

Star Free School

Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee
Name: Ardwick Education Ltd
Company address: [REDACTED] Ardwick, Manchester, [REDACTED]
Company registration number: 7648626
Main contact
Name: [REDACTED]
Address: [REDACTED] Ardwick, Manchester, [REDACTED]
Email address: [REDACTED] [REDACTED]
Telephone number: [REDACTED] - [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors (3) <input type="checkbox"/> and (b) any other members of the Governing Body (6) <input type="checkbox"/> appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: Trustee / Chair of Governors
Name: [REDACTED] Position: Trustee / FMSiS Governor
Name: [REDACTED]

Position: Trustee / Gifted and Talented and Extended Schools Governor
Name: [REDACTED]
Position: Numeracy & Literacy Governor / Equal Opportunities Governor
Name: [REDACTED]
Position: Link Governor / Performance Management Governor
Name: [REDACTED]
Position: Health and Safety Governor / Safeguarding Governor
Name: [REDACTED]
Position: ICT Governor / Pupil Attendance Governor
Name: [REDACTED]
Position: EAL Governor
Name: [REDACTED]
Position: SEN Governor
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y/N
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:
If your organisation is an existing independent school, please provide your six digit unique reference number:

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name:

Date:

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the school

Proposed school name:	Star Free School							
Age range:	4-11							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception	16	16	16	16	16	16	16
	Year 1	16	16	16	16	16	16	16
	Year 2	16	16	16	16	16	16	16
	Year 3	0	16	16	16	16	16	16
	Year 4	0	0	16	16	16	16	16
	Year 5	0	0	0	16	16	16	16
	Year 6	0	0	0	0	16	16	16
	Total	48	64	80	96	112	112	112
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	N/A							
Will your school have a religious character (i.e. be a faith school)?	No.							

<p>If Y, please specify which faith. Please see notes below (at the end of this table).</p>	
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>Y / <u>N</u> If Y, please tick one of the following boxes</p> <p><input type="checkbox"/> Boys</p> <p><input type="checkbox"/> Girls</p>
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>Manchester</p>

Section Three: Educational Vision

Vision

Our teaching and learning model will be based on the following factors:

- stimulating and enthusiastic teachers who interest, excite and motivate pupils and accelerate their learning
- a culture of high expectations woven into the fabric of the school
- consistency in the quality of teaching across the school
- development of good learning habits, with many opportunities for pupils to find things out for themselves
- highly structured approaches to reading, writing and mathematics, with some ability grouping
- well-planned lessons with clear and communicable objectives which provide for the differing needs of pupils
- stimulating classroom environment
- frequent praise and a valued reward system
- well-trained and deployed teaching assistants
- a close check on learning during lessons, with effective marking and assessment
- a curriculum designed to meet the needs of pupils in Ardwick which helps improve chances in the community at large

Rationale

Star Free School is a group of teachers, parents, and members of the Ardwick community who feel that our area needs a new choice in education. Though there are good local schools, the KS2 results from the area are over 10% lower than the Manchester average. This poor start goes on to produce poor results in KS4 education: less than 30% of Ardwick students achieve 5 GCSEs A*-C compared to 64% nationally. These results are partly due to the ethnic make-up of the area – 45% of Ardwick students do not speak English as a first language – and partly to do with deprivation: unemployment in Ardwick is nearly 17% and the ward has a significantly lower average household income than the average for Manchester, with concomitantly high crime rates, instances of substance abuse, and child poverty. This is reflected by the average Free School Meal rate which is 47%, more than twice the national average. Both of these issues mean that many students arrive at school with poor English and a negative attitude towards education. These become huge disadvantages at secondary school and significantly diminish the life chances of those students. (*Ardwick Ward Profile, Version 2010/02a*)

We want to set up a school which responds to these problems by giving our students the basic skills – literacy and numeracy - they need in a caring, supportive, and structured environment. In particular, we will respond to the high proportion of EAL students in our area by providing lessons specifically designed for language learning. Our school will be a non-denominational mixed primary school for Reception to Year 6 which will cater for the whole community by supporting the most deprived children of the community.

Ambition for Ardwick

It is no longer acceptable to use a child's background as an excuse for underachievement and our school will have a '100%-down' attitude to success: this means we expect all students to achieve the highest results rather than making progress contextual. A 'bottom-up' attitude to success develops a culture of underachievement and we will not allow this to happen. We will aim that 100% of our pupils leave year six with at least Level 4 in SATS English and Maths.

We believe the job of a school is to provide, through education and care for children's well-being, advantage where it is lacking, mentoring and support for parenting where it is needed, and complementary provision in a school community of high ideals and aspirations. Though we know students will arrive at our school with different skills, abilities, and learning levels, we will encourage them all to achieve the best results in basic subjects whilst at the same time improving and developing their individual strengths.

We are well aware that high quality education only comes from high quality teachers. For this reason, we will only employ teachers who are highly qualified and passionate about finding new ways to provide better learning. Teachers will be treated with the highest levels of respect at all times and our school will support them at all stages in developing their pedagogical and personal abilities.

Ethos

We will foster a climate of high expectations, high aspirations and high achievement.

We want our children to be:

Successful Learners

In order to help our pupils to become successful learners, our school will:

- Provide opportunities and motivation for personal achievement
- Engage children in independent learning
- Encourage the setting of attainable but challenging goals

Confident Individuals

In order to help our pupils to become confident individuals, our school will:

- Promote a positive attitude for all members of the school community
- Encourage self esteem and self respect
- Encourage personal aspiration and ambition
- Celebrate success

Responsible Citizens

In order to help our pupils to become responsible citizens, our school will:

- Ensure everyone is aware of their responsibility within the community
- Ensure everyone knows and understands Britain's place in the world
- Ensure everyone develops the capacity to understand different beliefs and cultures
- Ensure everyone can make informed choices

Effective Contributors

In order to help our pupils to become effective contributors, our school will:

- Provide opportunities for everyone to contribute to the life of the school and the wider community
- Enable everyone to gain experience and skills necessary for lifelong learning
- Provide opportunities for everyone to work in partnership and in teams
- Provide opportunities for creativity and innovation.

Section Four: Educational Plan

Admissions

Star Free School will work with the Local Authority and the DfE to finalise our admissions policy.

Admissions Criteria

Star Free School will act in accordance with: all relevant provisions of the School Admissions Code and the School Admission Appeals Code published by the Department for Children, Schools and Families (“the Codes”) as they apply at any given time to maintained schools; and with equalities law and the law on admissions as they apply to maintained schools.

Star Free School will take part in the Admissions Forum set up by the LA and have regard to its advice, and will participate in the co-ordinated admission arrangements operated by the LA and the local in-year fair access protocol.

Star Free School will ensure that parents and ‘relevant children’ will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the Academy Trust. The Independent Appeal Panel will be independent of the Star Free School. The arrangements for appeals will comply with the School Admission Appeals Code published by the Department for Children, Schools and Families as it applies to Foundation and Voluntary Aided schools. The determination of the appeal panel is binding on all parties.

Star Free School will prepare guidance for parents and relevant children about how the appeals process will work and provide them with a named contact who can answer any enquiries they may have about the process.

Admission Number(s)

Star Free School will admit for the year 2012/2013:

- A) 16 students in Reception
- B) 16 students in Year 1
- C) 16 students in Year 2

Thereafter, we will admit 16 pupils per year in Reception.

Star Free School will:

- give highest priority in admissions arrangements to looked after children
- admit pupils with a statement of Special Educational Needs (SEN) who name the school as the one they wish to attend, even if the school is oversubscribed
- not have Infant classes larger than 30 pupils to a teacher

Oversubscription Criteria

In the case of oversubscription, we will admit pupils based on the following criteria:

- 1) Looked after children
- 2) Children whose main residence is within the catchment area who have a sibling attending the school.
- 3) Children whose main residence is within the catchment area.
- 4) Children whose main residence is outside the catchment area who have a sibling attending the school.
- 5) Children whose main residence is outside the catchment area.

Definitions

Siblings: 'Siblings' includes full-siblings, half-siblings, step-siblings, and adopted siblings. We will review cases where two children have the same main residence (e.g. cousins, or the unrelated children of an unmarried couple) on a case by case basis.

Main Residence: A child's 'Main Residence' will be defined as where the child lives including weekends and during school holidays as well as during the week. The main residence of children who spend part of their week with one parent and part with the other, at different addresses, will be the address which appears on the child benefit book.

Catchment Area: Our school's 'catchment area' will be a radius around our school designed to incorporate the postcodes obtained in our consultation surveys (see below). The catchment area will be clearly defined following our acquisition of a site.

Tie-Breaking

Where 2 applicants have equal priority, the school will use random allocation, overseen by an independent person.

2012 Admissions

We will handle all 2012 admissions internally because we may not have entered the LA's published admissions booklet. This will involve leafleting, online applications etc. (See Marketing below).

Thereafter, we will be part of the LA's coordinated admissions programme.

Curriculum and Organisation of Learning

Curriculum Vision

Ethos

Our curriculum will be based on the **national curriculum** but will be planned around the following principles:

- placing a strong emphasis on, and making exemplary provision for, the basic skills
- strengthening Literacy through applications in other subjects and areas
- writing for purpose in a variety of transactional styles
- developing language by encouraging pupils to communicate their understanding and evaluate their learning
- activities carefully tailored to widen pupils' learning and enrich their lives
- a vibrant and exciting range of visits and stimulating inputs
- planning which tailors activities to individual pupils including the gifted and talented
- well-managed homework carefully communicated to pupils and parents

Learning from the Start: EYFS

Our EYFS will be 'child-led', designed to respond to children's natural inquisitiveness by providing activities wherein they learn through experiences. This curriculum will provide opportunities for our teachers to observe children and gather data to show achievement within the framework of Early Learning Goals.

We see the Early Years as the key period in which children can begin to develop essential skills for life such as speaking and listening, developing a sense of self-worth and personal achievement, and thinking skills such as verbal and spatial reasoning, creativity, problem solving, and processing. For this reason, our curriculum will include many practical learning activities.

