

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED], Cinderford, Gloucestershire, [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input checked="" type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>The Franciscan Sisters of the Immaculate Conception founded the school and own the buildings. They are a Scottish charity, number SC006881. They will have a representative on the Board of the Free School and will receive rent.</p>

Details of company limited by guarantee	
11.	Company name: St. Anthony's School
12.	Company address: [REDACTED] Cinderford, Gloucestershire, [REDACTED]
13.	Company registration number: 6974100
14.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.	If Yes, please provide details: St. Anthony's RC School, an independent school at the above address.
Company members	
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
16.	Please confirm the total number of company members: 5
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name: [REDACTED]


Company directors

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

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

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>As a Free School, St. Anthony's will continue to work closely with the Franciscan Sisters of the Immaculate Conception who founded the school fifty years ago. They are registered with the Office of the Scottish Charity Regulator (OSCR) with the number SC006881</p> <p>The Franciscan Sisters will have a representative on the Board and will receive rent for the premises from the company.</p>	

22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>St. Anthony's is a Roman Catholic school (see questions 10 & 21)</p>
Existing providers	
23.	<p>Is your organisation an existing independent school wishing to become a Free School?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p> <p>115804</p>
27.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:</p> <p>Current roll: 56 in Reception to Year 6</p>
28.	<p>If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>Our most recent inspection was made on 23rd October 2008</p> <p></p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>Please see Section D in this application.</p>
30.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>n/a</p>

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



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

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

Signed:

Position: [REDACTED] / [REDACTED] (please delete as appropriate).

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	St. Anthony's School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2014
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Roman Catholic.
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

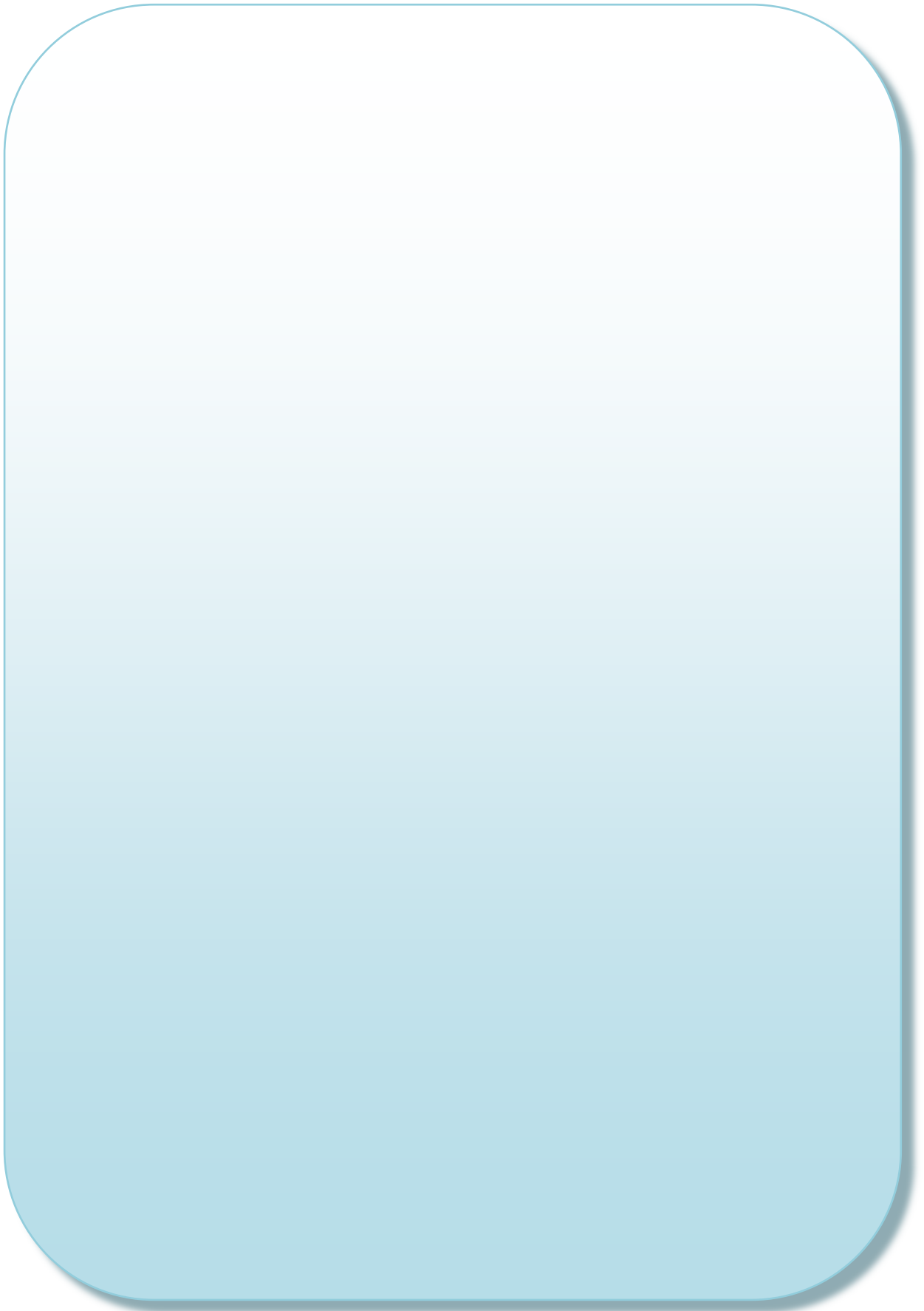
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	n/a
10.	Postcode of the preferred site of the proposed school:	[REDACTED]
11.	Local authority area in which the proposed school would be situated:	Gloucestershire County Council
12.	If the preferred site is near to a local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

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Section C: Education vision



The experienced and dedicated teaching staff have high expectations not only of the pupils but of themselves. Children will be taught in small classes (17 per year group) to optimise individual attention and peer interaction. There will be continuous assessment of the children's work, with short formal tests each half-term, to identify areas where a child might need particular help or encouragement.

Teachers will meet half-termly for mentoring and discussion of best practice and will be monitored by the Head and the Senior Management Team through classroom observation and teacher appraisal.

Parents will be welcome to speak to individual teachers at all times during the term and will receive each half-term a report on their child's progress. There will be formal Parents' Evenings twice a year as well as termly meetings between parents and the Board and Senior Management.

We are located in Cinderford, a town in the Forest of Dean which is an acknowledged economically deprived area (*districts of Cinderford were ranked in the most deprived 10% for Education Skills and Training, and in the most deprived 25% for Income and Employment. see also Section E*).

Indices of Deprivation for 2010 (County ranking):

LSOA	Income deprivation affecting children	Education, skills & training	Income	Children & young people sub domain –
Cinderford [REDACTED]	105	50	124	56
Cinderford [REDACTED]	51	30	41	58
Cinderford [REDACTED]	41	14	18	19
Cinderford [REDACTED]	131	76	158	117
Cinderford [REDACTED]	82	51	71	61

Ranked out of 367 where 1 is the greatest deprivation.

Top 10% 10% - 20%

(source: Dept. of Community & Local Government)

It has been a concern that because of the economic climate and the area in which the school is situated, the school has become less accessible for many pupils.

The Forest of Dean is also an area of growing population and, with seven hundred new houses being planned within walking distance of the school, St Anthony's will be essential in offering demonstrably high standards of education and behaviour to increasing numbers of children.

Other local Primary schools have limited additional space available for those moving into the area and the extra places that would be made available at St Anthony's will help alleviate this demand. (Steam Mills School has received 64 applications for the 17 available spaces in the reception class for September 2012 - see Section E2). Furthermore:

'A huge jump in the birth rate ... means an extra 120 school places must be found in Gloucester this September – leaving council chiefs with a £600,000 bill.

Across Gloucestershire, more than 200 school places will have to be found.

Longer term forecasts reveal an extra 5,000 school places need to be found at primaries between and now 2015.' (For further data see Section E2.)

The school will be open to all pupils aged 4 – 11 regardless of their faith and will operate a broad and balanced curriculum which is given in greater detail in section D2.

We take our responsibility as providers of education seriously and plan the school curriculum with the recommendation of the Every Child Matters outcomes in mind. We believe that it is our duty to provide our children with the skills necessary to take their place in society. This is demonstrated fully in the ethos and character of the school and confirmed by Ofsted (2008).

There is a clear correlation between achievement at Key Stage 2 and the number of children accessing higher education. The excellent educational provision, combined with our ongoing partnership with parents and the community, enables our pupils to become confident and conscientious students, and lifelong learners with high aspirations. Many past pupils now hold responsible positions in the community and work as doctors, teachers, emergency and care providers and business people, and refer to their time at St Anthony's as having provided the best start to their education and having given them the confidence and aspiration to achieve and succeed.

"I attended St Anthony's from 1992 to 1998 and am grateful for the fantastic start the staff gave me to my educational journey. Their thoughtfulness, care and expectations of me as a person enabled me to develop my interests both in academic areas and in the arts. My chosen career as a primary school teacher was largely inspired by my own primary school teachers, and the ethos of the school, always encouraging me to do my best, is now translating into my own work with children."

As a Free School with a broader social intake St Anthony's will further improve the levels of achievement at Primary level, and will thus increase the number of local children able to profit from higher education and training, to their advantage and the long term benefit of a significantly deprived community.

In summary:

Why does this area need St. Anthony's Free School?

Cinderford is an area of Gloucestershire with significant levels of deprivation (see Section E). It is an area where children in local schools frequently perform below the national average in KS2 assessments and where the local secondary school acknowledges that Year 7 pupils begin from a lower baseline. It is also an area with a rising population: the birth-rate for the county rose by 13.2% in 2008 and this, together with seven hundred new homes planned for the town, is already putting pressure on local schools.

'Of the Free Schools opening from 2012 more than two thirds have proposed sites which are situated in the 50% most deprived areas of the country. Others will meet additional need for school places, meaning that more than 90% of successful applicants have proposed school sites in areas that are deprived and crying out for places' (DfE summary: Education Secretary's statement, HC 10/10/11)

What will St. Anthony's Free School bring to the area?

We have a proven track record in delivering a sound moral and academic education. Since 2009 we have, on average, out-performed the four local schools in KS2 assessments by 9% (Science) 11% (Mathematics) 21% (English) and 27% (English & Mathematics). By becoming a Free School and widening our intake to embrace a wider community we will significantly improve the life chances of children from an acknowledged deprived area.

Why are the proposers the best people to achieve these results?

The proposed board of St. Anthony's Free School is composed of people with many years of business, teaching and management experience and has been running the school successfully since January 2009.

There is an experienced teaching staff ready to transfer to the new school whose efficacy is clearly demonstrated by the academic results and the fact that the new Free School would be oversubscribed by 123% in the first year of operation.

Furthermore, the buildings and infrastructure are **already in place** and have

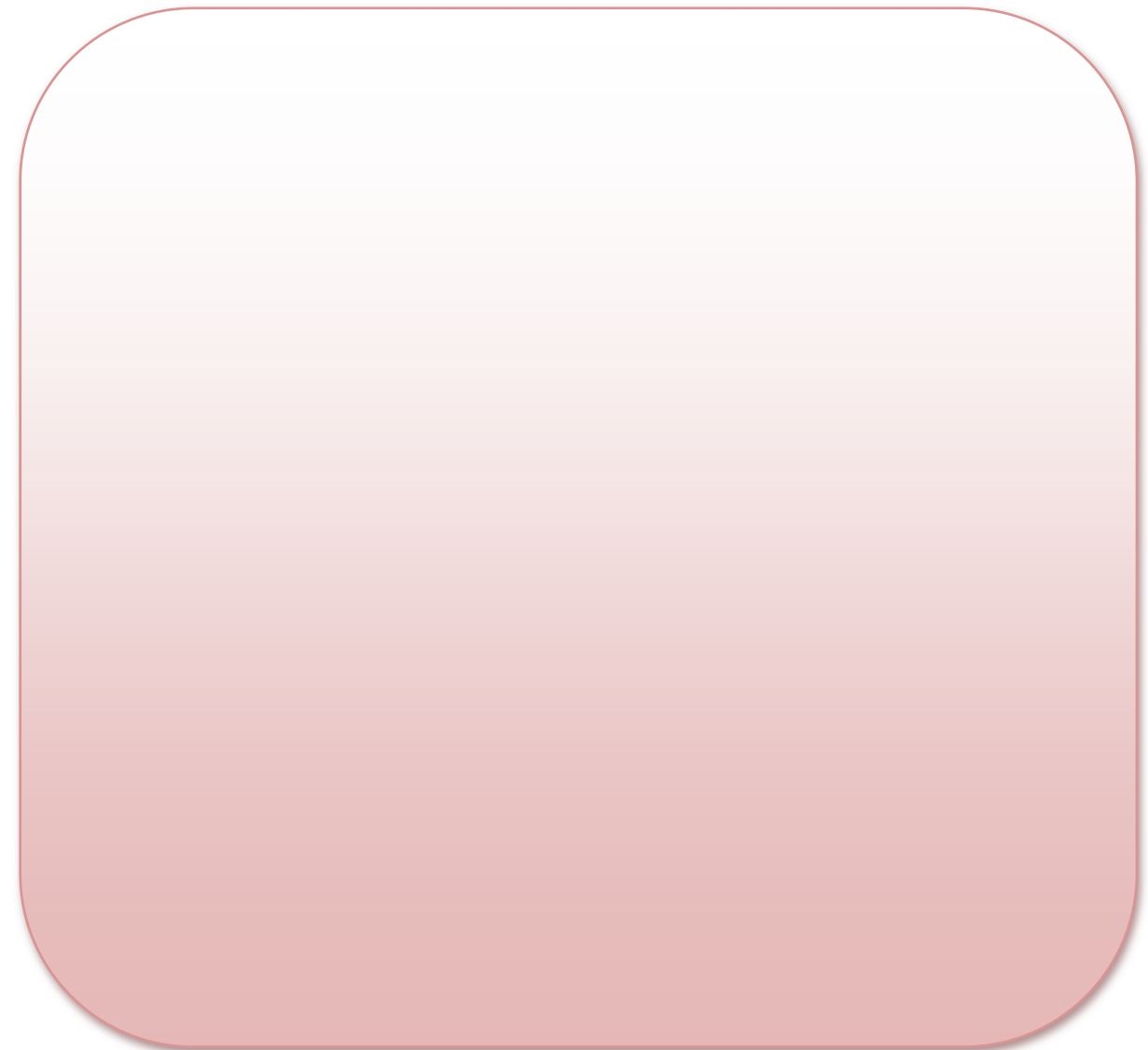
been inspected by Partnerships for Schools (*“Existing school in satisfactory condition with no work required”*). We envisage no start-up costs.

C.1.1 Mission and Ethos

Our Mission Statement is fundamental to the ethos of the school and clearly states our commitment towards the provision of this high quality education underpinned by the fostering of Christian values of love, joy, peace, patience, faithfulness, goodness, kindness, gentleness and self control, which ensure children are able to take their place in, and be a central part of, a caring society that respects others regardless of race or belief. This makes us a distinctive presence in the area as there are no church schools in Cinderford and the nearest Catholic primary school is 15 miles away.

“██████████, I would like to support St. Anthony’s application. The School continues the Catholic ethos fostered by the Nuns that previously ran the School. My own expectation for St Anthony’s as a ‘Free School’ is that more Catholic families would choose to send their children there especially as the other nearest Catholic Primary School within the Diocese, is 15 miles away.”

██████████, ██████████.



We intend to build on our already good reputation as a place of outstanding teaching and learning where each child can develop to their full potential; academically, spiritually, morally, physically, socially and culturally. In our most recent Ofsted report (2008) we were praised for our outstanding provision for pupils' spiritual, moral, social and cultural development.

"As a result, relationships within the school are of high quality and pupils' behaviour is outstanding."

Ofsted 2008

Children already achieve above the national expected levels in mathematics and English (see 'Academic Performance' section D4.4) but we will continue to look for improvements to our curriculum and teaching to ensure every child achieves their potential. For this reason we intend classes to be no larger than 17 as we believe this provides the best pupil:teacher ratio for every child to develop fully, both academically and personally.

We set targets each year, following evaluation of our assessments, to ensure that we monitor children's progress fully and make early intervention where necessary. Those who we identify as falling below expected standards are given additional support as early as possible in order that they are given every opportunity to progress to their best ability.

We recognise that not all children learn at the same rate or in the same way so we plan our curriculum and individual lessons to provide a variety of learning experiences which will ensure equal opportunity for all pupils no matter where their interests lie. Children are given opportunities in music and drama as well as sport in addition to extending their knowledge in ornithology and gardening (see 'Main curriculum' D2.2 for more information). As a Catholic school, religious education is important to us as in line with our education vision, we seek to provide our pupils with high moral standards and Christian values, in order that they are able to take their place in society as respectful and considerate adults.

"Lessons are planned well, taking good account of pupils' attainments and potential and interests. As a result, pupils enjoy their lessons and are keen and attentive"

Ofsted 2008

"The quality of the curriculum and of teaching are key factors in the good progress pupils make. Boys and girls of all levels of ability make good gains in their learning and flourish"

Ofsted 2008

In line with our education vision, we will foster a uniquely transparent, friendly and professional relationship directly with our parents through our Parent and Staff Group and Fundraising Friends who not only support the school's vision and values by helping with reading and art in the classes and attending Mass and assembly each week, but also provide advice, help and involvement in the education of their child and all the children in our school family. Parents and staff have been instrumental in the preparation of our application and are fully supportive of it. We will also continue to foster links within the community through our donations to charity and practical support (see community engagement D7).

"Thank you very much for your generous gift of [REDACTED]. By supporting Mission Together you are living up to our unique motto of children helping children. Our projects welcome children from all religions and cultures and ensure that they are given the love, care and protection which Jesus calls for when he says, 'let the children come to me.'" Extract from Missio (sic) charity letter dated 31st January 2012.

"I am writing on behalf of the James Hopkins Trust to say thank you very much for your kind donation of a further [REDACTED]. We really do appreciate your ongoing support and for kindly thinking of us once again." Extract from a letter dated 1st February 2012 from the James Hopkins Trust a charity for special children established 22 years ago by parents of a child at the school

[REDACTED]

A St. Anthony's child will:

- play a full part in their community, in service to and care for others.
- show respect and consideration for all people, regardless of their beliefs.
- be encouraged towards their goals by conscientious, knowledgeable and dedicated staff.

"At St. Anthony's the teachers encourage the pupils by helping us and telling us 'we can do'. They're always encouraging us in lessons, inside and outside of school."

[REDACTED]

"We have 'Star of the Week', and every half-term we have a courtesy award for friendship and good manners"

[REDACTED]

A St. Anthony's teacher will:

- give the highest example in every aspect of school life.
- recognise and value the efforts and talents of each individual.
- be valued for their contributions and supported by the provision of staff development.

"Having taught at St Anthony's for seventeen years, I have enjoyed the shared responsibility all staff feel for the children. Playground duties and whole school singing are particularly pleasurable as we share time with pupils whom we've taught and build friendships with those whom we may teach in the future.

As a staff we cooperate readily, receiving suggestions from colleagues and creating opportunities for our children's learning. All staff are keen to acknowledge colleagues and children for their successes and are alert to assisting each other.

We cherish every child in our school and strive to compliment them on their courtesy and kindness to each other.

At St Anthony's, staff don't just treat each other with respect – we truly respect each other."

[REDACTED]

We are confident we have the necessary expertise and experience among our Directors, staff and parents to raise significantly the currently below average educational achievements in an area of economic and skills deprivation.

C.1.2 Criteria for measuring success

(see also section D4.1)

Our criteria for measurement of success are broadly divisible between those for the school as a whole and those for the children, with significant cross over.

Measurement of success for the school:

- Classrooms occupied to capacity (with reasonable allowance made for the withdrawal of children for reasons of family migration etc.)
- Parent satisfaction: this is to be quantified by an annual survey from which the Board will expect a positive response of 85% or better. Any issues raised will be addressed directly in order to maintain levels of parent satisfaction.
- Parent satisfaction will also be qualitatively assessed at meetings held once a term with the Board in the main school hall.
- Continued positive feedback from the secondary schools showing that pupils moving into Year 7 from St. Anthony's are notable for their attitude to work, their behaviour and their secure grasp of fundamental knowledge and skills.

Measurement of success for the children.

(NB: see section D4.1 for expansion of these targets)

- Children will be happy, confident and enthusiastic learners with high expectations of themselves.
- Pupils will fulfil their potential in both academic and non academic areas.
- KS2 Year 6 SATs achievement at Level 4 in English, Mathematics, and English with Mathematics will be at least 10% higher than the national average.
- KS2 Year 6 SATs achievement at Level 5 will be at least 5% higher than the national average.
- KS2 Year 6 SATs achievement at Level 4 in Science will be 80% or better.
- Grammar school entrance exam passes will be 80% or greater.
- All children will have taken speaking roles in a dramatic presentation.
- Children will be able to read a simple musical score and play a tune.
- Continued positive feedback from secondary schools about individual

children: their attitude to work, their behaviour and their secure grasp of fundamental knowledge and skills.

The premises and all the facilities to achieve our aims are already in place and there would be no capital expenditure required for start up.

Section D: Education plan – part 1

Table showing predicted class sizes

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception	9	17	17	17	17	17	17	17
Year 1	10	17	17	17	17	17	17	17
Year 2	0	17	17	17	17	17	17	17
Year 3	6	13	17	17	17	17	17	17
Year 4	8	7	17	17	17	17	17	17
Year 5	13	9	17	17	17	17	17	17
Year 6	10	17	17	17	17	17	17	17
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	56	97	119	119	119	119	119	119

The table above shows the number of children currently on roll and the number of children whose parents have already indicated that they would like their children to attend from September 2013. (Data as of 10th February 2012.) (See also Section E1)

We continue to receive enquiries for places and are confident that when St Anthony's achieves Free school status, we will fill the Year 4 and 5 classes that are indicated as below capacity in 2013.

For subsequent years we expect all classes to operate at full capacity.

We will continue to market the school through Open Days, local press features and advertisements, social media and our own website, attendance at community events, and word of mouth.

Posters and flyers will be distributed in designated areas to maximise contact with parents who would not previously have been able to access St Anthony's School. (See section E2.2)

Section D: Education plan – part 2

D2 Specific Curriculum Provision

At St Anthony's School we aim to foster the individual child's spiritual, moral, intellectual, physical, social and cultural development through the provision of a broad, balanced and relevant curriculum which provides a high standard of learning opportunities for our children.

We have chosen through our curriculum planning and timetables to provide the grounding in Mathematics, English and Science that we believe forms the basis of every child's learning.

We believe that it is vitally important for all children to be able to read, write and perform basic mathematical tasks and so we prioritise curriculum time to ensure we fulfil our aim of giving every child, regardless of background, every opportunity to succeed.

The proportion of curriculum time dedicated to these crucial subjects is greater than that given to other areas but we also make space through our R.E. teaching and community engagement for children to learn about, and contribute to, society as a whole. The amount of time given to subjects other than Mathematics, English, Science and R.E. enables all pupils to explore their interests and their talents.

By doing this we believe we can achieve our vision of increasing the levels of literacy and numeracy in an area where these are generally below average and encourage pupils to develop their talent, whether academic, artistic or others forms of achievement, as stated in our education vision.

As an established school, St. Anthony's has been delivering an effective, well-planned curriculum for many years. (See Section D2.2) As a Free School, St Anthony's will bring this expertise to a broader section of the community and thereby enhance the life chances of children in an economically deprived area.

"The quality of the curriculum and of teaching are key factors in the good progress pupils make. Boys and girls of all levels of ability make good gains in their learning and flourish"

Ofsted 2008

We use the National Curriculum, together with the Early Years Foundation Stage Development Matters and Early Learning Goals in Nursery and Reception, as a baseline but offer a great deal more as we aim to meet the needs of all children, regardless of background or ability, in a manner that stimulates, challenges, excites and encourages each individual. A range of commercial schemes is used to aid our teaching, and both formative and summative assessments are used to ensure that children are learning and progressing to their full potential.

Our independence has enabled us to develop in a child focussed direction as we and the parents have seen fit: unconstrained by LEA directives, we can use those parts of the National Curriculum we judge to be effective and build on these or take another direction entirely in order to achieve what we want. These achievements are evident in the academic tables and in our success with less able children (see 'academic performance' section 4.4).

A significant part of our curriculum is delivered using formal teaching methods with children facing the teacher and working individually. Experience informs us that this system is welcomed by parents and children, facilitates good behaviour and consistently delivers a high standard of work.

