be doing poorly in the Government League Tables.

School name	Number of pupils on roll	Percentage of pupils with SEN with statements or on School Action Plus	Percentage of pupils with English not as a first language	Percentage pupils eligible for free school meals
England - national (primary state-funded)	4137755	8.0%	16.8%	19.2%
Schools (click box to add schools to your selection)				
<input checked="" type="checkbox"/> Boringdon Primary School	428	4.4%	1.1%	5.1%
<input checked="" type="checkbox"/> Cornwood Church of England Primary School	110	9.1%	0.0%	15.5%
<input checked="" type="checkbox"/> Chaddlewood Primary School	378	7.4%	0.9%	9.0%
<input checked="" type="checkbox"/> Woodford Primary School	419	7.6%	0.8%	7.4%
<input checked="" type="checkbox"/> Yealmpstone Farm Primary School	210	12.9%	1.7%	11.4%
<input checked="" type="checkbox"/> Glen Park Primary School	328	8.5%	SUPP	7.9%
<input checked="" type="checkbox"/> Old Priory Junior School	232	6.5%	SUPP	8.2%
<input checked="" type="checkbox"/> Plympton St Maurice Primary School	161	12.4%	3.7%	17.4%

School name	School type	% achieving Level 4 or above in both English and maths in				% making expected progress in	
		▼ 2011	2010	2009	2008	English	Maths
England - all schools		74%	73%	72%	73%	84%	83%
England - state funded schools only		74%	73%	72%	NA	84%	83%
Schools (click box to add schools to your selection)							
<input checked="" type="checkbox"/> Boringdon Primary School	Community School	91%	84%	95%	95%	92%	91%
<input checked="" type="checkbox"/> Cornwood Church of England Primary School	Voluntary Controlled School	87%	77%	92%	94%	100%	93%
<input checked="" type="checkbox"/> Chaddlewood Primary School	Community School	80%	NA	82%	88%	90%	87%
<input checked="" type="checkbox"/> Woodford Primary School	Community School	75%	NA	NA	NA	87%	77%
<input checked="" type="checkbox"/> Yealmpstone Farm Primary School	Community School	72%	66%	84%	82%	91%	81%
<input checked="" type="checkbox"/> Glen Park Primary School	Community School	66%	NA	71%	72%	88%	78%
<input checked="" type="checkbox"/> Old Priory Junior School	Community School	54%	79%	74%	89%	60%	60%
<input checked="" type="checkbox"/> Plympton St Maurice Primary School	Community School	50%	82%	79%	79%	83%	61%

The research we have done combined with the results of the survey and other marketing activities (see section E) has shown that there are a large number of parents within Plymouth and the South Hams who would make Sparkwell their first choice provision. There is a range of reasons for this but the largest majority state the ethos of challenge and community as a driving factor. The prospective parents want a school that has a community feel, where their pupils will be known as individuals and challenged to do their very best. They want their children to succeed academically but also to be challenged to contribute and excel in all aspects of life. They also want a school where their child gets to participate in the life of the community, interact with local businesses, community groups and individuals. They want to send their pupils to Sparkwell because of its ambition to involve the community and the parents in the children's education.

The relationship of the school to the community hub is also very important. Giving all pupils the opportunity to participate in extended provision that provides an alternative to child care but that also furthers their educational achievement is a key determining factor. The schools focus on using new technology and embedding it into all aspects of school life is essential. Parents feel that their children's ability to understand, use and be comfortable with new technology will be essential to their success in life.

The other key driver that helped form our rationale and vision was data and areas for priority coming from the Children and Young peoples plans for both Plymouth and Devon. A clear message from both of those was a need for alternative provision for young people. We interpreted this need into our vision as follows:

“A strong demand for a village school to act as a hub for community action, local services and economic activity”

Listed below are the main areas we have used in order to inform our vision and areas of priority for our school. We will link these areas directly to our school action plan and to our education plan.

Plymouth Children and young peoples plan 2011-2014

Priority: Equip young people with skills, knowledge and opportunities to make a successful transition to adulthood

- Maximise engagement opportunities with employers,
- Encourage enterprising skills among young people.
- Excite and prepare young people for transitions, particularly the transition to secondary school

Priority: Improve levels of achievement for all children and young people

- Improve educational achievement levels, particularly in maths, English and science.
- Build self-confidence and promote the well-being of children and young people especially through a sense of belonging and inner confidence

Priority: Tackle risk taking behaviours through locality delivered services

- Promote citizenship and volunteering opportunities.
- Enable young people to take responsibility and make safe and informed decisions by providing timely and appropriate information and guidance.

Devon County Council Young Peoples Plan 2008 – 2011

Overview of key topics

- All children and young people will have the opportunity to enjoy their lives, and to play and learn creatively, so that they grow in confidence and can realise their ambitions.
- We all play a part in improving the life chances of children and we will make the biggest difference by working in partnership with families and communities.
- Every child and young person is an individual; we will listen to them and their families when we plan our services.
- All children and young people, irrespective of their background or circumstances, will be given the opportunity to succeed.
- We will encourage and celebrate the achievements of all our children and young people
- Understand the issues facing children living in rural Devon, and do all we can to maximise the benefits and overcome the challenges
- Inspire our county's young people to achieve their best and support them in tackling the issues that concern them most

Priority: We want all children and young people to be: successful learners, who enjoy learning, make progress and achieve their potential, confident individuals who are able to lead safe and healthy lives, responsible citizens who make a positive contribution to society.

Success for children and young people will be built on:

- positive attitudes and attributes, so that they are determined, adaptable, confident, creative and enterprising
- personal skills, including literacy, numeracy, ICT, thinking and interpersonal skills, which are transferable and enable children and young people to survive, thrive and contribute to society
- knowledge and understanding of the world they live in and the forces which shape and influence the world.

We will:

- promote and develop the range of ways in which children and young people can make a positive contribution
- promote a positive, and more accurate, perception of young people by recognising and publicising achievements and contributions they make to all aspects of Devon life
- help young people to develop good general skills, and wider skills such as enterprise, to prepare them for a diverse range of opportunities.
- extend the offer of childcare 8am-6pm, 48 weeks of the year
- work to create a varied menu of out-of-hours learning activities, provided through extended schools services
- create positive activities as part of the youth offer for teenagers of things to do and places to go
- facilitate the election of young people to represent their peers locally, regionally and nationally to make it possible for children and young people to be able to challenge and influence decisions to make sure that they can see the impact of their contributions.

Priority: We are supporting and encouraging children and young people to be self-determined learners through: pupil-centred planning and personalised learning, supporting each other and learning with each other, through collaborative approaches, exploring and trying new approaches to supporting and leading learning

Success for children and young people will be built on:

- recognising, for children to learn successfully and achieve they have to enjoy life and live in an environment where they feel safe and cared for. This environment extends beyond school and settings and into their homes, their communities and the wider world they live in and draw their experience from.
- nurturing and supporting opportunities for achievement through a range of means and possibilities, so that children and young people can find their key to personal success. This can be through the arts, sport, technology or activities that involve experiencing the urban, rural, coastal, moorland, built and historic environments Devon offers.
- understanding that parents are the single most important influence on securing positive outcomes for children and young people. Good parenting is an important precursor to achieving fully the ambitions of the CYPP
- firmly committing to achievement in the broadest sense, beyond the narrow range of academic performance measures and targets where we value education where enjoyment and learning are hand-in-hand. Although we may not be able to easily measure enjoyment, we recognise and emphasise the value of a varied range of activities in and beyond the classroom.

Success for children and young people will be to:

- improve the proportion of pupils attaining Level 3 at key stage 1 (age 7) in reading, writing, maths and science
- improve the proportion of pupils attaining Level 5 at key stage 2 (age 11) in maths and science
- make sure that all gifted and talented children and young people have the opportunity to achieve their potential.
- Achievement of at least 78 points across the Early Years Foundation Stage* with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy.
- Achievement at level 4 or above in both English and maths at key stage 2.
- Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage* Profile and the rest.
- Progression by 2 levels in English between key stage 1 and key stage 2.
- Progression by 2 levels in maths between key stage 1 and key stage 2.

Considering the views of the community

We have employed a number of strategies to consult with different sectors of the community and we have actively sought out opportunities to engage. Due to increasing time constraints it has not been possible to conduct some parts of our marketing plan prior to submission of the application so a number of strategies for post application/pre shortlist have been devised. However as already mentioned in **just 38 days** we have been able to secure survey responses for **117** children whose parents would make this school their first choice. I am confident that our post application marketing plans will only serve to increase that demand further.

In terms of activities we were able to achieve within that 38 days we have managed to make considerable progress:

We presented to the local Parish Council on the proposed free school and made suggestions to them about what its ethos and vision might look like. There were a number of questions raised and answered and a motion to support the application as it stands was proposed, seconded and passed by unanimous vote.

We have attended sessions at the local children's centres, parish halls, village halls and spoken to providers and parents about the school. We have visited local nurseries and spoken with the parents and the staff.

We ran a local focus group meeting in the village and spoke with a variety of members of the community including parents, local business people, the clergy, retired citizens and parish council members.

We have also dropped 10000 leaflets to the villages, and local housing estates as well as handed out leaflets and conducted surveys outside of local shops, clinics, health centres.

It is in our post application marketing plan to contact SureStart centres in wards other than those within the 3 radius of the school. We have already consulted with and distributed leaflets to those in the immediate vicinity which has generated a great deal of support for our proposals

Both the local church and the Church Council are key partners in this bid and have been the drivers behind the application and the desire for a school in the community for a number of years. They have gathered huge support from the local community and the parish trust have funded the feasibility study prior to this application being submitted.

We have met on several occasions with our constituency MP Mr Gary Streeter (conservative) who is extremely supportive of our plans and would consider potentially even becoming a governor of the school should it be successful. He is in agreement that not only is a primary school required in this area but that the proposed educational plan would bring maximum benefit to both the local and wider communities.

Future Plans

Sparkwell All Saints Primary School has been designed to be at the heart of the community and its relationship with that community will be a key part of its success. The governing body of the school will represent a mix of the community organisations and groups who feel they have a stake in the school. All community organisations, businesses and organisations who have a stake in the school will be given the opportunity to stand as governors.

The services, activities and community learning sessions put on by the community hub will be demand led and a response to the needs of the community. The hub will actively contact all community organisations, groups and local businesses. They will be given the opportunity to support and contribute to the work of the school and the hub but will also be given the opportunity to comment on and influence what happens in both.

The community activity and civic leadership strand of the hubs work will actively work to engage with all groups of the community and respond to the community's issues. They will also actively support the publication of the Parish Pump and will ensure that all members of the community are kept up to date with activities and opportunities.

The learning coordinators will work with a range of local organisations and community members in the setting up and running of the schools learning challenges. The learning challenges will be designed as a response to local need and local opportunities.

Another key area of community development and engagement, which has been given serious consideration, is a fundraising strategy for the school and finding ways in which the local community can contribute to the school in a more formal way. The outline of the document below provides details of our considerations, research and conclusions about how we would go about employing a fundraising strategy for both the school and the community hub.

Sparkwell All Saints Primary School and Community Hub - Fundraising Strategy

This document outlines the way in which Sparkwell All Saints Primary School plan to develop a mechanism that will generate and manage income from both the **corporate sector** and also through **philanthropic support** for their Community Hub.