Our EYFS curriculum will promote creativity within structured learning modules, with guided learning and robust teaching. Every learning module will have a focus subject around which lessons can be formed, ensuring both rigorous teaching in the specialist area combined with cross-curricular learning. Learning modules will be set out in the medium-to-long term so our teachers can form short-term plans with an overall goal in mind.

EYFS Curriculum

Personal and Social Education

PSE is a major focus for children in EYFS. Pupils will learn to recognize and communicate their own feelings and emotions in appropriate ways; develop an awareness of their self-identity; show self-confidence and self-worth and show increasing independence. They will show awareness of and respect for the views, rights and differences of others.

EYFS pupils will learn that while homes look very different throughout the world, they still provide similar experiences for families. By exploring their own personal histories, pupils will reflect on significant events in their life and further develop an awareness of self.

Communication: Language and Literacy

Pupils will engage in speaking and listening in a wide range of activities - in small groups, large groups, and individually. Reading and writing will be introduced in purposeful contexts through play-based activities involving written and visual texts. Pupils will practice their emergent understanding of literacy, and approximations will be accepted and valued. Pupils will be introduced to a wide range of strategies for accessing meaning from text and for constructing written and visual texts.

Problem Solving, Reasoning, and Numeracy

EYFS pupils will develop understandings of addition, subtraction, measurement, probability and spatial relationships through concrete experiences and creative applications. They will start to learn appropriate ways of recording mathematical concepts.

Pupils will learn about simple machines and how they help in our daily life. They will study man-made and natural materials, consider the environmental impact of their use, learn what happens to these materials after use, and how they can be re-used.

Creative Development

In addition to the art that EYFS pupils will use as part of wider classroom activities, they will have a Creative Development class once a week. A wide variety of art media will be explored to express their ideas, observations and feelings. Pupils will be introduced to specific art vocabulary and respond reflectively to the artwork of others.

Music

Pupils will be involved in music activities in their classroom and also attend a music lesson once a week with a music specialist teacher. They will have a growing repertoire of songs and use instruments to compose accompaniments to songs, stories and poems.

Physical Education

Pupils will have PE classes twice a week. Activities will include dance, fitness, coordination training and co-operative games. They will gain knowledge about teamwork, balance, agility and action/reaction, and will be introduced to a healthy lifestyle and ways to exercise for fun and fitness.

EYFS Proposed Timetable: Please see Appendix-I

Parents and EYFS

Our teachers will aim to get parents involved at this stage so that they can learn how to help their children learn right from the start of their education. During the first three weeks of school, parents will be encouraged to come into the classroom for twenty minutes a day to see how they are working and getting on with school. This way, our staff can quickly identify any speech, language and behaviour problems, and involve parents in discussions of significant issues and concerns. Working with parents at this early stage is vital to our aim of helping EAL children: if a child does not speak English at home, it is important for our teachers to find out as soon as possible so that provisions can be made in terms of extra support at school, extra time with our bilingual HLTA etc. Where possible we can also encourage parents to spend a certain portion of the day – for instance, going to and from school – speaking English, rather than their first language. If a child's parent does not speak English with confidence, we will use the many contacts the Star Free School group has with language schools to try and help with tuition. Learning English is the most important thing in terms of integration and we feel that, as a school, we have an obligation to support parents as much as children.

KS-1 and KS-2 School Curriculum Strategy

Our curriculum for KS-1 and KS-2 will be designed around teaching children two separate but inter-related skills: subject skills and personal skills.

Subject skills are the key academic basic skills which children need for high achievement in primary school, throughout their educational career, and for lifelong learning. These include:

- Communications Confidence: the ability to read, write, speak and listen with confidence
- Number Confidence: the ability and facility to use numbers in calculation, problem-solving, measurement, shape and space, and data-handling
- ICT Literacy: the ability to use modern technologies successfully, productively, and safely
- Science Skills: a developing knowledge of the way the world works based on reasoning, practical investigation, and experimentation

Personal skills are the basic skills children need to develop to become good learners in the classroom and successful in building relationships and working together. These include:

- Developing independence and personal responsibility
- Developing teamwork skills for sharing knowledge and working towards shared outcomes
- Developing communication skills with empathy and emotional intelligence
- Developing a sense of self-worth and an understanding of others

KS-1 Curriculum: Knowledge, Skills, and Understanding

Our KS-1 curriculum will be taught over three years (Years 1 – 3) and will cover the following subjects.

Literacy

Throughout KS-1, pupils will develop their language skills and abilities through a rich program with a variety of opportunities to explore the many forms of literature and writing, including persuasive, narrative, poetry, descriptive, and report writing. Different units of study capitalize on different aspects of language arts: writing, reading, listening, speaking and observing.

Numeracy

Pupils will work with number system patterns, reading and writing numbers to 1,000 and using their subtraction facts to 10; addition and subtraction equations to 100; congruency; and 2-D and 3-D shapes. They also work with bar graphs, probability, units of measurement, and perimeter, area and volume. As they get older they will cover multiplication, multiplication tables and multiple-digit multiplication problems; estimate sums, differences, and products; use angles, networks, bar graphs, and databases; work with estimates of probability and estimate area, perimeter and mass.

Science

Pupils will explore physical, social and emotional health; study climate and geography; learn about water as a natural resource; study the connections between animals and their habitats; study what energy is, how it changes form and its importance in making things happen by exploring the technology that we use at home, work, and play. They will also examine the interrelationships between living and non-living things in an ecosystem.

MFL/EAL

During these sessions, pupils who speak English as a first language will study a Modern Foreign Language with an MFL specialist teacher. EAL pupils will have extra support in learning English with an EAL specialist. These learning sessions will involve, for both groups, learning a language in terms of its grammar, its use, and its cultural significance. We will aim for cultural exchange to occur in these sessions with discussions of British identity in comparison with the identities of other cultures.

ICT

In KS-1 ICT, pupils will learn to gather information from a variety of sources, enter and store information in a variety of forms, and retrieve stored information. They will also learn how to use text, tables, images, and sound to develop their ideas, learning to select and add to information they have retrieved, how to plan and give instructions, and how to explore in real and imaginary situations. They will also learn how to present information and present completed work effectively.

History

In history, KS-1 pupils will learn how to place events in chronological orders and learn to recognise causes and consequences. They will also be asked to consider different ways of life at different times and how the past can be represented in different ways. Pupils will begin to find out about history from a range of sources. Literacy elements will be included in the History curriculum: for instance, using common words and phrases relating to time (e.g. before, after etc.) and through communicating new ideas through creative writing, journal writing, and ICT skills.

Geography

KS-1 Geography will teach pupils to ask geographical questions, observe and record, express views about different places and environments, using geographical vocabulary. Pupils will learn to use maps, globes, atlases, as well as ICT skills, to identify and describe what places are like, how places are developing or changing, and recognise how places compare with other places. These lessons will aim to celebrate diversity and learn about other cultures, whilst at the same time showing the ways different areas of the world are linked (e.g. through a topic such as 'food').

Art

KS-1 pupils will use a variety of art materials, tools and media, and will be encouraged to choose the appropriate tools and materials. Students will undertake preparatory sketches and learn that artwork requires thought, planning, effort and revision. Where possible, artwork will be connected to themes and topics raised in other lessons.

RE

In RE, pupils will explore a range of religious stories and sacred writings, from a variety of different sources. They will examine different celebrations, forms of worship, and rituals, examining the way religious beliefs and ideas are expressed through creative arts, songs, and literature. RE will reflect on and consider religious feelings and concepts, and be challenged to respond to a variety of different moral issues, basing their answers on their own views and on views of others. This will encourage empathy as well as personal reflection.

Physical Education and Health

KS-1 pupils will do a variety of activities, including dance, fitness, coordination training and cooperative and competitive games on a range of equipment. Students will learn about teamwork, balance, agility, action and reaction.

Drama

In KS-1 drama, children will learn to express themselves through movement, dance, and role-playing. They will learn how to portray different emotions, learn about identifying what other people are feeling from their actions, and learn self-confidence through performance.

Music

KS-1 pupils will learn to enjoy music through singing, dancing, and playing both games and instruments. They will begin to read, create and experience music and will be exposed to simple rhythms and melodies. Pupils will also perform for others.

KS-2 Curriculum: Knowledge, Skills, and Understanding

Our KS-2 Curriculum will be taught across three years (Years 4 – 6).

Literacy

Across KS-2, pupils will develop their language skills and abilities as they explore available topics, resources and materials and work in a language-rich atmosphere. They will explore the many forms of literature and writing, including persuasive, narrative, poetry, descriptive, and report writing. Different units of study will capitalise on different aspects of language arts: writing, reading, listening, speaking and observing.

Numeracy

In KS-2, students will work with two-digit multiplication and division problems; shape silhouettes and drawing silhouettes; the structure of the number system up to 10,000; factors and multiples of 100 and 1,000; equivalent fractions, ordering fractions, and relationships between fractions; graphical shapes; coordinate grids; and collecting, organizing, and assessing data. In later years, they will learn to work with coordinate systems and data; reading and writing numbers to the trillions and hundredths; improper fractions and mixed numbers; addition and subtraction of fractions; multiplication and division of two-digit numbers; geometric vocabulary; bar graphs, data and spreadsheets; and angles and measurements.

Science

Pupils will explore how scientists over time have developed procedures and processes to frame a hypothesis, structure experiments and record results. Using the scientific method pupils will inquire into the properties of light and sound and examine the characteristics that make humans unique in the natural world, and the features that they share with other living things. In higher years, they will learn about the emotional and physical changes that come with the onset of puberty. Pupils will be encouraged to identify strategies to help them and others cope with the challenges of these changes. Pupils will inquire into forces and scientific principles of motion and apply scientific methods to test scientific ideas.

MFL/EAL

These classes will continue the work begun in KS-1. There will be flexibility within these classes to allow EAL students who are coping well with English to move to MFL classes, and English speakers who need extra support with English to move into EAL classes. Writing, reading, and grammar will be increasingly emphasised.