Ofsted at the most recent inspection said of our teaching *“The quality of teaching and assessment is good. Lessons are planned well, taking good account of pupils’ attainments and potential and interests. As a result, pupils enjoy their lessons and are keen and attentive.”*

Ofsted (2008)

D.2.1 Foundation Stage

The Foundation Stage forms a key part of our early years provision and ensures that children entering the main school have the best possible grounding for the future. (See Section D4.4)

The Reception class uses the ‘Early Years Foundation Stage’ six areas of learning:

Communication, Language and Literacy (CLL) incorporates language for communication, language for thinking, linking sounds and letters, reading, writing and handwriting.

Problem Solving, Reasoning and Numeracy (PSRN) includes using numbers as labels and for counting, calculating, shape, space and measures.

Physical Development (PD) involves movement and space, health and bodily awareness and using equipment both for fine and gross motor skills.

Creative Development (CD) includes responding to experiences, expressing and communicating ideas, exploring media and materials, creating music and dance, developing imagination and imaginative play.

Knowledge & Understanding of the World (KUW) involves exploring and

investigation, design and making skills, information and communication technology, time, place and communities.

Personal, Social & Emotional Development (PSED) focuses on dispositions and attitudes, self confidence and self esteem, making relationships, behaviour and self control, self care and a sense of community.

In the Reception class Literacy and Numeracy is usually taught in the morning when children are at their most alert and able to focus. We use the 'Jolly Phonics' scheme very successfully to promote early reading alongside three reading schemes, Oxford Reading Tree, Ginn 360 and Storyworlds, for diversity of approach. We follow the Folens maths scheme as an aid to planning as this provides a focus for core numeracy skills.

In the afternoon, the children explore the topic planned for each half term. These are varied to provide for as wide an interest as possible e.g. ourselves, growing things, people who help us, space. These topics enable the 'Early Learning Goals' for Creative Development, Knowledge and Understanding of the World and Personal, Social & Emotional Development to be covered. Under the umbrella of Physical Development, all children take part in P.E., and the Reception class children also have lessons in swimming and gymnastics, as well as playing with larger toys such as scooters, bicycles and climbing frames during outside play. Physical Development also encompasses the development of the fine motor control necessary for such things as writing skills and scissor control.

Reception children benefit from a dedicated outside play area, which is fully secure, containing a covered area, large sand pit, raised beds for planting fruit and vegetables, log pile, bird feeders, mature trees, play house, climbing frame and large wheeled toys, as well as a range of many other resources e.g. the Minibeast Hunter's box. The area is accessible through doors from both classrooms to enable free flow play during the warmer months of the year.

Children in the Foundation Stage regularly visit the local library where they listen to stories and choose books for their class. They also use the local area for woodland walks and picnics.

Reception Class Medium Term Plan – an example

Term: Spring Term 1 Jan 12 – Feb 12	Main Topic: Healthy Living	
The children will be working towards achieving both the Early Learning Goals and the EYFS profile scale points.		
Personal, Social and Emotional Development	Communication, Language and Literacy	Problem Solving, Reasoning and Numeracy
<p>Learning Intentions: DA:</p> <ul style="list-style-type: none"> • Dresses and undresses independently and manages own personal hygiene • Selects and uses activities and resources independently • Continues to be interested, motivated and excited to learn • Is confident to try new activities, initiate ideas and speak in a familiar group • Maintains attention and concentrates <p>SD:</p> <ul style="list-style-type: none"> • Works as part of a group or class, taking turns and sharing fairly • Forms good relationships with adults and peers 	<p>Learning Intentions: LCT:</p> <ul style="list-style-type: none"> • Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions • Uses language to imagine and recreate roles and experiences • Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words • Speaks clearly with confidence and control, showing awareness of the listener <p>LSL:</p> <ul style="list-style-type: none"> • Link sounds to letters, naming and sounding letters of the alphabet • Hears and says initial and final sounds in 	<p>Learning Intentions: NLC:</p> <ul style="list-style-type: none"> • Says number names in order • Recognises numerals 1 to 9 • Counts reliably up to 10 everyday objects • Orders numbers, up to 10 • Uses developing mathematical ideas and methods to solve practical problems • Recognises, counts, orders, writes and uses numbers up to 20 <p>C:</p> <ul style="list-style-type: none"> • Relates addition to combining two groups • Relates subtraction to taking away • In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting • Finds one more or one less than a number from 1 to 10 • Uses developing mathematical ideas and methods to solve practical problems • Uses a range of strategies for addition and subtraction, including some mental recall of

<ul style="list-style-type: none"> • Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously • Understands that people have different needs, views, cultures and beliefs that need to be treated with respect • Understands that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect <p>ED:</p> <ul style="list-style-type: none"> • Responds to significant experiences, showing a range of feelings and is sensitive to the needs, views and feelings of others • Has a developing respect for own culture and beliefs and those of other people • Considers the consequences of words and actions for self and others • Understands what is right, what is wrong and why 	<p>words</p> <ul style="list-style-type: none"> • Hears and says short vowel sounds within words • Uses phonic knowledge to read simple regular words • Attempts to read more complex words, using phonic knowledge • Uses knowledge of letters, sounds and words when reading and writing independently <p>R:</p> <ul style="list-style-type: none"> • Knows that, in English, print is read from left to right and top to bottom • Shows an understanding of the elements of stories such as main character, sequence of events and openings • Reads a range of familiar and common words and simple sentences independently • Retells narratives in the correct sequence, drawing on language patterns of stories • Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how. • Reads books of own choice with some fluency and accuracy <p>W:</p> <ul style="list-style-type: none"> • Write own name and other words from 	<p>number bonds</p> <p>SSM:</p> <ul style="list-style-type: none"> • Talks about, recognises and recreates simple patterns • Uses everyday words to describe position • Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes • Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities • Uses developing mathematical ideas and methods to solve practical problems • Uses mathematical language to describe solid (3D) objects and flat (2D) shapes
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	<p>memory</p> <ul style="list-style-type: none"> • Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed • Attempts writing for a variety of purposes, using features of different forms • Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words • Begins to form captions and simple sentences, sometimes using punctuation 	
<p>Key Experiences/ Activities: Calendar; Circle Time; House Points/ behaviour chart ; Target Wall; Interaction with Adults and Peers; Giving to Charity; Free Play; Outdoor Play; Representing the School on Outings; Library Visits</p>	<p>Key Experiences/ Activities: Jolly Phonics; Handwriting; High Frequency Words (Key Words); Fairy Tales; Familiar Stories; Traditional Tales; Story Sequence; Story Characters; News – discussion/ writing; Free Play; Outdoor Play; Alphabet/ Capital Letters; Non-Fiction Texts; Rhyme and Alliteration</p>	<p>Key Experiences/ Activities: Number Recognition – (1-10. 11-15. 15-50) Ordering Numbers; Sorting; Shapes; Colour ; Adding; Subtraction; Money; Time; Symmetry; Weight ; Capacity ; Maths Workbooks ; NH Maths; Folens</p>
<p>Knowledge and Understanding of the World</p>	<p>Physical Development</p>	<p>Creative Development</p>
<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Moves with confidence and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> • Sing simple songs from memory • Explores colour, texture, shape, form and space in two or three dimensions • Recognises and explores how sounds can be changed. Recognises repeated sounds and

<p>those features s/he likes and dislikes</p> <ul style="list-style-type: none"> • Ask questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change. • Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people • Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/ his learning 	<ul style="list-style-type: none"> • Demonstrates fine motor control and coordination • Uses small and large equipment, showing a range of basic skills • Handles tools, objects, construction and malleable materials safely and with basic control • Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/ his body when s/he is active 	<p>sound patterns and matches movements to music</p> <ul style="list-style-type: none"> • Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels • Expresses and communicates ideas, thought and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments
<p>Key Experiences/ Activities: SEE TOPIC WEB FOR 'HEALTHY LIVING' Free Play; Outdoor Play; R.E. (Here I Am); The Bible; French; ICT–Class Computer Programs and Laptop; Religious Festivals</p>	<p>Key Experiences/ Activities: Fine Motor Control Activities; Gross Motor Control – Gymnastics; Games; Free Play; Outdoor Play</p>	<p>Key Experiences/ Activities: Free Art and Craft Activities; Structured Art and Craft Activities (for display purposes; Mrs K); Free Play ; Outdoor Play; Music (Mrs Hailwood)</p>

Key to Reception Class Medium Term Plan

DA Dispositions and Attitudes

SD Social Development

ED Emotional Development

LCT Language for communication and thinking

LSL Linking sounds and letters

R Reading

W Writing

NLC Numbers as labels and for counting

C Calculating

SSM Shape, Space and Measures

See appendix section 'Example Reception topic grid' in the Annex.

D.2.2 Main School Curriculum – Key Stage 1 and 2

Our curriculum will encourage and enable each pupil to develop academic, artistic or other talents and to provide learning experiences that ensure potential is realised.

English: we intend that each child shall have command of good English, with the ability to speak, listen and write effectively in a range of contexts. To this end we use a range of texts, images and music to provide stimuli for creative writing and as illustrations for grammatical teaching. Handwriting is taught regularly and children are encouraged to be creative in the presentation of their work. Correct spelling and use of grammar is considered important so that children are able to communicate effectively both with each other and in the world of work in later life. Specific lessons in grammar and punctuation teach children the essentials of written communication. Spellings are set and tested each week from the Reception Class to Year 6 and we hold an annual sponsored spell when children learn a range of words, some self chosen, and are given awards for their efforts. In Year 6 children are introduced to Old English with the aim of showing how our language and the roots of words have developed. This has had the added benefit of helping some children to improve their spelling.

'In last year's primary school tests 15% of pupils did not reach the standard expected at KS1... England has slipped down the international table for reading in primary schools' (DfE press release 6/4/11)

To remedy this deficiency the government advocates the use of synthetic phonics to give early competence in reading. At St. Anthony's School we have been using this system successfully for fifty years, currently using the 'Jolly Phonics' scheme to teach children how to build sounds and words both for reading and spelling. It has proved to be a very successful scheme and *all children in Reception are reading by the end of the autumn term.*

Children are encouraged to read not only for information but also for pleasure and personal enrichment. Our school library hosts a full range of reading material from non-fiction for all ages to major reference books for extended study. The Library is well used by staff and children as a resource for reading and research.

We have three main reading schemes in use throughout the school; Oxford Reading Tree, Ginn 360 and Storyworlds, which provide a variety of styles for children to enjoy as well as helping them to decode and read words and phrases. Children read to their teacher or a parent every day and also take a book home to read to their parents each night. This provides continuity of learning between home and school and ensures parents understand the

importance of reading to and with their child. We use the National Literacy Strategy as a basis for planning alongside commercial schemes (e.g. Focus English, Junior English) and teachers plan creatively, using the internet and their own experience, enabling fresh ideas to be explored and developed.

Mathematics: pupils will be well-grounded in basic number operations and use this foundation to develop facility in handling and applying mathematical data in a variety of forms and contexts, equipping them with the confidence they'll need in later life. Practical investigation, such as measuring areas of the school and drawing plans or counting and recording the amounts collected for charity, links with formal teaching to provide children with a full range of learning styles. Children are encouraged to learn and use strategies for calculation and problem solving and there is an excellent range of resources available in school ensuring that all children have the tools and equipment they need to solve mathematical tasks. We see the learning of tables as an important tool for many mathematical tasks and children enjoy testing their own ability and knowledge through weekly checks, often trying to beat their own time for completing a particular set. In mathematics we believe that it is essential for children to understand the basics of calculation and problem solving in order to be proficient with more exacting tasks later in life. We use the National Numeracy Strategy as the foundation for planning throughout the school. In Key Stage 1 we also use the Folens Maths and the New Heinemann Maths schemes and computer based games which provide complementary tasks and at Key Stage 2, we use Target Maths within our planning with supplementary material drawn from a variety of sources, including online and computer based tasks, as appropriate.

Science: we aim to ensure that each child develops an understanding of scientific enquiry and investigation, showing critical thought and an ability to test ideas. Our approach is to plant in each pupil a curiosity about the universe, and instil some understanding of the scientific principles which apply to it. In this area we use the QCA topics to guide our planning throughout the school so that continuity of learning is achieved from Year 1 to Year 6. We use field trips, such as a Fungus Foray or minibeast hunt, and educational visits to places such as the University of Bristol Science Department or Hock Cliff, a significant local geographical site, to find fossils in order to enhance our teaching and enable children to see scientific principles in the world around them. Children in Year 6 enjoy an astronomy evening each spring/summer which gives them a closer insight into the wonders of the night sky. Since 2006 Year 5/6 children have taken part in an annual Science and Engineering Challenge at The King's School in Gloucester, against other schools in the county where they have been tasked to make a rocket to carry an egg and build a stable tower using only straws amongst other things. This year's challenge is eagerly awaited.

Children will be attending the Big Bang Fair at the NEC in Birmingham in March and we have planned a whole school science and engineering day on March 13th during 'Science and Engineering Week' where children from Years 1-6 will be able to explore forces, changing states of matter, chemical

reactions and bones and bodies. The Foundation Stage, Nursery and Reception, will develop their topic on growing during the week and will be exploring and planting seeds, learning how plants absorb water and identifying some cloud formations with the help of picture cards.

'In the schools which showed clear improvement in Science subjects, key factors in promoting students' engagement, learning and progress were more practical science lessons and the development of the skills of scientific enquiry' (Ofsted: An Evaluation of Science Education in England 2007 2010)

Practical science is a key plank of our teaching and we are developing our laboratory facilities in partnership with a local assaying company.

Religious Education: St. Anthony's School is founded on the Catholic faith but is ecumenical in spirit. The Diocesan R.E. scheme (Here I am) is followed and our teaching and the children's learning is underpinned by our Mission Statement: *"Our aim is to educate children through the inspiration and beliefs of the Catholic faith, so that every aspect of school life and curriculum offers living experience of faith in its practical expression."* *"Religious education is at the foundation of our educational process so that children will learn, from an early age, the importance of high moral standards, strong Christian values and a Christ-like attitude in their dealings with others."*

Every class starts and ends each day with prayers and children are encouraged to reflect on particular themes or events throughout the year and add their own prayers to the formal prayers they are taught. Children from Year 1 upwards attend weekly Mass and the Parish Priest also leads assemblies at least once each term and is available for pastoral advice and support for staff, pupils and parents if required. We are developing links through Churches Together in Cinderford, an ecumenical partnership between all the different denominations in the immediate area, and newly appointed clergy and ministers from these churches will be leading assemblies in the summer term. In March the ecumenical 'Open the Book' team will visit to present dramatised stories from the Bible in our assembly. Although R.E. teaching is firmly based on Christian principles, children are introduced to the tenets of the other great faiths: Judaism, Hinduism & Islam as well as celebrating and learning about other festivals such as Chinese New Year. We currently have a Sikh child at the school and a Hindu child will be joining us in April 2012. We encourage children to share their culture and traditions with us as we learn about religious diversity and tolerance. The Year 6 children attend the annual Leaver's Mass at Clifton Cathedral where they share in worship with approximately 1000 other children from Catholic schools around the Diocese and in September 2012 we will join with other schools in the Diocese to celebrate the work pupils do in R.E. at 'The Big Assembly', a day of music, drama and poetry on the theme "Let your light shine".

Art: children use a variety of media: paint, pastel, charcoal, clay and collage to allow artistic expression. They are encouraged to explore their own creativity and develop personal skill and style as they are introduced to the work of schools of art as well as that of individual artists. The process in art is given importance as well as the finished product as we believe that children

need to learn to consider critically how to improve and develop their technique. Staff with particular expertise in this area share creative ideas and techniques with colleagues so that skills can be shared. Children's art work is often planned to link with a particular topic or theme and is then displayed attractively for others to see. Children take a pride in their achievements and from seeing their work on display. Children visit local art galleries and have also exhibited their own work both as part of a formal exhibition in the school hall and generally around the school where a selection of their work is chosen to be framed and hung. Inspired by a picture on the wall of their class, Year 6 children recently toured an exhibition of the work of John Atkinson Grimshaw at the Guildhall in London as part of their study of the artist.

"We went to the Guildhall gallery in London to see some of Atkinson Grimshaw's work. Lots of his paintings involved villages and streets and sometimes a woman holding a bundle. I loved all the paintings."



Design Technology: using a range of materials including wood, metal, textile, clay, plastic and food, pupils undertake a variety of construction projects, being encouraged to design, analyse, evaluate and modify their own work. Children have made wheeled vehicles, ethanol powered rockets and an island scene, as well as designing and making sandwiches, clay tiles and chairs. Year 2 designed and sewed puppet characters which were then used in a short play which they wrote. A mosaic 'Welcome' sign was made for the main reception area of the school. As with all creative areas the process is encouraged as children develop their designs and work towards the finished item, evaluating it and finding ways to modify and improve. Models are then displayed in the classroom and elsewhere in the school and, where appropriate, tested for their design qualities.

Reasoning: all children from years 3 - 6 receive regular practice and tuition in verbal reasoning papers as many will go on to take the Grammar School or senior private school entrance exams. We pride ourselves on achieving a high pass rate for Grammar Schools in this area with an average 83% pass rate in the last 3 years.

ICT: with computers in the classroom as well as in a dedicated computer suite, and access to interactive whiteboards, children are given many opportunities to develop the research skills and computer literacy necessary in adult life. An ICT scheme (Smart Learning) is followed from Reception to Year 6 providing children with the knowledge and ability required both for the present and the future. Skills in programming a robot, word processing, creating pictures, using email, finding information and spreadsheets are taught through the scheme. Children are encouraged to use these skills in other areas of the curriculum and frequently demonstrate their knowledge and understanding through their presentations and displays. All children are taught and given the opportunity to use digital media such as a camera, video and projector and older children have created composite pictures and prepared PowerPoint presentations for class and assembly. We plan to extend the use of ICT in the classroom by the provision of additional interactive whiteboards

and further training for staff. We will also evaluate some of the many Virtual Learning platforms now available to schools. We see ICT as an important part of our preparation for the children's future experience of work especially as it is being used increasingly in most workplaces. We have as a motto '*Traditional teaching for a modern world*' and this is increasingly true as we continue to develop ICT in all curriculum areas.

Music: from Nursery upwards, all children are given the opportunity to explore and enjoy music. Children are encouraged to play, sing and perform through school musicals, assemblies and concerts, as well as in church every week. At Key Stage 1 children learn the basics of notation, dynamics and rhythm as they play both tuned and untuned percussion and begin to compose simple pieces of their own to perform. At Key Stage 2 this early grounding in music is extended as each pupil is taught the fundamentals of musical notation and how to play a soprano recorder. We encourage children to join the school orchestra, currently boasting 15 members, who play a range of instruments including drums, percussion, recorder, saxophone, electric guitars and a mediaeval Saz. There is also a Cacophony Club which enables children to explore basic riffs, composition and improvisational skills; developing not only their musicianship but also the abilities to listen, discuss and plan with others. Every child, regardless of ability, is given the opportunity to perform within their class, in small groups and as a whole school. The Christmas presentation is musically based and children are always very keen to volunteer to sing solos or as a small group.

'It is the government's vision that every child should have the opportunity to learn a musical instrument and to make music with others'. (DfE Article 7/2/12: National Plan for Music Education – The Importance of Music)

At St. Anthony's School this vision has been a reality since 2009.

"I've been to many school productions and Christmas plays in my time and this is the best I've ever seen"

by a grandparent after this year's Christmas production.

Modern Foreign Languages/ French: our aim is to equip each child with a simple French vocabulary and, most importantly, the ability and enthusiasm to use it. We do this by teaching basic conversational French using phrase and greetings as well as vocabulary relating to specific areas e.g. food, clothes, places and people. Children enjoy 'trying out' their French both during the lessons and at other times of day e.g. responding to the register by saying 'bonjour madame'. Children who speak other languages at home are encouraged to share these with their classmates and their teachers and children as young as four often greet each other and their teacher in several different languages e.g. French, Spanish and German.

PSHE and Citizenship: embedded in the curriculum, Personal Health and Social Education is used to foster in children respect for themselves and others, giving moral guidance as well as an understanding of how to live a

more healthy life. Children are given responsibility as prefects, and the School Council enables children to contribute to the development and evaluation of the school. Children are encouraged to take their place as good citizens in the community as demonstrated through our community engagement projects such as our link with the Crossroads Day Care project for the elderly (see Community Engagement D7). Children's achievements are celebrated at assembly each week regardless of whether these are as part of the school day or in activities undertaken outside of school hours (Rainbows, Brownies, Guides, Beavers, Cubs, Scouts, charity fundraising, sports clubs). Children who belong to Cinderford Swimming Club were congratulated recently on their excellent performance and were presented with trophies in assembly following a district swimming competition. On Wednesday 22nd February 2012 (Thinking day) children in the Guide and Scout Association will wear their uniform to school. Pupils in Years 5 and 6 have been able to question our local MP during his visit to the school.

Year 6 children attend summer camp during their final term at school, participating in team games and outward bound challenges. Cycle training is also offered to Year 6 in the summer term.

"PGL was a great experience which was really fun. I loved doing lots of different activities with all my friends and it was cool to stay overnight with them as we all bought lots of sweets to have a midnight feast. My favourite activity was the trapeze. At first it was really scary as you had to climb a narrow wooden pole and then there was a very small platform which you had to stand up straight on but you are very high up in the air. Next you had to jump off the platform and reach out for a trapeze bar. It was great fun!"

Geography: children are taught of the forces which shape our world, its physical features, and the spread and organisation of our species, giving them both an understanding of their surroundings and a sense of responsibility for its care. The use of the internet and educational visits play an important role in developing the children's knowledge of the wider world, its culture and ecology. Visits are regularly arranged to find and identify fungi, learn about habitats of animals and discover how and where plants grow best. Children are encouraged to consider their influence on recycling and the conservation of our world's resources. Teachers use specific news items to highlight endangered species or to explore a country or culture e.g. Year 5 investigated the plight of the turtle following an article on a website about endangered species. There are bags for paper and plastic bottles available throughout the school so that the children can sort relevant items and send them for recycling and we have two compost bins in the grounds where children can dispose of their green waste. The school operates a collection point for used inkjet cartridges, toners and mobile phones as well as collections of clothes and textiles which are sent to third world countries. All these are welcomed and used by children and parents.

History: children learn about significant people and historical events that have shaped our country and our world. The Ofsted report 'History for all' (published March 2011) stated that *"although pupils in primary schools*

generally had good knowledge of particular topics and episodes in history, their chronological understanding and their ability to make links across the knowledge they had gained were weaker."

It is our intention to teach history as far as possible in chronological order beginning with the Egyptians, moving through the Romans, Anglo-Saxons, Vikings, Normans; the Magna Carta, Wars of the Roses, Tudors, Stuarts, Victorians and concluding, in Year 6, with the post-WW2 period. Children also explore the history and culture of other significant civilisations through cross-curricular study and Year 5 recently presented a short play about the fall of Troy using song and drama. The report also stated that the most effective schools used a well-focused enquiry-based approach to achieve this. Topic based tasks are often undertaken by individual pupils to encourage enquiry and organisation of the information gathered. At St Anthony's School children are given the opportunity to research using the internet and library resources and to visit sites of historical interest such as The Welsh Folk Museum, The Dean Heritage Centre, Gloucester Cathedral and Roman monuments at Caerleon.

P.E: team games including football, netball, hockey and rounders are taught during the year. Along with tag rugby, these games particularly teach children to work co-operatively as well as enhancing fitness, and afford them the opportunity to compete against local schools and in their school houses at sports day. In addition to activities on the playground or local playing field, each child receives swimming tuition from qualified instructors at the local swimming pool and is coached in gymnastics by qualified coaches at a fully-equipped gymnasium. We were successful in the Forest of Dean Schools' Gymnastic competition held in March 2011 with all 13 of our team members receiving a medal. We reached the semi finals in the girls 6 a side football tournament in March 2011 and competed in the School's Swimming Gala in June 2011. Each summer we also take part in the GPJ Multisports competition which features a variety of sports such as tennis, football, javelin throwing and long jump. Our children compete against other small schools in the area over several rounds and have reached the semi finals on many occasions. A recent improvement to a nearby playing field used by the school has provided us with an all weather surface and multi use facility.

Extra Curricular: The extra curricular provision offered at St Antony's gives children the opportunity to extend their knowledge, to try something new and even become aware of a previously undiscovered talent. Much of their progress is seen at the annual talent show where all children are encouraged to take part. The following areas of learning are offered as part of our varied Extra Curricular provision:

- Chess Club has twenty members from Year 3 upwards, a mix of novices and players with quite highly developed skills. The annual highlight is the chess competition in which all members take part. Chess teaches patience, analytical skills and forward planning and offers all children, regardless of ability, the chance to win games and score points.