The key to sustainable funding for the community hub will be the diversification of income. Sparkwell All Saints Primary School understands that it is essential to diversify and broaden income gained, by not concentrating all prospects and resources in one specific funding area. This approach, alongside the corporate and philanthropic fundraising, will see the school and the hub forecasting income from events activities, enterprise related sources and also from applications to receive grants from Trusts and Foundations.

Sparkwell All Saints Primary School have established a working group, bringing together partners, professionals and local key members of the community who will explore ways forward that will build on what has been already been achieved during this current development phase of the free school cycle. The outcome being a new, sustainable school that offers exciting and engaging education, attracts investment and provides the young people of the area with the opportunity to make a real difference within their community.

As a result of analysing the giving patterns over the last twelve months within other programmes that share the vision to engage with and empower young people, researching philanthropic and sponsorship trends and professional knowledge of the local and regional context, we have focused on areas of fundraising activities that we feel are both realistic and achievable and most importantly create community engagement and passion.

“Philanthropic reports show an increase being found in the proportion of 25-34 and 50+ year-olds who claimed to have given money to charity. The percentage of population who ‘donated money’ in each age band were as follows: 15-24 is 23%, 25-34 is 29%, 35-49 is 31% and 50+ is 33%.” Source: **Charities Aid Foundation 2011**

And although Business donations to charities and 'good causes' are expected to be down by over a third, (*34%) which is approximately equivalent to £500million, we know that Businesses are now being offered support at the early stages of strategic planning for their giving patterns. **Deloitte Ltd** describe many companies now trying to **add focus to their philanthropic effort**, by implementing a strategy aligned to their core business work, thus maximising their financial and non-financial gift and therefore their impact to society through their chosen charity/good cause. Sparkwell All Saints Primary School have the best footings for such a relationship with the corporate sector, as they will be able to not only offer many layers of unique programmes and projects to support, but also the internal experience to manage the relationship well for both parties. (*source: **The Social Investment Consultancy**)

The current social and economic climate will still be a challenging environment in which to achieve the set objectives, however by setting a twelve monthly strategy, rather than a

longer term plan, this will give the flexibility to adjust focus as the climate changes and hopefully improves. By focusing on securing good foundations, packages of support that give sound and tangible business benefits, effective communication channels and achieving and maintaining excellent contacts, the school places itself in the best possible position to take advantage of the economic upturn quickly and effectively.

Income

The income from the Sparkwell fundraising initiatives, within the Corporate and Individual's arenas, will form a crucial source of financial support for the delivery and developments of its programmes. It appears that the climate has not affected the types of 'causes' that people support, with much support shown in the UK to the young and elderly within our communities. Alongside this Sparkwell All Saints Primary School have the opportunity to offer very tangible business benefits to individuals and the corporate sector.

Philanthropic Income

There is evidence that has been carried out by *Charities Aid Foundation* that points to key shifts in giving behaviour at different life stages. These shifts are far more marked than movements in giving gender. As giving money to 'good causes' alongside volunteering time and sharing knowledge are growing fastest amongst those aged 50+, this is where Sparkwell All Saints Primary School shall begin the philanthropic profiling and cultivation.

Sparkwell All Saints Primary School will be situated on the site of the old school that is packed with a wealth of history. As a working committee and passionate community members we have the tools and resources to be able to research and identify past students. Already we have made connections with ex-pupils and are pooling together images and items to hold a cultivation event. By offering an Alumni style membership/friends scheme we understand that this will not only be a great way to bridge gaps in past friendships, reunite past pupils with the village and school but also it would be a great way of encouraging repeat giving at a relatively low level, offering sustainability as well as an opportunity to engage donors with the work that the school will be doing in 2013. Once engaged in this style of giving it also then offers the potential to cultivate the donors further and move them up the ladder of giving.

Being that it is so hard to put into words the power of a strong community, and how it can and does affect and change lives, we know that having a thriving school that carries with it today, yesterdays breath will demonstrate just how powerful such philanthropic schemes can be, and build the future vision that the participants and community have for the such projects.

Proven by the extensive conversations and work that has already been carried out, it shows just how strong, valuable and important this project is within a community. This project has started the journey of change, forming the heartbeat of the society, strengthening bonds and developing a backbone to harness a positive change. Sparkwell All Saints Primary School has already pushed open the door of change, it has taken the

biological term of community '*a group of interacting organisms sharing a populated environment*' and transformed it to how they want their community to look '*when community exists, both freedom and security may exist as well. The community then takes on a life of its own, as people become free enough to share and secure enough to get along*'.

We are living in rapidly changing and challenging social, environmental and economic times where community is seen, by some, as nonsensical. Sparkwell All Saints Primary School want to change this, and have already done this for many, and use this new found community with its own pool of warm philanthropic leads to provide support, both financial and non-financial for its future and the next generation of pupils. They know that this school will offer opportunities and solutions to lift these young people beyond their current experiences.

Knowing that we all encounter our past education in every aspect of our lives today, past pupils know the importance of a great school - that is why by being involved they can ensure that this new wave of Sparkwell All Saints Primary School pupils will have the best springboard for their future in which a 'good' education will be essential.

Sparkwell All Saints Primary School will be in an enviable position, they already have pool of prospects to engage, cultivate and ask for support, a pool of people who know the effects of a village school in future years and will be committed to supporting the new vision.

The effect on those involved in the school will be deep and long lasting, a good education and being part of a strong community cross all boundaries that our every day world can't, and they force change and growth in the young. With the help, support and commitment of partners, friends and trusts and foundations – we know that Sparkwell will be able to strive and offer unlimited possibilities to many in our community.

Business

Sponsorship, Cause Related Marketing (CRM) and Corporate Philanthropy are all high up on the Sparkwell All Saints Primary School fundraising agenda. As all companies deal with their relationships and gifts in many different ways, the school will have to ensure that each profile for any ask is conducive with the companies own agenda, this will be carried out through thorough profile research. Sparkwell have a clear understanding of their objective and communicating this well with the corporate sector is vital, having good footings in the region, with internal partners and associates, means that along with the host of business benefits that can be offered, cultivating support will be started on strong foundations.

There are many actions that the school will adhere to when cultivating and generating corporate support, and a well-written fundraising policy will be agreed and actioned alongside a fundraising strategy. Research and identification of potential corporate partners and business links, communicating with them and cultivating them will be done in the first phase. This will happen within the first phase of the development plan, although asks will not be made and income not secured during this phase, it is essential that the corporate sector is taken on the development journey, to both identify the appropriate ask and ensure that the prospect has a clear understanding of the project and its future vision. By identifying, researching and building a profile on the corporate prospects we can take them on a unique cultivation journey and then make the best - and most appropriate ask.

Identifying matches between the corporate sector and specific projects could result in the potential for a bespoke sponsorship package, which would be very attractive to the corporate sector, due to the potential benefits attached to such sponsorship. Research and continued cultivation will be used to draw in prospects that are potentially interested in the tangible business benefits that the school have to offer. In addition, the Corporate Sponsorship arm could offer an elated profile across a broad cross-section of the community; the partnership could be a way of assisting them in anticipating marketing requirements. By becoming a Corporate Sponsor, companies ensure that their business interests are represented and heard within the community. The tangible business benefits that can be justified by using the marketing budget as well as their CSR budget is by far the best plan for any business during our current economic climate – with the emphasis on doing more with less.

The schools Fundraising Policy will ensure that all corporate partners are sensitive to the needs of the community; they will not only strengthen the schools programmes but also act as a partner to the community.

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	15	25		167%	15	23		153%
Year 1	15	13		87%	15	25		167%
Year 2	15	14		93%	15	13		87%
Year 3	15	7		47%	15	14		93%
Year 4	15	10		67%	15	7		47%
Year 5					15	10		67%
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	75	69		92%	90	92		102%

Section E: Evidence of demand and marketing – part 2

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

We have been extremely pleased at the level of demand and support both locally and from the wider catchment areas of Plymouth and the South Hams for our proposals. In a very short period of active recruitment **just 38 days** (11th January 2012 – 17th February 2012) we have had **117 children** registered to attend the school between September 2013 and September 2016. All receptions classes for the **first 3 years** are **considerably oversubscribed** and many parents have chosen to register older children and move them from their current school to the one we are proposing. In fact we are two thirds full for reception in 2016 and children have yet to be born who would be eligible for this intake.

The following pages detail the intensive marketing and PR campaign we have undertaken during this short period, the results and the planned activities we will be embarking on during the official application period post submission.

The following survey was created using the guidance provided and was held electronically on the website and recreated physically and used for manual surveys out in the local community.

*** 1. Please list your Name and Postcode**

Name:

ZIP/Postal Code:

*** 2. Would you support the creation of a new Free School as described, offering high quality education in our community?**

Yes

Maybe

No

Need More Information

*** 3. Please provide your child/childrens date of birth**

DD MM YYYY
Child 1 / /

Child 2 / /

Child 3 / /

*** 4. I confirm that I would select the proposed Sparkwell Free School as my FIRST choice for my child/children**

I agree

I DO NOT agree

5. Do you wish to leave any comments about the proposed free school

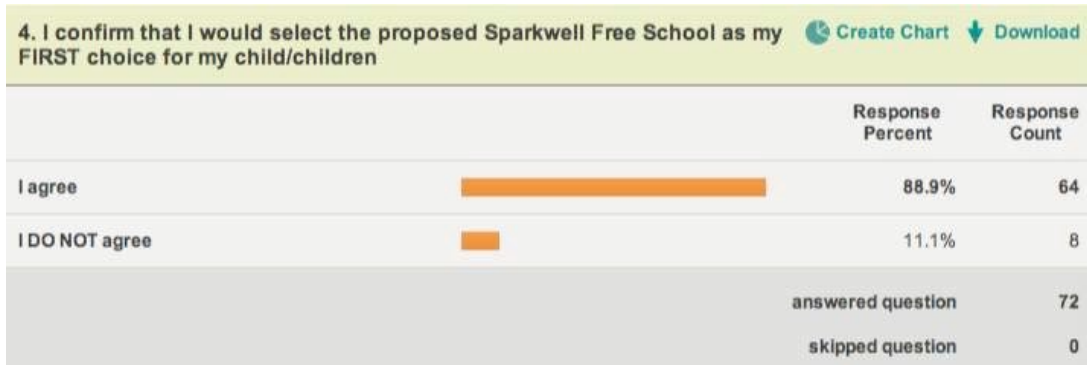
6. I am interested in finding out more information/being kept updated

Yes

7. Please leave your email address

Email Address:

An online survey creator was used and collated the information provided from both the electronic responses received and the manual one which had been submitted to the online version at the end of each period of canvassing. The chart below shows an example of the breakdown of responses to one of the survey questions asked. This summary was able to give us a very clear picture of the response and how that was changing over time. It is proposed to continue with the survey and marketing activities during the application post submission period in order to evidence further demand.