ICT

Pupils will learn to talk about what information they need and how they can find and use it using ICT skills. They will prepare information for development by selecting suitable sources, finding and classifying information, and checking it for accuracy, before interpreting it and presenting it for others. Pupils will develop and refine ideas by using ICT skills, learn to interpret sequences of instructions, and learn to share information in a variety of formats, including by email, making posters, in word documents etc. Lessons on computer and internet safety will also be introduced to the KS-2 curriculum.

History

In KS-2 History, pupils will learn to place events and people into correct time periods and use dates and vocabulary effectively to reflect concepts such as the passing of time, ancient and modern, and BCE and CE. They will learn characteristic features of the periods they study, reflecting on the ideas, beliefs, and attitudes of different groups of people at different times in the past. Pupils will learn that the past is recognised and interpreted in different ways, and will become adept at making links between historical events and their causes and consequences. Pupils will use a variety of skills from Literacy, Art, and ICT in presenting their knowledge and understanding.

Geography

In KS-2, pupils will learn to collect and record evidence, as well as drawing conclusions from it. They will use more complex geographical vocabulary, as well as gaining more understanding of how to use fieldwork techniques and atlases, globes, and maps, for exploring and gathering information. Pupils will learn to identify what places and environments are like, and learn to describe different locations in terms of physical and political geography. Pupils will also learn more about human impact on the geographical environment, recognising how different places fit together within a wider geographical context, and learning about how and why we manage the environment, about pollution, and about sustainability.

Art and Design

Pupils will show confidence in choosing tools and materials that are appropriate for their artwork. They will continue to develop and show skill and control in different techniques. They will become familiar with reflection and how to appreciate their own and others' artwork.

RE

Pupils will continue examining world religions and their cultures and practices. KS-2 learning will expand to engage pupils with wider moral and social questions, challenging preconceptions, and making pupils question their own beliefs in a constructive manner.

PE

KS-2 students will continue to explore different sports and different ways of using their body throughout KS-2. We will seek to establish school teams in these years in football, hockey, cricket etc. who will be able to interact with other pupils in the area through competitive sport.

Drama

At KS-2, pupils will begin to negotiate more complex dramatic forms working on scenes from plays, public speaking, vocal exercises, and theatrical techniques. We will also introduce debate into drama lessons, teaching children to express their ideas clearly, respect and respond to the views of others, and to demonstrate the benefits of research in arguments.

Music

KS-2 pupils will be encouraged to learn an instrument and subsequently deepen their music theory study and focus on learning fingerings and proper tone production. There will also be a broad music program for those students who choose not to focus on an instrument.

Organisation of Learning

KS-1 Subject Proportions and Timetable

Our proposed proportions for subjects at KS-1 are:

Subjects	Hours: Minutes	Total Hours per Year (36 weeks)	% of 21 ½ hour week*
Literacy	5:15	189	25%
Numeracy	3:30	126	16%
Science	1:50	66	9%
EAL/MFL	2:15	81	10%
ICT	1:20	48	6%
History	0:50	30	4%
Geography	0:50	30	4%
Art and Design	1:15	45	6%
RE	0:40	24	3%
PE	1:55	69	9%
Drama	0:35	21	3%
Music	1:15	45	6%

*Percentages shown to the nearest round figure

Literacy and Numeracy targets will be in-built in all teaching in all subjects.

KS-1 timetable: Please see Appendix-II

KS-2 Subject Proportions and Timetable

Our proposed proportions for subjects at KS-2 are:

Subjects	Hours: Minutes	Total Hours per Year (36 weeks)	% of 23 hour week*
Literacy	5:25	195	25%
Numeracy	4:15	153	15%
Science	2:00	72	10%
EAL/MFL	1.35	57	7%
ICT	1:10	42	5%
History	1:10	42	5%
Geography	1:10	42	5%
Art and Design	1:40	60	7%
RE	0:50	30	4%
PE	1:25	51	6%
Drama	0:50	30	4%
Music	0:50	30	4%

*Percentages shown to the nearest round figure

At KS-2, as our pupils approach the end of their time at Star Free School and are preparing for secondary school, there will be an increase in the proportion of time spent on core subjects (English, Maths, and Science) and a decrease in Arts and Crafts. However, we will still provide plenty of opportunities for creativity in Art, Drama, and Music, as well as in Academic subjects.

KS-2 timetable: Please see Appendix-III

School Day

Our school day will be based around the following system which we feel suits children best in terms of the different learning types we will employ:

08.00 – 08.45: Breakfast Club
08.45 – 09.00: Registration
09.00 – 09.20: Assembly
09.20 – 10.20: First Learning Session
10.20 – 10.40: Morning Break
10.40 – 11.25: Second Learning Session
11.25 – 12.00: Third Learning Session
12.00 – 13.00: Lunch
13.00 – 13.10: Afternoon Registration

EYFS and KS-1

13.10 – 13.45: Forth Learning Session
13.45 – 14.30: Fifth Learning Session
14.30 – 14.50: Afternoon Break
14.50 – 15.30: Sixth Learning Session
15.30 – 16.30: Extracurricular activities

KS-2

- 13.10 – 13.45: Forth Learning Session
- 13.45 – 14.35: Fifth Learning Session
- 14.35 – 14.40: Afternoon Break
- 14.40 – 15.30: Sixth Learning Session
- 15.30 – 16.30: Extracurricular activities

Our school day will begin every morning with a twenty minute assembly. This will be a chance for children to settle into 'school mode' and provide a structure to the day they may not receive at home. We will have one long session of learning to start the day where pupils will learn literacy or numeracy. These are core skills we want our pupils to be proficient in and these longer learning sessions will benefit pupils when their concentration is highest. After morning break, our learning sessions are a variety of lengths between 35 and 45 minutes.

KS-1 pupils have a twenty minute afternoon break, as we feel concentration levels throughout the afternoon will need refreshing. KS-2 pupils only have a five minute break so that they can have increased learning time, whilst still ending the school day at the same time as KS-1 pupils. This will help parents who have children in KS-1 and 2.

Our terms and holidays will be in line with those of the local authority, as we want all of the children of the community to be on holiday at the same time so that those with friends at other schools can spend time with each other and parents with children at different schools have no difficulties in organising holidays.

Star Free School

2012-2013 School Calendar

September 2012						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012						
Su	M	Tu	W	Th	F	Sa
				1	2	3
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February 2013						
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March 2013						
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April 2013						
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May 2013						
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June 2013						
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July 2013						
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August 2013						
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25	26	27	28	29	30	31

- School Holiday
- Religious Festivals
- Bank Holidays

	First Half	Second Half	Total
Autumn Term	40	34	74
Spring Term	30	24	54
Summer Term	29	38	67
			195

Breakfast Club

We feel it will help working parents and single parent families if we offer a breakfast club from 8 o'clock. At the club, we will give children a healthy, nutritious breakfast which will give them energy and concentration until lunchtime.

We will also offer a school lunch service which will be supplied by a local catering firm. We will ensure this meal is good value, provides vitamins and nutrients, and caters to a variety of dietary requirements. Whilst parents will be able to supply their children with a packed-lunch, we hope most children will attend school lunch. The quality of our breakfast and lunch provision will be overseen by a member of the governing body. FSM children will not be charged for breakfast while others will have to pay 50p for each breakfast. (Given that we do not know what the demand for this service will be, we will charge this in cash for the first term, thus it does not appear on the budget: thereafter, it will become budgeted)

Extracurricular Activities

We will offer a menu of enrichment activities for an hour after school to encourage children to seek out new skills and areas of enjoyment. This menu will include team sports, music, dance, creative skills, as well as a range of clubs which can also run at lunchtime. We will aim to run two enrichment activities per day, therefore offering 10 per week (5 aimed at younger children and 5 aimed at older children) and expect every child to participate in at least one activity which they attend regularly. Where we have to employ external resources or personnel in running after school activities we will ask parents of non-FSM children to provide a small contribution to the cost. We will ensure this cost is less than the equivalent in private child care.

In offering these activities, we hope to work with organisations such as the FA, the ECB, and the RFU who offer free equipment and support for after school programmes, as well as language centres such as Español who provide subsidised language classes. In areas such as arts and crafts, music, and dance we will aim to work with local groups to provide these services and will allocate a portion of our budget accordingly.

We will have an extra-curricular club and activity timetable which will offer pupils a selection of some of the activities listed below, aimed at enhancing their academic knowledge as well as improving their social and personal skills.

List of proposed extra-curricular clubs and activities:

Club type	Time	Year Groups
Music	15.30-16.30	Reception - 6
Football Club	15.30-16.30	5 - 6

Lego	15.30-16.30	Reception - 6
Maths SATs practice	15.30-16.30	2 - 3
ICT Club	15.30-16.30	4 - 6
Science Club	15.30-16.30	4 - 6
Homework	15.30-16.30	5 - 6
Craft	15.30-16.30	4 - 6
School Council	15.30-16.30	4 - 6
Chess Club	15.30-16.30	2 - 6
History Club	15.30-16.30	3 - 4
Maths Club	15.30-16.30	5 - 6
Choir	15.30-16.30	5 - 6
Drama	15.30-16.30	3 - 6
Puzzle Club	15.30-16.30	Reception - 4
Entrepreneurship	15.30-16.30	5 - 6
Volley Ball	15.30-16.30	6
Film Club	15.30-16.30	5 - 6
Language Club	15.30-16.30	1 - 2
Karaoke Club	15.30-16.30	Reception - 4
Photography	15.30-16.30	5 - 6
Environmental Club	15.30-16.30	3 - 6
Animation Club	15.30-16.30	Year 4 - 6

Bookworms Reading	15.30-16.30	Reception - 4
Spanish Club	15.30-16.30	5 - 6

Leadership activities such as Students of Today – Leaders of Tomorrow will also be organised in cooperation with the National College for Leadership for Schools and Children’s Services.