- Modern street dance is taught by a peripatetic dance teacher with many years experience in this area. The classes are open for children from Reception to Year 6 and children learn valuable rhythm and dance movements as they work together to produce a finished dance which is then performed at the annual Talent Show.
- Gym club is taught by our own school staff and runs throughout the year for children from Reception to Year 6. We currently have 20 children taking part. This club complements the gymnastics lessons the children receive at the Forest of Dean Gymnastics Centre and enables them to improve their strength, balance, poise, control and elegance. Children train for the annual inter schools gymnastic competition held each March and our squad is rarely outside the top three positions. In 2010 we came third with a very small squad made up purely of Junior children. This year we have a larger squad and high hopes of achieving more.
- Drama has been taught at St Anthony's since 2009 by a former parent who is also a qualified drama teacher and actress. Children learn a number of different techniques including improvisation, voice work and performance, with a finished piece to the parents at the end of each term. The children then use these skills across other areas of the curriculum. In recent terms they have done performances of "Pandora's Box", "Cinderella", "Jack and the Beanstalk", "The Gruffalo", "The Ugly Duckling" and a devised piece called "The Fruitbats" which, as for many of their performances, included the students own ideas. They are currently doing a poetry term with a mixture of individual poetry performances and poems performed as a group.
- Music lessons are available during the school day and are provided by a peripatetic teacher who offers piano, keyboard, theory, saxophone and clarinet tuition. Children are also able to learn guitar and recorder at the school. Children are encouraged to take external exams and several have achieved awards for piano and saxophone.
- Football – the football club runs for the majority of the year and is overseen by a member of staff. As well as being good exercise, children are taught a range of ball skills appropriate for developing their football skills as well as team work. The children are also planning more inter school matches.
- The School Orchestra has fifteen members ranging in age from seven to eleven, some of whom have never played a note before whilst others are taking 'grades'. The important thing is that we make music together: learning to listen to other people, to be patient when not required, to develop range and skill on an instrument or two and, most especially, to enjoy the thrill of ensemble playing. Most orchestra members sign up year after year and we are proud to take our performance to the wider world, be it in local talent shows or national music competitions. The orchestra has been highly commended at the Music for Youth Festival held in Cheltenham for the past 3 years playing music as varied as the James Bond theme and a 16th Century Spanish theme and variations. This year they are preparing 'Variations on a theme' by Kilmister.

- Cacophony Club is an offshoot of the school orchestra at which children have outlet for their more rock and blues based instincts. Small groups organise themselves, using the dedicated music room to practise basic riffs, composition and improvisational skills; developing not only their musicianship but also the abilities to listen, discuss and plan with others.

We try to respond to requests from children, often expressed through our School Council meetings, for additional clubs and we are looking at the possibility of developing a skipping, cookery and eco club in the next year.

The School Council is made up of representatives from each of the Key Stage 2 classes who meet with the Head teacher to discuss their ideas and thoughts about the provision within the school and ways to improve their surroundings. In the past two years children have been involved with the preparation of the school evaluation document by discussing the strengths and weaknesses of the school and the opportunities that exist, or could be created, for all pupils. They have chosen which charities to support and requested playground signs for identifying birds, a map of Europe and the UK and some skipping rhymes. The school council has most recently shared their ideas for our latest project in conjunction with the Friends of St Anthony's for an outdoor learning area where they suggested having a small pond, log seating, a living willow structure and planting areas to grow fruit and vegetables.

We believe that, by involving pupils in this range of activities, both academic and practical, our whole curriculum offers all children the opportunity to explore their talents and interests as well as giving them the skills required for their learning journey.

Ofsted says: The curriculum is enriched with a range of other opportunities, including sports and dance, which pupils enjoy hugely.

“Despite small cohorts, pupils regularly attain standards which are above those expected for their age”

Ofsted 2008

D2.3 Timetable

Consideration is given to the recommended allocation of time for each subject but priority is given to the teaching of English and Mathematics, both as individually timetabled subjects and within the wider curriculum.

Approximate allocation of subject time

<i>In hours</i>	Y1	Y2	Y3	Y4	Y5	Y6
Mathematics	4.25	4.25	4.5	4.5	5	5
English	4.25	4.25	5.5	5.5	6	6
Science	1.5	1.5	1.5	1.5	2.25	2
R.E.	1.5	1.5	1.5	1.5	1	1.5
History	1.25	1.25	1.25	1.25	1	1
Geography	1.25	1.25	1.25	1.25	1	1
P.E.	1.5	1.5	1.5	1.75	1.75	1.25
Music	1	1	1	0.75	1	1
French	0.5	0.5	1	1	1	1
PSHE & Citizenship	1	1	1	1	0.75	0.75
Art, Design & D.T	2	2	2.25	2.25	1.5	2
ICT Suite	1	1	1.25	1.25	1.25	1
Total hours	21	21	23.5	23.5	23.5	23.5

NB: The time shown for the ICT suite reflects formal classes, however the suite is used for other activities throughout the week e.g. research for history and geography, word processing in English, designing posters.

In addition to the above times, children attend Mass for 45 minutes each week, have daily collective worship and attend a whole school assembly for 30 minutes every Friday.

Timetable for a Key Stage 1 class

KS1	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30	Prayers Registration Phonics Handwriting Literacy	Prayers Registration Numeracy Comprehension	Prayers Registration Literacy Mass – 9.30	Prayers Registration Numeracy Literacy	Prayers Registration Spelling Test Grammar
10.30-11.00	BREAK				
11.00-12.00	Numeracy	History Geography	Numeracy	R.E.	Numeracy Assembly – 11.15
12.00-1.15	LUNCH				
1.15-2.15	P.E. Music	Art/D&T	Science	ICT	French P.S.H.E.& citizenship
2.15-2.30		Afternoon Break			
2.30-3.15	Activities* Class story Prayers	Art/D&T Class story Prayers	Activities* Class story Prayers	Activities* Class story Prayers	Activities* Class story Prayers

*Activities would usually include numeracy or literacy games/puzzles, preparation of homework, constructing models from commercial equipment and ICT.

Timetable for Key Stage 2

KS2	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.30	Prayers Registration Handwriting Spelling test Reading Comprehension	Prayers Registration Handwriting Literacy	Prayers Registration Reading Mass – 9.30	Prayers Registration Handwriting Creative writing	Prayers Registration Tables test R.E.
10.30-11.00	BREAK				
11.00-12.00	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy Assembly – 11.15
12.00-1.15	LUNCH				
1.15 – 3.30	Reasoning French P.S.H.E. & citizenship	Science Singing 2.30	Art/D&T ICT	History Geography	Music ICT

D.2.4 Calendar

We have included a calendar for 2011-2012 based on those published for Gloucestershire Schools.

SCHOOL TERMS AND HOLIDAYS 2011/2012

AUGUST/SEPTEMBER					OCTOBER					NOVEMBER						
Mon	29	5	12	19	26	Mon	3	10	17	24	31	Mon	7	14	21	28
Tues	30	6	13	20	27	Tues	4	11	18	25	Tues	1	8	15	22	29
Wed	31	7	14	21	28	Wed	5	12	19	26	Wed	2	9	16	23	30
Thur	1	8	15	22	29	Thur	6	13	20	27	Thur	3	10	17	24	
Fri	2	9	16	23	30	Fri	7	14	21	28	Fri	4	11	18	25	
Sat	3	10	17	24	Sat	1	8	15	22	29	Sat	5	12	19	26	
Sun	4	11	18	25	Sun	2	9	16	23	30	Sun	6	13	20	27	
DECEMBER					JANUARY					FEBRUARY						
Mon	5	12	19	26	Mon	2	9	16	23	30	Mon	6	13	20	27	
Tues	6	13	20	27	Tues	3	10	17	24	31	Tues	7	14	21	28	
Wed	7	14	21	28	Wed	4	11	18	25	Wed	1	8	15	22	29	
Thur	1	8	15	22	29	Thur	5	12	19	26	Thur	2	9	16	23	
Fri	2	9	16	23	30	Fri	6	13	20	27	Fri	3	10	17	24	
Sat	3	10	17	24	31	Sat	7	14	21	28	Sat	4	11	18	25	
Sun	4	11	18	25	Sun	1	8	15	22	29	Sun	5	12	19	26	
MARCH					APRIL					MAY						
Mon	5	12	19	26	Mon	2	9	16	23	30	Mon	7	14	21	28	
Tues	6	13	20	27	Tues	3	10	17	24	Tues	1	8	15	22	29	
Wed	7	14	21	28	Wed	4	11	18	25	Wed	2	9	16	23	30	
Thur	1	8	15	22	29	Thur	5	12	19	26	Thur	3	10	17	24	31
Fri	2	9	16	23	30	Fri	6	13	20	27	Fri	4	11	18	25	
Sat	3	10	17	24	31	Sat	7	14	21	28	Sat	5	12	19	26	
Sun	4	11	18	25	Sun	1	8	15	22	29	Sun	6	13	20	27	
JUNE					JULY					AUGUST / SEPTEMBER						
Mon	4	11	18	25	Mon	2	9	16	23	30	Mon	6	13	20	27	
Tues	5	12	19	26	Tues	3	10	17	24	31	Tues	7	14	21	28	
Wed	6	13	20	27	Wed	4	11	18	25	Wed	1	8	15	22	29	
Thur	7	14	21	28	Thur	5	12	19	26	Thur	2	9	16	23	30	
Fri	1	8	15	22	29	Fri	6	13	20	27	Fri	3	10	17	24	31
Sat	2	9	16	23	30	Sat	7	14	21	28	Sat	4	11	18	25	1
Sun	3	10	17	24	Sun	1	8	15	22	29	Sun	5	12	19	26	2

INSET Days (Staff Training)	School ends at 12noon on:	Summer Bank Holiday	26 th August 2011
1 st /2 nd September 2011	Wednesday 14 th December 2011	New Year Bank Holiday	2 nd January 2012
3 rd /4 th January 2012	Friday 30 th March 2012	Good Friday	6 th April 2012
16 th April 2012	Friday 13 th July 2012	Easter Monday	9 th April 2012
Good attendance is central to raising pupil standards and attainment. Pupils must attend regularly and be at school on time every day the school is open, unless the reason for the absence is unavoidable. A pupil's absence disrupts the continuity of their learning and risks under achievement. We therefore discourage the taking of holidays outside the dates allocated. A holiday form, available from the office should be completed prior to booking if you need to take a holiday during term time.		May Day Holiday	7 th May 2012
		Spring Bank Holiday	4 th June 2012
		Diamond Jubilee Holiday	5 th June 2012
		Summer Bank Holiday	27 th August 2012

We broadly follow these times of opening in order to avoid difficulties for parents with children at more than one school i.e. primary and secondary. The calendar for 2013 – 2014 is not yet available but we intend to follow a similar pattern as shown above.

Terms will therefore usually be of 14 weeks (autumn) and 12 weeks (spring and summer) with a week's holiday around the middle of each term.

Staff inset days, usually five per year, are used for meetings and training, sometimes conducted 'in house' and sometimes using outside agencies.

D.2.5 Class size and organisation

At St Anthony's we believe that small classes enable every child to achieve their full potential and this is our aim. We plan to have no more than 17 children per class in individual age groups as we believe this is the ideal size to enable children to learn and develop to their full potential as well as to benefit social groupings. Within each year group, initial teaching is carried out as a whole class or in smaller groups with differentiation when appropriate. Pupils are assessed and monitored to ensure that the work set is appropriate to their age and ability.

From our experience we know that teaching children in classes with their peer group provides opportunity for relationships to build with those of similar developmental abilities. If a child shows himself or herself to be particularly able academically and developmentally we will discuss with parents and staff the desirability of moving that child to the next year group. There is movement between classes where children are assessed as having particular gifts and talents; e.g. we currently have two Year 3 children working with Year 4.

Children are able to form relationships with older and younger pupils and are encouraged to do so both formally, through School Council and during joint class lessons, and informally during play activities.

Classes regularly join together for swimming lessons, gymnastics training, team sports and country dancing. Occasionally classes will combine to undertake a specific project i.e. Year 6 joined Reception and Nursery for a Chinese meal at lunchtime to celebrate Chinese New Year and Year 1 and Year 5 combined together for a joint project sharing favourite stories during National Storytelling Week. Staff expertise is utilised e.g. the Year 4 and 5 teachers exchange classes for one session per week so that P.E. and P.S.H.E. and Citizenship can be taught by the specialist teacher and Year 1 and Reception join together for P.E. and Music which utilises the subject strengths of each teacher.

The school day is 6.25 hours long for the children in Reception and Key Stage 1 and 6.5 hours long for the children in Key Stage 2. It is divided into sessions depending on the Key Stage, with English and Mathematics taking priority during the morning. We believe this provides a balanced timetable for both work and play, thus ensuring that children have time to relax between lessons. Mathematics and English lessons are usually a maximum of one hour in length with other lessons varying from half an hour to an hour depending on the subject.

Key Stage 1(including Reception)	
Session 1	9.00 – 10.40
Morning break	10.40 – 11.00
Session 2	11.00 – 12.00
Lunch	12.00 – 1.15
Session 3	1.15 – 2.15
Afternoon Break	2.15 – 2.30
Session 4	2.30 – 3.15

Key Stage 2	
Session 1	9.00 – 10.40
Morning break	10.40 – 11.00
Session 2	11.00 – 12.15
Lunch	12.15 – 1.15
Session 3	1.15 – 3.30

Within these sessions the time allocated to each subject is in accordance with the recommendations and guidelines published by DfE (see timetables above)

Since September 2011 we have had a part time teacher available to provide targeted support both for those children who are working at or below expected levels but would benefit from further tuition, and for those who are working above expected levels and would benefit from extension studies. This is working well and teachers and parents report improved performance from those children receiving this targeted support. Individual Education Plans are prepared where necessary (see D3 Provision for those with differing needs).

We recognise that we will be required to assess pupils at Key Stage 2 and submit results in accordance with the assessment and reporting arrangements issued by the Standards and Testing Agency. We will comply with the Key Stage 2 assessment arrangements in relation to reporting, monitoring and moderation.

We already co-operate fully with our feeder secondary schools in providing information relating to levels of achievement of our pupils and we will continue to improve the information provided to parents and secondary schools as recommended by Lord Bew's review in readiness for their implementation in 2013.

We communicate regularly with parents keeping them informed of their child's progress. Each half term parents receive a report with information about progress in English and mathematics as well as expectations in homework and general comments about behaviour and other subject areas. Targets are given and parents are invited to make comments which provide valuable feedback to the school. These reports were revised for the start of the new academic year in September 2011 as previous feedback from staff and parents highlighted a lack of measurable information on the old reports. We hold two parents' evening per year, in the autumn and summer terms but staff

are always willing to meet parents at any time during the school year if there are any concerns or questions relating to their child's learning, behaviour or general progress. Teachers and parents regularly converse about a child's progress and achievements informally and all staff are committed to working with parents for the benefit of their child in every aspect of education and learning.

The Head teacher will include children's National Curriculum test results and reported teacher assessment in the annual reports to parents in accordance with the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437.

It is clear from questionnaires that parents consider communications with the school to be first-rate:

"I certainly feel that teachers are open and eager to communicate"

"...teachers are very approachable and from my experience tend to try and build a rapport with the parents"

"I do appreciate the reports and the high visibility of the teachers."

D3 Provision for those with differing needs

We believe that it is important to meet the differing needs of all our children. Indeed, it is part of our educational vision that each pupil is encouraged to develop latent talent, be it academic, artistic or other form of achievement, and the provision of additional learning experiences is essential in ensuring success not only for the majority but also for those identified as requiring additional support.

Children with Special Educational Needs include Gifted and Talented and English as an Additional Language and therefore our approach to supporting these children is very similar.

Special Educational Needs (SEN)

At St. Anthony's we use the graduated approach to match provision to children's SEN so that, where necessary, increasingly available specialist expertise can respond to a child's individual needs if they do not make adequate progress.

We currently have 7 pupils identified as having Special Educational needs and all have school action Individual Education Plans. All of these children have been identified as having difficulty with mathematics or English and individual teaching is given to help their learning, e.g. time with a support teacher 1:1 to focus on areas of difficulty. In addition we are liaising with health staff to support a child with multiple special needs including Tourettes Syndrome and autism but who is able to work within a class group.

We recognise that the proportion of those children with special educational needs may increase when we become a free school and we will use our assessments and observations to identify these children early and provide the additional tuition and support they need, following the action plan set out in our code of practice, including the employment of additional staff where necessary.

Free School funds will be used to provide additional resources and training.

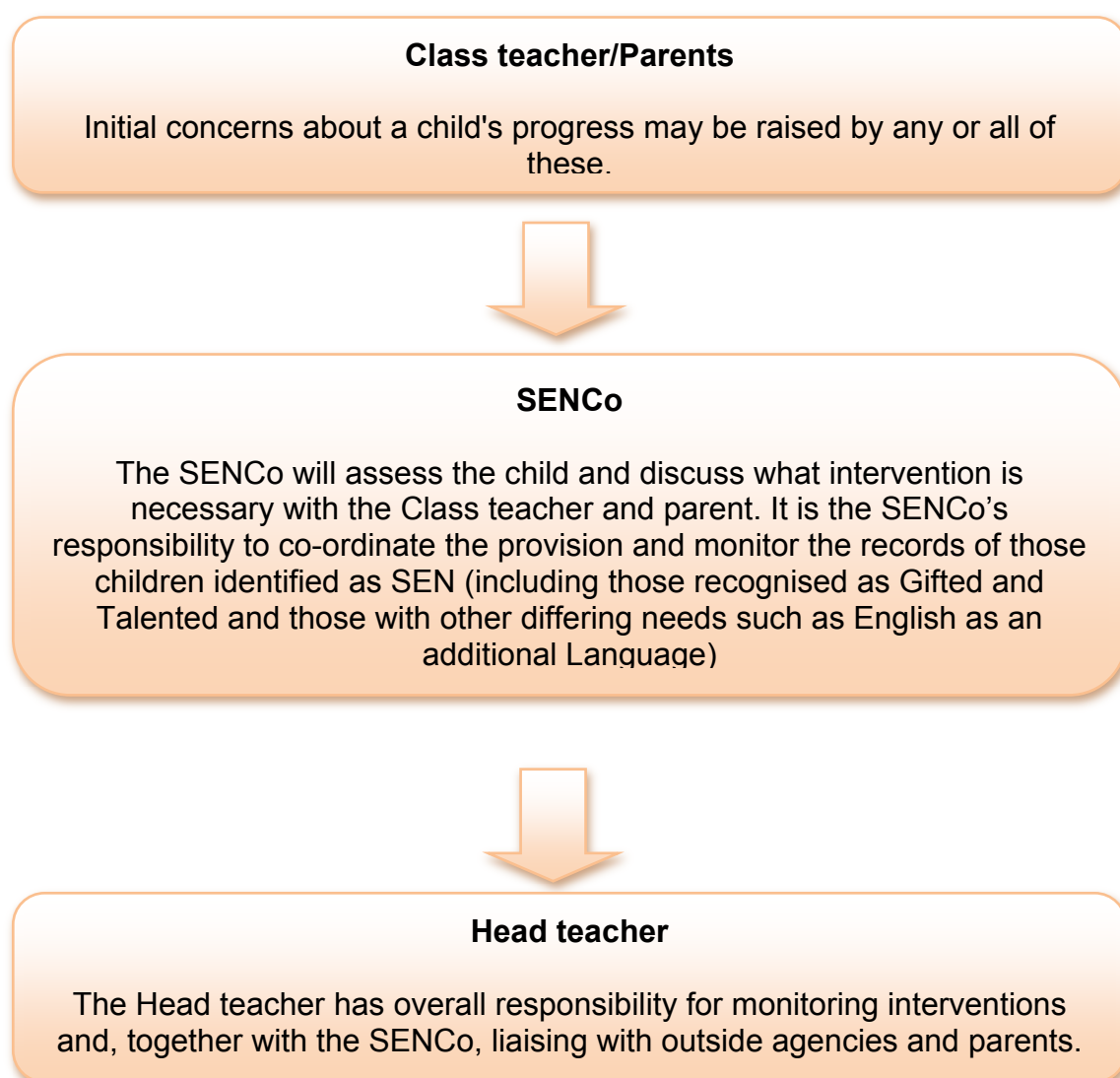
Outside agencies such as an educational psychologist will be employed to provide additional assistance and assessment when required and staff training will be focussed on the areas identified in our training audit.

We are committed to developing a structure that provides equality of opportunity and high achievement for all children, and there is a strong emphasis on monitoring the progress of children with special educational needs towards identified goals. We believe that children with Special Educational needs include Gifted and Talented and English as an Additional Language.

We have a named Special Educational Needs Coordinator (SENCo) whose key responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies

Lines of responsibility are illustrated below



We consider children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

We do not consider children to have a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our focus is on preventative work to ensure that children's special educational needs are identified as quickly as possible and that early action is taken to meet those needs. We start with the triad of Parent (this also stands for carer/guardian), child and class teacher.

Identification of SEN Involves

Parents/Guardians

Child

Class Teacher

Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEN to achieve their potential. We believe that parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Identification Process

The class teacher uses a range of tools to assess a child's special educational needs at the earliest stage possible.

Most children's needs are met by the class teacher who plays a key role in the identification process and who will put in place a range of strategies and interventions to meet those needs.

We measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives specified by our Literacy and Numeracy curricula
- their performance against recognised level descriptors at the end of a key stage
- standardised screening or assessment tools

We also listen to what parents tell us about their children, and feed that information to form an overall picture.

School Action Step 1

In some cases it will become apparent that insufficient progress is being made, and the class teacher will put in motion the next steps by involving the school SENCo who will prepare a Pre-Individual Education Plan (IEP) in consultation with parents and class teacher. This will identify the child's strengths and weaknesses, and outline concerns.

The triggers for School Action could be the teacher's or others' concerns, underpinned by evidence about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by us
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Step 2

When Pre-IEP has been approved by all concerned, an IEP will be prepared outlining the nature of the difficulty, short term targets and strategies to be used to achieve those targets for use both at school and home where necessary.

We work hard to ensure that:

- the culture, practice, management and deployment of resources in the school are designed to ensure all children's needs are met
- provision for children with special educational needs is a matter for everyone in the school - in addition to the head and the SENCO, all other members of staff have important roles to play in support of the child
- the parents are given any back-up they might need to continue that support at home

School Action Step 3

Review; a review date is built into each IEP, and ideally a review will be taken a minimum of 3 times a year. This will look at targets achieved, strategies that proved successful and next steps.

This process will be effective for the majority of children with special educational needs and the next step will be a return to step 2, with new targets, and if necessary new strategies, set. For a minority, if the difficulty continues despite School Action, then the next step will be School Action Plus

School Action Plus

If difficulties continue despite School Action, and after consultation with and consent from parents, a decision is made to have greater input and additional help from external professionals.

The triggers for School Action Plus could be that the child:

- continues to make little or no progress in specific areas over a long period
- continues working substantially below level descriptors children of a similar age would be expected to attain
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class

group, despite having an individualised behaviour management programme

- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Referral and Statutory Assessment

This would affect a very small number of children and may result in a statement of SEN which would specify the long term support required. The school, parents and external professionals will make a formal referral asking the LEA to initiate a statutory assessment.

At this stage we will provide written evidence of or information about:

- the school's action through School Action and School Action Plus
- individual education plans for the pupil
- records of regular reviews and their outcomes
- the child's health including the medical history where relevant
- attainment against level descriptors
- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- involvement by the social services or education welfare service.

Gifted and Talented pupils (G&T):

Pupils identified as gifted and talented are extended in their learning as a natural progression in class. Teachers recognise those children with particular gifts and plan lessons to stimulate, engage and broaden identified talents in consultation with parents, colleagues and the Head teacher. The school is currently developing further links with St Peter's High School and a member of staff in upper KS2 has visited the school to observe best practice in the teaching of older children, in order to bring this knowledge to our provision for gifted and talented pupils. Children who show particular ability are sometimes moved to the next year group following consultation with parents and staff.

The sequence of identification of Gifted and Talented pupils follows a similar path to that of identifying children who have other special educational needs.

We start with the triad of Parent (this also stands for carer/guardian), child and class teacher.

Identification of Gifted and Talented Involves

Parents/Guardians

Child

Class Teacher

Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling those children identified as Gifted and Talented to achieve their full potential. We believe that parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Identification Process

The class teacher uses a range of tools to assess a child's special educational needs at the earliest stage possible.

Most children's needs are met by the class teacher who plays a key role in the identification process and who will put in place a range of strategies and interventions to meet those needs.

We measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives specified by our Literacy and Numeracy curricula
- their performance against recognised level descriptors at the end of a key stage
- standardised screening or assessment tools

We also listen to what parents tell us about their children, and feed that information to form an overall picture.