We asked parents whether they would choose our new school as their first choice for their child if the school opened. We explained our school to parents as follows:

Dear parents

The purpose of this website is to ask for your support and for you to complete our survey. A group of likeminded parents are in the process of applying to set up a new primary school in the local area. As part of this process the Government requires us to survey parents in and around the local area to get their opinion about what we are trying to achieve, here's where we need your help:

We are proposing a school:

- Which focuses on helping your child to succeed and to leave primary school with an **excellent academic record**
- Where your child is taught in **year groups no bigger than 15** pupils
- Which uses technology innovatively (**iPads for every child**)
- Where you can **meet** your child's teacher at least once **every 2 weeks**
- That **supports working parents** by being there for your child from **07.30 to 18.00**
- Where **you can learn** alongside your child
- That helps your child learn **real life skills**
- Gets your child physically **active every day** and promotes **team sports**
- Which **values** your child's sense of respect, kindness, curiosity and creativity.

This school would also:

1. Follow the National Curriculum whilst making reading, writing, maths and science major priorities
2. Be rigorously Ofsted inspected and strive for "**outstanding**" status every time
3. Prepare your child to **excel** in **SAT** tests

So, if you think that your local area needs a school which has the ethos and values as described above then please complete our survey so that we can make this school a reality.

Thank you for your help

As part of our survey we asked people to leave any comments they might have about the proposed school vision and ethos we were promoting, below is a selection of those we received.

We think this project is very exciting and look forward to receiving regular updates from you.

I am a teacher, and think this school would be a brilliant addition to the community. I would be very interested in what it has to offer, and sending my children there

Extremely Interested in sending children to this school

I would love a school with smaller class sizes and regular meetings with the staff. My son has dyslexia and the school has not found an appropriate way for him to learn.

I think this is a very exciting opportunity for children in Plymouth and look forward to hearing more about the school in the future

I believe the school, meets the criteria of a modern day school, sounds very positive and I would 100% back the proposals

I am very interested in the idea of the school. The small classes, more tailored curriculum and different style of teaching really appeal

Think it is a fabulous idea and desperately needed in the area

I would consider moving my children here to allow a return to work.

I am interested in sending my children to the school but would like to know much more about it first

It looks a very exciting venture and am sure it would ensure that my daughter has an amazing educational experience

It sounds like a very good idea and will probably be popular school within the local area, I look forward to hearing more information about your progress and wish you all the luck in the world

Vital for the on going and future wellbeing of the local community

It sounds like an amazing chance for the children to be nurtured and expand their experiences outside of the classroom.

Both me and my husband love your approach to learning and feel that your school will teach Evie the every day values, incl respect

It is clear from the overwhelmingly positive response that prospective parents have carefully considered our approach to learning and are keen for their children to be educated in this way. Considering the incredibly short time that we have been marketing the proposals to prospective parents it is believed that with the further activities that are planned we would be able to fill the school from Reception to year 4 on opening with Reception continuing to be oversubscribed every year after.

The following pages provide evidence of the demand gained to date, this is the result of only 38 days marketing.

Date of birth	Joining school in 2013/2014	Joining school in 2014/2015	Postcode
31/10/2004	1		PL7 [REDACTED]
07/12/2004	1		PL9 [REDACTED]
04/02/2005	1		PL6 [REDACTED]
16/04/2005	1		PL7 [REDACTED]
20/04/2005	1		PL6 [REDACTED]
04/05/2005	1		PL7 [REDACTED]
21/05/2005	1		PL21 [REDACTED]
31/05/2005	1		PL24 [REDACTED]
24/08/2005	1		PL21 [REDACTED]
24/08/2005	1		PL7 [REDACTED]
26/09/2005	1		PL4 [REDACTED]
11/10/2005	1		PL21 [REDACTED]
02/11/2005	1		PL7 [REDACTED]
27/02/2006	1		PL7 [REDACTED]
26/04/2006	1		PL7 [REDACTED]
12/06/2006	1		PL7 [REDACTED]
31/08/2006	1		PL21 [REDACTED]
04/09/2006	1		PL6 [REDACTED]
04/09/2006	1		PL7 [REDACTED]
14/09/2006	1		PL19 [REDACTED]
07/10/2006	1		PL1 [REDACTED]
25/11/2006	1		PL7 [REDACTED]
10/03/2007	1		PL7 [REDACTED]
18/02/2007	1		PL7 [REDACTED]
07/04/2007	1		PL21 [REDACTED]
04/05/2007	1		PL7 [REDACTED]
13/06/2007	1		PL9 [REDACTED]
18/06/2007	1		PL1 [REDACTED]
09/07/2007	1		PL7 [REDACTED]
13/07/2007	1		PL1 [REDACTED]
07/08/2007	1		PL5 [REDACTED]
08/09/2007	1		PL7 [REDACTED]
28/09/2007	1		PL9 [REDACTED]
19/11/2007	1		PL21 [REDACTED]
29/12/2007	1		TQ7 [REDACTED]
24/01/2008	1		PL21 [REDACTED]
30/01/2008	1		PL4 [REDACTED]

Date of birth	Joining school in 2013/2014	Joining school in 2014/2015	Postcode
01/03/2008	1		PL7 [REDACTED]
06/04/2008	1		PL4 [REDACTED]
03/05/2008	1		PL7 [REDACTED]
15/05/2008	1		PL6 [REDACTED]
20/05/2008	1		PL1 [REDACTED]
21/05/2008	1		PL4 [REDACTED]
20/06/2008	1		PL7 [REDACTED]
16/09/2008	1		PL5 [REDACTED]
20/09/2008	1		PL5 [REDACTED]
29/09/2008	1		PL7 [REDACTED]
07/10/2008	1		PL21 [REDACTED]
25/10/2008	1		PL7 [REDACTED]
31/10/2008	1		PL7 [REDACTED]
03/11/2008	1		PL7 [REDACTED]
18/12/2008	1		PL7 [REDACTED]
18/12/2008	1		PL7 [REDACTED]
07/01/2009	1		PL7 [REDACTED]
22/01/2009	1		PL12 [REDACTED]
16/02/2009	1		PL1 [REDACTED]
14/03/2009	1		PL7 [REDACTED]
27/03/2009	1		PL2 [REDACTED]
02/04/2009	1		PL21 [REDACTED]
09/05/2009	1		PL7 [REDACTED]
11/05/2009	1		PL1 [REDACTED]
11/05/2009	1		PL1 [REDACTED]
28/05/2009	1		PL7 [REDACTED]
22/06/2009	1		PL1 [REDACTED]
02/07/2009	1		PL3 [REDACTED]
02/07/2009	1		PL3 [REDACTED]
03/07/2009	1		PL21 [REDACTED]
25/07/2009	1		PL7 [REDACTED]
14/08/2009	1		PL7 [REDACTED]
27/09/2009		1	PL7 [REDACTED]
19/10/2009		1	PL7 [REDACTED]
03/11/2009		1	PL7 [REDACTED]
18/11/2009		1	PL5 [REDACTED]
26/11/2009		1	PL9 [REDACTED]
10/12/2009		1	PL9 [REDACTED]
21/12/2009		1	PL7 [REDACTED]
10/01/2010		1	PL7 [REDACTED]
12/01/2010		1	PL9 [REDACTED]

Date of birth	Joining school in 2013/2014	Joining school in 2014/2015	Postcode
12/01/2010		1	PL9 [REDACTED]
25/02/2010		1	PL9 [REDACTED]
04/03/2010		1	PL7 [REDACTED]
06/03/2010		1	PL7 [REDACTED]
13/03/2010		1	PL7 [REDACTED]
01/05/2010		1	PL7 [REDACTED]
11/05/2010		1	PL1 [REDACTED]
13/06/2010		1	PL7 [REDACTED]
25/06/2010		1	PL7 [REDACTED]
30/07/2010		1	PL21 [REDACTED]
12/08/2010		1	PL7 [REDACTED]
15/08/2010		1	PL7 [REDACTED]
27/08/2010		1	PL7 [REDACTED]
14/09/2010		1	PL5 [REDACTED]
25/10/2010			PL21 [REDACTED]
02/11/2010			PL9 [REDACTED]
28/11/2010			PL9 [REDACTED]
06/12/2010			PL11
30/12/2010			PL21 [REDACTED]
11/01/2011			PL24 [REDACTED]
19/01/2011			PL7 [REDACTED]
11/02/2011			PL7 [REDACTED]
11/03/2011			PL5 [REDACTED]
14/03/2011			PL21 [REDACTED]
21/04/2011			PL7 [REDACTED]
13/05/2011			PL7 [REDACTED]
24/05/2011			PL7 [REDACTED]
10/06/2011			PL7 [REDACTED]
20/07/2011			PL21 [REDACTED]
31/07/2011			PL7 [REDACTED]
03/09/2011			PL2 [REDACTED]
18/10/2011			PL7 [REDACTED]
25/10/2011			PL9 [REDACTED]
23/11/2011			PL7 [REDACTED]
02/12/2011			PL24 [REDACTED]
12/02/2012			PL5 [REDACTED]
01/03/2012			PL7 [REDACTED]
08/03/2012			PL7 [REDACTED]
15/03/2012			PL7 [REDACTED]
Total	69	23	

The above table details all the children who have been registered for Sparkwell All Saints Primary School.

Those greyed out are registered for either 2015/16 or 2016/17 but whose parents were keen for their child to attend the school and were prepared to commit at this stage.

According to these figures 2015/16 Reception year is also currently oversubscribed.

Figures for Reception 2016/17 are already positive with only 40% of places remaining. Children registered for this year include newborn babies.

E2. Demonstrate how you have made or plan to make the school attractive to pupils of different backgrounds and abilities. This should include pupils from deprived or disadvantaged families

The map of the catchment area below, dated 18th February 2012, details the proposed site and all the postcode locations of current applicants for the proposed free school. It shows the locations of all of the current children registered for places to start between 2013 and 2016 with the current total shown equalling **117** children.



Our vision is that the proposed school have an open application policy (unless the school is oversubscribed then please see the admission policy for details of the tiebreak and oversubscription criteria) thereby allowing people from across the city of Plymouth, its suburbs of Plympton and Plymstock, the local villages adjacent to the proposed school site and the South Hams town of Ivybridge to choose to send their children to a school which they can align with their own values.

Having primary aged children learning together from a variety of locations across the city is a new concept for the city (outside of special schools and independent primaries). Traditionally there has been no real choice and primary aged children particularly have attended the school next door as this has been their only choice. In order to send a child to another school with better results this has meant the parents moving house to a more affluent area often an impossible or undesirable feat for those on low incomes or from some ethnic communities.

We have gone to great pains to ensure that people from across the city are presented with the choice to send their child to our school including campaigning directly in the deprived wards of Stonehouse and St Budeaux and you can see from our survey results which shows almost **20% of applicants** are coming from postcodes within the **most deprived wards** in the city with a Children living in Poverty **rating of 41%**.

The map below details the Plymouth LEA by ward area, and then by level of deprivation. When looked at in combination with the map of demand for places above it clearly shows that our proposed school has already captured the interest of a wide range of parents from widely different social and geographic backgrounds.



As well as serving a significant local population and filling a gap in geographic school provision, the proposed site is ideally situated in a semi rural location 1.83 miles from the main access points on the A38. This allows families traveling from across the city of Plymouth and the large town of Ivybridge easy access to the school.

The proposed school would also be situated near a number of very large local employers, namely **Centrica** (Langage Power Station) and **Orange** (customer services call centre) both of whom are incredibly supportive of this application and are committed to working in partnership with the school should it open. (please see letters of support below)





Our research has identified that parents who work in these companies and others on the Langage Industrial Estate and Langage Science Park would choose to send their children here and that the extended opening hours proposed in our plan would support this choice for them, meaning their children could go to school close to their parents place of work.