We will make school visits to places like the Saatchi Gallery where students can see the examples of contemporary art and also be encouraged to take part in the Saatchi Gallery’s School Art Prize and Painting competition which is open to children aged 6 to 16. To arouse pupils’ curiosity for science and innovation, we will benefit from the National Science Museum’s free visits to schools programme. These visits will also make a valuable and meaningful contribution to our extra-curricular activity time.

Intensive literacy and numeracy sessions developed in conjunction with the Shine Trust, an organisation that funds and develops educational programmes to help disadvantaged children make the most of their time at school, will also form an important part of our extra-curricular activity time.

We will also develop links with organisations like London Fire Brigade which has a dedicated team of schools’ officers who carry out educational workshops for children about home fire safety and visit approximately 100,000 Key stage 1 and Key stage 2 children each year. We have firm belief that our solid extra-curricular plan mentioned above will play a vital role in accomplishing our overall school vision.

Planning

Our innovative curriculum and flexible approach to learning will be achieved through rigorous and robust planning. We want our teachers to focus their energies on being engaged and enthusiastic in the classroom; therefore, our planning system will be very straightforward. Planning for each lesson will be based on two fundamental questions: first, what do we want children to get out of it; and second, what do we want children to learn? This will streamline learning, especially with reference to basic literacy and numeracy skills.

Planning will be seen as a whole school responsibility and our teachers will be encouraged to work closely together to share their knowledge of individual children, year groups, and topics to plan effectively. We will also aim to produce, in consultation with staff and our governors, a copy of criteria for effective teaching and learning which will encapsulate what the school believes makes effective lessons; what good teaching and good learning looks like; what an effective learning environment looks like; what attitudes to learning we want to develop; and what competencies, skills and dispositions we want children to develop. Professional accountability of staff performance will be based around yearly objectives which will be reviewed throughout the year during performance management meetings. Our school will introduce a 360° feedback.

We will increase the efficiency of the planning process by making as much use as possible of information and communication technology (ICT), for example, by storing curriculum plans on our school's server so that they can be tweaked and revised when needed. This will free staff to discuss new approaches, develop interesting resources, and teach exciting lessons which they know will improve learning and raise achievement.

We will also encourage the Continuing Professional Development of our staff through courses, seminars, and personal interests. In particular, we will encourage leadership skills so as to make our school less vulnerable to absences, retirements and so on.

Pastoral Care

Our pastoral care system will aim to create a happy and supportive school environment, which promotes tolerance, mutual respect, hard work and trust. Pastoral care is central to achieving this aim and to ensuring that all our pupils realise their full potential.

Each pupil will have a form teacher with whom he or she will have daily contact outside of lessons. Form teachers will be the cornerstone of a pastoral team that will include a school Pastoral Leader and the Headteacher.

Where problems arise they will be dealt with, in the first instance, by form teachers. The Pastoral Leader, in consultation with parents, will assume responsibility for more serious pastoral problems. In very serious cases the matter will be dealt with by the headteacher.

We strongly believe that effective pastoral care is a partnership between school, parents and pupils. Parents may be uncomfortable interacting with teachers because of their own language anxieties or may have bad memories of school and want to spend as little time as possible in a school environment. Problems such as these must be addressed and countered as quickly as possible and we will do everything we can to involve parents in their child's education so that they can be supportive from home.

We will make ourselves open and accessible to parents, encouraging our teachers to provide not only specific information about children's learning and development but also, where necessary, informal citizens' advice, parenting advice, and counselling. As well as being a whole school responsibility, a member of staff will act as a Learning Mentor to supervise the provision of focused support for children with particular difficulties or social problems. The Learning Mentor will seek to establish a close relationship with parents so as to help teachers with planning individualised learning programmes.

Student Voice

We will operate a 360° feedback listening to students' views and opinions. Our Headteacher and Senior Leadership team will be obliged to hold an informal interview with every pupil in the school throughout a term to find out about them,

their ideas, their views on their learning, and their general attitude towards the school. These will be recorded and presented to the Governing Body with ideas on how to act on issues which have been raised.

We want our pupils to be happy as well as academically successful: we will use Ofsted-style self-assessment to ensure we are fulfilling this aim: a member of our governing body will choose ten students at random from across different years and interview them about the school, about their opinions, and how they enjoy school life. We will use information gathered in these sessions to gain an overall picture of happiness in the school and for shaping policy as to how to increase it further.

The Student Constitution

It is not only important for parents and teachers to be aware of learning expectations. We feel that if students are given the opportunity to own their learning by setting academic targets for themselves and social targets for the whole school community, they will be more engaged with their education.

We will make time to discuss learning with our students and help them learn about learning. We will also ask them to contribute to a Learning Constitution for their year group and create Personal Constitutions which can develop throughout the year. This has been a very effective scheme at a number of outstanding junior schools: for example, year 5 students at Shiremoor School produced the following Learning Constitution:

- Don't give up, as learning can be difficult
- Don't let your mind wander
- Try and try again
- Have a good attitude
- Ignore any low aspirations
- Find your learning steps

The Teacher/Parent/Child Relationship

A good working relationship between teachers, parents, and children is essential for providing the best educational outcomes. By treating each child as an individual and communicating with parents and children separately and together, our teachers will be able to effectively plan learning pathways for individual children and also help parents support their child's learning in the best way possible.

We will encourage parents to be part of the school community through a Parents' Association and through voluntary extracurricular events; at the same time, we recognise that our teachers need to be part of the community themselves. For this reason, we will operate a Home Visits policy where teachers will visit parents and children at their homes to discuss any problems, needs, or new interests a child might have.

Special Educational Needs (SEN)

Policy Aims

- To ensure that every child has an equal opportunity to participate in all aspect of school life, irrespective of race, gender or special educational need.
- To provide equal access to our curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.
- To raise staff awareness of the need to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home / school communication.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provisions termly for budgeting, planning and resourcing for SEN.

Policy Objectives

- To identify as early as possible those pupils with SEN and the nature of their needs. This will include dyslexia as a specific learning difficulty.
- To maintain regular contact with parents at all stages of support, and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEN.
- To ensure that any withdrawal of support is temporary and determined by the class teacher and Inclusion Coordinator (see Staffing Structure below) in accordance with the SEN Code of Practice 2001.

Procedure

The Inclusion Coordinator will be consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEN is maintained and updated termly by the Inclusion Coordinator. Parents will be informed of any action, which the school proposes to take.

School Action

The class teacher has overall responsibility and will:

- Have already provided differentiated work and made use of any in-class support from a classroom assistant (CA)

- Have gathered information about the pupil, and made an initial assessment of the pupil's needs in consultation with the Inclusion Coordinator
- Provide increased differentiation of classwork exploring ways in which increased support might meet the individual needs of the pupil
- Hold regular reviews with parents and Inclusion Coordinator
- Monitor and review the pupil's progress

The Inclusion Coordinator takes the lead in co-ordinating the pupil's special educational provision, consulting the class teacher, who remains responsible for working with the pupil in the classroom.

The trigger for School Action/Concern is:

- A decision made following testing, assessment or parental concerns that shows that current differentiation of classwork is not sufficient to ensure adequate progress.
- A decision by the Inclusion Coordinator following discussions between class teachers and parents indicate that intensive early intervention is necessary.

The Inclusion Coordinator in consultation with the class teacher will:

- Review all the available information and collect any additional information from any other appropriate agencies.
- Decide whether to seek further advice and/or support the class teacher to draw up an individual education plan (IEP) including specific targets.
- Make arrangements for monitoring progress and set a review date.

School Action Plus

The Inclusion Coordinator continues to take a leading role, working closely with the pupil's teacher and sharing responsibility for the pupil with external specialist services relevant to the pupil's needs.

The Inclusion Coordinator (in consultation with the Headteacher and class teacher) will:

- Review all the available information and contact appropriate external advisory agencies
- Consult parents and obtain their permission to submit a referral form
- Collect any additional information from any other appropriate agencies
- Decide whether to seek further advice from other agencies
- Support the class teacher to draw up an IEP to include specific targets
- Make arrangements for monitoring progress and set a review date

The trigger for School Action Plus is:

- A decision taken at a school support review
- A decision taken by all parties, including the Headteacher, that action with external support is necessary

Statement of Special Educational Needs

In rare cases, the conclusion may be reached that, having taken action at School Action Plus to meet the learning needs of the pupil, that pupil's needs remain substantial and cannot be effectively met within the resources normally available to our school. The school may therefore draw the pupil to the attention of the Local Education Authority (LEA) with a view to a formal assessment under the 1993 Education Act.

The school will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents and where possible the pupil, on the earlier stages of assessment, action and support to date
- Any relevant medical information
- Where appropriate, evidence relating to Social Services involvement
- Individual education plans from School Action and School Action Plus
- Review of each IEP indicating decisions made as a result of progress towards targets
- Evidence of involvement of outside specialists.
- Once the formal assessment is completed, a statement of special education needs may or may not be issued.

The Role of the Inclusion Coordinator

The responsibilities of the Inclusion Coordinator will include:

- Managing the day to day operation of the SEN policy
- Coordinating the provision for children with SEN
- Liaising with and advising colleagues
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Managing the school based assessment and completing all statutory documentation
- Managing a range of resources, human and material, to enable appropriate provision for children with SEN
- Liaising with secondary schools to ensure effective transfer of pupils
- Supporting teachers when writing IEP's
- Liaising with support staff to deliver the intervention programmes

The Role of the Governing Body

The governing body will secure the necessary provision for any pupil identified as having SEN. The governors will ensure, through the Headteacher, that all teachers are aware of the importance of providing for these children. They will monitor and report to parents annually on the success of the school's policy for children with SEN.