School Action Step 1

In those cases where it becomes apparent that children are performing beyond expected levels, the school SENCo will prepare a Pre-IEP in consultation with parents and the class teacher, identifying areas where extension is necessary.

The triggers for School Action could be the teacher's or others' observations, underpinned by evidence about a child who is consistently achieving above expected levels. Such as:

- making progress beyond nationally expected levels
- showing signs of considerably greater understanding in any curriculum area
- presenting emotional or behavioural difficulties linked to frustration.

School Action Step 2

Outlining the strategies to be used to ensure children are given an appropriate level of work both at school and at home where necessary.

We work hard to ensure that:

- the culture, practice, management and deployment of resources in the school are designed to ensure all children's needs are met
- provision for children identified as Gifted and Talented is a matter for everyone in the school - in addition to the head and the SENCO, all other members of staff have important roles to play in support of the child
- the parents are given any back-up they might need to continue that support at home

School Action Step 3

Review; a review date is built into each IEP, and ideally a review will be taken a minimum of 3 times a year. This will look at targets achieved, strategies that proved successful and next steps.

This process will be effective for the majority of children identified as Gifted and Talented and the next step will be a return to step 2, with new targets, and if necessary new strategies, set. For a minority, if their needs are not met despite School Action, then the next step will be School Action Plus

School Action Plus

'If we feel that the school is unable to meet the needs of the child we will look to outside agencies and professionals for additional advice and support'

The triggers for School Action Plus could be that the child:

- would benefit from extended learning from someone with greater expertise in a particular area e.g. ICT, Drama, Music

- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme

English as an Additional Language (EAL):

At St Anthony's School all lessons are conducted in English. We recognise that some children do not speak English at home and will, therefore have some difficulty in communicating at school.

We have a small number of children, currently three, in school who have English as an additional language but who are able to speak English and communicate effectively. Staff have experience of developing language skills in children who speak little or no English and supporting them by learning key words to aid basic communication. Our EAL Policy sets out how we would provide for children who have a limited command of English by adapting and supporting *'each child's learning to ensure that effective communication takes place both with the child and with parents.'*

We will follow a similar pattern as that listed for SEN and G&T in assessing a child's educational needs and will provide additional assistance through translation programmes such as emas (www.emasuk.com) when necessary.

Our aims in supporting an EAL child are:

- to encourage children to be confident and comfortable in the early stages of learning English;
- To encourage all children throughout the school to take an interest in any languages spoken by others;
- To provide additional support within the class and, when necessary, with 1:1 teaching to enable children to learn to speak, read and write in English;
- To provide support learning materials as required.

The SENCo will advise teachers and further support and training will be sought when necessary. (See appendix for EAL Policy)

Looked after children: we already work with Social Services and have taken part in case conferences (see case studies below) to ensure that children in care are kept as safe as possible and offered the best educational opportunities. Parents/carers are encouraged to take an active part in their child's learning and meetings take place with the relevant authorities and staff when appropriate. Staff have experience of teaching and caring for looked after children and are well equipped to provide the necessary support.

If any looked after child is assessed as having special educational needs in any of the areas above, the programme sequence will be followed as laid out in the order above.

Social, emotional and behavioural difficulties: in partnership with specialists in this field, 1:1 care will be available when appropriate for those children with social, emotional and behavioural difficulties in order to help integrate them into the class and play a full part in the life of the school as per our ethos.

We understand that as a Free School we must participate in local Fair Access Protocol arrangements that ensure that hard-to-place pupils, including those with SEN without a Statement, are admitted equitably to local schools; as an established Independent school, we often accept such children, sometimes providing a Bursary to enable them to join us. (See case studies below)

We believe that Home – School agreements can offer an important opportunity to ensure that all pupils (not just those with SEN) as well as parents understand their rights and responsibilities with regard to their schools.

The Pastoral Care at St Anthony's School reflects our Mission statement. It is based on the Gospel values of love, care and understanding and is modelled on Christ's ministry and teaching. It is concerned with the individual needs of each person in the school community. (See appendix for Pastoral Care Policy).

At St. Anthony's School we pride ourselves on the sensitivity and expertise we bring to those children with difficult home backgrounds and those children who themselves have social and emotional problems, helping them to achieve not only academic success but also to regain their self-esteem and to learn the socially acceptable behaviour essential if they are to realize their full potential. To give back to such children these attributes, so necessary for a place in work and in society, is an achievement every bit as important as guiding them to academic success. Here are three examples:

Case A.

Child A lives with mother, a single parent whose alcohol and social problems had eroded the child's confidence. In 2010 Family members organised the move to St. Anthony's from the previous school, where the child had experienced bullying and isolation. Since arriving at St Anthony's the child has regained self-esteem, developed friendship groups and achieved much improved academic results.

Case B.

Child B lives with mother and father, and, following repeated assaults on the mother by the father, was placed on a Child Protection Plan in 2010 by Gloucestershire Social Services Department. Staff at St. Anthony's worked closely with Social Workers to minimise disruption to the child's education and to ensure that the child's 'copy cat' outbursts of violent behaviour were controlled, reduced and finally stopped. Child B is achieving above expectations for the year group.

Case C.

Child C's previous school experienced numerous difficulties. Their SENCo reported to us that the child's problems included:

- *severe expressive speech and language delay*
- *learning difficulties*
- *behavioural, social and emotional difficulties*
- *is overly possessive of toys*
- *uses inappropriate behaviour to both peers and staff*
- *is often aggressive to both peers and staff*
- *is self-centred*
- *is constantly on the move and unfocused*

We were informed that 'child C is currently on the School Action list, was about to be placed on School Action Plus, had just seen a Speech and Language Specialist ...is booked on to a Language Programme ... and was about to see an Educational Psychologist, prior to being statemented. The class teacher said she was unable to conduct lessons without constant interruptions'

After three years at St. Anthony's Child C no longer manifests any of this behaviour. Mixing well with classmates and others in the school, Child C continues to grow in maturity and make good social and academic progress.

The case studies above illustrate how, at St. Anthony's, we strive to ensure that the culture and ethos of the school are such that, whatever the needs and abilities of the members of our school, *everyone* is equally valued and treats one another with respect supported by clearly defined policies.

'Religious Education is at the foundation of our educational process so that children will learn from an early age the importance of high moral standards, strong Christian values and a Christ-like attitude in their dealings with others'.

Mission Statement

We are continually looking at ways to improve access to school premises and to create a curriculum that fits the children to their best advantage. This includes changes to physical features wherever possible, as well as the provision of physical aids, ICT and providing written material in alternative formats to ensure accessibility.

We aim to include all pupils whatever their ability in the full life of our school by:

- having high expectations of all pupils
- setting admissions policy and criteria which does not discriminate against children with disabilities

- planning the physical environment of the school, within its limitations (see below), to cater for the needs of children, parents and staff with disabilities
- raising awareness of disability amongst staff and pupils, devising teaching strategies which will remove barriers to learning and aid participation of pupils with disabilities
- to ensure the ready availability of positive images of, and role models for, disabled people
- ensuring that pupils are not excluded from the curriculum, outings and play because of their disability
- providing an environment where everyone has an opportunity to achieve

Problems and Solutions

Part 2 of the Special Educational Needs and Disability Act 2001 amends the Disability Discrimination Act 1995 to prohibit all schools from discriminating against disabled children in their admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school. The reasonable adjustments duty on schools does not require the provision of auxiliary aids and services or the removal or alteration of physical features.

The building includes an approved wheelchair access toilet and an approved ambulatory disabled toilet. There is also wheelchair access to the hall. Given the nature of the site – [REDACTED], all on sloping land – we have made all the ‘reasonable adjustments’ required by the Disability Discrimination Act 1995. Our access policy has been reviewed and praised as an exemplar by the LEA Area SENCo, [REDACTED].

Disability Audit

A disability audit is undertaken annually by the Head, Board of Directors and SENCo as part of the general school audit and decisions taken for future actions which will be included in a timetabled Action Plan.

D4 Measuring success

D.4.1 Targets and Rationale.

The criteria by which the children's success will be gauged are reiterated here together with a brief account of why these targets are appropriate and how they will be achieved. (For measurement criteria for the whole school please refer to section C1)

- *Children will be happy, confident and enthusiastic learners with high expectations of themselves.* It is obvious that a confident, enthusiastic child will achieve more in school, higher education and adult life. We are aware that children from more deprived backgrounds and those from broken families are generally lacking in these qualities and, in keeping with our education vision, we will strive to put right any deficiencies (ref: three case studies on p. 55/56). Success will be measured qualitatively through classroom observation and parental feedback. Quantitative measure will be provided by evidence of progress through assessment levels.
- *Pupils will fulfil their potential in both academic and non academic areas.* Our education vision states that we do not believe in mediocrity, and it is particularly important at primary level for a child to fulfil as much of his potential as is possible in order to achieve more at KS2 and beyond. Academic achievement will be measured through classroom observations and formal assessment (see following section for more detail) and these results will be discussed between relevant staff members and the parents in order to judge how they stand in relation to what could be achieved. Non-academic achievement will, as above, be measured qualitatively through classroom observation and parental feedback. Our education vision promises the provision of additional learning experiences; those non-academic areas in which a child can excel will include class or whole school dramatic presentations, music concerts (before school or the general public), art (which will be prominently displayed around the school), dance (performances in school) and activities outside school such as Brownies or Cubs, swimming, 'Stage Coach' drama, music, football and so on. The sense of pride in achievement in these areas will be reinforced by appropriate praise in class and at the weekly whole-school assembly. It is important to note that praise will not be given merely by turn but only because a child has made a real achievement; however, it is our commitment to encourage and nurture every aspect of a child's development and we are confident that each St. Anthony's child will be singled out for genuine praise.
- *KS2 Year 6 SATs achievement at Level 4 in English, Mathematics, and English with Mathematics will be at least 10% higher than the national average.* One of the principal reasons for the establishment of a St. Anthony's Free School, as set out in our education vision, is to drive up

standards in a deprived area; a clear measure of success in this ambition is to increase the number of local children achieving at expected level at KS2. We have a clear track record in delivering results consistently above the national and local average (see D4.4) – we can and will achieve this target as a minimum. Our success is due to rigorous teaching standards, knowledgeable staff and small classes of seventeen children which allows for a high proportion of individual tuition. Achievement will be quantified through regular assessment using recognised schemes (eg Assessing Pupils' Progress (APP), Rising Stars) We already moderate our results at Foundation Stage Level and will be forming a partnership with a local state primary school in order to share moderation at Key Stage 1 and 2.

- *KS2 Year 6 SATs achievement at Level 5 will be at least 5% higher than the national average.* Expected levels of attainment are worthy and important but we intend to go beyond these wherever possible and stretch our more able pupils. The increase in achievement at Level 5 in English and Mathematics will be brought about through teaching (as above) and the use of teaching resources and schemes designed to impart knowledge, skills and understanding beyond the KS2 assessment requirements. It is our intention to use Free School funds specifically to target this area. Achievement will be quantified through regular assessment using recognised schemes (eg APP, Rising Stars)
- *KS2 Year 6 SATs achievement at Level 4 in Science will be 80% or better.* We consider science and engineering skills to be vital for the future of the country and that a career in these fields is a desirable outcome for our pupils, offering a clear route out of the cycle of deprivation. We have worked with a local assay company in expanding our practical resources and we will invest Free School funds in further improving our science facilities as we believe, like OfSTED, that teaching the subject is better done through 'more practical science lessons'. Assessment will be undertaken continually throughout the term and more formally at the end of each unit using a commercial assessment scheme, with advice and mentoring for staff carried out by the Science co-ordinator.
- *Grammar school entrance exam passes will be 80% or greater.* Gloucester has four well-respected grammar schools. St. Anthony's Free School will continue to assist those whose parents wish them to take the entrance examination. There is hostility in some local schools to selective education but we believe that the grammar schools offer an excellent opportunity to academic children of all backgrounds. In line with our education vision we are committed to encouraging children to develop latent academic talent and to improve life chances for children from a deprived area: entry to grammar school is a sure way to further these ends. Success is measured by the percentage of children from a cohort who pass the entrance examination and we will maximise the pass rate by regular use of 'verbal reasoning' schemes (eg: Lett's Verbal Reasoning, Bond Assessment), which provide a good

foundation for reasoning skills in a range of subjects.

- *All children will have taken speaking rôles in a dramatic presentation.* Team work and the ability to communicate are essential tools for building improved chances in life and we believe Drama is an effective means to instil in children these virtues. St. Anthony's school will provide regular opportunities for children to take part in dramatic productions, and in the higher classes to write and direct their own work. St. Anthony's Free School would use funds to improve the existing stage equipment: lighting and scenery. Success will be measured qualitatively: assessment by teachers and the judgement of audiences.
- *Children will be able to read a simple musical score and play a tune.* Our education vision calls for the development of latent talent and the recognition of non-academic success. It is our belief that all children can be taught to read music and to play an instrument, and that this brings not only personal satisfaction but imparts skills in listening to and working with others. From KS1, children will be taught the rudiments of rhythm and colouring, progressing through to Year 6 where all will be taught the soprano recorder and the basics of musical notation. From Year 3 onwards children may join the school orchestra. A variety of instruments will be available in a dedicated music room and the music co-ordinator is available for *ad hoc* tuition. As a Free School, funds would be made available to purchase computers and software specifically for the writing and recording of music. Success in this criterion is measured by teacher assessment and, again, the judgement of audiences.
- *Continued positive feedback from secondary schools about individual children: their attitude to work, their behaviour and their secure grasp of fundamental knowledge and skills.* We will work in close partnership with the Heads of Year 7 at the schools to which our children progress in order to ensure that the transition is easy for the child and that the receiving school is fully aware of all aspects of personality, background and talent which will have a bearing on that child's continuing education. We will foster these links through staff visits to the schools and regular contacts throughout the year. Measurement of success in this area is positive feedback from our secondary school colleagues, both about the children and the service we offer.

D.4.2 Assessing and monitoring.

At St. Anthony's School success is defined as the realisation of a child's full potential; the nurturing of enthusiasm and talent to foster self-confidence and self belief as well as the attainment of academic goals in order to equip each child for life and the world of work.

At St Anthony's we encourage all children to '*give their best in all areas of the curriculum*' and we measure our success not just in academic achievement but in the development of the whole child and their gifts and interests

We measure academic success through a range of assessments both formative and summative. In September 2011, following discussion with all staff, we introduced 'Assessing Pupils' Progress' (APP), a formal assessment of independent work with teacher observations. Pupils are assessed in reading and writing each term and their assessment levels are tracked to ensure that they are making the progress expected i.e. two sub levels per year group (from 1c to 1a; from 3a to 4b).

These results are then monitored and any evidence of falling below these levels is explored and examined. Should a child be identified as needing additional support this will be given either in class or with 1:1 tuition from our part-time support teacher. Some children will be placed on School Action with Individual Education Plans.

We are already able to see a more accurate line of progression emerging which we are able to use to improve our teaching and planning and ultimately raise our levels of achievement further.

An example of the assessment grid for writing is included below.

Writing assessment guidelines: levels 3 and 4

Pupil name Class/Group Date

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 4	<p>Across a range of writing</p> <ul style="list-style-type: none"> some variety in length, structure or subject of sentences use of some subordinating connectives, e.g. <i>if, when, because</i> throughout the text some variation, generally accurate, in tense and verb forms 	<p>Across a range of writing</p> <ul style="list-style-type: none"> sentences demarcated accurately throughout the text, including question marks speech marks to denote speech generally accurate, with some other speech punctuation commas used in lists and occasionally to mark clauses, although not always accurately 	<p>Across a range of writing</p> <ul style="list-style-type: none"> ideas organised by clustering related points or by time sequence ideas are organised simply with a fitting opening and closing, sometimes linked ideas or material generally in logical sequence but overall direction of writing not always clearly signalled 	<p>Across a range of writing</p> <ul style="list-style-type: none"> paragraphs/sections help to organise content, e.g. <i>main idea usually supported or elaborated by following sentences</i> within paragraphs/sections, limited range of connections between sentences, e.g. <i>over-use of 'also' or pronouns</i> some attempts to establish simple links between paragraphs/sections not always maintained, e.g. <i>firstly, next</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> relevant ideas and content chosen some ideas and material developed in detail, e.g. <i>descriptions elaborated by adverbial and expanded noun phrases</i> straightforward viewpoint generally established and maintained, e.g. <i>writing in role or maintaining a consistent stance</i> 	<p>Across a range of writing</p> <ul style="list-style-type: none"> main purpose of writing is clear but not always consistently maintained main features of selected form are clear and appropriate to purpose style generally appropriate to task, though awareness of reader not always sustained 	<p>Across a range of writing</p> <ul style="list-style-type: none"> some evidence of deliberate vocabulary choices some expansion of general vocabulary to match topic 	<p>Across a range of writing</p> <ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> most common grammatical function words, including adverbs with <i>-ly</i> formation regularly formed content/lexical words, including those with multiple morphemes most past and present tense inflections, plurals likely errors <ul style="list-style-type: none"> homophones of some common grammatical function words occasional phonetically plausible spelling in content/lexical words 	
Level 3	<p>In most writing</p> <ul style="list-style-type: none"> reliance mainly on simply structured sentences, variation with support, e.g. <i>some complex sentences</i> <i>and, but, so</i> are the most common connectives, subordination occasionally some limited variation in use of tense and verb forms, not always secure 	<p>In most writing</p> <ul style="list-style-type: none"> straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks some, limited, use of speech punctuation comma splicing evident, particularly in narrative 	<p>In most writing</p> <ul style="list-style-type: none"> some attempt to organise ideas with related points placed next to each other openings and closings usually signalled some attempt to sequence ideas or material logically 	<p>In most writing</p> <ul style="list-style-type: none"> some internal structure within sections of text e.g. <i>one-sentence paragraphs or ideas loosely organized</i> within paragraphs/sections, some links between sentences, e.g. <i>use of pronouns or of adverbials</i> movement between paragraphs/sections sometimes abrupt or disjointed 	<p>In most writing</p> <ul style="list-style-type: none"> some appropriate ideas and content included some attempt to elaborate on basic information or events, e.g. <i>nouns expanded by simple adjectives</i> attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. <i>attitude expressed, but with little elaboration</i> 	<p>In most writing</p> <ul style="list-style-type: none"> purpose established at a general level main features of selected form sometimes signalled to the reader some attempts at appropriate style, with attention to reader 	<p>In most writing</p> <ul style="list-style-type: none"> simple, generally appropriate vocabulary used, limited in range some words selected for effect or occasion 	<p>In most writing</p> <ul style="list-style-type: none"> correct spelling of <ul style="list-style-type: none"> some common grammatical function words common content/lexical words with more than one morpheme, including compound words likely errors <ul style="list-style-type: none"> some inflected endings, e.g. <i>past tense, comparatives, adverbs</i> some phonetically plausible attempts at content/lexical words 	<p>In most writing</p> <ul style="list-style-type: none"> legible style, shows accurate and consistent letter formation, sometimes joined
BL									
IE									

Key: BL – Below level IE – Insufficient evidence

Overall assessment (tick one box only) Low 3 Secure 3 High 3 Low 4 Secure 4 High 4

Following the termly assessments, pupils' progress is recorded and tracked using a simple grid for each year group which provides effective monitoring and allows for early detection and intervention. We are already finding this a useful tool to aid planning.

The table below shows the levels achieved in writing by pupils in all year groups from Year 1 to 6. As a result of the assessments first recorded in October 2011, five children have been given additional support in reading and writing and have made progress within a level or have improved by at least one sub level of progress.

Number of pupils assessed in writing at each level in February 2012						
	Y1	Y2 [◇]	Y3	Y4	Y5	Y6
1c						
1b	1					
1a	8					
2c	1					
2b			1 [±]	1 ^{*±}		
2a			2			
3c			2		1 [±]	
3b				1	1 [±]	
3a				1	3	
4c				4	4 (1 [±])	
4b				1	1	5
4a					3	4
5c						1
5b						
5a						

◇ There are currently no children in Year 2

* Joined the school in September 2011

± School Action for writing/reading

Assessment in Mathematics is currently made using a series of half term tests (Rising Stars) which then provide a level for each child. From September 2012 we will introduce a comparative form of assessment in mathematics, similar to that which we use for reading and writing. This will provide us with a more accurate picture of progress and help with both our monitoring process and our target setting.

We are aware that those children who have been at the school since Nursery or Reception generally achieve higher levels than those who move to St Anthony's from other schools in the area. This is most noticeable in Key Stage 2 and we work effectively with new children to the school to ensure they reach the expected levels by the time they leave St Anthony's: this is achieved by early assessment of their level of achievement and educational needs and implementation of the relevant measures in line with our process outlined on page 61 and in the SEN code of practice (see D3).

Non-academic success is celebrated through awards at assembly (for courtesy, attendance and effort), praise in class and the sharing of pupils' achievements with other members of staff and the Head teacher. Our annual Talent Show, whole school productions and extra curricular clubs all serve to highlight areas of achievement and success for a variety of gifts and talents.

Monitoring: the quality of teaching throughout the school is monitored by the Head teacher through regular classroom observations, inspection of children's work and co-ordinator meetings. Feedback following observations is given to staff within a week .

In the classroom, the class teacher is responsible for monitoring the progress of the children. In Key stage 1 feedback is usually given immediately and any comments written by the teacher are read to each individual child. In Key Stage 2, self evaluation is encouraged as children discuss their work and share what they have enjoyed and learned most. Additional feedback is usually given by the class teacher as the children complete tasks; particularly if the work is ongoing.

The teacher assessments made each term in reading and writing and each half term in mathematics, and the levels achieved, are recorded and evaluated by the head teacher and class teachers. Parents receive a report on their child's progress each half term and are able to make their own comments. This information is then used to set targets for each child. Those children identified as regularly achieving above expected levels are placed on our register of Gifted and Talented. (See section D3 for further details of how we work with gifted and talented children)

Co-ordinators evaluate the teaching of their subject each term and agree targets with each class teacher. These are then reported to the Head teacher at the regular termly meetings.

The head teacher completes a review of all subjects in January each year following the meetings with co-ordinators, and identifies key actions for the year ahead. This is then reported to the Board of Directors and forms part of the School Development Plan.

D4.3 Pupil Development

Success is enabled by the interweaving of several important strands:

- Academic progress is monitored continuously by individual teachers who formally assess the children each half-term. These results are given to the parents in a report. Any concerns which have been identified are now addressed and, of course, progress and achievement applauded.
- The class teacher uses experience to give support in any areas of weakness and can call in advice from colleagues or from outside the school as appropriate. If the improvement thus brought about is judged to be insufficient then an Individual Education Plan (IEP) is drawn up in consultation with the SENCo and parents (See section D3)

- Children’s assessments are updated regularly and each child’s progress is tracked throughout the school, this is then collated by the Head teacher for further review.
- Achievement is facilitated by the high standards of discipline and behaviour fostered by the school (see section D6). The calm, supportive atmosphere of the school assists all children in their learning.
- Children are rewarded for effort through a system of house points and a class weekly award of ‘Star of the Week’. Teachers ensure that every child receives some form of merit award at least once per half-term.
- The ‘school council’ allows the children to express their views about the school, making suggestions for improvement and being allowed responsibility by, for instance, deciding which charities should receive money. In this way the children are boosting the success of their own school.
- The support of the parents is crucial to the success of the school. This support is evident in the fruitful fund-raising events staged regularly throughout the year, and by the number of parent volunteers who give much time helping with lessons as well as decorating and gardening projects.

Further evidence of parental support for, and pupils’ enjoyment of, the school is manifest in our attendance figures (see section D.6.1.) and the response to the recent questionnaire for parents: *“We love this school completely! Thank you for providing such a great school for my children”, “I feel the standard of academic education achieved is excellent.”*

D4.4 Academic Performance

This section demonstrates that St. Anthony’s School regularly achieves higher results from SATs assessments than those of other schools in the same middle layer super output area.

Academic performance compared with that of local schools.

Of the seven primary schools within the GL14 postcode only four are within Cinderford. It is against these schools that the academic performance of St. Anthony’s School is measured.

The schools are: Steam Mills, Littledean, Forest View and St. Whites.