Map detailing access to the proposed site to those travelling in from across the city.



Although there is very little migration out of area for Primary School provision (usually limited to independent schools or special schools) Plymouth does have a number of Grammar Schools (secondary) which parents from the same catchment area as we are proposing happily use, so it could be argued that the concept of traveling for the educational provision of your choice for your children is a very familiar concept to local parents, even though up until now there has been no other option in Primary provision. There are also excellent public transport routes from central Plymouth to the proposed school site where there is a bus stop directly outside the school gates.

A detailed traffic study (see Annex 3) has already been undertaken as part of our own feasibility process that determined the proposed site is indeed suitable for use in this way and can accommodate the increased volume of traffic that a facility of this type would inevitably create.

Map showing the proposed site in relation to current local primary schools.



The proposed site sits on the border between Plymouth LEA and Devon LEA. In total there are 33 Primary Schools within a 5 mile radius of the proposed site for Sparkwell All Saints Primary School.

- 6 of which are in the Devon LEA
- 27 of which are in Plymouth LEA

Of those 10 who are within a 3 mile radius

- 1 is in the Devon LEA
- 9 are in the Plymouth LEA

Only 40% of the schools situated within a 3 mile radius of the proposed school are **achieving the national average** or higher in 2011 for pupils achieving level 4 or higher in both Maths and English.

Plymouth LEA's 2011 Key Stage 2 pass rates for English and Maths were below the South West and England Averages. The pass rate for **Maths was the lowest in the South West**

School name	School type	% achieving Level 4 or above in both English and maths in				% making expected progress in	
		▼ 2011	2010	2009	2008	English	Maths
England - all schools		74%	73%	72%	73%	84%	83%
England - state funded schools only		74%	73%	72%	NA	84%	83%
Schools (click box to add schools to your selection)							
<input checked="" type="checkbox"/> Boringdon Primary School	Community School	91%	84%	95%	95%	92%	91%
<input checked="" type="checkbox"/> Cornwood Church of England Primary School	Voluntary Controlled School	87%	77%	92%	94%	100%	93%
<input checked="" type="checkbox"/> Chaddlewood Primary School	Community School	80%	NA	82%	88%	90%	87%
<input checked="" type="checkbox"/> Woodford Primary School	Community School	75%	NA	NA	NA	87%	77%
<input checked="" type="checkbox"/> Yealmpstone Farm Primary School	Community School	72%	66%	84%	82%	91%	81%
<input checked="" type="checkbox"/> Glen Park Primary School	Community School	66%	NA	71%	72%	88%	78%
<input checked="" type="checkbox"/> Old Priory Junior School	Community School	54%	79%	74%	89%	60%	60%
<input checked="" type="checkbox"/> Plympton St Maurice Primary School	Community School	50%	82%	79%	79%	83%	61%

Community Engagement

Our official period of community engagement began in December 2011 when it was agreed by the steering group that a formal feasibility study (see annex 2) should be undertaken to determine if there was sufficient demand for a school of the type we were proposing on the site that was available to us.

The following local (within 3 mile radius) activities were undertaken:

- December 2011 - Door to door leaflet drop to 5000 homes in the immediate 3 mile radius of the proposed site.
- Article in the December edition of the local newsletter “The Parish Pump” which gets distributed by hand once a month to all homes in the local parish.
- January 2012 - A focus group meeting at the proposed site, comprising of parents who had registered an interest, local parents, local residents, local parish councillors and other interested parties.
- January - February 2012, discussions and distribution of leaflets with local nurseries, community centre groups, village hall groups, Doctors surgeries and clinics, public houses, businesses and shops
- Attendance at the Parochial Church Council Meeting where the proposal was given full support
- Attendance at the Parish Council meeting in December where all members in a vote of support unanimously supported the proposal.
- February 2012 - A banner commissioned and erected on the proposed site.
- February 2012 - A further 5000 door to door leaflet drop in the immediate 3 mile radius of the proposed site, highlighting key issues contained in the free school proposal.

Further planned activities during the next six weeks include:

- A town meeting where we can brief interested people fully on the contents of the application and gather more feedback.
- Meetings with local businesses to discuss the vision document and secure support for the ethos and vision of the school.
- More leaflets to be distributed at local supermarkets
- Campaign of leaflet distribution planned in community centres and sure start centres, primarily in deprived communities highlighting the concept of free choice
- A young persons focus group where the Principal Designate can get feedback on school proposals and uniform ideas

In December 2011 a full professional feasibility study (see annex 2) was commissioned by the steering group proposing this free school to examine the area of “demand” and “need” for pupil places in the local area. This involved conversations with both Plymouth and Devon LEA’s about projected pupil numbers and school place shortages. The evidence and results of those findings can be found in the document included in the annex however a summary of key points from those discussions is below. Plymouth LEA reported:

“The number of reception places in Plymouth primary schools needs to rise by 83 ready for September 2012, and an extra 200 school places are expected to be needed by 2015. Demand is predicted by comparing births at Plymouth Hospitals NHS Trust with the number of children arriving at school four years later. Predictions show a need for 144 additional places by 2013, and 200 more by 2015. The biggest demand for places is in the north west, south west and the south east”

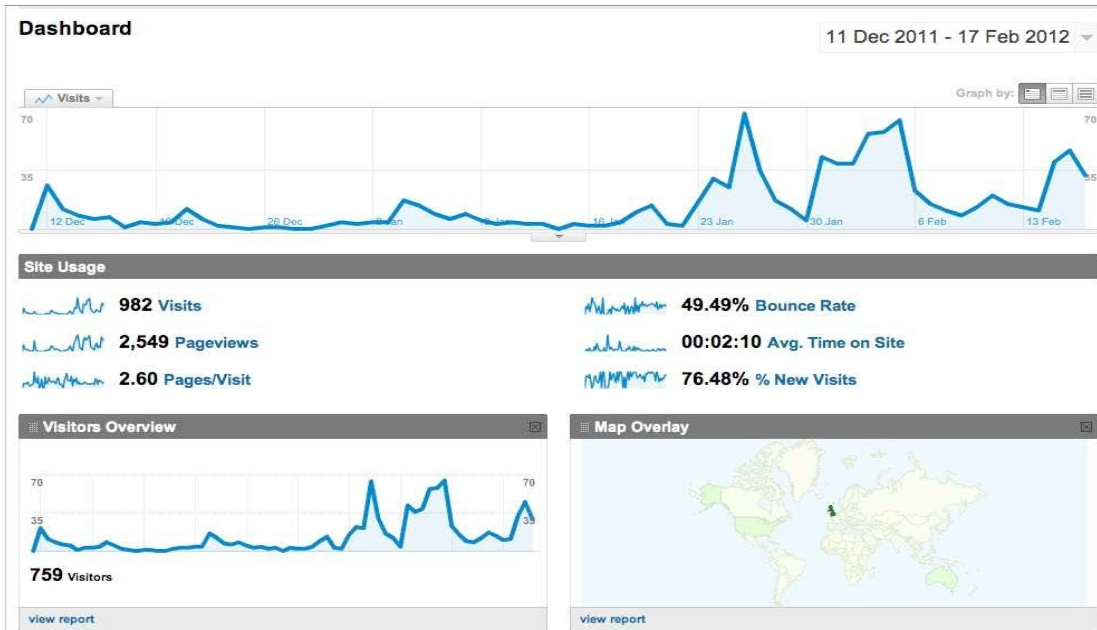
It has also been reported in both the local and National Media that Plymouth particularly will be experiencing a significant shortage of primary school places over the next few years and would suggest that this backs up the local government plans to extend existing primary schools in order to create the spaces required.

*“An official Whitehall analysis shows that areas including London, Bristol, Coventry, Leicester, Luton and **Plymouth** are facing the biggest squeezes on places. The projections suggest local authorities need to expand primary school places by between 10 and 20 per cent by 2014 to meet the extra demand.”*
Telegraph By [REDACTED], [REDACTED] 8:01AM BST 25 Sep 2010

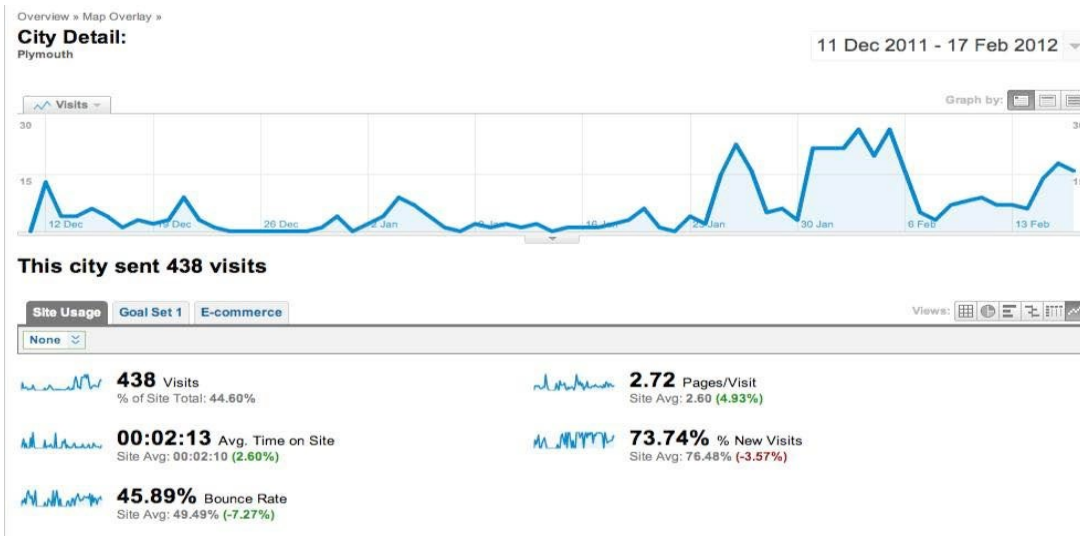
Wider ranging marketing and its results – Electronic Marketing

A website (██████████) was created in December 2011 which houses the electronic version of the survey. It was decided that this in combination with a strategic PR campaign was the most effective way to reach more parents in Plymouth and the South Hams and particularly parents in more deprived communities.

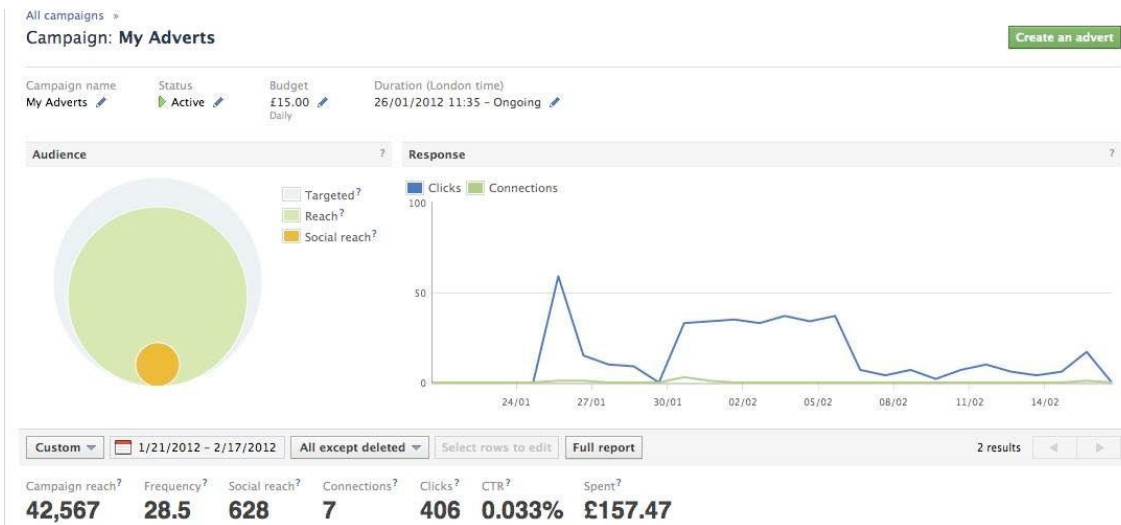
The website statistics show a total of 982 visits from 759 visitors between 11th December 2011 and 17th February 2012 of which 76% were new visits.