The monitoring criteria include:

- The maintenance of accurate, up-to-date records by the Inclusion Coordinator and other staff
- Evidence of monitoring classroom practice by Inclusion Coordinator
- Analysis of pupil tracking data and test results (for individuals and groups of pupils)
- Value-added data for pupils on the SEN register
- Evidence from Ofsted inspection reports
- School Profile
- School Development plan

Policy Success Criteria

- Pupils with SEN are thriving at school
- Increased differentiation of the curriculum is provided to meet diverse individual needs.
- Staff understand the objectives of their curriculum planning for pupils with SEN.
- Regular monitoring and reviews of individual needs takes place, with clear records kept of action taken.
- Good home/school communication is established and maintained.

The SEN Policy will be regularly reviewed, updated and monitored.

Gifted and Talented Policy

Rationale

The school will work to recognise and realise the potential of every child in our community. Provision for 'gifted and talented' children fits squarely within this mission. Meeting the needs of more able children is a part of ensuring the entitlement of all children to an appropriate education.

Definitions

Within the Gifted and Talented strand of the Excellence in Cities initiative, GIFTED refers to children who are achieving or who have the potential to achieve in advance of their peers in one or more academic subject. TALENTED refers to children who are achieving or who have the potential to achieve in advance of their peers in music, art, PE or in any other sport or creative art.

Hereafter in this policy such children will be referred to as 'more able'.

Aims

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas

- To identify children achieving at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- To identify children with *the potential* to perform at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness
- To provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum, and through enrichment/study support beyond it
- To support and make more effective the transition of more able children to secondary school
- To increase the number of children scoring Level 5+ in KS2 SATS to above 50%, as stated in our Goals.

Identification

Identification will be an on-going process aided by assessment (both formative and summative), and by provision.

In consultation with our Inclusion Coordinator, Year 5 and 6 class teachers will identify a core cohort comprising the most able 10% of their classes using a balance of qualitative and quantitative measures. Our Inclusion Coordinator will be our EYFS teacher to ensure Gifted and Talented pupils are identified early in their school life.

To maintain flexibility, a satellite cohort of up to a further 10% will also be identified, to facilitate inclusion of those children at the margins of the core cohort, and/or children who would benefit from some elements of the provision made.

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving able children in the cohorts. It will also be alert to the necessity of including children at the earlier stages of English language fluency. Consultations with the bi-lingual HLTA teacher will be part of this identification process.

Both core and satellite cohorts will be regularly assessed to ensure that children have access to the most appropriate provision.

The quantitative and qualitative identification measures will include a combination of the following:

- prior attainment records
- SATS scores
- teacher assessments
- class profiles
- in-house tests
- teacher nomination in core and foundation subjects
- discussions with parents
- subject specific checklists

- on-going assessment using open/differentiated tasks (identification through provision)
- collation of evidence (i.e. individual pupil's work)
- reading test scores

Needs Analysis

The Inclusion Coordinator will work with the class teachers of the children identified to analyse each child's areas of strength, and areas needing development. On the basis of this needs analysis, targets will be set, and appropriate provision planned.

Provision: Distinct Teaching and Learning Programmes

A. Strategies within the classroom will be:

- Varied and flexible grouping within a year group
- Vertical grouping across year groups when appropriate (this will be arranged into pupils' timetables as and when necessary)
- Withdrawal of very able children for higher level work within small groups
- Upward differentiation/extension in schemes of work
- Teaching thinking skills in a subject context e.g. problem solving, decision making
- Asking higher order questions which encourage investigation and enquiry
- Setting clear and challenging targets
- Enabling children to evaluate their own work

B. Study Support

We will provide a variety of enrichment opportunities including:

- a wide range of extra-curricular activities and clubs
- opportunities for artistic, musical, dramatic and sporting development
- enrichment opportunities within and beyond the core subjects
- visits, experts, master-classes
- competitions
- appropriate pastoral care and counselling

Responsibilities

The Headteacher will be responsible for:

- overall policy setting
- the depth and breadth of the curriculum
- whole-school assessment and monitoring systems
- leading/facilitating staff in their provision for the more able

The Inclusion Coordinator will be responsible for:

- monitoring the implementation of the agreed policy

- compiling and maintaining an up-to-date register of more able children
- coordinating provision for children on the register
- developing expertise in this area through appropriate teacher training
- sharing expertise with other staff and directing them to appropriate teacher training programmes
- supporting and monitoring curriculum planning which ensures differentiated provision
- ensuring the transfer of relevant information on the cohort to secondary schools
- purchasing and organising resources to facilitate the teaching of more able children

Subject Coordinators will be responsible for:

- advising others of suitable strategies for developing the most able in their subject
- purchasing and disseminating appropriate resources
- assisting colleagues with differentiated planning
- collecting examples of exceptional work
- monitoring provision for the more able in their subject

The Class Teacher will be responsible for:

- identifying the more able in their class
- setting appropriate targets for the more able in their class
- ensuring appropriate provision through differentiated planning
- using appropriate resources to challenge the more able
- reporting to parents and others on the progress of the more able
- monitoring the performance of the more able

Monitoring and Evaluation

This policy and its effectiveness will be reviewed by our Headteacher and the Inclusion Coordinator against the aims set out above, and against whole school targets. This policy will be monitored by our G&T Governor.

The class teacher will be responsible for reporting on the progress of the more able children within his or her class compared with the targets set for individuals.

Organisation of Pupils

Our yearly intake will be one class of 16 per year. Our year groups will all be taught in mixed ability classes by a single teacher, supported by a classroom assistant. Whilst we appreciate mixed ability classes are more difficult for teachers in terms of planning and preparation, we feel that intelligent use of assessment data, a central database of adaptable lesson plans, and the help of a TA will allow a whole class approach with differentiation. Such as model also supports our vision for raising attainment, as in mixed ability classes more able pupils can be used to support and

mentor less able pupils, acting as academic and behavioural role models. Both groups tend to benefit from this.

Ours will be a relatively small school and we hope to use this to our advantage in terms of differentiation: stretching a child who grasps a concept quickly and allowing extra support for a child learning at a slower pace. In particular, we know that many children in our area are slowed down at school by a lower standard of English. We will support these children, in particular, by employing bilingual HLTAs and a part time ESOL specialist to take classes for EAL students of all ages.

Our longer learning sessions for Literacy and Numeracy in the morning will give teachers the opportunity to approach a topic on a whole class level before organising smaller groups of 8-10 pupils within the classroom to differentiate learning.

During our MFL/EAL learning sessions, form groups will split into two groups of around 13. MFL learners will be taught by an MFL specialist, whilst EAL pupils will be taught by an EAL specialist.

The school will be divided into three sections: Early Years, Infants (KS1), and Junior School (KS2). These divisions will be used in pastoral provision, extracurricular activities, and for planning mealtime rotas. At full capacity, a teacher will be appointed head of KS1 and head of KS2 with responsibilities for monitoring academic progress and pastoral provision across the Key Stage.

We will use targeted intervention strategies to identify the needs of individual pupils and make sure they are being supported. Where a pupil is identified as needing targeted intervention in any area, the Headteacher will oversee this provision at a school level, which will also be reported to the SEN and G&T Governor. We will be careful to remove any stigma from any intervention: intervention will aim to grant all children access to the whole curriculum and should ideally be carried out in the classroom.

Pupil Development and Achievement

Pupil development and achievement will be measured by three Key Performance Indicators: i) Teaching and Learning (T&L); ii) Spiritual, Moral, Social, and Cultural education (SMSC); and iii) Behaviour and Attendance.

T&L

Our overall ambition is for 100% of our Year 6 pupils to achieve Level 4 or higher at KS2 in English and Maths. We will push, through a focus on English and Maths, and outstanding G&T provision, for 50% of pupils to achieve Level 5.

We are expecting a diverse intake of students and know that different children will develop skills at a different rate. We will, therefore, not have a desired level of achievement at KS1. However, we will expect every pupil throughout KS1 and KS2 to improve by one sub-level each term, equating to one KS level every year. This will be measured by half-termly assessments, as well as by classwork, homework, and classroom monitoring.

All our assessment will be based on how work can be improved so as to reach the next level of attainment. For this reason, assessment of student progress will be an integral part of learning, even in the youngest classes. Our students will sit all statutory Key Stage exams, but we will avoid 'teaching to the test', instead using targets and grades to promote high achievement and ensure that teaching is focused on progress. Our teachers will be trained to ensure they can mark work with grades effectively, so they are consistently aware of the efficacy of learning strategies to improve grades. Half-termly assessments will be carried out using national benchmark testing and results will be coded to identify whether a child has improved, stayed the same, or regressed. Each class will have a tracking sheet for reading, writing, and mathematics which will include the actual target for each child, as well as a note of what the child is predicted to attain.

All results will be recorded on our central database (SIMS) as part of our 'Monitoring and Evaluating' process, so that they can be analysed to show whether particular teaching methods are working effectively for a child and also demonstrate areas where learning can be improved. Our headteacher will take overall responsibility for making detailed analyses of core skills test scores to ensure individual children and the school as a whole is on track to meet targets.

Our staff will also make continual informal observations of children. Any issues, positive or negative, raised by this process will be discussed as a staff team at the end of the day and an overview sheet of evidence will be kept. These sheets will be used to plan activities for each area of learning.

We will also allow children to own their learning by encouraging them in self-assessment. We will teach children to use self-assessment grids to chart their own progress and create a 'raising attainment' plan for each class with checklists for recording progress. Literacy targets will be part of all topics with teachers planning links to literacy and returning to these links at the end of a topic to see that they have been accomplished.

Our teachers will all be immersed in the school's culture and values, looking to promote them at all times through example and design. On a practical level, we will ensure there is consistency in academic and behavioural standards by giving every teacher detailed copies of the school's practices and policies and discussing them thoroughly in group and individual meetings.

We will also make use of graduate and employment-based initial teacher training (EBITT) and school-centred initial teacher training (SCITT) schemes to train people from our local area, ensuring that our staffing profile reflects that of the local community.

SMSC

We want our pupils to be happy as well as academically successful. We will use Ofsted-style self-assessment to ensure we are fulfilling this aim: a member of our governing body will choose ten students at random from across different years and interview them about the school, about their opinions, and how they enjoy school life.