(Prior to 2009, when the present Head Teacher and Board of Directors took over the management of the school, assessment of children at St. Anthony’s was largely undertaken by the Richmond Assessment Scheme. This scheme, though useful in providing data on individual children, was not used by any other schools in the locality and so was of little worth as a comparison)

KS1 SATs assessments 2008-2009 (source: DfE)

	St. Anthony's	Forest of Dean 004	Forest of Dean District	South West	England
Pupils achieving level 2+; (KS1) in Mathematics	100%	83%	90%	90%	89%
Pupils achieving level 2+; (KS1) in Writing	92%	73%	84%	82%	81%
Pupils achieving level 2+; (KS1) In Reading	100%	75%	85%	85%	84%

The following tables show the results for KS2 assessments, moderated in-house, for 2009, 2010 and 2011:

KS2 levels (Teacher Assessed) for primary schools in Cinderford. 2008-2009 (source: DfE School and Local Statistics)

	National Average	Forest View	St. White's	Littledean	Steam Mills	St. Anthony's.
English: Level 4+	n/a	55%	80%	67%	100%	100%
Maths: Level 4+	n/a	76%	78%	83%	100%	100%
Science: Level 4+	n/a	n/a	n/a	n/a	n/a	100%

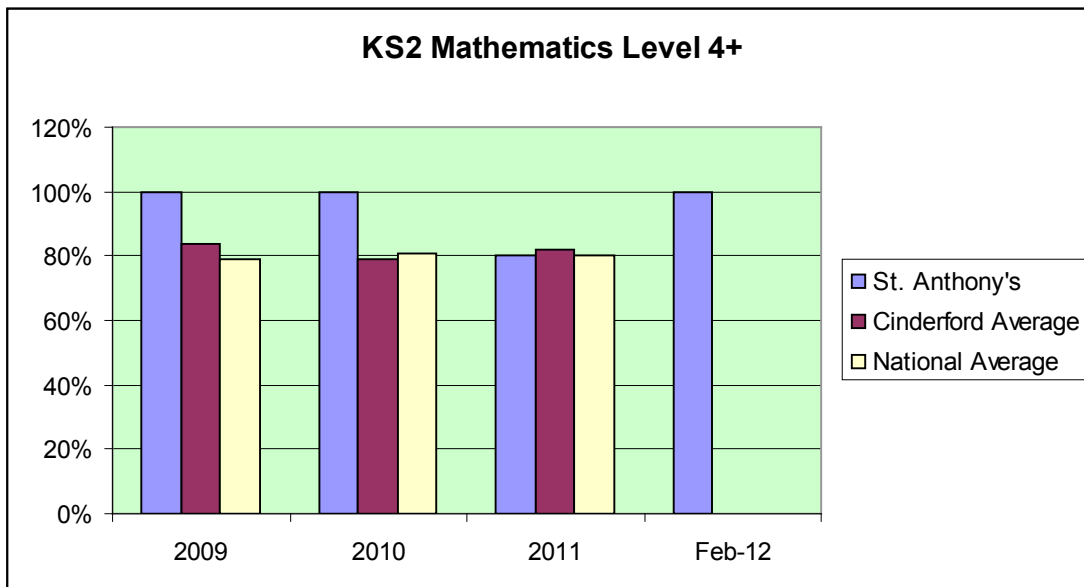
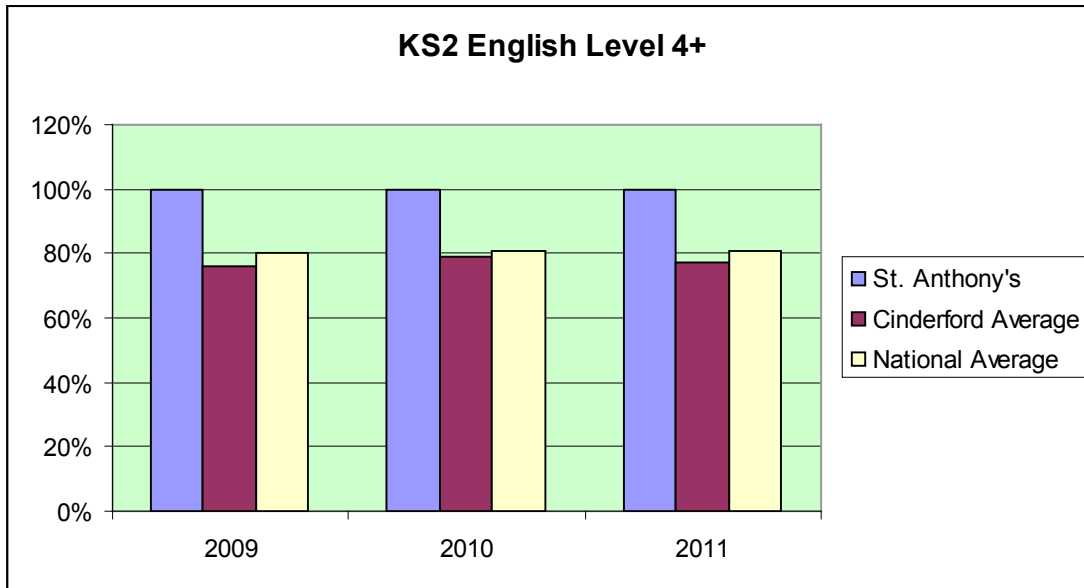
KS2 levels (Teacher Assessed) for primary schools in Cinderford. 2009 – 2010 (source: DfE School and Local Statistics)

	National Average	Forest View	St. White's	Littledean	Steam Mills	St. Anthony's.
English: Level 4+	81%	67%	70%	83%	88%	100%
Maths: Level 4+	81%	73%	65%	83%	94%	100%
Science: Level 4+	85%	75%	90%	83%	88%	100%

KS2 levels (Teacher Assessed) for primary schools in Cinderford. 2010 – 2011 (source: DfE School and Local Statistics)

	National Average	Forest View	St. White's	Littledean	Steam Mills	St. Anthony's.
English: Level 4+	81%	78%	72%	80%	78%	100%
Maths: Level 4+	80%	80%	79%	80%	89%	80%
Science: Level 4+	n/a	88%	79%	93%	78%	80%

The following charts show a comparison of children achieving Level 4+ at KS2 (percentage) year by year.



KS2 levels (Teacher Assessed) for primary schools in Cinderford. 2008 – 2009 (source: DfE School and Local Statistics)

	National Average	Cinderford	St. Anthony's.
English: Level 5	29%	26%	27%
Maths: Level 5	35%	28%	27%
English & Maths: Level 4	74%	71%	82%

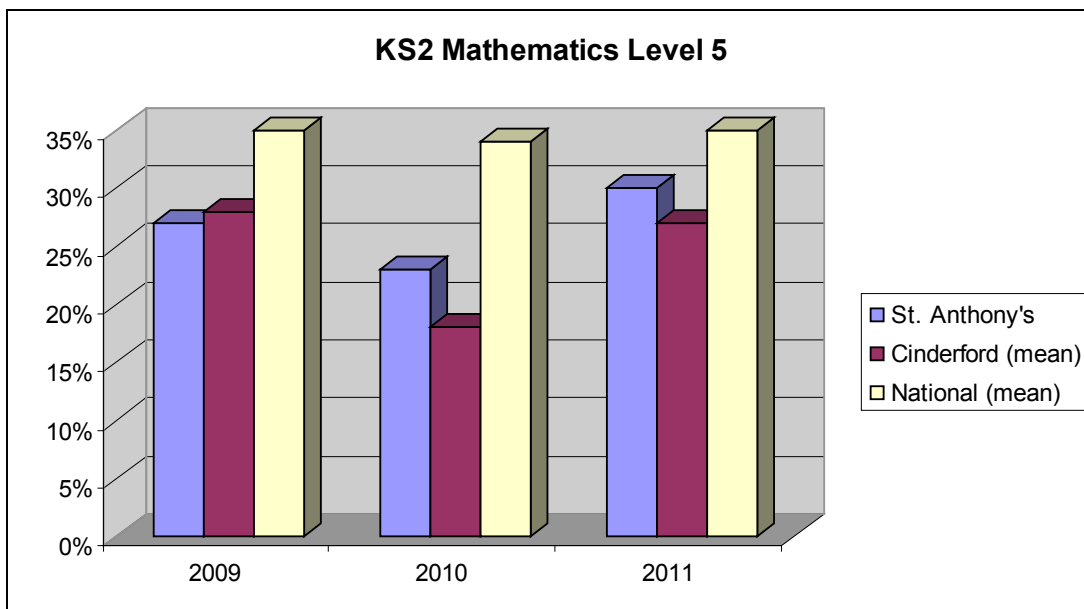
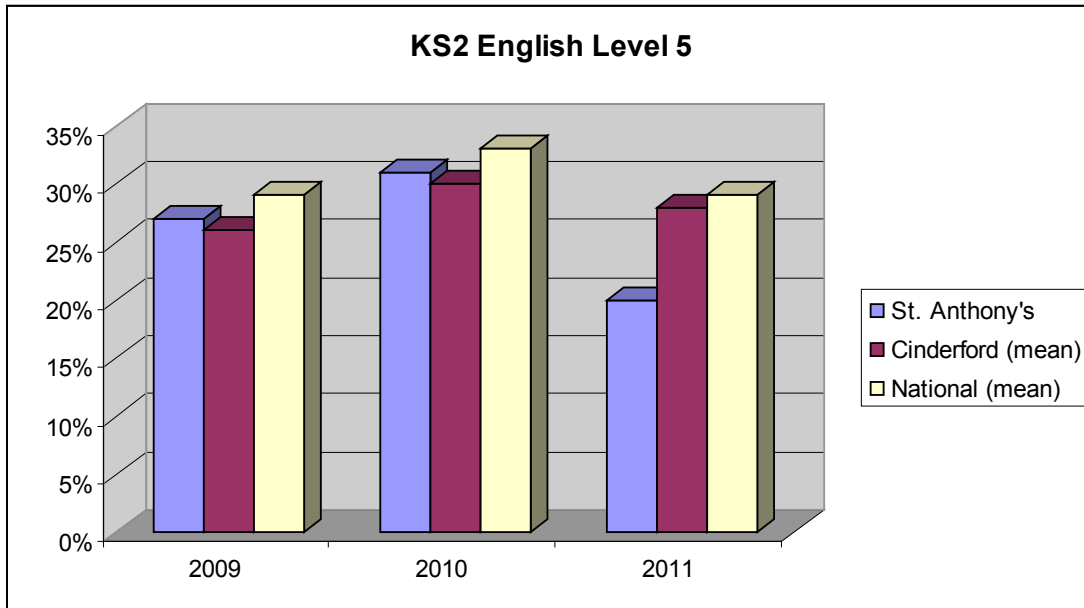
KS2 levels (Teacher Assessed) for primary schools in Cinderford. 2009 – 2010 (source: DfE School and Local Statistics)

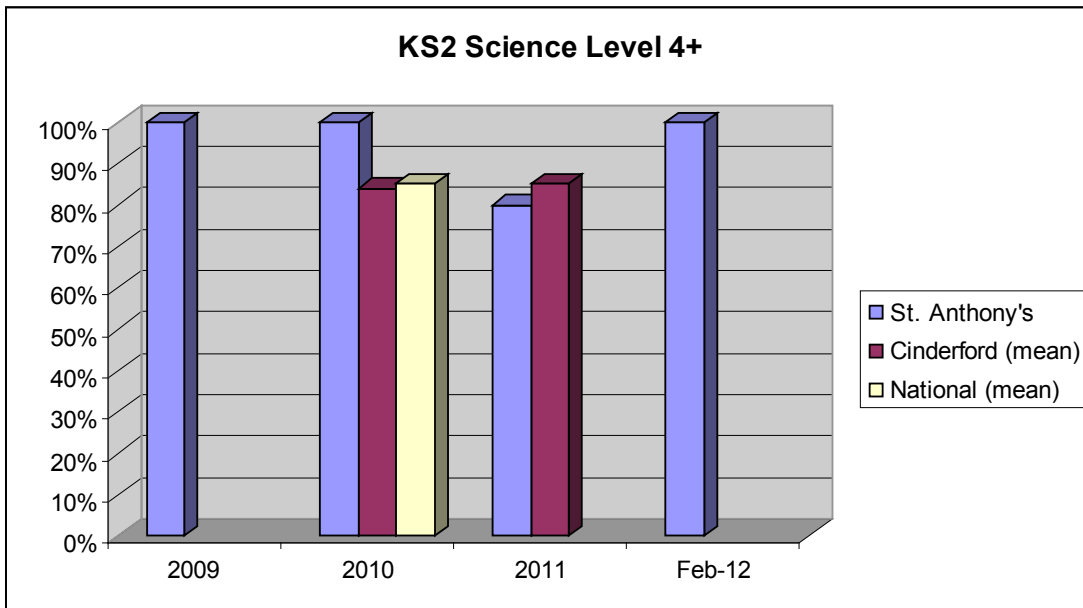
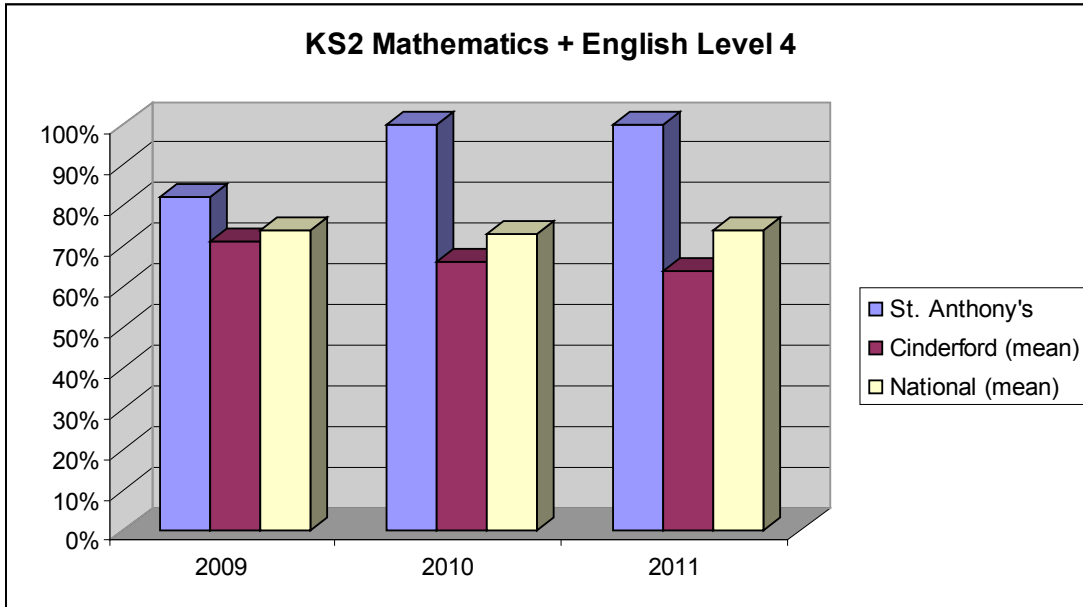
	National Average	Cinderford	St. Anthony's.
English: Level 5	33%	30%	31%
Maths: Level 5	34%	18%	23%
English & Maths: Level 4	73%	66%	100%

KS2 levels (Teacher Assessed) for primary schools in Cinderford. 2010 – 2011 (source: DfE School and Local Statistics)

	National Average	Cinderford	St. Anthony's.
English: Level 5	29%	28%	20%
Maths: Level 5	35%	27%	30%
English & Maths: Level 4	74%	64%	100%

The following charts show a comparison of children achieving Level 5 at KS2, and Level 4+ in both English and Mathematics (percentage) year by year.





St. Anthony's School compared with the four LEA schools in Cinderford (summary)

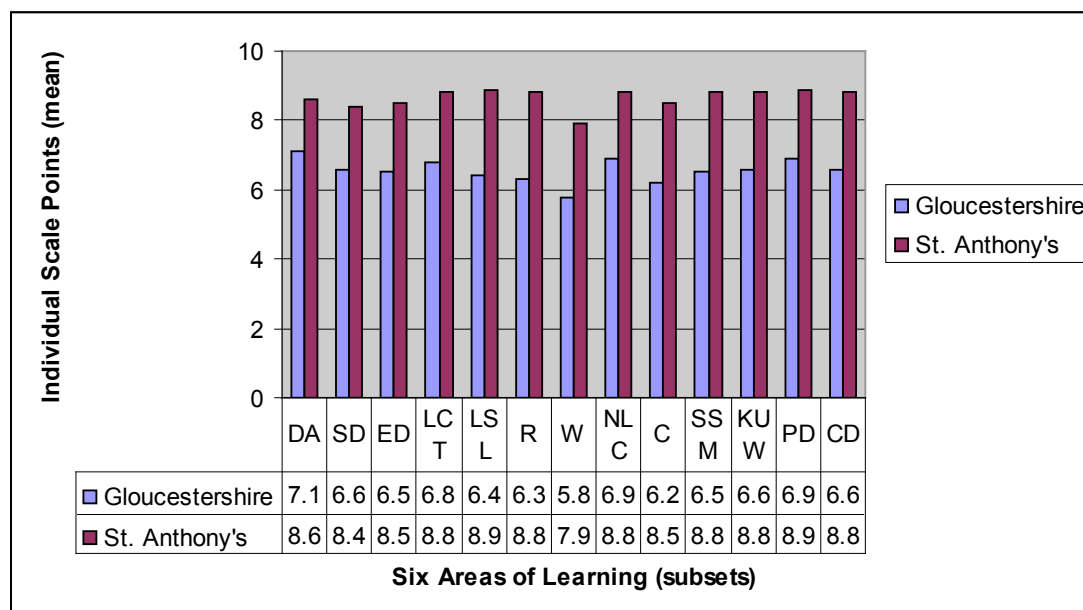
A mean was taken for the SATs results for 2009, 2010 & 2011 and compared with the results achieved at St. Anthony's. The results show that St. Anthony's School outperforms the local schools in all four categories:

	Science Level 4+	Mathematics Level 4+	English Level 4+	English and Mathematics Level 4+
St. Anthony's	93%	93%	100%	94%
Cinderford (LEA)	84%	82%	79%	67%
Percentage difference	+9%	+11%	+21%	+27%

Foundation Stage Results

The St. Anthony's School Foundation Stage will be an essential component of the Free School, continuing to deliver a high-quality curriculum on which to base success in KS1 and above. The high standard of our Early Years Foundation Stage is clearly demonstrated by the following chart which shows an average of Individual Scale Points for 584 children from the postcodes [REDACTED] * compared with 10 from St. Anthony's School Reception Class:

Foundation Stage Scale Points (average) 2011.



(*Source: Glos CC)

Children on Scale Point 8 have completed the Early Learning Goals. Those on Scale Point 9 are working beyond the Early Learning Goals. A Child achieving Scale Point 8 by the end of Reception is predicted to obtain a level 3 at the end of KS1.

It is important to remember that the Foundation Stage results given below were obtained from children eligible for the government early years grant – there is *no* selection by ability to pay.

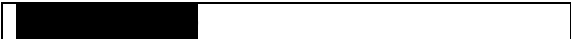
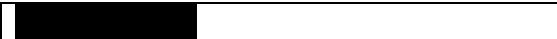
D5 Admissions

The ethos of St Anthony's school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. Over the years it has become much more diverse and currently only 23% of pupils are Catholic. We ask all parents applying for a place here to respect our ethos and its importance to the school community.

Currently we have a child from the Sikh faith as well as other Christian denominations and of no particular faith. From April 2012 we will also welcome a Hindu child to our school family. This diversity is something we will continue to encourage through marketing, and being a Free School would enhance our ability to do this.

As well as the diversity of faith, our pupils come from a diverse range of social and economic backgrounds, abilities and cultures. Some pupils are from rural backgrounds, others live in towns and parental employment includes manual labourers, entrepreneurs owning a variety of businesses, those with professional post-graduate qualifications and those who are either looking for work or unable to work.

Our admissions policy seeks to encourage this diversity to continue and the following maps give an indication of one aspect: geographic diversity.

	
Existing Pupils' Post Codes	New Pupils' Post Codes

The first map shows the post codes of pupils already in St. Anthony's as orange markers (with the red flag showing the location of the school building). This demonstrates that, whilst a significant proportion of pupils are from Cinderford, there is also a wide geographic spread. The second map shows the postcodes of additional pupils as green markers (i.e. those whose families would choose St. Anthony's if we achieve Free School status). This shows that there is a high level of interest from the economically deprived wards of Cinderford, with the geographic diversity of interest still widely spread.

D.5.1 Draft Admissions Policy

In the main school the class sizes are limited to 17. From our experience this is the preferred number per class to ensure that the pupils get the attention required to enable them to achieve their highest academic levels (see also net capacity guidelines DfES/0739/2001 REV). This figure will enable children to enjoy a good social mix within each class, providing friendship groups as well as a sense of community and belonging.

Pupils are normally admitted into the Reception class in the September of the school year in which they reach their fifth birthday.

St. Anthony's admissions arrangements 2013-2014 will apply for the first year of operation as a Free School in the academic year 2013-2014. Applications

for St. Anthony's for September 2013 will be administered by the board of the charity that will govern St. Anthony's once it achieves Free School status.

It is intended that the admission arrangements for 2013-2014 will be formally adopted by the board of Governors once appointed and that all applications for places will be considered in accordance with the arrangements set out below.

Application Form

1. For admissions in 2013-2014 there will be a separate Application Form to the Common Application Form provided by the Local Authority responsible for schools in the area. An Application Form for St. Anthony's may be obtained from [REDACTED]. Applicants can also request a form to be sent by calling St. Anthony's and leaving a message for the School's Admissions Team.
2. Applications for admission in September 2013 must be received by St. Anthony's school by midnight on Tuesday 4th June 2013.
3. Applications can be submitted by email to [REDACTED] or by posting it to the address on the application form.

Late applications

4. Application forms received after the closing date will not be considered in the initial allocation of places, except in very exceptional circumstances (i.e. if there is independent written evidence of exceptional medical, pastoral or compassionate grounds).
5. Where applicants have submitted a transfer form before the closing date, but then seek to change their preference after the closing date, this late expression of preference will be treated as a "late" application and will not be considered in the initial allocation of places.

Proof of residence

6. All applicants will be required to provide proof of address/residence. The Governing Body reserves the right to seek verification from the Local Authority in which the home is situated.
7. Catchment Area. St. Anthony's will draw its pupils from a radius of 15 kilometres measured in a straight line from the point located the centre of the main entrance gate to the school.
8. St. Anthony's will also operate a Priority Admission Area based on the Cinderford E1, E2, W1, W2 and W3 wards. Together these wards represent some of the most deprived areas of the region with research undertaken by the Department of Environment showing the wards are amongst the 10% most deprived in the West of England.
9. St. Anthony's will consider all applications for Reception and Years 1-6.
10. The Free School will for the 2013-2014 year honour its commitment to parents of existing children at the school, such that children currently on the St. Anthony's School admission roll from the

Reception Year up to Year 5 who wish to transfer to the Free School will be given priority for the 2013 admission year.

11. In total 43 of the available places have been reserved for children who are existing pupils of St. Anthony's wishing to transfer to the Free School as a priority, leaving a remaining 76 places which will be open to new applicants to apply for in accordance with the admission arrangements set out below.
12. Where fewer applications or requests for transfers than the published admission numbers for the relevant year group are received, St. Anthony's will offer places to all those who have applied.
13. Admission numbers for the 2013-2014 admission year will be defined by Year Group as shown below:

Year Group	2013-14 Roll-over	New Entrants	Roll
Reception	0	17	17
Year 1	10	7	17
Year 2	9	8	17
Year 3	10	7	17
Year 4	0	17	17
Year 5	6	11	17
Year 6	8	9	17
Total	43	76	119

Offer of places

14. Letters notifying applicants or parents of children currently on the admission roll of St. Anthony's (that have requested a transfer to the Free School) of the outcome of their application or transfer request, will be sent by first-class post on or before Tuesday 18th June 2013.
15. Applicants to whom places are offered will be required to inform the Governing Body of their decision whether to accept or reject the offer within 7 days of receipt of the offer.

Children with Statements of Special Educational Needs

16. The Free School will admit any child with a statement of special educational needs (SSEN), where it is appropriately named as the appropriate type of School within the child's SSEN.

Over subscription criteria

17. Where numbers of applications or requests for transfers for any year group exceed the published admission numbers for the relevant year group places, after the admission of pupils with an SSEN naming the school, applications will be considered against the following criteria:
 - a) Children in Public care (Children who are in the care of local authorities as defined by section 22 of the Children Act 1989).
 - b) Children who have one or more siblings taught at St. Anthony's at the point of admission.