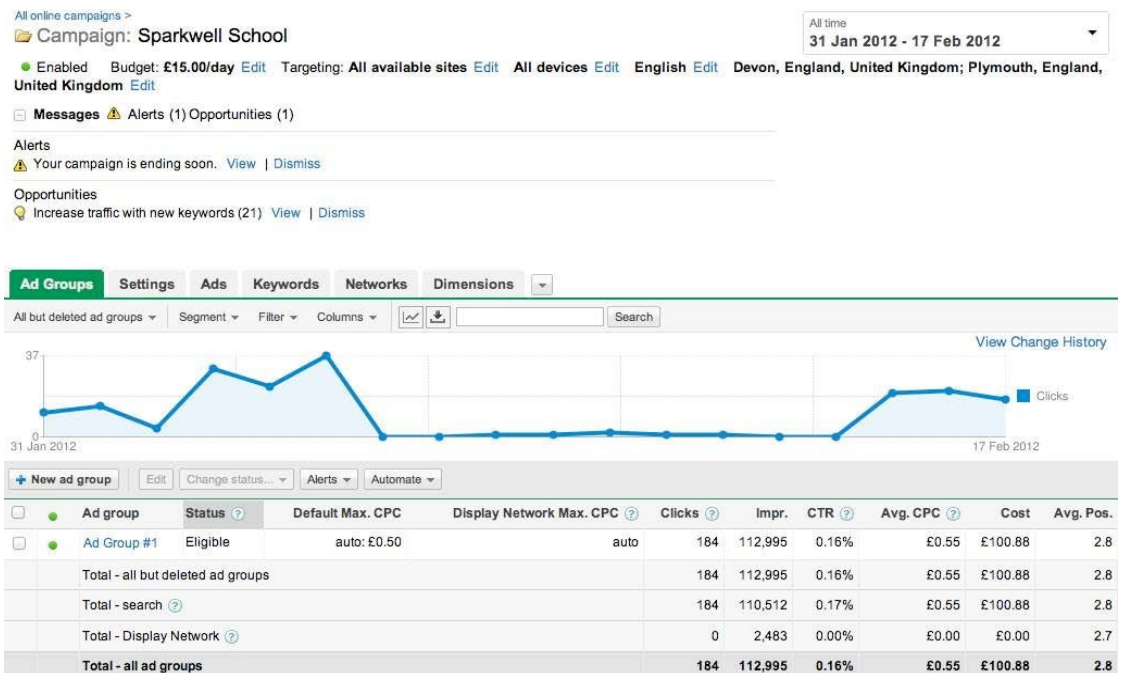
This further report shows the web traffic specifically from the Plymouth and surrounding area during the same time period. This shows 438 visits of which 73% were new visits. The encouraging thing about both these sets of web statistics is that they both show good page view numbers, in that most people looked at between 2.54 and 2.72 (Plymouth) pages each visit and spent around 2 minutes on the site which given the lack of content is a reasonably long time spent on the site looking at the information contained on it.



A Facebook advertising campaign from 26th January shows a reach of **42,567** impressions on individual Facebook profiles, each of which saw the advert on average 28.5 times. The advert was targeted at “All Parents” living within a “16km radius of Plymouth” This generated 406 clicks which directed respondents to the homepage on the website.



A GoogleAds campaign which ran from 31st January 2012 until 17th February 2012 and targeted specific relevant keywords generated impressions of 112995 and click throughs to the website of 184.



Public Relations Activity Summary

In order to generate maximum awareness for the school, we decided to use the local media to its full potential. We issued the following press release on 18 January to the local TV, radio, Internet and newspaper establishments, linking the story to the recently published figures that highlighted a 1500 place shortfall in local primary schools.

Press Release - Communities Hold the Answer to Primary School Shortfall

Parents and residents from South Hams villages are hoping to use new legislation to re-open a school that was closed three years ago. The 15 strong group of parents and villagers from Sparkwell and its surrounding communities are currently pulling together an application to open the Sparkwell Primary Free School in September 2013.

The group is looking to open a school for approximately 100 children aged 4-11. It wants to follow the national curriculum, but use innovative and engaging teaching methods so children can apply their learning in real contexts. It is hoping that this new school will appeal to and provide great and inclusive education for children living within a within a 5 mile radius of Sparkwell village.

This announcement comes just days after national figures show that there will be a 1500 place shortfall in primary education provision in Plymouth by 2015.

██████████, mother of three and a key member of the campaign group said: “ Figures like these are worrying. What happens if my child is one of the 1500 left without a school place when they are 5? It just goes to show how important it is to re-open the Sparkwell School and create more than 100 additional school places in 2013. But to make it happen, we need parents to go onto our website and register their interest.

“We want to create a school that meets the needs of parents and provides our children, and our children’s children with an environment where they can be the very best they can be. We will do this by combining the traditional teaching of core subjects, with exciting community based learning using partners and businesses to enhance the whole experience. This approach will mean that children get to learn new skills and then understand how they can be applied to the world around them.”

In order to meet the needs of modern day families and communities, it is proposed that the new school will be open between 8am and 6pm Monday to Friday. During these extended hours, children will take part in community challenges that will be designed to extend the curriculum beyond the formal teaching hours. This will comprise activities such as running a community library, shop or café, or even writing and publishing a community newspaper.

When a school closes, communities lose their heart. Children spend longer travelling to other schools and young families start to move elsewhere. Villages start to die as school closures have a knock-on effect on the provision of other services such as buses and

village shops.

Parents can stop this happening and breathe life back into their rural communities by visiting [REDACTED] before 12 February, and registering their interest in having a local school. By doing this they are not committing to anything or guaranteeing their child a place, but what is really important, is that by not registering, the school will definitely not go ahead

Media Coverage

The Sparkwell All Saints Free School story not only appealed to parents who responded to the leaflets and banners, but also grabbed the attention of the media and resulted in substantial coverage:

- BBC TV news, as a short news story throughout the day (23 January), as well as a longer feature on the 6:30pm programme evening feature
- Heart Fm, Devon has more than 44,000 listeners every day ran an interview with local parent and campaigner for the school, [REDACTED], about the proposal and the benefits the school will bring to the community and its pupils
- The story was featured on local internet news sites
[REDACTED]
[REDACTED]
- The local paper, The Plymouth Herald, with a readership of more than 97,000, ran the following news item on 20 January

[REDACTED]

[REDACTED]

This is just the start of our public relations activity. Our next release will talk about the fantastic partners the proposed school will be working with to deliver an engaging and effective education to its pupils. The media has already shown interest in this story so we are confident of securing more great coverage.

Recent news reports in Devon have slammed the whole free school process and concept, claiming that the schools will not be a success. We will play a key role in proclaiming the merits of free schools, making sure that the public is properly informed about these great schools, how they are regulated and how they will benefit our children and communities

School as a resource for the community:

The research and consultation that has taken part as part of this application process has confirmed the view that there is a strong demand for services and activity that are flexible and that fit with the needs of the community. There is also a strong desire to provide opportunity and make civic leadership accessible for young people. Although the school will only cater for primary age children the community hub activity will also provide opportunities for young people aged 11 upwards. The content of community learning opportunities will be demand led and community members will have the opportunity to advocate specific areas of interest.

The community hub will operate to extend school opening hours and ensure that the school becomes a centre for community activity and a driving force in the civic life of the area. The Community Hub will be set up as separate legal entity and will be set up by the Real Ideas Organisation CIC. Although independent of the school and therefore posing no threat of financial liability, its purpose will be to positively impact both school and community. The Hub will hire space from the school and work closely with the school ensuring that all Hub activity positively benefits the school and fulfills the schools vision. The Sparkwell All Saints Primary School Head Teacher will sit on the board of the Community Hub and will ensure no conflict of interest between school and Community Hub. As outlined in section C1 the hub will provide three main types of activity:

- Community learning
- Community activity and civic action
- Social enterprise activity

Community Learning Sessions

These will be affordable specialist sessions delivered by the learning co-ordinators or freelance specialists/ volunteers. These sessions will provide extended learning for pupils and access to specialist workshops for all members of the community. These sessions will be demand led and respond to the interests of the community and pupils. They will be about personalised learning in a community context. All learning sessions will be run as flexible, facilitated sessions participants will create personalised learning plans and develop the new skills they have identified in a supported environment. <Redacted> 72 will be learning about and exploring how to use e-mail and surf the web while molly age 7 is exploring how she designs her own I-Pad apps.

- **New Technology Lab** learning new IT skills and finding out about new technology from web surfing to the basics of computer programming
- **Technics** the making workshop - an innovative approach to science and design technology. Technics enables people to become ingenious thinkers and designers and design new products and solutions to problems.
- **Growing and Gardening Lab** from growing herbs to building raised beds these facilitated sessions will allow participants to identify and explore any areas of

interest

- **Cooking and Food Product Design** learn to cook in partnership with local producers, restaurants, retailers (eg. Langan Farm)
- **MFL Lab** learning new languages either in lessons or discretely using modern technology
- **Community Choir**
- **Arts Award Delivery**

Community activity and volunteering sessions

These sessions will be facilitated by a learning co-ordinator and will act as a civic leadership academy and volunteering service. The community hub will build a bank of community volunteers, train and support those volunteers (managed CRB and safeguarding checks) and ensure those volunteers are recognised/accredited for the activities that they participate in. There will be a strong focus on developing young leadership and having young people take on civic leadership roles or set up exciting community projects.

Social Enterprise Lab

These will be flexible sessions that focus on supporting pupils, young people aged between 11-25 and other community members on setting up and running social enterprises that positively impact the village. Participants will undertake the SEQ (social enterprise qualification). The lab will provide expert enterprise support that will be accessible to anyone in the community. These sessions will be useful for community members with the beginnings of an idea or experienced entrepreneurs. The hub will share examples and celebrate exciting activity becoming known as an incubation centre for innovative approaches to delivering services and running businesses. The Real Ideas Organisation are expert at setting up and running successful social enterprises. They recognise Sparkwell All Saints Primary School as the perfect opportunity to design and run a social enterprise that incubates and supports a series of community enterprises delivering important services and maintaining the civic heart of the community.

The sort of social enterprises that we expect will come out of the social enterprise lab include:

- innovative rural retail
- artisan food producers
- the Sparkwell cafe
- the Sparkwell Jam company
- personalised gift company
- the Sparkwell library service

The Community Hub represents great value for money and will attract investment and additional income into the school. There is huge goodwill and willingness to get involved and contribute. The Community Hub will act as a means to turn this goodwill, energy and financial resource into meaningful opportunities for pupils and community members.