We will use information gathered in these sessions to gain an overall picture of happiness in the school and for shaping policy as to how to increase it further.

Behaviour and Attendance

We expect the vast majority of our children to behave well for the vast majority of the time. For more details on Behaviour, see 'Behaviour Policy' below.

We will instil in our parents, from the very first years of school, the necessity of regular attendance. Our Attendance Policy will be that if a child attends fewer than 90% of all teaching days in a term, our Headteacher must arrange a formal meeting with the parent(s) of the child to discuss the issue and to work on finding a solution.

Behaviour Policy

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We aim to be a caring school, whose values are built on mutual trust and respect for all. Our school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school will have a number of clear school rules – e.g. no rough games or play-fighting, no ball games except in designated areas, and no running in school etc. – all of which will be based on safety concerns.

However, the primary aim of the behaviour policy will not be a system for enforcing rules. It should be a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy will support the school community in aiming to allow everyone to work together in an effective and considerate way.

Our school will expect every member of the school community to behave in a considerate way towards others. The adults in school must provide a positive role model for the children.

We will treat all children fairly and apply our behaviour policy in a consistent way.

We recognise the importance of good self-esteem and a positive self image for all children.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

It will be our school policy to accentuate and reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and Sanctions

We will praise and reward children for good behaviour in a variety of ways:

- Teachers and support staff will congratulate children;
- Teachers will give children immediate recognition of success (e.g. stars, merits, marbles, etc.);
- Children will take good work to the Headteacher
- We will nominate a child from each class for a special award certificate to acknowledge consistent good work, positive attitude, outstanding effort or acts of kindness in school. These certificates will be given out in Celebration Assemblies on Fridays;
- Children will be offered jobs with responsibility and will be invited to help in school.
- All classes will have an opportunity in Celebration Assembly to show examples of their best work. We also acknowledge all the efforts and achievements of children out of school by encouraging them to bring certificates or items they have made etc. to show in Celebration Assemblies.

Our school will have high expectations of behaviour and in order to ensure a safe and positive learning environment, staff will deal with the different instances of inappropriate behaviour according to the individual situation.

For example:

- We expect children to listen carefully to instructions in lessons. If they do not do so, we will ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect everyone to treat others with respect and speak properly and politely with others.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, perhaps in their own time.
- If a child is disruptive in class, the teacher will reprimand him or her. If a child misbehaves repeatedly, we will isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

The safety of our children will be paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and will prevent the child from taking part for the rest of that session. On the playground a child may be sent to "the wall" for a "cooling off" period. Continuing unacceptable behaviour will be brought to the attention of the class teacher or the Headteacher.

If a child threatens, hurts or bullies another pupil, the class teacher will record the incident and the child will be punished. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Staff will consistently employ a number of sanctions to enforce the school rules. These sanctions range as follows:

- A quiet word with the child
- A reminder about the appeal for more appropriate behaviour
- The child's name is written on the board
- If a child misbehaves when their name is on the board the teacher will apply further sanctions such as loss of privileges or playtime.
- If the child gets involved in further situations leading to sanctions a letter will be sent to parents with a request to come into school to discuss the situation.

All serious incidents will be brought to the attention of the Headteacher immediately. The Headteacher will make a note of all such incidents and may decide to contact parents. If a child is brought to the Headteacher as a result of a serious incident on more than one occasion the Headteacher will write to parents

The Headteacher will inform all children of this policy with its rewards and sanctions during school assemblies. The class teacher will follow this up with further discussions of the school rules.

In addition to the school rules, each class will also have its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher will discuss these with the whole class.

Our school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we will do everything in our power to ensure that all children attend school free from fear.

Children will be expected to do as an adult tells them. If a child feels that they are being treated unfairly they should still do as they are told and may then "complain" to their teacher, Headteacher and / or parents. Their complaint will be taken seriously and will be investigated.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school will have high expectations of the children in terms of behaviour, and will strive to ensure that all children work to the best of their ability.

The class teacher will treat each child fairly and enforce the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will keep a record of the incidents. In the first instance, the class teacher deals with incidents him/herself in

the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice and support from the Headteacher. It is at this point that parents should be informed and involved.

A child may be given a Behaviour Monitoring Chart to take some responsibility for their actions.

Our school will liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Educational Psychologist, Educational Social Worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class in the annual written report to parents. Parents should not learn about concerns or difficulties for the first time from the written report. The class teacher may contact a parent if there are concerns about either the behaviour or welfare of a child.

The Role of the Headteacher

It will be the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It will also be the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher will keep records of all reported serious incidents of misbehaviour.

The Headteacher will have the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. These are subject to statutory appeals.

The Role of Parents

Our school will work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We will explain our expectations of behaviour in the school prospectus and Home School Agreements, and we expect parents to read these and support us.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home School Agreement. We will try to build a supportive dialogue between the home and the school, and will inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that

their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and if the situation is still not resolved, the chair of school governors who has a monitoring role concerning behaviour and discipline. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The governing body has the responsibility of reviewing these general guidelines on standards of discipline and behaviour and their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Monitoring

The Headteacher will monitor the effectiveness of this policy on a regular basis, reporting to the governing body on the effectiveness of the policy and, if necessary, making recommendations for further improvements. The school will keep a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We will also keep a record of any incidents that occur at break or lunchtimes.

The Headteacher will keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. Information about suspensions and exclusions will be included in the Headteacher's termly written report to Governors. The Chair of Governors has an informal monitoring role and will liaise regularly with the Headteacher over matters of behaviour and discipline.

Attendance

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring a child's regular attendance at school is the legal responsibility of parents and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

We will develop an attendance policy with our Principal Designate which fulfils all statutory requirements in terms of registers, sets clear strategies for communicating the importance of attendance to parents, and outlines systems for dealing with persistent absences.

Community Engagement

We are aware of our statutory requirements to act in line with the Equalities Act 2012. To this end, our school will engage with all sections of the community which include:

- Parents – both of the children who will attend our school and others;
- The LA
- Business and business organisations;
- Charities
- Other schools in the area
- Colleges and universities
- Faith groups and churches
- Residents' groups
- Local councillors and MPs

Our approach to community engagement will be based on three factors:

- **Teaching and learning:** teaching our pupils to understand others, promoting discussion and debate about common values and diversity
- **Equity and excellence:** removing barriers to access and participation and offering equal opportunities to all our pupils to succeed at the highest level possible
- **Engagement and ethos:** providing opportunities for our pupils and their families to interact with others from different backgrounds.

Teaching and Learning

We will encourage multiculturalism by holding events that celebrate all major religious festivals and teach children about different religions, social structures, and world cultures. Our attitude will be to encourage tolerance and respect for all people regardless of race, sex, religion, or gender.

Equity and Excellence

We will promote equality and excellence at all stages, instilling in our pupils the belief that they can all succeed academically, and all have unique skills and abilities to share with the world. We will support this through equal opportunities employment overseen by our Governing Body.

Engagement and Ethos

Our plan for a Free School in Star Free School is entirely based on the community. All our members live and work in the area and we want the school to become a place where local people can meet and engage with our vision. We will invite parent groups and local groups to use our school and facilities in running coffee mornings, parenting classes, language classes, and so on, to ensure our school is at the centre of community life.

We will also endeavour for our pupils to mix with children from other schools through sports events, academic events, and social events thereby increasing their exposure to different people. At the same time, we will make our school open to all by holding open days and public events where people can come and have fun whilst learning about our ethos and vision.

Section Five: Evidence of Demand and Marketing

The Star Free School team collected support from the community through hardcopy questionnaires. In the questionnaire we asked the question, “Would you consider sending your child(ren) to Star Free School?”.

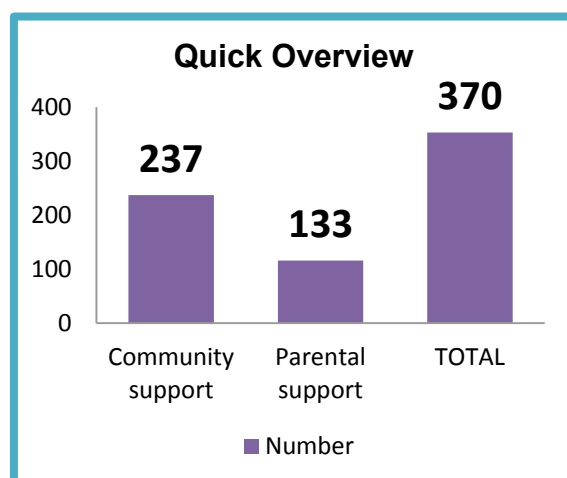
EVIDENCE OF DEMAND:

Levels of support were surveyed in Ardwick and the surrounding area. 370 people have shown interest in our Free School by filling our support form, which also asked if they would consider our Free School as a preferred option for their child/children's primary education. 133 of these forms were filled by parents who have children at primary age. 60 of them have children within the age range to attend our school in September 2012. This number is growing as the community is becoming more aware of our ambition.

Demand for a Reception Class of 16 = 19

Demand for a Year-1 Class of 16 = 16

Demand for a Year-2 Class of 16 = 25



Please see *Appendix IV* for further details.

When the school opens in September 2011, we will accept pupils for our Reception, Year-1, and Year-2 classes only.

Consultation and Equality of Opportunity

We understand that we must plan for the consultation as set out under Section 10 of the Academies Act 2010. Below is the list of activities we have done so far as part of our consultation and marketing strategies. (*Please see the Consultation Timeline we*

have prepared to meet our statutory requirements for the consultation when the school opens.)

We have already done a great deal of work in preparing ourselves for opening our free school by setting up a strong group of educationalists, speaking to the local community, and seeking advice from local councillors. All our local councillors have been contacted, as well as the Executive Member for Children's Service Councillors. Specifically, we met with:

- [REDACTED], Labour
- [REDACTED], Labour
- [REDACTED], Labour
- [REDACTED], Labour
- [REDACTED], Labour

Further to this:

- We distributed petitions for parents to sign and return to us showing their support for our Free School in Ardwick area.