- i. For the purposes of admission, a child is a sibling if two or more children who have at least one parent in common and/or reside at the same house as one another. Where a child has been legally adopted, he or she will be regarded as the sibling of any other children of the same legal guardian on the admission roll at the point of admission.
 - ii. In the event that the number of applications from siblings exceed the number of places available, offers will be prioritised according to:
 - i. the age of the elder sibling at school (beginning with the youngest elder sibling)
 - ii. random allocation
- c) Catholic Children – up to 30% of places (rounded down to the nearest whole number) will be offered to Catholic children within the catchment area as long as the total number of Catholic children will not exceed 50% of the total school roll in the event that the offer of a place was accepted.
- i. A Catholic child is defined as a child with a Baptismal or First Holy Communion Certificate and a copy of this must be submitted with an application for a place. The Governing Body reserves the right to seek verification of the authenticity of certificates submitted and/or to consult with the applicant's parish priest as the Governing Body may deem appropriate.
 - ii. In the event that the number of applications from Catholic children would cause the total number of Catholic children on the school roll to exceed 50% of the school roll, places for Catholic children will be allocated using criteria d) and e) below.
 - iii. Any places not offered to Catholic children will be transferred to the places made available to children of other faiths and no faith.
- d) 40% of the total number of available places (rounded up to the nearest whole number) will be available to pupils living within the Priority Admissions Area. Where the numbers of applicants in this criterion exceeds the number of places, offers will be determined by random allocation.
- e) After the criteria above have been applied, remaining places will be allocated to applicants in the order of priority listed in points i and ii below.
- i. Children in the Catchment Area. If the number of applicants exceeds the available places, offers will be determined by random allocation.
 - ii. Children outside of the Catchment Area. If the number of applicants exceeds the available places, offers will be on the basis of proximity to St. Anthony's School using a straight line measurement from the main entrance of the school to the main entrance of the applicant's home. Where the numbers of applicants in this criterion exceeds the number of places, offers will be determined by random allocation.

- f) After the criteria above have been applied, any remaining places will be added to the places available in criterion d) above and allocated using that criterion.

Method of random allocation

18. Where the numbers of applicants for oversubscription criteria d) and e) (above) exceeds the number of places available, offers will be determined by random allocation. Applications will be placed in rank order by random allocation, based upon the drawing of names from a list. The random allocation process is to be overseen and undertaken by an independent body.

Vacancies occurring after the initial offers have been made

19. Applications for vacancies that arise outside the normal annual admission round will be considered at any time during the academic year 2013/2014. Information and application forms may be obtained from St. Anthony's. Where there is more than one application for a vacant place, the offer of a place will be determined in accordance with the over-subscription criteria set out above.

Appeal procedure

20. Applicants who are unsuccessful in being offered a place at St. Anthony's will be notified of their right to appeal to an Independent Appeals Panel. Parents can lodge an appeal by writing to the Admissions Clerk. Appeals will be heard within 40 days of the appeal being lodged, with the Independent Appeals Panel deciding on:
- Whether the school's admission arrangements comply with the School Admissions Code, the School's Admissions Appeals Code and relevant admissions law;
 - Whether the arrangements were correctly applied;
 - Whether the admission of another student would prejudice the efficient education and use of resource within the school.
21. The Independent Appeals Panel is independent of St. Anthony's and will exercise its discretion, balancing the degree of prejudice to St. Anthony's against the appellant's case for the child being admitted, before arriving at a decision.
22. St. Anthony's school may, if it considers it appropriate, enter into an agreement with the Local Authority or any other external organisation for it to recruit, train and appoint Appeal Panel members, and also arrange for the Independent Appeals Panel process to be administered and clerked independently from St. Anthony's.
23. Full details of the Independent Appeals Panel procedure will be sent to parents with the decision letter on or before 25th June.

Waiting list

24. In addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the waiting list. The order of

placement on the waiting list will be determined in accordance with the over-subscription criteria set out above, not in the order in which applications are received or added to the list.

25. The waiting list will operate until the end of the first term of entry after the beginning of the 2013-2014 Academic year.

D6 Behaviour management

St. Anthony's Free School is committed to improving educational outcomes and life chances for children in Cinderford, an area of economic deprivation. We recognise that achieving our stated ambition will require high standards of behaviour and that an intake from the wider community may present challenges. These challenges will be met through the process outlined in this section and enable us to fulfil our education vision.

We have developed a robust Behaviour and Discipline Policy and Anti-bullying Policy (see appendix) that complement our Mission Statement and the ethos of the school.

A high standard of behaviour is expected at all times. Children know and understand the school rules and are made aware of the school's expectations regarding behaviour through class teaching, playground supervision and on an individual basis when necessary.

Staff are experienced in maintaining good behaviour and several have worked in challenging schools. We will provide facilities for children with behavioural difficulties to be removed temporarily from class and taught 1:1.

Our Policy on Behaviour and Discipline sets out clear guidelines about our intention to provide a *'school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all'*

Our code of conduct, which is agreed with all pupils at the start of the school year, and revisited periodically, states:

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- St Anthony's expects children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school buildings.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.

Minor breaches of discipline e.g. interrupting the class teacher or any adult, speaking or acting thoughtlessly to another child or disturbing children in class, are usually dealt with by the class teacher (sanctions include oral

reprimand, loss of playtime, isolation in class, loss of privileges or responsibility). Should unacceptable behaviour be persistent or recurring, parents and the Head teacher become involved and progress monitored using a weekly or daily report system. If the unacceptable behaviour continues, the sanctions in the Exclusion Policy come into force.

Although we are willing to use sanctions when children behave unacceptably we prefer to encourage our pupils to exhibit good behaviour through positive praise and our merit reward scheme for courtesy and achievement. This is also recognised through our house points system as well as by teacher awards in class. We believe that this approach is consistent with our school ethos.

Should bullying occur at St Anthony's we will work as a community to help both victims and bullies. We will ensure the safety of the victim and support the bully in improving behaviour. Bullying of any kind; verbal, physical or indirect will not be tolerated and incidents will be dealt with quickly.

In order to prevent or identify incidents of bullying, staff watch for early signs of distress in pupils and listen, investigate and act.

Posters are displayed around the school reinforcing our policy and the Childline number is clearly displayed in several areas of the school.

Sanctions are put in place and parents are informed if persistent incidents occur (see policy in appendix for further details).

Copies of updated policies on Behaviour and Discipline, Exclusions and Anti-bullying are included in the appendices and these policies are available to parents who also receive an information leaflet at the start of each academic year summarising the school's expectations.

Parents are required at present to sign an agreement when they register their child, to support the school in all areas, including discipline and uniform. In addition, a home-school agreement is being drafted in readiness for September 2012.

Regular parents' evenings and the general accessibility of staff provide opportunities for parents and staff to discuss any particular issues regarding behaviour.

'My teacher has a cat o'nine tails but he doesn't use it, he just hangs it on the wall'.

██████████

D.6.1 Attendance

Attendance at St Anthony's is very good. For the last 3 years attendance has been consistently above 95% (see table below).

2009-2010	2010-2011	2011- January 2012
96.7%	95.37%*	96.72%

**This figure was lower due to unusually extended bouts of illness throughout the school in October 2010 and December 2010, coupled with snow disruption, when the figures dropped to 91%. For the rest of the year attendance was 96.3% with two months recording over 98% attendance.*

We actively discourage parents from taking holidays during term time as we believe this causes disruption to their child's educational progress and makes it harder for their child to 'catch up' when they return. We use the weekly newsletter, school information leaflet and annual holiday dates sheet to remind parents of the importance of good attendance.

We aim to maintain and improve these levels by rewarding children for good attendance through certificates for 100% attendance each term. These certificates are much prized by the pupils. In the autumn term 2011, 23% of children received awards for full attendance for the term and a further 62% had fewer than 10 absences. Unnecessary absence during term time is always discouraged and parents receive regular reminders through the weekly newsletter of the detrimental effect time away from school can have on their child's learning.

Parents are required to seek written permission should they need to book holidays during term time for work reasons or for special family occasions i.e. a wedding or funeral.

Our Attendance policy, reviewed in autumn 2011, shows that we aim to maintain attendance above 95%. It also sets out the duties of parents and the school to ensure good attendance at all times.

Parents are asked to:

- Ring on the first morning of all absences with the reason and say when the child will return
- Arrange dental and doctor's appointments out of school hours or during school breaks
- Send in a note explaining the reason for absence on their child's return to school after an illness
- Keep us updated by telephone or letter if their child has an extended period of absence due to illness

The School will:

- Follow up unexplained absences by phone calls and letters as soon as possible

- Remind parents of the importance of regular attendance and punctuality in newsletters and via the school website.
- Acknowledge and reward good attendance
- Let parents know if there are concerns regarding their child's attendance
- Report continued concerns to the appropriate authorities.

We believe that these measures will provide clear guidance and information for parents and the school and enable accurate monitoring of attendance.

Parents frequently report that their children want to come to school and are often upset if they are unwell and unable to attend.

D.6.2 Safeguarding

St Anthony's School has policies and procedures in place for safeguarding and child protection (see appendix for policy). We are concerned at all times to ensure that our children are able to learn and play in a safe and secure environment. We will, therefore ensure that children at St Anthony's receive excellent pastoral care as outlined in our Pastoral Care Policy (see appendix).

The Pastoral Care at St Anthony's reflects our Mission Statement and vision. It is based on the Gospel values of love, care and understanding and is concerned with the individual needs of each person in the school community.

All staff and regular parent volunteers have enhanced Criminal Record Bureau checks and visitors to the school are required to sign in at reception.

The Head teacher has completed training in safer recruitment and four members of staff have training in Child Protection. All staff are trained to recognize signs of abuse and know the procedures for reporting.

Safeguarding legislation and government guidance says that safeguarding means *'protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully'*.

(Working together to safeguard children HM Government 2010)

We provide e-safety teaching to all our children and posters are displayed around the school alerting children to the need for care. Years 5 & 6 are instructed in safe internet use by a visiting police officer.

St Anthony's recognises its legal duty to work with other agencies in protecting children from harm whether this is physical abuse, sexual abuse, emotional abuse or neglect. We therefore take a multi-agency approach, depending on the needs of each child and their family and we will continue to work with these agencies to promote a safe environment for our children.

D7 Local community

St Anthony's School has played a significant part in community projects both at local, national and international levels for many years. The school has a good relationship with the local community and is constantly looking for ways to engage the children further. This is illustrated by the contributions listed below.

- **Donations to local charities** for the elderly, blind and partially sighted and youth projects: In 2010 – 2011 we focussed our charity support towards local charities as we celebrated the 50th anniversary of the founding of the school in the area. These initial donations have led to children giving practical support at a lunch club for the elderly by waiting on table and washing up as well as taking time to talk with those who attend. In March 2012 we are supporting the Forest of Dean Inner Wheel Club by donating items for their chosen overseas charity, Mary's Meals, which provides a backpack containing all a child in a developing country will need to be able to attend school. Our aim is to fill ten backpacks with items of clothing, stationery and toiletries.
- **Church links:** The school has strong links with several local churches, Baptist and Church of England, using the buildings for learning and worship. The Roman Catholic church congregation uses the school for their events. The annual School Christmas presentation often takes place in the church as well as special services throughout the year.
- **Sports Clubs:** The school supports the local Rugby Club and Leisure centre through advertising at the venues and informing parents of events taking place. The Rugby Club allow us the use of their facilities for Sports Day. Children participate in inter school friendly matches and organised tournaments such as the swimming gala at the local Leisure Centre.
- **Local Council:** The school participates in competitions held by the Local Council and in the past three years children have won prizes for designing bookmarks and first prize for a poster to promote emergency planning in the town. Members from the Council have attended our Open Days and special celebrations and are supportive of our application.
- **Library:** The school has good links with our local library; our Nursery and Reception Class children visit regularly for story time and to choose books for their topics. All children are encouraged to take part in the Summer Reading Challenge and many receive certificates at school assembly in the autumn. Activities at the Library for both adults and children are promoted in school through leaflets, posters and newsletters.

- **Folk Dance Festival:** Children from the Key Stage 2 classes join with other schools in the area for the annual Folk Dance Festival at Speech House in the Forest of Dean.
- **Colleges and Universities:** We have links with The University of Gloucestershire and Gloucestershire College as students are placed with us for work experience. Children have also visited the physics department at Bristol University as a development of their science studies.
- **Local Shows:** The school has been involved in shows promoting the Forest of Dean (Forest Showcase, Harts Barn, Royal Forest of Dean College), organising stalls and supporting the events by distributing information to parents.
- **Christmas:** For the past three years parents, staff, pupils and friends have been invited to share carols round the tree in the school playground. This has always been well attended with over 50 people joining together for this event in December 2011.
- **M.P.:** Our local M.P. visited the school in December 2010 to see our facilities and to talk to and answer questions from the children in Year 5 and 6. Pupils were invited to design a Christmas card for the M.P. and one Year 5 pupil's design was chosen for the card design.
- **Environment:** Children are made aware of their responsibility to the environment and regularly remove litter from the field used for sports as well as from the area surrounding the school.
- **Concerts:** The children take part in an annual 'Shine' concert at the Baptist Chapel along with other local schools. The purpose of the concert is to celebrate the talent of youngsters in the area. Children from St Anthony's sing, perform drama and play in the school orchestra. In order to provide children with a wider opportunity in music our orchestra has performed at the Music for Youth Festival in Cheltenham for the past two years.
- **Theatre:** We regularly attend productions by The Kings School in Gloucester including plays by Shakespeare and musicals such as Joseph and the Amazing Technicolor Dreamcoat. We like to support the Forest Theatre when they have productions suitable for primary aged children.
- **Local businesses:** The school receives help from local businesses in many ways. In 2009 a local company donated new signs to the school; building companies have donated time and materials to repair and

improve areas of the school and there is always a good response to requests for donations towards prizes for fundraising events. We use the local cinema and have been donated shelving for our Resource Room from a local shopkeeper. A local builder has offered help and advice as we plan our new outdoor learning area and a Forestry Commission Education Co-ordinator is also assisting us with this project. We are currently working with a local assaying company on the expansion of our facilities for practical science.

- **Links with charities:** The school has a long history of support for charities both home and abroad. Children are encouraged to give a small amount each week and special collections for emergency disasters are always well supported. The appeal for Haiti raised [REDACTED] and since 2009 we have sent money to national charities such as RNIB, Smile Train, County Air Ambulance, Barnados, James Hopkins Trust, Children with Leukaemia to name just a few. We support the British Legion Poppy Appeal by selling poppies in school. In addition, the school sends money to BBC Children in Need, CAFOD and Mission Together following special collections. We focussed our support for local charities in 2010 – 2011 as we celebrated the 50th anniversary of the founding of the school in the area. These initial donations have led to children giving practical support to a lunch club for the elderly by waiting on table and washing up. Since September 2009 we have raised over [REDACTED] for charity.

The school takes part in regular Early Years liaison meetings with other schools in the locality and is part of the cluster group of schools in Cinderford, Drybrook, Lydbrook and Ruardean.

The Head of Foundation Stage, [REDACTED], enjoys close relations with other Early Years settings in Cinderford and acts as Confirmer for those staff undertaking higher education.

The Reception teacher, [REDACTED], was instrumental in founding a discussion group for local Reception Class teachers at which new initiatives and best practice can be examined.

We enjoy strong links with St Peter's Catholic High School in Gloucester as well as other local secondary schools, both state and independent, that our children move on to when they leave St Anthony's. We are always pleased to welcome their staff to the school and have organised special evenings for our parents to meet them and learn about the opportunities available when their child leaves St Anthony's. We publicise events at local schools that are open to our pupils e.g. Sir Thomas Rich's School hold holiday activity sessions in sport and the arts.

We welcome trainee teachers to the school and are pleased to share our best practice with them. A recent PGCE student wrote the following after spending a day observing lessons in the school:

'I wanted to write and thank you wholeheartedly for the wonderful visit you gave me on Tuesday. It was an inspirational experience and I appreciate the effort everyone made to make me feel so welcome.

The school is a credit to the community and has extremely talented practitioners riving it. The information I collected has been extremely useful and I will keep you updated on the progress of my PGCE'.

As part of the consultation surrounding our application for free school status we have discussed our intentions with the secondary schools for which we act as 'feeder'. Principal amongst these is St. Peter's High School, whose [REDACTED], [REDACTED], writes:

"I am delighted to support your application for 'free school' status.

St Anthony's is a very important part of the Catholic education system in Gloucestershire. Over many years it has helped young people develop attitudes and values which have played a significant part in them achieving their potential, both academically and as people during their secondary education at St Peter's High School and Sixth Form Centre. It is a delight to have the school as part of the St Peter's Academy Partnership of Catholic Schools. As a free school it will continue to be part of our partnership and indeed the link will be even more enhanced as we endeavour to offer support where required and co-operation in terms of economy of scale that the High School is able to offer to its primary schools. The close working relationship that already exists with St Anthony's will be further enhanced in its free school development and it will also offer even more opportunities to the parents of the Forest of Dean to gain faith based education which at present is denied to a number of them as they simply cannot afford the fees for St Anthony's in the present economic climate.

Best wishes

[REDACTED] "

The Member of Parliament for the Forest of Dean, Mr. Mark Harper, has visited the school for discussions with the Board. His endorsement reads:

"Free schools are a welcome new option in our state school system. I fully support the bid by St Anthony's School to become a free school."

We have visited two of the neighbouring primary schools to discuss with the Heads the implications of our gaining Free School status and to examine ways in which we might effectively work together for the furtherance of education in the community. Both [REDACTED] – [REDACTED] & [REDACTED] – are supportive of our application and have suggested that a useful area of

co-operation would be in the sharing of children's work for the purposes of moderating and assessing levels. We will also be working with the other two schools in Cinderford to maximise the benefits for the town of St. Anthony's Free School.

██████████, ██████████, and ██████████ the ██████████ have met and discussed with Board members the advantages of St. Anthony's as a Free School, expressing firm support and inviting further discussion at a meeting of the full Town Council in March.

The Board has met with ██████████, ██████████, the local comprehensive, to discuss the implications of St. Anthony's as a Free School. ██████████ is broadly supportive of our education vision and has suggested areas of co-operation to help us in achieving this, including the use of after-school facilities at Heywood. Further discussions will be held at the next governors' meeting.

D8 Religious character

St Anthony's is a Roman Catholic Independent School that was established in 1960 by the Franciscan Sisters of the Immaculate Conception. For nearly 50 years Religious Sisters from the order have taught and managed the school. Although the ethos of the school, reflected in our Mission Statement (see below), is primarily to provide opportunity for children to learn Christian values and explore the Catholic faith, the school has a relatively small (23%) proportion of Catholic children attending.

The curriculum timetable allows approximately 1 - 1.5 hours per week for the teaching of R.E. Although this teaching will be primarily based on Christianity, children will also learn about other faiths through celebrations of festivals, the teaching of basic beliefs and the sharing of those beliefs with each other. Those who declare no faith will be included in all discussions to enable a variety of views to be heard.

St Anthony's has always welcomed those of all faiths and none and the diversity this brings gives the understanding and tolerance of others we want to promote. We currently have a Sikh child at the school and a Hindu child starting after Easter. In the past we have also welcomed a Rastafarian and a Jewish child. Parents of these children have given the ethos of the school and the expectation of high standards both in teaching and behaviour as their prime reason for choosing St Anthony's.

The ethos of St Anthony's school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families and it is a distinctive feature of St Anthony's that will continue. We are represented on the Church Pastoral Committee by a member of staff who is able to provide valuable liaison between the parish and the school.

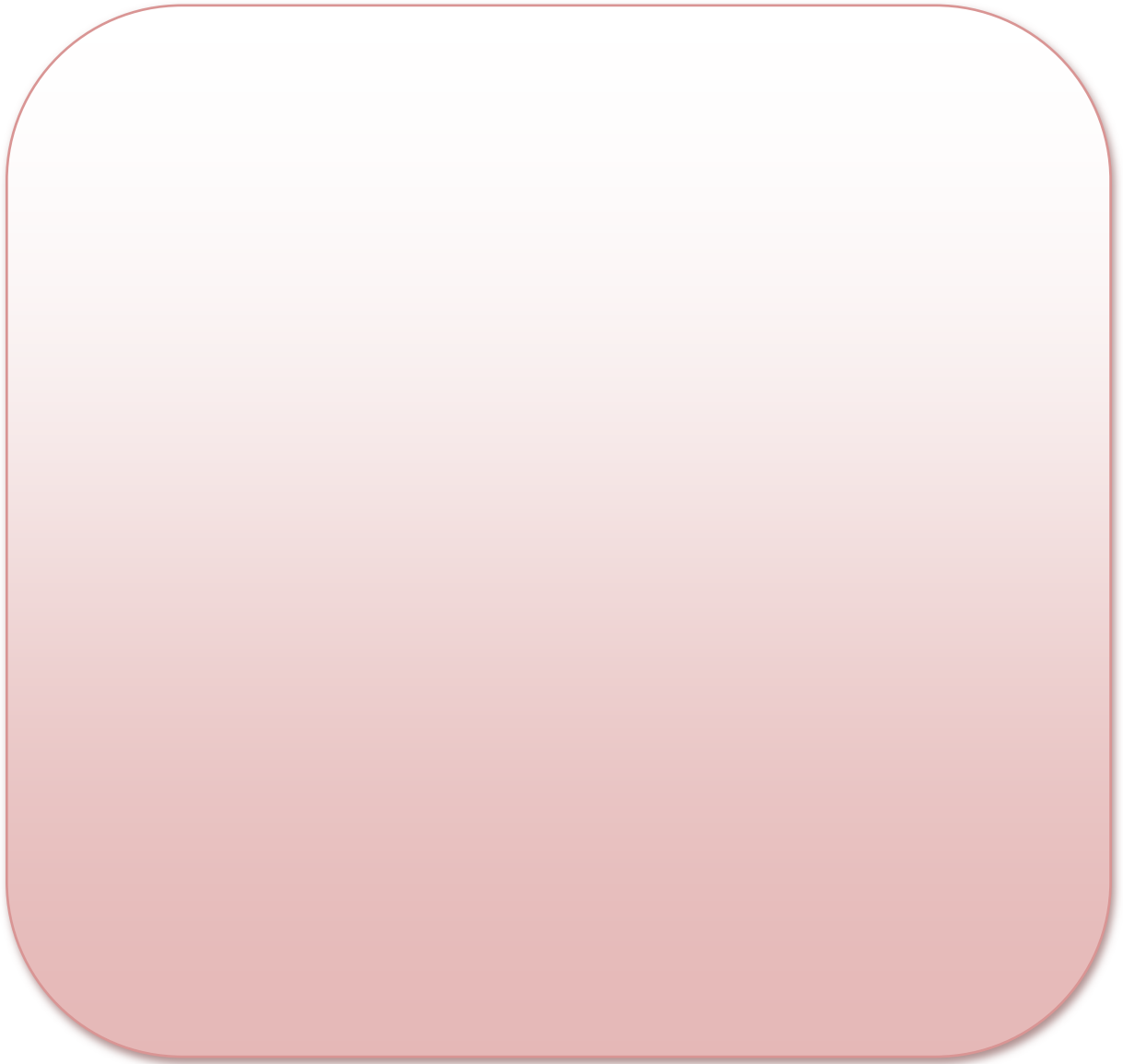
Roman Catholic children are offered separate instruction for their preparation for First Holy Communion, usually after school, and other Catholic children in the area also attend these classes.

We have ongoing links with Churches Together in Cinderford, an ecumenical grouping of all local churches.

Our own Parish Priest takes assemblies at least twice per term and the ecumenical 'Open the Book' team have recently agreed to come into school and present Bible stories in a dramatised way.

Those who currently send their children to St Anthony's and those who have expressed an interest through our marketing, do so because of the ethos and religious character of the school. We do not, therefore, anticipate a large number of parents withholding permission for their child to attend Mass or Assembly or asking to be excused from attending religious instruction but, for those who wish to be exempt from these, provision will be made of a quiet space for their own reflection and a supervising member of staff.

We will encourage children to enquire about and question faith issues and will respond to those questions with sensitivity and thoughtfulness. We will also encourage parents of differing faiths and none to discuss any concerns they have regarding the teaching of R.E. at St Anthony's either through meetings with class teachers or with the Head teacher.



Section E: Evidence of demand and marketing – part 1

The following table shows:

- A. Intended maximum capacity.
- B. Numbers on roll at present
- C. Number of children not at St. Anthony's but whose parents have expressed the intention to use the school if it becomes a Free School.
- D. Percentage of capacity.

(NB: these figures are based on expressions of interest received by 10th February 2012)

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	17	10	25	206%	17	17	20	218%
Year 1	17	9	21	176%	17	17	18	206%
Year 2	17	9	14	135%	17	17	13	176%
Year 3	17	10	8	106%	17	17	6	135%
Year 4	17	-	9	53%	17	17	1	106%
Year 5	17	6	5	65%	17	9	*	53%
Year 6	17	8	12	106%	17	11	*	65%
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	119	52	94	123%	119	105	58	137%

*By 2014 we will have absorbed into years 4, 5 and 6 all those children whose parents have stated their intention to use St. Anthony's if it becomes a Free School. However, we are confident that our continuing marketing campaign and the award of Free School status will result in these three year groups being filled to capacity.