To support this we have developed a DRAFT fundraising strategy should our bid be successful which has already been detailed in D7.

Section F: Capacity and capability

F1: Accessing appropriate and sufficient expertise to deliver our vision

Our Approach

The Sparkwell All Saints Primary Trust has a balanced approach, bringing together the energy, enthusiasm and voluntary commitment of parents in Sparkwell; financial and resource support from the local community through the Sparkwell Parish Trusts and the Beechwood Estate; and the skills and experience of professionals with a track record in education, learning and business development.

The people involved are detailed below, demonstrating the breadth of expertise we have secured.

Parental and voluntary involvement

- ██████████ – Local resident, engaged community member and active parent
- ██████████ – Local vicar, trustee of the Sparkwell Parish Trusts and community activist
- ██████████ – Local resident, engaged community member and community activist
- ██████████ – Local resident, active parent, local business owner
- ██████████ – Local resident, active parent and engaged community member
- ██████████ – Local resident, engaged community member and community activist
- ██████████ – Senior teacher, engaged community member
- ██████████ – ██████████, a significant local, national and international industry
- ██████████ – ██████████.
- ██████████ – ██████████, a significant local, national and international industry

Community and financial support from:

Sparkwell Parish Trusts – local charity dedicated to educational and charitable activity in Sparkwell and surrounding parish

Beechwood Estate – local estate that owns land adjacent to the school site

Centrica, Orange, Dartmoor Zoo

Key professional advisors and consultants

The Real Ideas Organisation CIC (RIO), an award winning social enterprise with a long track record working on the school innovation and improvement agenda. ██████████ (Director); ██████████ (Team Leader, Schools Service); ██████████ (School's Consultant); and ██████████ (Chartered Accountant) are all contributing their expertise.

RIO has supplied consultancy services and learning programmes to more than 200 schools and 15,000 young people; helped over 100 disadvantaged young people in to training and work, and secured ██████████ to renovate a heritage building which we now

run as a self financing social enterprise. We have developed and launched the Social Enterprise Qualification, the first standalone qualification in social enterprise for young people anywhere in the world and supported by Nick Hurd, Minister for Civil Society and the Rt Hon Vince Cable, Secretary of State for Business, Innovation and Skills.

██████████.

██████████.

The founder members of the board of Sparkwell All Saints Primary Trust are:

██████████ - Retired banker

██████████.

██████████

.

██████████ – HR Consultant

██████████.

██████████.

██████████ – Chartered Surveyor

██████████.

██████████.

██████████.

Expertise needed to set up the school

The initial idea to establish Sparkwell All Saints Primary School came from the local community, specifically from a group of parents with pre-school age children, led by ██████████. The parent's ideas aligned with those of other's in the community, particularly the Sparkwell Parish Trusts, whose purpose is to support education and learning and community activities in the parish of Sparkwell.

Recognising the need for professional support to complement the energy and skills available locally, the Sparkwell Trust invested ██████████ to commission the Real Ideas Organisation (RIO), to undertake a feasibility study (see Annex 2) and if the proposal was viable, to manage the application to be a free school.

A clear and rigorous process was established; at each stage securing the necessary investment and expertise to thoroughly check and establish the viability of the proposal.

The initial feasibility study examined three key issues – demand; potential school sites and traffic issues (see Annex 3); and financial viability.

Drawing on the expertise of a professional traffic consultant and a demographics and demand consultant, the feasibility study clearly established demand, identified traffic issues and provided solutions. ██████████, ██████████ assessed and confirmed the financial viability of the school.

The feasibility study and financial assessment were presented to the Sparkwell Parish Trusts who accepted the report and decided to move to a formal application.

The Sparkwell All Saints Primary Trust Limited was set up, securing the long-term commitment of a financial expert, an HR management expert, a local business and land management representative. They are all unpaid, independent board members and have confirmed their willingness and the capacity to contribute their expertise to setting up the new school.

In order to maintain clarity of roles, individuals involved in the feasibility study and application process are not currently board members, but are present at board meetings as non-voting observers. In the coming months, the board will be expanded to include two more independent professionals, as well as the Head Teacher, another staff member and at least two parents.

A highly experienced and energetic Principal Designate has also been identified, who has contributed to this application and will be involved in all aspects of the setting up of the school, subject to the necessary approvals.

Expertise needed to run the school

Going forward, the key organisations identified will continue to play an important role in the running of Sparkwell All Saints Primary School.

The Sparkwell Trust have committed [REDACTED] a year towards the cost of a Head Teacher, ensuring the school is can attract an excellent Head Teacher, able to run the school effectively and implement the vision of a school as a “big society school” – a community hub and a centre for real learning. In addition to the financial contribution, the Sparkwell Trust is committed to working closely with the school, providing expertise and community connectivity.

The Beechwood Estate are generously leasing the additional land required for the school site at a peppercorn rent. In addition to the land they are providing, they own additional fields and have indicated they could be available on similar favourable terms, should the demand for land-based community activities increase.

The Real Ideas Organisation will continue to work closely with Sparkwell All Saints Primary School, particularly supporting the growth of the school as a “big society” school, with real learning and ethical enterprise at the heart of the curriculum. At this stage, RIO’s ongoing commitment is voluntary with individuals from RIO offering personal support in their own time. Once the school is established, RIO is interested in tendering for appropriate contracts but recognises that public procurement regulations apply and all tenders will be let competitively.

A highly qualified and experienced Principal designate has been identified, who is currently the Head Teacher of a successful primary school in another area of England. [REDACTED].

To set up and run Sparkwell All Saints Primary School, the board will be:

██████████ - Chair
██████████ - Company Secretary
██████████ – Board member
██████████ – Centrica – Board member
Two additional independent professionals
Head Teacher
Two staff members
Two parents – ██████████ and one other
██████████ – RIO – observer
██████████ – Sparkwell Trust – observer
██████████ – Beechwood Estate - observer

All the directors of Sparkwell All Saints Primary School will also be governors of the school.

The school administrator will act as the clerk to the governors, to ensure minutes are effectively taken and meetings are operate smoothly. Training for this role will be provided for the successful candidate if required.

At the end of the first year of operation, the membership of the board will be reviewed as the expertise needed to run an on-going school is somewhat different from that needed to set it up. At this point, it is likely that there will be one or more changes.

The identified board members have confirmed their willingness to commit the necessary time to effectively run the school. Regular, monthly, board meetings will take place during the set up phase and for the first year of the school's life. Alongside board meetings, sub-committees will be set up to provide expertise on staff recruitment and performance management, on finance and budgeting and to focus on the community hub – the “big society” sub-committee.

The Principal Designate will lead the recruitment of the staff team, including the two learning co-ordinators who will run learning challenges and after school activities and volunteers who will support additional activities.

The board, particularly the recruitment and performance management sub-committee will support the Principal Designate, including being present at key interviews.

Premises and physical resources

The Sparkwell Parish Trusts has offered a site for the new school – the former Sparkwell Primary School with adjacent land provided by the Beechwood Estate.

We have worked with Architects, [REDACTED] who have produced outline drawings for the re-modelled and extended school, demonstrating how environmentally sound, excellent learning spaces can be created.

6 - site
links
analysis



F2: Accessing appropriate financial expertise

██████████.

██████████.

██████████.

Priority will be given to recruiting the key role of school administrator, and that person's job description will specify financial skills.

F3: Managing the opening and operation of Sparkwell All Saints Primary School

The development model for Sparkwell All Saints Primary School is absolutely aligned to the vision for the school; a ‘big society’ approach, bringing together the energy, commitment and experience of volunteers with the skills and knowledge of excellent professionals.

The team has the expertise needed in all key areas, as set out in the table below.

Key expertise	Named individual/organisation	Experience
Setting up a new organisation	[REDACTED]	[REDACTED].
School management	Principal Designate	[REDACTED]
HR	[REDACTED]	[REDACTED]
IT	Apple Education	[REDACTED]
Finance	[REDACTED]; [REDACTED]	[REDACTED]
Property and construction	[REDACTED]; [REDACTED]	[REDACTED]
Project management, marketing and communications	[REDACTED]; [REDACTED];	[REDACTED].
Community involvement	[REDACTED]; [REDACTED]	[REDACTED]

Curriculum development	Principal Designate; [REDACTED]	[REDACTED]
Business	[REDACTED]; [REDACTED];	[REDACTED]
School governance	Principal Designate; [REDACTED]	[REDACTED].

Approach to staffing

Sparkwell All Saints Primary School's approach to staffing balances excellent teaching by qualified teachers with innovative, learning challenges delivered by learning co-ordinators, each of whom will be skilled in practical, challenge based learning. The 'in school' roles will be half time, allowing time for 'out of hours' community activities. This capacity is vital to deliver the vision of Sparkwell All Saints Primary School as a 'big society' school, modelling community engagement, volunteering and excellent teaching and learning.

Central to the life of the village, Sparkwell All Saints Primary School will provide a focus for local activity, putting the community at the heart of the school and the school at the heart of the community. Led by the Head Teacher, qualified teachers, teaching assistants and learning co-ordinators, the school will act as a catalyst to bring the community together to identify and solve its problems. The model is cost effective, maximizing the use of school facilities for the community and generating the additional income needed to sustain learning co-ordinators able to bring capacity and skills not usually available to small, primary schools

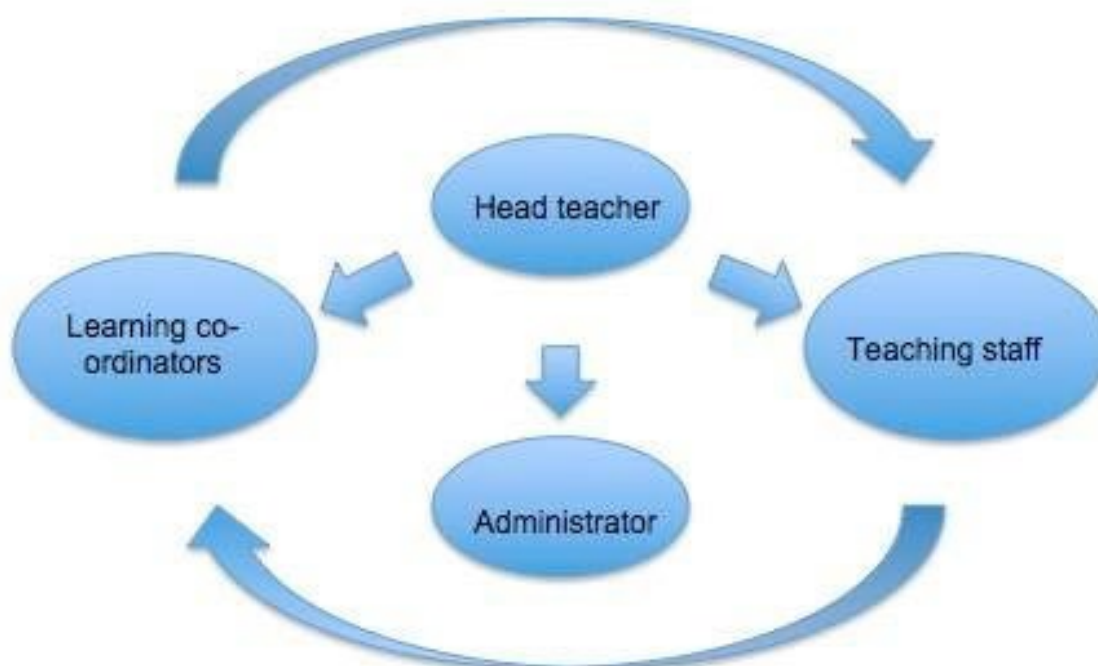
Table showing staffing when school opens 2013/14			
Leadership	NPQH qualified Head Teacher		
Foundation	1 qualified teacher	1.5 teaching assistant	
Year 1 and 2	1 qualified teacher	1 teaching assistant	
Year 3 and 4	1 qualified teacher - First class basics	1.5 teaching assistant	0.5 learning challenge and community hub co-ordinator
Community hub			0.5 learning co-ordinators
School administrator	1 experienced school administrator		