- We published a newspaper to give more information about our initiative: 10,000 copies of the newspaper were distributed and it appeared on our website [REDACTED] (Please see Appendix V)

-We published two thousand leaflets and delivered them to local shops and houses.

- We have spoken with a number of local nurseries who are happy for us to advertise our school on their premises: we also used these contacts to speak to parents and find out what they were looking for in a primary school.

- Our huge campaign drew the attention of local people: we published one hundred posters and put them to the local shops; the shops owners also helped us collect petitions from their customers.

- We held a public meeting on 19th March 2011; over 40 local people attended. (Please see Appendix-VIII)

- We have visited local community centres, churches, mosques, synagogues, leisure centres, and sports grounds distributing petitions and newsletters.

- We have been to Free School Conference 29th January 2011 and Openers Conference and Exhibition 2nd April 2011.

Consultation Timeline

Activity	Date
Discussions with Principal Designate	December 2011
Governing Body meets with Principal Designate	7 th January 2012

to plan consultation	
<p>Letters, emails, and texts to local MPs, councillors, churches, mosques, synagogues, temples, and other stakeholders providing statutory information regarding our school.</p> <p>The written information will be in various languages to ensure that all of the community is aware of the process. Multi-cultural aspect of the Governing Body will allow this service to happen very quickly and effectively.</p>	9 th January 2012
Meeting with the managers of local nurseries and headteachers of local primary schools	21 st January 2012
Public Meeting 1	28 th January 2012
Governing Body meet to discuss feedback and formulate responses and action points where required.	30 th January 2012
Public Meeting 2	25 th February 2012
Governing Body meet to discuss feedback and formulate responses and action points where required.	27 th February 2012

Marketing Strategy

We are well placed to market our Free School to parents in Ardwick once we have received approval. As part of our consultation stage, we collected email address and phone numbers from the people who expressed interest in our school. We will be able to use this database for direct advertising, in accordance with the Data Protection Act, and will look to build on it as we continue along the road to opening our school.

We have good local support among organisations such as nurseries who were not only an invaluable resource in gathering information about the needs of parents and children, but also extremely helpful in allowing us to advertise to parents with children of nursery age.

In the long term, we will use a variety of strategies to sustain our school for the future. Our main aim is to be a visible part of the local community, supporting local projects and giving children happy and successful primary school education. This, more than anything else, will sustain demand. At the same time, we know we must always work hard to garner further support. For this reason, we will publish a termly newsletter which we will deliver to all parents, as well as supporters of the school, and place in prominent local institutions such as churches, mosques, libraries, and so on. We also hold regular open days which we will advertise in the local press and via our website, giving the public opportunities to see what we are doing and how we are shaping children for the future.

Marketing Timeline

Date	Activity	Method
October 2011	Informing all parents who have shown interest in our school and provided us with their details that our school has been approved so we can involve them in spreading our message.	Emails, texts, letters. Where possible, face-to-face meetings at nurseries, schools etc.
November 2011	Contact all leading figures of the community who we previously met, including local councillors, MPs, religious leaders, nursery managers etc. to enlist their support in promoting our school.	Phone, email, letters.
December 2011	We will hold a celebratory free event for everyone who has supported our Free School. This will be an opportunity for our newly appointed Principal Designate to meet with prospective parents and community members.	We will hold the event at our school.
January 28 th 2012	Public Meeting-1	Advertising with leaflets, posters, mail-shots, and supportive media outlets.

February 25 th 2012	Public Meeting-2	Advertising with leaflets, posters, mail-shots, and supportive media outlets.
March 17 th 2012	Workshop with Prospective Parents - 1 We will meet with prospective parents to answer any question they may have regarding admissions (and any other matter) to our school.	Advertising with leaflets, posters, mail-shots, and supportive media outlets.
April 14 th 2012	Workshop with Prospective Parents - 2 We will meet with prospective parents to answer any question they may have regarding admissions (and any other matter) to our school.	Advertising with leaflets, posters, mail-shots, and supportive media outlets.

Section Six: Organisational Capacity and Capability

Governance Capacity

Star Free School is made up of an extremely competent group of people with the capacity and capability necessary to set up and run a school. Each of them joined the group because they understand the pressing need for school places in the Ardwick area and high quality primary education. Each member of the Governing Body has agreed to commit to a minimum of five hours per week working for our school project.

We understand the role of the Governing Body in the pre-opening and post-opening stages (see below). In order to strengthen our expertise in creating our school, we have contacted [REDACTED], an accredited company for school building and management, as well as [REDACTED], an accredited project management company. We will seek to form official partnerships with these companies once we are approved, pending a full and open procurement process. With regards to Legal Capacity, we have established an informal agreement with [REDACTED]. (For full details, see below.)

[REDACTED]: Trustee / Chair of Governors

[REDACTED]. As a chair of governors, he will make sure that the governing body's affairs are conducted in accordance with the law, meetings are run effectively and that the governing body work as a team. He will also carry out any duties delegated by the governing body and liaise with the headteacher for the smooth operation of the school.

[REDACTED]: Numeracy and Literacy Governor / Equal Opportunities Governor

[REDACTED].

[REDACTED]: Trustee / FMSiS Governor

[REDACTED].

[REDACTED]: Trustee / Extended Schools / G &T Governor

[REDACTED].

[REDACTED]: Link Governor / Performance Management Governor

[REDACTED].

[REDACTED]: Health and Safety Governor / Safeguarding Governor

██████████.

██████████: ICT Governor / Pupil Attendance Governor

██████████.

██████████: EAL Governor

██████████.

██████████: SEN Governor

██████████.

Educational Capacity

We will look to establish a partnership with a well-regarded educational company once we have reached the second stage of our proposal to ensure that our team have the maximum amount of support in fulfilling our aims. We have already spoken to companies such as Tribal and Cambridge Education who have advised us on our proposal up to this point. The ideal company will be specialists in curriculum planning and delivery, as well as offering strong support in terms of setting up an educational environment.

Building and Site Capacity

Star Free School has established an informal relationship with ██████████, a company that is able to provide the full range of service required, from procurement of a site or building, design and project management of the new build or alteration/refurbishment works, followed by property consultancy services throughout the school's occupation.

The scope of the occupier services ██████████ offer can either be on a call off basis for specialist property advice, such as valuation, asset life assessments and rating consultancy or, through their asset management team, ██████████ can meet the complete property needs of our school inclusive of full facilities management. All of our occupier services are focused on delivering cost efficiency, enhanced space utilisation, and sustainable environments.

Project Management, Financial Capacity and ICT

We have spoken to several accredited Project Management companies, such as ██████████, with financial and ICT capacity in developing our plans for a free school. We will form a partnership with a well-regarded company with experience in delivering high-quality projects for schools and academies after approval. Our extensive knowledge and experience in our governance will be invaluable while liaising with such companies, securing the best deal and value-for-money for our school.

Legal Capacity

Star Free School has established a partnership with [REDACTED], a top-100 UK law firm with a well established, national reputation of advising governing bodies and academy trusts on all areas of law required by these organisations including advice on governance matters, duties and responsibilities of trustees and governors, employment matters, property issues, data protection, procurement, memoranda and articles of association and funding agreements.

The individuals at [REDACTED] who will be the main points of contact for the school have an in-depth understanding of the issues which will need to be addressed on creation of the free schools and thereafter, and will be able to advise schools through the complex commercial arrangements which will need to be put in place. (For CVs, please see *Appendix VI*) [REDACTED] have been a member of the Partnerships for Schools panel of legal advisers since its inception, advising local authorities and governing bodies on a number of BSF and Academy projects, and as such they are able to offer their very competitive PfS rates to our free school.

Appointment of Staff

Star Free School will only employ teachers and support staff who have outstanding professional qualification and also fully believe in our goal for reinvigorating learning and development in the Ardwick area. The Governing Body will produce detailed Needs Assessment criteria for each staff member that needs to be hired in partnership with the Headteacher, who will be its first appointment.

Teacher stability is essential in providing outstanding teaching across all year groups. As the school grows, we want our teachers to feel part of a team with recognised goals, working in an atmosphere in which sharing ideas, working together, and sharing achievement is the norm. A huge amount of this must come from our Headteacher whose enthusiasm, as well as his or her skills in implementing our vision for the school, must be reflected in each of the members of staff. We recognise that maintaining staff involves, more than anything else, listening and responding to concerns: for this reason, our Headteacher will have an open-door policy with regards to staff and the governing body will operate an equivalent policy.

We want our staff members to have lots of opportunities for both personal and professional development. As well as having a governor responsible for ensuring our staff are catered for in terms of professional training programmes, we will also endeavour where possible to support our team in developing non-professional interests. Ultimately, the happier staff are working at the school, the better they will perform. We will also make use of graduate and employment-based initial teacher training (EBITT) and school-centred initial teacher training (SCITT) schemes to train people from our local area, ensuring that our staffing profile reflects that of the local community.