The DfE guidelines for Applicants, 'Free Schools in 2013 – how to apply', state that for independent schools one of the assessment criteria will be 'popularity', with the expectation that the school will be 'at or near maximum capacity in terms of pupil numbers'.

Clearly, there is currently spare capacity at St. Anthony's School. However, it is our belief, based on the firm evidence which we have laid out in this document, that St. Anthony's is undoubtedly a popular school.

With no facilities for boarders, the catchment area of the school is necessarily circumscribed; the majority of our pupils are drawn from within a radius of six miles. This region, the Forest of Dean, is recognised as encompassing areas of significant deprivation (see section E2). This fact has been exacerbated by the current economic recession and has resulted in there being fewer recruits to the school as well as a number of parents having to withdraw their children *solely* on economic grounds.

The following representative quotations clearly indicate the high regard local people have for the education we provide and demonstrate that Free School status would enable us to deliver this service to a broader section of the community.

This quotation is from a parent whose children came to St. Anthony's in KS2 from another school:

"My eldest son attended St Anthony's school for his last two primary years and thoroughly enjoyed everything the school had to offer. So pleased were we with his progress that we made the decision to move his younger brother over to join him. Sadly, however, our financial circumstances changed so we had to make the difficult decision and removed [REDACTED] from the school.

I will always be grateful to St Anthony's for their high standards which without doubt helped with [REDACTED] educational journey and only sorry that finances had such a big part to play in not being able to offer [REDACTED] the same opportunity.

I wish St Anthony's the very best for the future and long may it continue to support the local community and beyond".
[REDACTED]

These quotations are from parents whose children attended the Nursery on a grant but who could not afford to put them into the main school:

"I would have had my [REDACTED] & [REDACTED] at St. Anthony's if it had been a Free School and I'm interested in my children attending if it becomes one."
[REDACTED]

"[REDACTED] really enjoyed St. Anthony's and we were delighted at the progress she was making. We were desperate to keep her at the school but we simply could not afford it."
[REDACTED]

Finally, a quotation from a parent whose child is currently attending the St. Anthony's Nursery.

"After looking at several nurseries in the area St. Anthony's stood out as being the one I liked the most... and I have also heard a lot of good things about the (main) school from other mothers. After joining the nursery , [REDACTED] is

coming on in leaps and bounds and can't wait to get there! I would love nothing more than to be able to send both [REDACTED] and my younger [REDACTED], [REDACTED], there (main school) if it became 'free school' as unfortunately we don't have the funds to send them otherwise."
 [REDACTED]

As well as the reasons given above to explain the current spare capacity at the school (deprived community and economic downturn) it should be noted that between 2005 and 2010 the number of children of primary school age in the Forest of Dean declined by more than 10% (source: GlosCC Needs analysis 2010 demographics – see appendix). (NB: this trend is reversing and primary school numbers are now growing: see section on Capacity & Capability).

See section E2 for further details of our marketing and ongoing engagement with the community.

To ascertain the demand for a Free School, forms were produced with the following wording:

Free School Application

For fifty years St. Anthony's School in Cinderford has been providing the children of West Gloucestershire with a first-rate education founded on strong teaching, high expectations, and sound pastoral and moral care. Now St. Anthony's School intends to apply for Free School status. This will enable us to bring education of proven quality to a much wider community. If you would like your child to attend St Anthony's please tick the boxes below, complete the details on the form and return it to:

[REDACTED], St Anthony's School, [REDACTED], Cinderford, Glos.

Do you support the ethos and objectives of St. Anthony's School?	
Were it to be granted Free School status, would St. Anthony's be your first choice for your child?	

Name:	Age of child/children:
Address:	Current Year Group of child/children:
Telephone number:	e-mail address (optional): We will use this address for keeping in contact with you.

Thank you for your interest

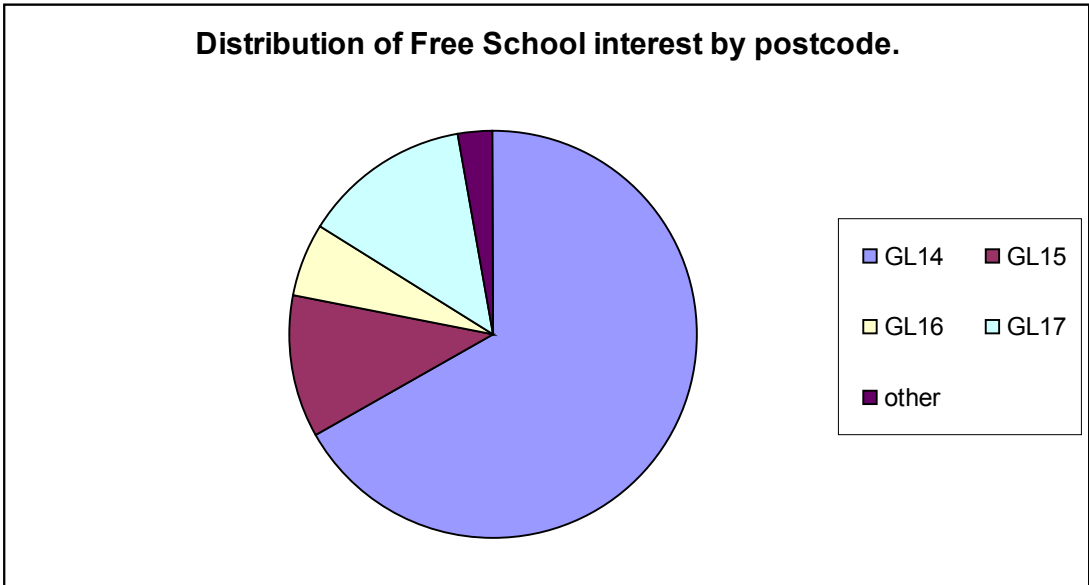
Interest in St. Anthony's as a Free School was solicited by:

- distribution of forms by existing parents.
- placing forms in Cinderford Nursery settings together with posters explaining our intentions.
- placing forms and advertising in local shops
- attendance at local events (eg: Food Fayre, Baby Show)
- advertising on the school website
- advertising on social media
- advertising in the local press.
- advertising in local churches and church magazines.

Expressions of interest: Geographical breakdown.

Figures show that the majority of parents who would send their children to St. Anthony's School as a Free School are from the target area of GL14; a total of **67%** (These figures show households *not* individual children, so the number of children involved is greater than is represented here). Note also that these are parents whose children are not currently at the school.

Postcode:	GL14	GL15	GL16	GL17	other
Number of households expressing interest in St. Anthony's as Free School:	70	12	6	14	3



Expressions of interest by location.



Map showing location of families of pupils not currently on the school roll who would use St. Anthony's if it were a Free School

Section E2: Evidence of demand and marketing

E.2.1 Growth of demand for primary school places in Cinderford

There was a national decline in primary school numbers between 2005 – 2010 (see appendix). Figures now show that the trend is reversing. The Department for Education states that:

By 2015, all regions in England are projected to have an increase in their primary aged population (aged 5 to 10) compared to 2010. This ranges from around 10 per cent in the South West, North West and North East to 15 per cent in London. (DfE Statistical Release OSR 02/2012)

More specifically, the news website 'This is Gloucestershire' takes Gloucestershire County Council data and reports:

'A huge jump in the birth rate ... means an extra 120 school places must be found in Gloucester this September – leaving council chiefs with a £600,000 bill.

Across Gloucestershire, more than 200 school places will have to be found.

Longer term forecasts reveal an extra 5,000 school places need to be found at primaries between and now 2015.'



Further corroboration of an impending surge in Primary school numbers is given by the website 'Straight Statistics':

'Live births in the county rose from 5,946 in 2005 to 6,730 in 2008. That's an increase of 13.2 per cent, against an increase for England and Wales of 9.7 per cent over the same period. (Data from Birth Statistics, England and Wales, various years.) But if we look at other counties in the South West, it's clear that although Gloucestershire showed an above-average increase in births in that period, it wasn't exceptional. In Wiltshire the increase was 12.1 per cent, in Cornwall and the Isles of Scilly 13.6 per cent. Somerset was close to the national average at 9.0 per cent, and Devon lower, at 7.2 per cent. The increase in Gloucestershire between 2005 and 2008 amounted to 784 extra births over the 2005 figure, an average of 261 per year.....

...the underlying data of increasing birth rates ought to be factored into government much more effectively. Nor have the increases stalled, as the 2008 and 2009 figures suggested. Live births in the UK in 2010 were (at 807,271) higher than any year since 1972. Almost all the increase over 2009 was in England and Wales'



This pressure on Cinderford primary schools is already becoming evident. In

the current round of primary school place allocations, Steam Mills School has received 64 applications for the 17 places available in the Reception Class in September 2012. Note that this is *before* any of the extensive housing development scheduled for the town (*below*) takes place.

Residential Development in Cinderford

Coupled with the predicted rise in the population of under 11s, and the consequent increase in demand for school places, there is to be significant expansion of the housing stock in Cinderford.

Eighty new dwellings have just been completed by Bloor Homes at St. Whites, within [REDACTED] of St. Anthony's School.

Furthermore, the Core Strategy Outline Development for Cinderford has now been signed off by the planning inspector on behalf of the Secretary of State. The first phase is for ninety-nine dwellings to be built by Kier at [REDACTED], within the town, with a projected completion date of October 2014.

The second phase is for a maximum of 175 dwellings as part of the Northern Quarter development. Tenders have not yet been received but it is expected that the work will be completed by 2017.

In total, the intention is for 700 new dwellings to be built by 2026.

In preparing this application we have liaised with the Cinderford Regeneration Board in order to identify future need for the St. Anthony's Free School. As stated elsewhere in this document, it is our intention to maintain class sizes at 17 pupils. If, however, demand for the school continues to rise the Board of Directors would consider expanding capacity by moving to a new site. [REDACTED], the [REDACTED], has stated that the CRB would be happy to assist us in finding an alternative site within the town.

We have also held discussions with [REDACTED], [REDACTED]. Our purpose is to work with her department in order to maximise our effectiveness in raising educational standards within GL14 and to assist the County Council in its forward planning. As part of our commitment to working with the community we shall be further liaising with [REDACTED], the Lead Commissioner for Schools, later in the term.

Our education vision is to bring higher standards of learning and behaviour to an area of economic deprivation. In order to fulfil this ambition we are working to involve parents from the less advantaged parts of the town.

We have used a variety of means to advertise our intention to apply for Free School status and explain the benefits of this move.

They include:

- distribution of forms by existing parents.
- placing forms in Cinderford Nursery settings together with posters explaining our intentions.
- attendance at local events (eg: Food Fayre, Baby Show)
- placing forms and advertising in local shops
- advertising on the school website
- advertising on social media
- advertising in the local press.
- advertising in local churches and church magazines.

Of these methods, the following were chosen as being particularly effective in reaching the target group:

- Social media – especially ‘Facebook’
- Advertising in and personal visits to local pre-school nursery settings
- Advertising in the local free press. The ‘Forest of Dean and Wye Valley Review’ is delivered free to every household in Cinderford.
- Advertising and leaving reply slips in ‘Ferndale Stores’, the convenience store at the heart of Cinderford’s biggest housing estate.

We will continue to advertise locally and will be holding a public meeting at the Football Club in Cinderford. We fully expect that interest in St. Anthony’s School will grow considerably once the next stage of the Free School process is achieved.

In summary:

The DfE document 'Free Schools – top tips for 2013 applicants' lists six criteria common to the strongest applications in the last round. We are confident that St. Anthony's School meets not most but *all* of these criteria and that the evidence presented in this application supports our view. The DfE criteria are:

1. An inspiring, aspirational, clear and succinct vision that clearly articulated the rationale for establishing the school and showed precisely what its ethos and key features would be, the community it would serve, its core curricular offer and how it would add to local provision.

In section C we have set out our intention to open up our school and broaden our intake, delivering a first-rate education to more children from the local community, including those from economically deprived areas who would hitherto have been unable to benefit from the high standards and improved life chances we offer. (See academic results sec)

The local secondary school, Heywood Community School, acknowledges that the levels of numeracy and literacy of their Year 7 intake are below national levels. St. Anthony's school would, as a free school, work in partnership with them and other local education providers to drive standards up at KS2 and thus contribute to higher achievements at KS3 and beyond. (Ref: Our Educational Vision)*

*(*Heywood Community School is a small comprehensive school in the heart of the Forest of Dean. The proportion of students known to be eligible for free school meals is above average as is that for those students with a statement of special educational needs...Students' attainment, although just below average on entry, is improving and is broadly average. Learning and progress are satisfactory...)*

Ofsted Oct 2010

As part of the Cinderford Regeneration Project, ninety-nine new dwellings are to be built by October 2014, with a further six hundred by 2026. As a free school, St. Anthony's would be an important provider of education for this increasing population.

2. A convincing education plan that showed how the vision and curriculum would be delivered in detail, what the approach to teaching and learning would be, and how the school would measure its own success in delivering high standards well above national norms for all its children.

As an established school, St. Anthony's has been delivering an effective, well-planned curriculum for many years. Details are given in Section D.

Our independence has enabled us to develop as we and the parents have seen fit: unconstrained by LEA directives, we can use those parts of the National Curriculum we judge to be effective and build on these or take another direction entirely in order to achieve what we want. These achievements are evident in the academic tables and in our success with less able children. (See section D4.1 and D 4.3)

3. Strong and verifiable evidence of demand from local parents confirming they would choose the proposed school for their children, to a point where the school would be oversubscribed or at full capacity in its first year of operation.

The demand for places at St. Anthony's, were it to be granted Free School status, is shown in section E1. As we have stated, the data clearly shows that the school would be oversubscribed by 123% in its first year of operation and by 135% in 2014. (NB: figures calculated on February 10th 2012 - the school continues to receive expressions of interest from local parents and we fully expect the level of over-subscription to rise significantly as we work with the DfE towards the opening of a Free School in September 2013)

4. The commitment of experienced educational professionals – particularly existing head teachers or school leaders, Future Leaders and Academy sponsors to lead the project through opening and beyond. A breadth of professional experience in the proposed governing body, particularly in areas of financial management, HR and project management.

Section A Page 7 confirms that three Directors of the new free school have proven track records in [REDACTED]; [REDACTED] works as [REDACTED]; [REDACTED] is [REDACTED]; [REDACTED]. He also served as [REDACTED] before retraining as a [REDACTED].

At the end of the company's financial year, June 2011, the board and management had worked together to reduce school expenditure against forecast by 7%. (See also point 5 below and section G)

Two directors, [REDACTED] & [REDACTED], have between them over [REDACTED]. [REDACTED] (see Section F)

As well as managing resources, parents and staff in her capacity as [REDACTED], [REDACTED] also [REDACTED], and acted as [REDACTED] for the project.

Four of the teaching staff - [REDACTED], [REDACTED], [REDACTED], [REDACTED] – have each worked in [REDACTED] and bring to the role strong commitment and a wealth of experience which combine to deliver effective and inspiring teaching. The other two members of the core team – [REDACTED] and [REDACTED] – are no less committed and strengthen the teaching with their specialist skills and enthusiasms.

The efficacy of the teaching staff is clearly shown by the academic results (see section D4)

5. Robust financial plans consistent with the plans set out elsewhere in the application, demonstrating that costs and expenditure had been clearly thought through in detail and that the school would be financially sustainable in both the short and longer term.

The board of directors has been managing St. Anthony's School since January 2009; we envisage no difficulty in running a free school as a viable organisation, as is demonstrated by the financial plans (capacity and 90% capacity) laid out in section G.

6. Identified an available, viable and affordable site.

As a functioning school on an established site there is no requirement for further building and thus no cost implications. The proposed rent is reasonable and affordable (see section H). The premises were inspected by Partnership for Schools in June 2011 and there were no issues outstanding from that inspection. (See section H).

Evidence of economic deprivation

In 2007 The Forest of Dean Local Authority area was ranked 201 out of 354 Local Authority Areas in England. (*source: Indices of multiple deprivation 2007 Dept. for Communities & Local Government*)

More particularly, districts of Cinderford were ranked in the most deprived 10% for Education Skills and Training, and in the most deprived 25% for Income and Employment. In addition, Cinderford West was in the most deprived 25% nationwide in the category of multiple deprivation.

Avg weekly household income estimate ¹	Forest of Dean (004)	South West England.
Gross	£560	£630
Net	£470	£520
Net (equivalised before housing costs)	£420	£460
Net (equivalised after housing costs)	£350	£400

More recent figures confirm the evidence of deprivation:

Indices of Deprivation for 2010 (County ranking):

LSOA	Income deprivation affecting children	Education, skills & training	Income	Children & young people sub domain –
Cinderford [redacted]	105	50	124	56
Cinderford [redacted]	51	30	41	58
Cinderford [redacted]	41	14	18	19
Cinderford [redacted]	131	76	158	117
Cinderford [redacted]	82	51	71	61

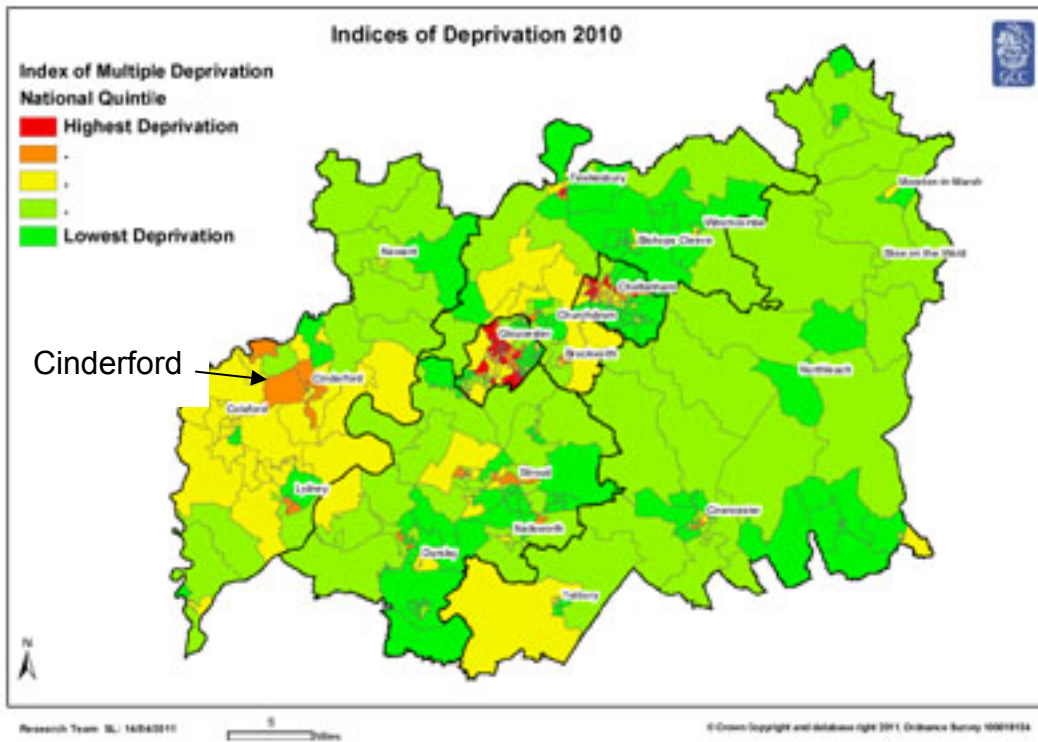
Ranked out of 367 where 1 is the greatest deprivation.

Top 10% 10% - 20%

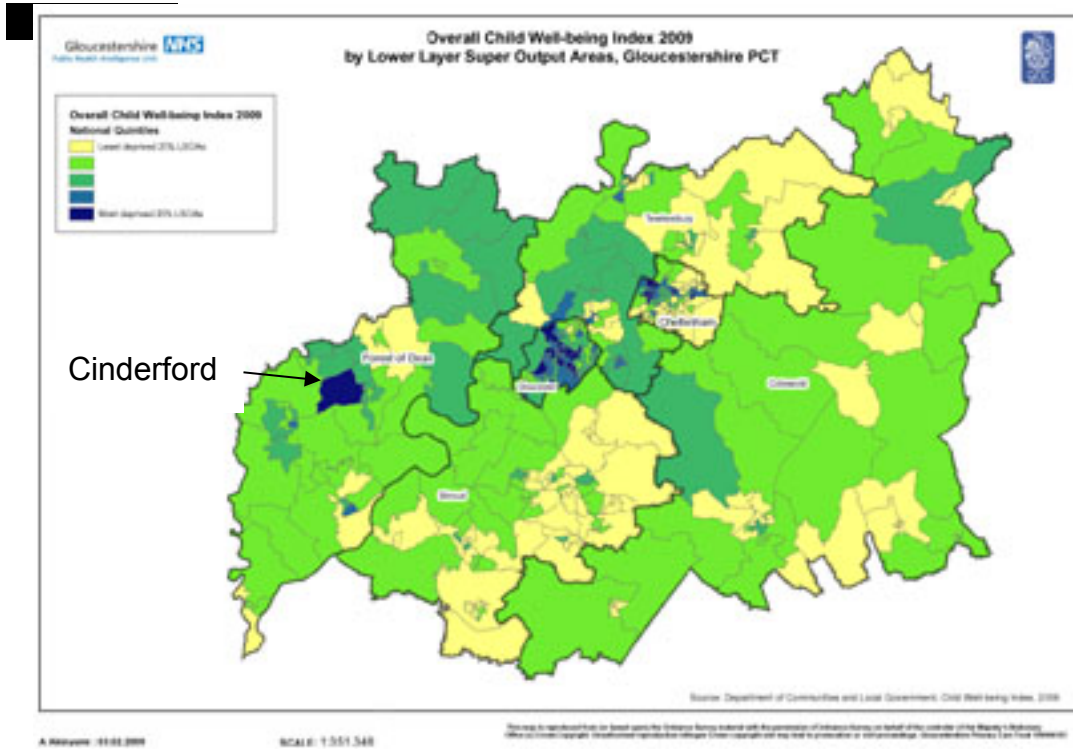
(*source: Dept. of Community & Local Government*)

¹ Period April 2007 – March 2008 (source: Office for National Statistics)

The following image shows the indices in map form



The following shows the child well-being index in map form



Cinderford has a relatively poor skills base with a higher than average proportion of the local working population having no qualification; more than 60% have no qualification or hold only Level 1 qualification.

The level of car ownership gives further indication of social deprivation: in the Cinderford ward this is 1.13 per household compared with 1.40 for the Forest of Dean as a whole.

Housing

At below 36% the Cinderford ward has the lowest levels of owner occupation in the district. It also has the highest levels of housing association or social landlord tenure. 9% of households are classed as 'overcrowded'²

It is the desire of the Board, and entirely in keeping with the ethos of the school, that the educational opportunities we offer should be made available to as wide a range of children as possible. At present we go some way to achieving this through the award of bursaries but these are necessarily limited by the need to keep the school viable. We are confident that, were we to be awarded free school status, a greater number of children from this economically deprived section of Gloucestershire would enjoy significantly enhanced life chances through having attended St. Anthony's School.

² Cinderford Northern Quarter Baseline Report, April 2009

E.2.2 Marketing

The Board and parents have learned a lot about marketing St. Anthony's School since the pilot structure of the School was put in place in 2009. We recognise that keeping the name of the school in the public eye is essential if we are to attract pupils and achieve our stated aims and we fully intend to continue this policy of active marketing as a Free School.

St. Anthony's school enjoys close links with the local press (including the free newspapers) throughout the Forest of Dean and into South Herefordshire. We have a volunteer press officer who manages a publicity budget to ensure optimum coverage for the school.

Activities include

- Advertisements. Specific (e.g. for an Open Day) or general. These are often timed to coincide with education features and key events throughout the academic year.
- Features. Articles with photographs to deliver news of what has taken place at the school (e.g. competition winners, concerts etc.)
- Advertising space in local parish magazines as well as with local businesses in Cinderford and the surrounding area such as the rugby club, cinema and nurseries.
- Our website () is an important part of our marketing strategy, being used to communicate with our existing parents and, of course, to give those not yet involved with the school an insight into the good work we do. We have increasingly found that new parents have looked at the website before coming to see the school.
- St. Anthony's School is also represented at local events which the Board and press officer consider would be effective in promoting the school and its message. We have an exhibition stand and display material, and have booked space at events such as the Forest Christmas Fair, the Monmouthshire Baby Show and the Forest Food Fair.
- Flyers and prospectuses are available and distributed by parents to neighbours and friends or issued on request to those enquiring about the school. These documents are reviewed once a year and updated if necessary.

Our best marketing tool is free: the parents and children. The school is supported by its parents and 'word of mouth' is our most powerful recruiting medium. Similarly, our children are a potent advertisement for our standards and achievements and draw praise when out in the community.