Leadership	NPQH qualified Head Teacher		
Foundation	1 qualified teacher	1.5 teaching assistant	
Year 1 and 2	1 qualified teacher	1.5 teaching assistant	
Year 3 and 4	1 qualified teacher- First class basics	1.5 teaching assistant	0.5 learning challenge and community hub co-ordinator
Year 5 and 6	1 qualified teacher- first class basics	1.5 teaching assistant	0.5 learning challenge and community hub co-ordinator
Community hub			2 x 0.5 learning co-ordinators
School administrator	1 experienced school administrator		

Staff Structure

The staff will work as three teams; teaching staff; learning co-ordinators; and the administrative services. Each team will report directly to the Head Teacher and line management will take place within the teams. However, the ethos of the school is one of collaboration and there will be close and flexible working relationships between teaching staff and learning co-ordinators. All children will participate in group work and challenge based learning, managed by the class teacher but with appropriate input from teaching staff, teaching assistants and learning co-ordinators.

Staff structure



Summaries of key roles

Head Teacher – an exceptional school leader and community activist equally able to effectively deliver high levels of academic attainment and develop active, responsible citizens. The Head Teacher will lead all aspects of school life, supporting and managing the teaching staff, learning co-ordinators and the school administrator. The Head Teacher will not be a teaching head, but will provide first line supply cover and will, on occasion work directly with groups of children to support innovation. The Head Teacher will implement effective performance management systems, working with the governors and board to resolve any issues. In line with the vision of the school as a community hub, the Head Teacher will be an excellent and open communicator, encouraging and facilitating on-going dialogue with parents about all aspects of their children's education and development.

Teacher – responsible for curriculum, classroom management, pastoral care and the individual development of each child in their class, the teachers at Sparkwell All Saints Primary School will deliver a first class, basic education to all their pupils. In addition, they will be committed to innovation and to working flexibly with each other and with the learning co-ordinators to maximize the benefits of the community hub. All the teachers will have high levels of computer literacy and be able to support the children to make the best use of the technology available to them, particularly the personalized learning each of them will be able to access via ipads and through learning challenges.

Teaching Assistant – every class will have at least one teaching assistant able to support children with particular needs and provide additional capacity to the class teacher. The teaching assistants will equally be part of the collaborative ethos of the school, working with the learning co-ordinators on community and learning challenges.

Learning Co-ordinator – the school will employ innovative and inspirational individuals who may, or may not be qualified teachers, but are experienced leading practical, real world learning challenges, often with a socially entrepreneurial focus. As well as supporting learning during school hours, the learning co-ordinators will offer evening, weekend and holiday activities for primary age children, teenagers in Sparkwell and other community members. They will play an active role in the community, finding innovative ways to increase participation and engagement, especially from families who are disengaged from education.

School Administrator – this is a key role in the school, providing operations capacity and systems to ensure the smooth running of the school. At Sparkwell All Saints Primary School, the school administrator will play a particularly pivotal role, supporting the community dimension of the school's activities, alongside the more conventional aspects of running a primary school.

F5: Staffing structure and Principal designate

As detailed above, Sparkwell All Saints Primary School has identified and secured the commitment of an extensive team of experts, able to set up and run an effective school, including a highly skilled and experienced Principal Designate.

The board include an HR expert, [REDACTED], who will chair the HR sub- committee and manage the recruitment process. It is envisaged that the first step will be to appoint the Head Teacher, ideally the Principal Designate. As your guidance sets out, our ambition will be to appoint our Principal Designate two terms in advance of the school opening.

Once this is achieved, the Head Teacher will work closely with [REDACTED] to recruit other staff, starting with the School Secretary who will then be able to provide administrative capacity.

RIO will continue to offer support and have an experienced management team able to provide support when and if required.

A highly qualified, skilled and experienced Principal Designate has been identified. His CV demonstrates the qualities and expertise he brings

CV - Employment History

Present employment

[Redacted] [Redacted]
[Redacted]

Key Achievements relevant to this post

- [Redacted]
 - [Redacted]
 - [Redacted]
 - [Redacted]
- [Redacted]
 - [Redacted]
 - [Redacted]
 - [Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
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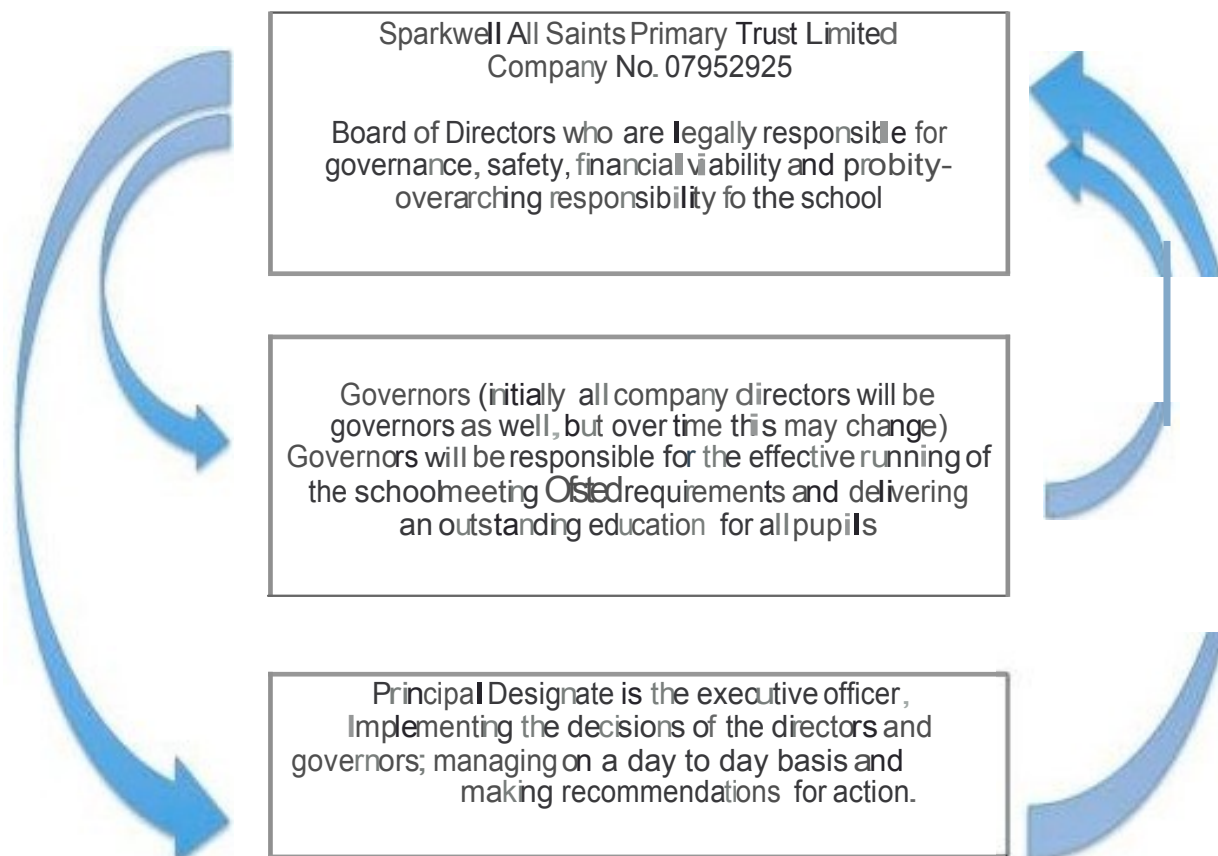
[Redacted] [Redacted]

[Redacted] [Redacted]
[Redacted]

[Redacted] [Redacted]

FS: The respective roles of the company members, governing body and principal designate

Diagram of the structure of Sparkwell All Saints Primary School



Role of the board and governors before the school opens

Before the opening of Sparkwell All Saints Primary School, the role of the governing body is twofold. In the first phase, the governing body will perform a range of tasks that will be delegated to the Head Teacher, once the Principal Designate, or another candidate is confirmed in post.

In this first phase, a considerable time commitment will be needed from the governing body, as they will directly make a number of key decisions, particularly in the areas of finance, staffing and property. For this reason, we have identified directors and governors with the necessary expertise for these tasks and have recruited additional, professional input from RIO.

In order to maintain the independence of the board and governors and to avoid conflicts of interest, all members of the board, and therefore all governors are unpaid. Professional experts may attend board meetings if required, but they can only be observers and do not have voting rights.

During this phase, there will be no distinction between the board and the governors – all board members will be governors. During this phase, significant and timely decisions will need to be made and a small, effective team is our preferred approach.

Confirming or challenging the Principal Designate to the post of Head Teacher will be the first staff appointment and the board will make this decision. As this is a crucial decision and the board is currently small; unanimous support for the candidate will be needed.

Role of the board and governors once the school is open

The board of directors will continue to be responsible for the employment of the Head Teacher, with the Chair of the board undertaking regular performance management reviews. In the event of unsatisfactory performance by the Head Teacher, it will be the board's responsibility to challenge and if necessary, take action to address issues. They will have the ultimate power to remove the Head Teacher if performance is consistently unsatisfactory.

Once the school has been open for a year and all the initial teething issues have been resolved, a review will take place to check the skills, expertise and capacity of the board and governors match the requirements of running, rather than setting up a school.

At this point, it is likely some board members may not wish to continue as school governors, or indeed, may wish to withdraw entirely. At this stage, our intention is to maintain a board with the key skills necessary to manage people, finance and buildings.

We will extend the board to include additional input from parents, staff and other professionals, but with a total limit on voting board membership of twelve. Additional, non-

voting observers may be invited to attend meetings at the discretion of the directors. When the school is fully functioning, it is anticipated that some directors will no longer be governors. This will allow educational expertise to be secured, potentially on a short-term basis, without disturbing the effectiveness of the board, who will continue as the legally responsible body for the school.

In general, Sparkwell All Saints Primary School will seek to operate through collaboration and teamwork, with a 'can do' attitude to problem solving. In the event of disputes or ineffective performance, the Head Teacher will have day to day responsibility to resolve issues. If that fails, the matter will be referred to a governor's meeting, with any final decision being taken by the board.

In the event of a dispute between the Head Teacher and staff, the staff will be able to choose whether to approach the governors or the board and both bodies will maintain complete independence and consider the issues on merit. Both board members and governors will be able to hold meetings without the presence of the Head Teacher, should there be a justified reason to exclude the Head Teacher. However, serious action cannot be taken against a staff member by a board member or governor, without the involvement of the Head Teacher.