We are aware that it takes significant time to hire staff in terms of writing a job description, advertising for positions, allowing for applications, shortlisting, and interviews. All staff set to begin working at our school in September 2012 must be hired by the 31st May 2012. We will begin designing job applications in January in consultation with our Principal Designate and advertise for roles throughout March

and April. (Please see Appointment of Principal Designate for more details on Principal Designate Recruitment)

Staffing Structure

Year-1 2012		
3 Classes (Reception, Year-1, Year-2)		
Teaching Staff		Salary
1 Headteacher (teaching 2 days)		£60K
1 Assistant Head (teaching FT) (opportunity to progress to Deputy Head in 2015)		£40K
2 Classroom Teachers (one of them covers Head's 3 days + PPA time for staff + Inclusion coordinator)		£30K
Associate Staff		
1 HLTA (full time – preferably bi-lingual to cover EAL teaching requirements – under direction of Inclusion Coordinator)		£26K
1 TA		£14K
1 Admin/Clerical		£18K
1 Finance/Admin (3 days until 2016)		£18K
1 Midday Supervisor (14 hours per week)		£7 per hour
1 Site manager		£18K
1 Music Teacher (Part Time)		£3,800
Year-2 2013		
4 Classes (Reception, Year-1, Year-2, Year-3)		
Staffing as above +	1 FT classroom teacher (TLR1)	£30K
	1 TA	£14K
	1 Midday Supervisor	£7 per hour
Year-3 2014		
5 Classes (Reception, Year-1, Year-2, Year-3, Year-4)		
Staffing as above +	1 FT classroom teacher	£30K
	1 TA	£14K
	1 Midday Supervisor	£7 per hour
	Headteacher non-teaching	
Year-4 2015		
6 Classes (Reception, Year-1, Year-2, Year-3, Year-4, Year-5)		
Staffing as above +	1 FT classroom teacher	£30K

	1 TA	£14K
	1 Midday Supervisor	£7 per hour
	Asst Head moves to Deputy Head	£45K
Year-5 2016		
7 Classes (Reception, Year-1, Year-2, Year-3, Year-4, Year-5, Year-6)		
Staffing as above +	1 FT classroom teacher	£30K
	1 TA	£14K
	1 Midday Supervisor	£7 per hour
	Finance manager becomes full time	

Governance: Roles and Responsibilities

East London Free School's governing body is responsible for maintaining the vision and ethos of the school and holding the Headteacher accountable for the school's success. To this end, the governing body will carry out their functions with the aim of taking a largely strategic role in the running of the school. This includes setting up a strategic framework for the school, setting its aims and objectives, setting policies and targets for achieving the objectives, reviewing progress and reviewing the strategic framework in the light of progress. The governing body should act as a "critical friend" to the Headteacher by providing advice and support.

Pre-Opening Roles:

Before the school opens, the Governing Body's primary roles will be to:

- form the Executive Committee that will oversee the setup of the school and recruit the Principal Designate
- create the policies and practices that it will follow after the school opens (e.g. regularity of meetings, committees, induction of new governors).

Post-Opening Roles:

After the school has opened, the Governing Body is responsible for the **strategic direction** of the school. Their role is to set the overall direction, monitor and evaluate performance and determine key policies. The level to which governors focus on the day-to-day management of the school will depend on:

- the level of their skills and interest
- the capability of the Headteacher
- the particular challenges facing the school

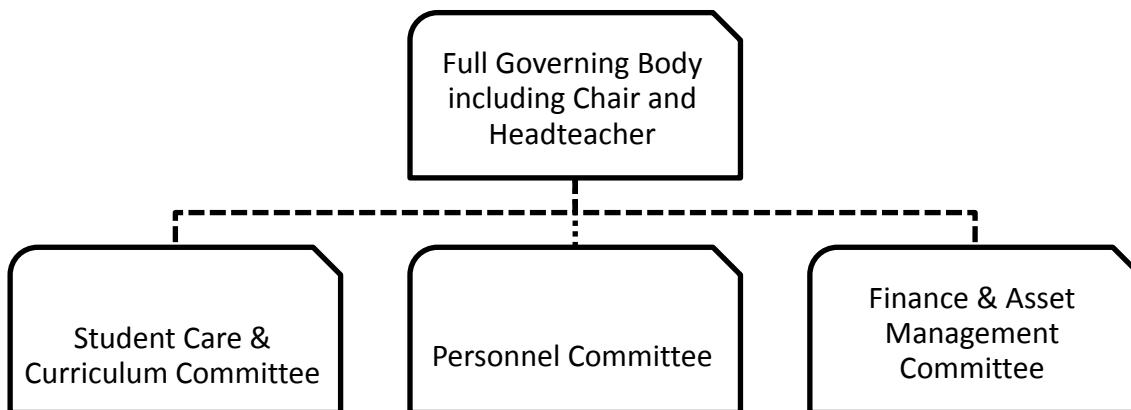
Our governing body have a mixture of the right knowledge, skills and competencies required to carry out its roles and responsibilities.

Useful skills and experience include:

- Financial knowledge
- Basic educational knowledge
- Strategic planning
- Legal knowledge
- Marketing
- Health & safety
- Human resources
- School improvement experience
- Knowledge of the subject(s) in which the school specialises

Governing Body Organisation Chart and Responsibilities

Our governing body will be bound by statutory responsibilities and will be accountable to the public and to parents for the way in which the school is directed and managed. The staff of the school will be accountable to the governing body for the delivery of the curriculum, use of resources and for the quality and effectiveness of the teaching and learning which takes place.



Full governing body: Responsible for the overall standards of the school. Formal meetings will be conducted per agenda, and minutes will be taken by a Clerk to the Governors. The full governing body meeting agenda will include minutes and recommendations from all the committees.

Student Care & Curriculum Committee: This group will oversee the school's pastoral care of students and how the school offers a 'broad and balanced' curriculum and meets curriculum requirements. It will review student care and curriculum-related school policies and make recommendations to the full governing body.

Finance and Asset Management Committee: This group will set the educational and financial priorities for the school, monitor the school budget and accounts for the full governing body for finance-related policies and revenue, capital and grant-funding expenditure.

Personnel Committee: This group will work in partnership with the Senior Leadership Team (SLT) to determine the staffing and management structure of the school, to ensure that the staffing level is sufficient to teach the curriculum. It will review personnel-related policies and issues and make recommendations to

the full governing body.

Meetings of the Curriculum, Personnel and Finance and Administration committees will be half-termly. The full governing body will meet half-termly after the three committees have met.

Dates of meetings will be fixed at the first governors' meeting of the academic year.

The Headteacher

The Headteacher will be responsible for the internal organisation, management and control of the school, and for advising on and implementing the governing body's strategic framework. In particular, the headteachers will formulate aims and objectives, policies and targets for the governing body to consider adopting; and will report to the governing body on progress at least once every school year.

Securing accountability and working in partnership

The Headteacher and professional staff are accountable to the governing body for the school's performance. The governing body must be prepared to explain its decisions and actions to anyone who has a legitimate interest. This may include staff, pupils, parents and the press as well as the LEA, school's foundation or the Secretary of State.

Our governing body and the Headteacher will work together in partnership to develop key policies.

Financial Management

Responsibilities for different aspects of the school's financial management will be shared across the governing body, Headteacher, school business manager and other members of staff.

Governing body: the governing body has a strategic role in the financial management of the school. Key responsibilities include setting financial priorities, approving and monitoring the annual budget and ensuring that the school fulfils its statutory obligations. Though it is not compulsory to have a finance committee, we are convinced it is good practice.

Headteacher: with overall executive responsibility for the school's activities, the headteacher is the person directly accountable to the governing body for the financial management of the school. The headteacher should ensure that the governing body is provided with financial advice, that proper financial systems and controls are in place, and that accounts are prepared and maintained.

School business manager (SBM): although the headteacher will retain ultimate responsibility for financial management, he or she will often delegate much of the financial responsibility to an SBM.

Other staff: all other staff are responsible for the security of school property, for avoiding loss or damage, for using resources effectively and for complying with the school's financial procedures.

Appointment of Principal Designate

Appointing a new Principal Designate is the most important task our governing body will undertake in determining the success of the school. To this end, the governing body will give the process careful consideration. We will follow the National College's Standards for Headteachers outlined in the National Standards for Headteachers framework.

The Standards are set out in six key non-hierarchical areas. These six key areas, when taken together, represent the role of our prospective headteacher:

- Shaping the Future
- Leading Learning and Teaching
- Developing Self and Working with Others
- Managing the Organisation
- Securing Accountability
- Strengthening Community

Once appointed we will expect the Principal to oversee arrangements for the appointment of the administrative staff needed prior to opening (Finance Director & P.A) as well as ensuring our Assistant Headteacher is interviewed and appointed with sufficient time to engage in the training and induction necessary to fulfil the posts.

We understand that on average it takes about 13 weeks to appoint a Headteacher. We are also aware of the fact that there are nationally agreed dates for Headteachers, Deputy Headteachers and teachers. However, we will ensure that we have followed the steps below to appoint a Headteacher:

- Preparation
- Definition
- Attraction
- Selection
- Appointment
- Induction
- Evaluation

Our governing body has the knowledge, expertise and experience to take these steps and ensure the successful appointment of a Headteacher. Additionally, taking into account proper safeguarding procedures we will;

- advertise for the post in a national newspaper (e.g. TES, Guardian);
- contact organisations like Teach First, Future Leaders and National College;
- get advice on procedures and formats of questions and tasks from the LA;

- spread the information related to the vacancy through our Governing Body members who are currently working at schools;
- form a panel of governors and trustees reflecting the major interests such as parents and educationalists.
- follow equalities procedures in selection and advertising

Section 7: Premises

Proposed school site: [REDACTED], Manchester, [REDACTED]

We have already secured a site for our school in the building that was formerly the [REDACTED] on [REDACTED]. The building has now been converted for use as a school with several classrooms, a covered outdoor play area, and parking facilities. The site will also have excellent access to large areas of grassland which we can use for sport and other outdoor learning opportunities.

The site is easily accessible by road and bus links.

Value for money

- The site already has D1 use licence.
- The rent is as cheap as £5 per sq ft.
- It has an outdoor play area of over 6000 sq ft
- It has recently been refurbished to a high standard.
- It is surrounded by large areas of grassland.
- It is at the heart of our local primary demand.
- The Landlady is happy to sell at a market rate.

An important point to mention about this site is that the Landlord, who died a few years ago, advised his wife that he wanted to see the site serving the community as a school. For this reason, the Landlady is in full support of our project and particularly keen to fulfil her husband's wish by offering Star Free School the site rent free for the first year and asking a nominal rent for the following years.

PfS visited the site on 26th May 2011 and confirmed its suitability for the proposed size of the school. They stated that it is value for money considering the fact that it is recently refurbished; currently used as a supplementary school with fully fitted classrooms and has one year rent free offer from the Landlady who is happy to let it or sell it.

We also believe that this site is great value for money and can serve for the public benefit by accommodating 112 pupils who will be the future ambassadors for the community.

(Please see Appendix VII)