School Council and the involvement of pupils in school governance

Sparkwell All Saints Primary School will have an active school council, with pupils of all ages offered the opportunity and support to engage fully. Board members and governors will be expected to provide some voluntary mentoring of school council members and at least once a year, a dialogue will take place between the school council and the board and governors.

During the year, the board and governors will actively seek opportunities for pupils to contribute to decision making, using a variety of approaches including technology. The ambition is to achieve meaningful and interactive engagement, in whatever form that takes.

Section G: Initial costs and financial viability

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

██████████.

Section H: Premises

The proposed site has had a school on it since 1841 and was very much the heart of the village of Sparkwell up until its closure in 2009. Our vision for a school founded in community life, in a place with high demand for places made the proposed site the natural choice for this new free school. The village community very much miss their local school and have welcomed this proposal for a new school onto the site with open arms. There is support from the local community, the parish council the parochial church council, the local church, local businesses and the private landowners who own the land around the old school building.

We would be able to secure all the land and buildings required to support this school proposal at a peppercorn lease from both of the landowners. The Parish Council have agreed to provide the school with use of the maintained sports fields, parking lot and the village hall which is big enough to be a sports hall and small theatre with a fully fitted out stage. The church has also offered full access to all of the adjoining church buildings as and when required. Orange, Dartmoor Zoo and Centrica all who are situated within 1 mile of the school have also offered use of their classroom facilities to support the children's learning as and when required.

The type of learning we are proposing is ideally situated on the site we have chosen and the school building that would need to be built to house the basic teaching facilities would be very modest indeed.

The address and postcode of the proposed site;



Plymouth
Devon

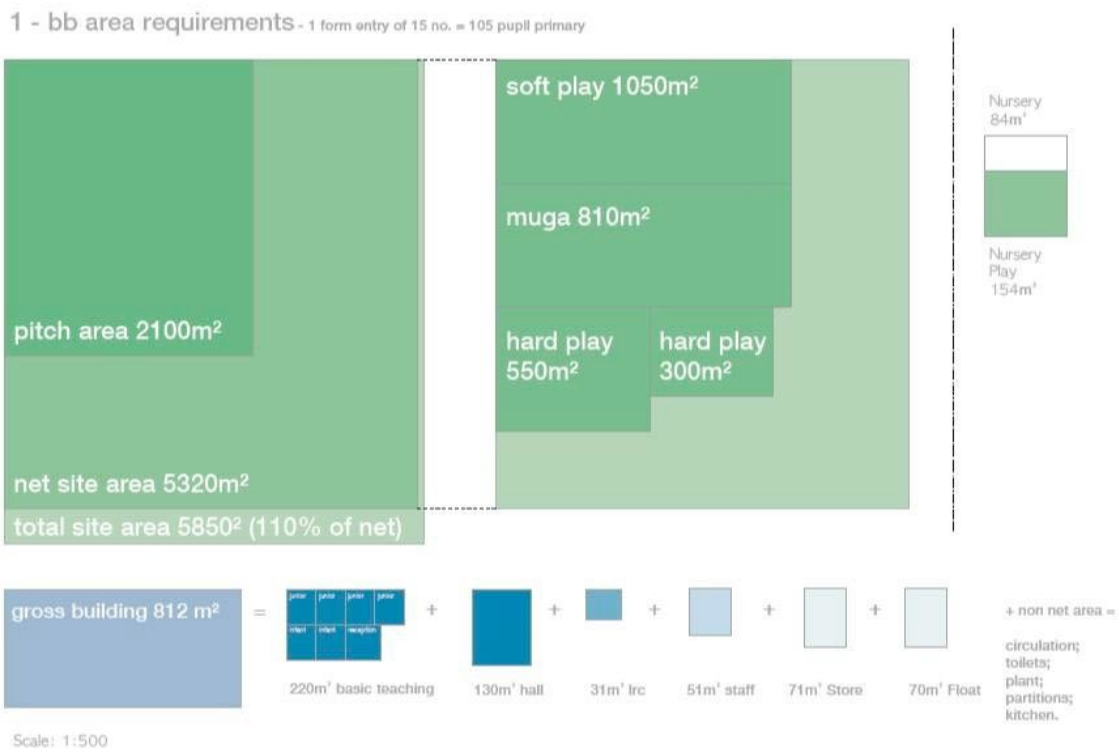


The site is currently in use by a private Montessori nursery in a temporary classroom on a short-term lease and the Parish Council use the main school building as a parish office and community resource. Both are aware of the proposals and their implications and are fully supportive of the application.

The old school site is owned by the Sparkwell Parish Trusts and managed by Exeter Diocesan Board of Finance who has given permission for the site to be used as a free school. The Parochial Church Council manages it locally and is fully supportive of this application and the Sparkwell Parish Trusts funded the feasibility study (See annex 2).

The land to be used for the new school building that adjoins the school is private land owned by the Beechwood Estate. They have agreed that the site can be used and developed as a new free school with associated parking. They have also indicated that they would be open to discussions around the use of more land if so required.

The area analysis undertaken by our architects [REDACTED] suggests a new building would be required with a gross internal area of 640m². This is a reduction on BB99 requirement based on reducing the hall requirement and assuming school use of the village community hall located approximately 200m to the North East of the proposed site entrance. A smaller dining/multi use hall is proposed in what would be a remodelled existing school building on the school site. Additional area in the existing school further reduces the new building requirement. The detailed use of the existing school building would be the subject of further design development.



[REDACTED]

The analysis of external areas indicates the site area is significantly lower than those required for hard and soft play areas and sports pitch provision. It is noted that significant sports provision is located off site again within 200m of the site. Play area (combined hard, soft and habitat areas) however will still be a reduction on that advised in BB guidelines.

[REDACTED]

The site topography and the location of the existing school building suggests a location for the new building on the site of the existing nursery and extending west on the plateau that runs along the sites northern boundary. The lower portion of the site to the south that borders the main road to Plympton would then be used for vehicular access with a small turning head and limited staff parking (approx. 5no) although again significant parking has been made available 200m off site by the village hall. The site levels are such that steps and ramped access would be required to the school entrance from the parkin area but access would then be level across to the existing school building. The existing playground area would be retained between the existing and new building and enhanced as a combined small MUGA and amphitheatre.

It is envisaged that classrooms of 60m² would accommodate 2 year groups (1 infant and 2 juniors classes of 30) with a smaller 40m² reception class for 15 pupils. The arrangement indicated would allow for direct access to the south for the foundation stage teaching spaces and to the north for all teaching spaces. Access to the north would be path width only and located to avoid the notion of corridor and allow easy supervision from teaching spaces. Staff space and office would be accommodated to the entrance side of the building directly opposite the new site entrance. Key Stage 1 toilets would be provided off the corridor or direct from classrooms with Key Stage 2 separately located. A small specialist teaching space is also indicated.

The entire site identified has been made available for use as part of this application. The tenure proposed in the first instance would be on a leasehold basis at a peppercorn rent by agreement with the landowners and the parish council.

The site offers excellent links with the surrounding community. The school would be established with the spirit of cooperation and collaboration right from the outset and the beautiful semi rural surroundings would make an excellent learning environment. The sites proximity to the A38, which is the main trunk road through Plymouth, offers excellent access for parents who might choose this school for their children from right across the city. The site is also situated near significant local employers who have a young demographic as employees, some of whom have already indicated that this would be their first choice school.

Our educational vision is to be part of a community and for children to experience and investigate their roles as active citizens within that environment. This model would be supported by the site we have chosen in that it would allow the children formal learning spaces to concentrate on their academic studies whilst at the same time allowing the freedom to learn life skills in classrooms in a Zoo, Power Station and communications company. It allows the children to have space to be physically active and to play and learn competitive team sports as well as having indoor space for games, theatre, dance and such. The split site and its surroundings are also perfect for both indoor and outdoor community challenge activities such as setting up social enterprises, community learning, forest schools, allotments and even alpaca farms!

The spaces important to this proposal are quite specific. There is a need for a well-equipped formal teaching place where children can focus on learning key skills with our *First Class Basics* approach. These classrooms will then need to double up as project offices and take on a more fluid shape where children can move around the site as the demands of the projects dictate. This movement should not be to the detriment of either the reception children or others using the site.

The focus on high-end mobile technology (iPods and iPads) instead of traditional ICT means the site will need to be well networked and offer every child and teacher fast, reliable access to the Internet with no black spots.

It is also important that the community hub should be separate from the main teaching areas both in terms of safety for the children and security for the site. Having a dedicated, secure and purposed site for the hub is very important.

Access to the outside world and the ability to feel connected with the external environment is also really important as this will help learning but also a sense of connectedness with the environment. It is very important for the Reception class to feel part of the school and its goings on yet still have a dedicated, safe and secure environment of their own where they can transition into the school gently.

Having both indoor and outdoor areas where children can cook and eat together is also important as we want to encourage a sense of community, and cooking, preparing and 'breaking bread' together is a good way of creating these strong bonds. Having the opportunity to eat outside during good weather is also a good way of helping children to connect with their environment. We will be focusing on healthy living and the importance of a good diet and exercise so areas where children can run, climb and play both in structured and unstructured ways are important. It is envisaged the during break and lunch time session that opportunities for physical activities will be offered by community volunteers and will take place on the sports field or in the village hall. The size of the external areas is comparable with other local schools, with the added advantage that this site has forest available and a full size fully maintained football pitch. There is also the possibility of more land adjacent to the school if required that could easily be repurposed as play areas.

The village hall, which has been offered for regular use by the school, is the perfect place for indoor sports, drama or assemblies. This would negate the need to build such a space on the site and would again allow the feeling of the school and its children as being part of the community rather than remote from it. Joint use of buildings and spaces is very important to our educational vision as it allows the children to learn in a variety of differing environments and is perfect for the project based curriculum of the *Learning Challenges*.

In terms of accessibility as part of the original feasibility study (see Annex 2) we had a traffic consultant prepare a report (see Annex 3) looking at exactly this issue. His recommendations and findings are detailed in the annexes but in principle the site we have chosen is fine. With a combination of public transport, pick up and drop off, walking buses from the village hall and staggered start and finish times it is not anticipated there will be a traffic issue.

The old school building is in an excellent state of repair and is used regularly as a parish office, community library and general space for rent. All of the facilities are in good order and there are no significant repair issues. The building has all the services still in use and was a fully functioning primary school until 2009. There are no unusual features and the building is in a quiet rural area, with good natural light and ventilation. The building is also not listed or in a conservation area and will not require planning permission for change of use.

As you can see from the above information a significant amount of work has gone in to looking at the viability of this site. There has been significant in kind sponsorship pledged from the Parish Council (Village hall, car parking and sports field) The Sparkwell Parish Trusts (Old school building and its site) and the Beechwood Estate (adjoining land). All of these in kind sponsors have made the appropriate legal investigations and have provided letters of support detailing their commitments should the application be successful. This is testament to the will and the desire of this village to have this school and community resource located here.



Annexes

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

1. Curriculum Overview
2. Feasibility Study
3. Traffic report
4. Financial spread sheets

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Feasibility Study for Sparkwell Primary Free School

12 January 2012

Final Copy

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