Procedure for Recruitment

An enquirer will first give contact details over the phone or by e-mail and will be encouraged to visit the school during a working day.

The visit will be conducted by a member of staff, usually the Head teacher, accompanied by, if possible, a KS2 pupil. At the end of the visit the parent will be given a prospectus and asked to register at the school.

If the parent cannot commit at the time then they will be given the prospectus and told that the school will contact them within the week to see if more information is required.

Details are kept on file and enquirers will be contacted at suitable intervals (according to stated circumstances) to encourage enrolment.

Section F: Capacity and capability

St Anthony's school has been providing an excellent academic and moral education since it was founded by the Franciscan Sisters of the Immaculate Conception 50 years ago. When the previous head retired in December 2008 it became clear that the Sisters could no longer sustain the school themselves and so a new structure was established by parents and staff, with the full backing of the Franciscan Sisters. Whilst this was done in advance of the Free Schools initiative the structure and the ethos of the school could hardly be better aligned to government policy

This structure has been in place in pilot form since spring 2009, governed by a registered charity (no. 1135857) working with the Franciscan Sisters. St. Anthony's is a unique collaboration between staff, parents and the Franciscan Sisters. It is staffed by qualified, experienced staff and succeeds in part because of the wide range of volunteers who selflessly give their time and expertise to support the smooth running of the school.

As already stated, staff and parents are committed to the Free School initiative and have offered time and expertise to ensure that the school will be ready for the opening of the Free School.

All staff, led by the leadership team, give a considerable amount of time in a variety of ways outside of school hours including attendance at Saturday Open Days and other events held at the week end and in the evening e.g. Gymnastics competition, music festivals, Parents' and staff group meetings.

A further example of this is the time spent by members of the Foundation Stage team who, along with parent volunteers, spent most of their summer holiday in 2010 painting walls and moving equipment to the new area in readiness for the September opening.

Volunteers also give time to help in many different ways, both in school with help in class and with practical support e.g. gardening and making cakes (see section F3 for further details)

We value this support and know that it will continue and increase as staff and parents work in partnership. As a Free School we look forward to drawing on the skills of a wider community.

Leadership Team

As a Free School, St. Anthony's will be run by a board of directors comprising 2 members of staff, 2 parents of current pupils at the school and the former [REDACTED]. (This is the same as the pilot structure, which has been in place since early 2009).

- [REDACTED] chairs the board. [REDACTED]
- [REDACTED] is the school's [REDACTED]. [REDACTED] knows every inch of St. Anthony's, having seen it develop over the course of her career, and relishes the opportunity to lead the school into a new partnership with the local community.
- [REDACTED] was [REDACTED] and [REDACTED]. [REDACTED] has a successful career, has held a number of directorships and started up and run successful businesses.
- [REDACTED] teaches [REDACTED] selflessly commits his boundless energy to inspiring pupils across a range of activities including science (in which he had a successful career before coming to teaching), chess and a plethora of performing arts.
- [REDACTED] served for the maximum permissible term as [REDACTED] and has many years' experience in education having [REDACTED] both in the UK and Africa.

In addition, [REDACTED] is a vital part of the leadership team. [REDACTED] runs the [REDACTED], is [REDACTED] and [REDACTED]. She is incredibly highly regarded by the parents of pupils who have the benefit of her expertise.

Collectively the leadership team has a broad and deep range of experience in education and commercial sectors. Above all, they behave as a team, sharing experience and views to come to decisions in the best interests of pupils and the long term future of the school.

Further details of the qualities the leadership team brings are provided below.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

F.1.1: Educational Expertise

St. Anthony's currently employs 7 qualified teachers (including one part-time) and 3 teaching assistants. We also accept trainee teachers and trainee teaching assistants from the University of Gloucestershire and Gloucester College.

Qualified teaching staff are spread across the main school (years 1 to 6) and the foundation stage (comprising Nursery and Reception). If we achieve Free School status, all eligible members of staff will have continuity of employment under TUPE. The teachers of the Reception Class to year 6 (including the Head Teacher) will be employed by the Free School and we will also employ 1 additional teacher and a part-time administration assistant. Those members of staff working with the existing Foundation Stage will transfer to the company which will run this operation going forwards.

Teaching staff are:

- [REDACTED]. [REDACTED]. [REDACTED] also teaches Year 1 science each week and provides cover for absence throughout the school (see above for full details of training and expertise).
- [REDACTED]. [REDACTED] (see above for full details of training and expertise).
- [REDACTED]. [REDACTED] (see above for full details of training and expertise).
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

All members of staff and all members of the Board and Leadership Team have been consulted and involved with the decision to apply for Free School status; all are in favour and all have expressed their commitment to the ethos and aims of the project.

F2: Financial Expertise

Financial management at St. Anthony's is taken seriously and managed professionally by the Board, supported by the services of a local accountancy firm. Three members of the board have a [REDACTED] background (including [REDACTED] who, in his professional life, [REDACTED], [REDACTED] who has

held a number of Directorships and has also managed annual budgets of over £10m and [REDACTED] was, until 2010, was [REDACTED], [REDACTED].

Each year the Board sets an annual budget based on the performance over the previous year and operational and investment plans for the forthcoming year. Once formally adopted this sets the baseline and the Head teacher is given day to day control of the schools finances. Investment decisions and departures from the agreed budget are raised at Board meetings which take place each half term. Board meetings also examine a report produced by our accountant showing the year to date financial performance, and review forecast income and expenditure for the remainder of the year in order to ensure that the forecast and budget for the year are appropriate for any changes in circumstances.

Accounts for the school are currently audited annually by the Franciscan Sisters' auditors.

As a Free School our financial process will continue and we will change our Financial Year dates to run from April to March rather than the current system of July to June. We have already held discussions with our accountant on this and we are confident that the necessary process enhancements can be implemented swiftly and efficiently. We will appoint an independent auditor to audit the accounts annually.

It is our intention to include an annual financial report to parents and staff during a Parents' and Staff group meeting.

F3: Other Relevant Expertise

St. Anthony's benefits from expertise from members of staff directly employed by the school, services bought in and work carried out by our many volunteers.

We are in the process of introducing an annual skills audit across these groups to understand any areas where we need to bolster our skills either by mobilising additional resources or by training our existing resources. The skills audit covers the areas listed in the table below.

Health & Safety	Financial Planning
Presentation & Training	Contracting Services
Mediating	ICT
Strategic Planning	Marketing
Research	Project Management
Languages	Public Relations
Art & Design	Human Resources
Legal Knowledge	Listening
Innovation	Communication
Key Stage 1 and 2 curriculum / (Primary Schools)	Keystage 3 and 4 curriculum / (Secondary Schools)
School financial management	Obtaining Best Value
Personnel Management <ul style="list-style-type: none"> • General • Performance management • Recruitment/interviewing 	Equal Opportunities
Awareness of sources of information about the school	The strengths and weaknesses of the school
The short and long term priorities of the School	Special Educational Needs
School buildings and maintenance	Health & Safety: legal responsibility and Policy
The Ofsted Inspection Process	Extended Services
Safeguarding Children	

Currently, St. Anthony's buys in services including:

- Education services such as an Educational Psychologist.
- Accountancy services which are provided by a local firm of accountants (██████████) along with payroll and book-keeping services.
- Legal advice provided by a local firm of solicitors (██████████). We also receive informal legal advice at no cost from a ██████████ at the school who has over ██████████.
- ICT support, currently provided under a contract with ██████████, who provide specialist ICT support to schools. We have worked successfully with ██████████ for ██████████. We have also held discussion with St. Peter's Catholic High School in Gloucester who have offered St. Anthony's access to their in-house ICT expertise and procurement

contracts.

- Repairs and maintenance, largely provided by a local contractor who provides part-time services to us under a contract that has been in place for 2 years.
- More substantial repairs and building work is put out to tender and managed in accordance with public sector procurement rules.

In addition to paid staff, the school benefits from the active participation of experienced volunteers across a range of activities who spend around 100 hours per month in maintaining the building, supporting staff and fundraising. All regular volunteers who have direct and sometimes unsupervised contact with children have an enhanced CRB.

Whilst the school is not dependent on volunteers, they greatly enhance school life and create a real sense of involvement and of community. Services provided by volunteers include:

- Financial, legal and other professional expertise (almost all of the financial and legal work to set-up the pilot structure and apply for Free School status has been done on a voluntary basis)
- Fundraising (typically over ██████████ each year).
- Marketing. A group of parents, with the support of a board member ensure the school is visible in the local press, at local events, distribute leaflets via local businesses and manage our online presence on the web and Facebook.
- Playground & lunchtime duties, assisting the member of staff on duty in the playground.
- Class educational visits either locally or further afield.
- Hearing children read during the school day.
- Additional sports expertise (one parent, an RFU rugby coach has offered to teach rugby during P.E. lessons).
- Assistance with Art and Craft lessons.
- Cooking with individual classes and small groups.
- Maintaining the school building & grounds i.e. gardening and painting.
- ICT. Setting up and maintaining the school's ICT equipment in order to help keep external support costs to a minimum.
- Maintaining and updating the School's website.

In addition, an average of 23 parents have spent 3-4 hours each at school during Open Day events serving refreshments and acting as parent guides alongside our Year 6 pupils.

Although some parents are able to help on a regular basis i.e. one session every week, there are many others who offer help on an occasional basis for special projects e.g. educational visits, whole school science day.

The Fundraising Friends meet at least twice per term to plan fundraising and social events for the staff, parents and children. These events usually provide over ██████████ per annum for equipment and resources.

Since January 2011 they have:

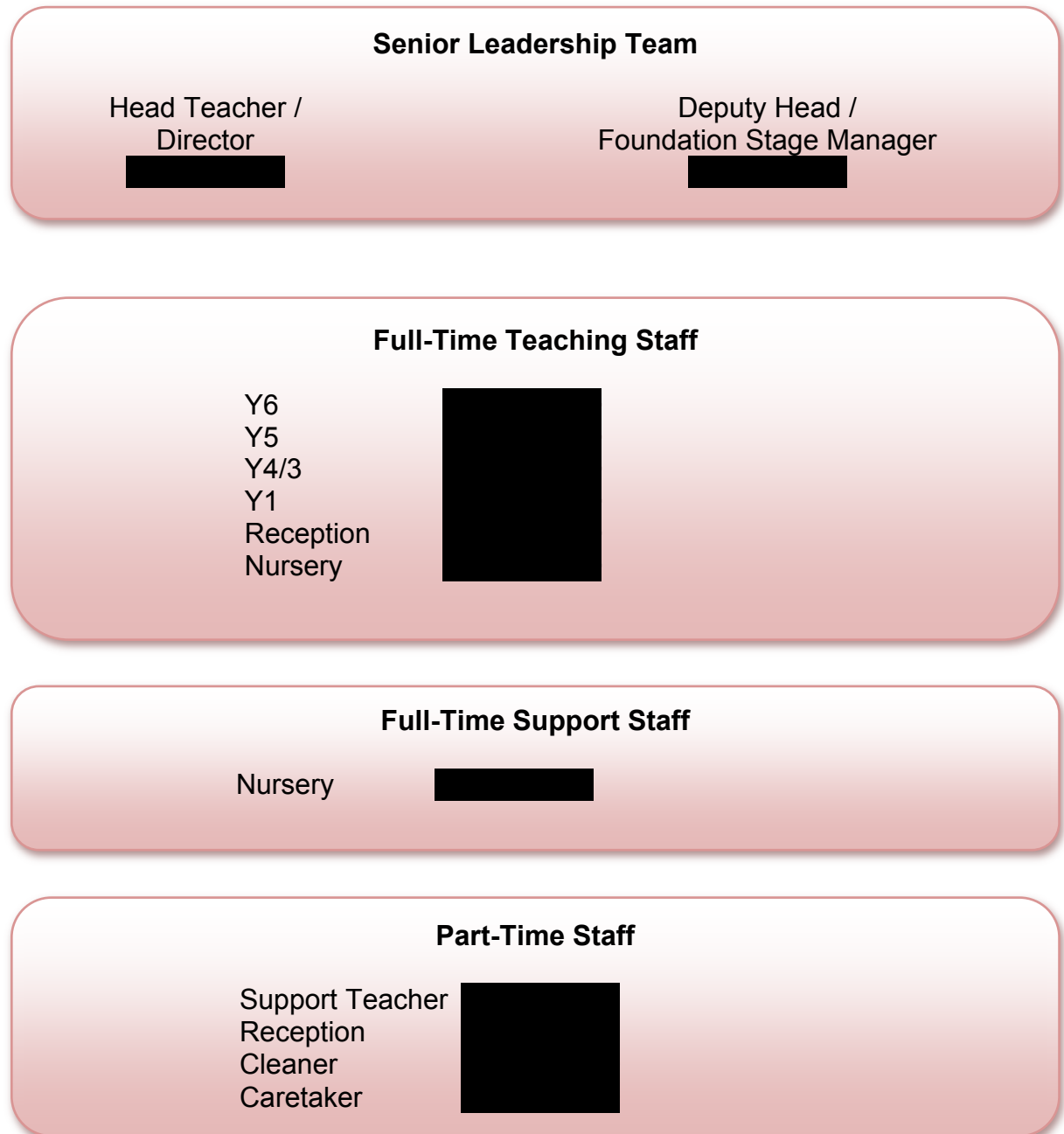
- Arranged textile collections that help people in the third world as well as raising funds for the school.
- refurbished markings and large information signs for the playground.
- organised a family fun quiz trail and dog walk.
- held Easter and Summer Raffles.
- purchased four new computers for classes.
- replaced History and Geography DVDs.
- organised stalls and refreshments at Sports Day.
- organised and run the Autumn Fayre, involving local businesses as stallholders.
- cooked and served Christmas lunch for children and staff with presents for the children.
- provided refreshments for Open Days and 'Carols around the tree'.
- held a Family Beetle Drive.
- purchased new football kit.

Their project for this year is to refurbish an area at the front of the school, with advice from the Forestry Commission, which will become an outdoor learning area complete with planting boxes, a pond and outdoor log seating. This is in response to children's ideas expressed through the School Council.

The school has an active Parents' and Staff group, which meets each term. This meeting is open to all parents and staff and usually draws around 20 people to each meeting.

F4: Staffing Structure

The existing Staff Structure for St. Anthony's is shown in the figure below.



As a Free School all members of staff will have continuity of employment and we will also recruit an additional full-time teacher (assumed to be M2 grade) in order to have a dedicated full-time teacher for each year Group.

Historically, the allocation of staff to classes is reviewed every 3 to 5 years in order to keep the teaching experience fresh for pupils and stimulate staff with new challenges. This was last done in 2010 and we would envisage a further review when the new member of staff is recruited.

Staff are appointed as far as possible as coordinators for subjects where they have particular knowledge and expertise. To implement our education vision, we have members of staff who are specialists in R.E., music, science, P.E. and history and their strengths are used to support other staff through mentoring and advice. In addition, those with experience in areas such as Art and Design, Geography or ICT are encouraged to share knowledge and give advice and support to their colleagues.

Responsibility for Mathematics and English is shared between the Head teacher and members of staff with knowledge and experience of leadership in these important subjects.

In addition to utilising the current strengths of the staff in subject areas, we will be conducting a skills audit among staff members to ascertain areas for training and development in the next academic year and to inform our decisions when appointing new staff in the future.

F5: Recruiting Principal Designate, Other Staff and Governors

If St. Anthony's achieves Free School status the existing Principal will continue to manage the day to day running of the school, backed by the support of the Leadership Team described earlier in this section (see section F – Leadership team and F1.1 Educational expertise).

We will continue to expand links with local schools and develop partnerships for mentoring and training.

The members of the board are also committed to the school for the foreseeable future and we will also be seeking to recruit additional Governors from the local community, alumni of the school and their parents.

All existing teaching and support staff are enthusiastic about the opportunities the Free School initiative brings and all will have continuity of employment under TUPE regulations.

As the school roll will be expanded we will be seeking to recruit one additional full-time, qualified teacher at M2 grade in order to ensure we have a dedicated member of staff for each year group. This will be done in line with our existing recruitment policy and will make use of the [REDACTED]. The recruitment process will begin in January 2013 with a view to employment commencing from September of that year. Our current part-time teacher, [REDACTED], has indicated that she will work full-time for a year if this will help ensure a smooth transition to the Free School structure.

F6: Governance

The Governance of St. Anthony's is run collaboratively between staff and parents under the guidance and sponsorship of the Franciscan Sisters. Governance at St. Anthony's is practical and pragmatic with decisions taken based on due consideration of evidence and the recommendations of qualified experts.

Since taking over day to day responsibility for the school early in 2009 governance has operated as follows:

- The board meets each half term with a formal agenda and papers for discussion published a week in advance. Meetings typically last around 2 hours. Minutes are taken and circulated electronically for agreement within a week of the meeting taking place and these minutes are the record of decisions taken by the board. The agenda typically comprises:
 - Formal agreement of minutes from the previous meeting.
 - Finance (year to date performance against the agreed budget, estimate for the remainder of the year and decisions on any variances).
 - School update (including an update on the key performance indicators, matters needing board decisions or endorsement, strategic planning and informal discussion on the morale of staff, parents and pupils).
 - Policies. We have a published review cycle for policies and typically around 5 are circulated for revision and endorsement.
 - Investments and Maintenance covers decisions on expenditure on the school building, fixtures & fittings and equipment.
 - Any other Business.
- Parents and Staff meetings take place once each term. The board meets with staff first for a short briefing and question and answer session. Following this, a joint meeting of parents and staff takes place in the school hall. The format of this is an update from the chair of the board, an update from the Head teacher and a question and answer session in which parents are able to raise any queries that they may have and put forward ideas for the future. Minutes are taken and any actions arising are progressed either by the Head teacher, the board, Fundraising Friends or a specific group of volunteers formed for a given task.
- An annual presentation takes place in September each year. This is an opportunity for the board to present its plans for the year and also provides an opportunity for new parents to meet the board and other parents of pupils in the school. We usually find that both Parents and Staff meetings are well attended, generate some excellent ideas and bring forward enthusiastic volunteers able to progress them.

- St. Anthony's Fundraising Friends is a group of around 12 volunteers which meets regularly and progresses a range of initiatives to raise money for the school. Fund raising events raise over [REDACTED] each year which is used to fund equipment, materials projects and activities in addition to the school curriculum. Fund raising events are enthusiastically staffed by volunteers and well attended by those with a direct interest in the school, as well as members of the local community.

In addition to the regular heartbeat of formal meetings, the board progresses ad-hoc matters as they arise. Discussions are held face to face, by conference call and e-mail to ensure proper consideration is given to the matter at hand. Decisions are documented at the time they are made and taken forward to the next board meeting to ensure they are captured as part of the governance records of the school.

The board often has to make difficult decisions and we find that the governance structure and commitment of the individual board members makes this possible. To date it has been possible to reach unanimity on all decisions by open discussion and, where necessary creating compromises which balance the needs of parents, staff and the Franciscan Sisters.

We have been using the following table as a guideline since 2010 as to where decisions should be taken. This is not prescriptive as, for example, the Head will often ask other members for advice on a particular topic. One guiding principle that remains immutable is that parent members of the board leave decisions on educational matters to those on the board who are qualified to take them.

Key	✗ Function cannot be legally carried out at this level
Level 1 Decision made by the board	✓ Recommended levels or where law assigns specific responsibility
Level 2 Decision made by the board with advice from Head	□ (Blank). Action could be carried out at this level but not generally recommended
Level 3 Decision delegated to Head	* Functions which the whole governing body must consider
Level 4 Decisions made by Head	

No.	Action Sheet Tasks	Level 1	Level 2	Level 3	Level 4
	School Budgets				
1	To approve the first formal budget plan each financial year*		✓	✗	✗
2	To monitor monthly expenditure			✓	
3	Miscellaneous financial decisions (e.g. write-offs)		✓	✓	
4	To investigate financial irregularities (head suspected)	✓	✗	✗	✗
5	To investigate irregularities (other suspected)		✓	✓	

No.	Action Sheet Tasks	Level 1	Level 2	Level 3	Level 4
6	To enter into contracts (above set financial limit)		✓		
7	To enter into contracts (below set financial limit)			✓	
8	To make payments		✓	✓	
	Staffing				
9	Head teacher appointments (selection panel)*	✓	✗	✗	✗
10	Deputy appointments (selection panel)*	✗	✓	✗	✗
11	Appoint other teachers (board may, if they wish, be involved in the selection panel)		✓	✓	✗
12	Appoint non-teaching staff (board may, if they wish, be involved in the selection panel)		✓	✓	✗
13	Pay discretions (the head should not advise on his/her own pay)		✓		✗
14	Establishing disciplinary /capability procedures		✓		✗
15	Dismissal (head) NB board must act through Dismissal Committee*	✓	✗	✗	✗
16	Dismissal (other staff) NB board must act through Dismissal Committee	✗	✓	✗	✗
17	Suspending head	✓	✗	✗	✗
18	Suspending staff (except head)		✓		✓
19	Ending suspension (head)	✓	✗	✗	✗
20	Ending a suspension (except head)		✓	✗	✗
21	Determining dismissal payments / early retirement		✓		
22	Determining staff complement		✓		
23	Agree which external bodies should have advisory rights	✓		✗	
	Curriculum				
24	Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s)		✓		✓
25	To draft curriculum policy			✓	
26	To implement curriculum policy				✓
27	To agree or reject and review curriculum policy		✓	✗	✗
28	Responsible for standards of teaching				✓
29	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)				✓
30	Responsibility for individual child's education				✓
31	Provision of sex education - make and keep up to date a written policy*		✓	✗	✗
32	To prohibit political indoctrination and ensuring the balanced treatment of political issues*		✓		✓
33	To draw up a charging and remissions policy for extra curricula activities.	✓			

No.	Action Sheet Tasks	Level 1	Level 2	Level 3	Level 4
Performance management					
34	To establish a performance management policy		✓	✗	✗
35	To implement the performance management policy		✓		✓
36	To review annually the performance management policy		✓	✗	✗
Target					
37	To set and publish targets for pupil achievement		✓	✗	✗
Exclusions					
38	To decide a discipline policy*		✓	✗	✗
39	To exclude a pupil for one or more fixed terms (not exceeding 45 days in total in a year) or permanently	✗	✗	✗	✓
40	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 5 days in total in a term or would lose the opportunity to sit a public examination. NB. The board must act through their pupil discipline committee		✓	✗	✗
41	To direct reinstatement of excluded pupils	✓	✗	✗	✗
Admissions					
42	To consult annually before setting an admissions policy in conjunction with statutory guidelines*		✓	✗	✗
Religious Education					
43	Responsibility for ensuring provision of RE in line with school's basic curriculum and statutory requirements		✓	✗	✓
Collective Worship					
44	The Head teacher shall ensure that all pupils take part in a daily act of collective worship. The governing body also has similar duties.		✓	✗	✓
45	Arrangements for collective worship (foundation schools of religious character, VC or VA schools)*	✗	✓	✗	✗
Premises					
46	Buildings insurance - board to seek advice where appropriate		✓		
47	Strategy (including budgeting for repairs etc.) and Asset Management Plans		✓		
48	To ensure health and safety issues are met		✓		✓
49	To set a charging and remissions policy*		✓	✗	✗
School Organisation					
50	To draw up instrument of government and any amendments thereafter*	✓		✗	✗
51	To draft a school Action Plan following OFSTED		✓		

No.	Action Sheet Tasks	Level 1	Level 2	Level 3	Level 4
	inspection and distribute copies to parents				
52	To set the times of school sessions and the dates of school terms and holidays except in community and VC schools where it is the LEA*		✓	✗	✗
Information for Parents					
53	To hold an Annual Parents' Meeting		✓	✗	✗
54	To approve & distribute the Annual Parents' Report		✓	✗	✗
55	To provide information to be published by governing bodies (in so far as approval of the school prospectus)*		✓	✗	✗
Governing Body Procedures					
56	To ensure provision of free school meals to those pupils meeting criteria			✓	✗
57	Adoption and review of home-school agreements		✓	✗	✗
58	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body*	✓	✗	✗	✗
59	To appoint and dismiss the clerk to the governors	✓	✗	✗	✗
60	To hold a governing body meeting once a term, or a meeting of the temporary governing body as often as occasion may require*	✓		✗	✗
61	To appoint and remove co-opted, including temporary additional co-opted, governors*	✓		✗	✗
62	To set up a Register of Governors' Business Interests		✓	✗	✗
63	To approve and set up an Expenses scheme		✓	✗	✗
64	To discharge duties in respect of pupils with special needs by appointing a "responsible person" in community, voluntary and foundation schools		✓	✗	✗
65	To consider whether or not to exercise delegation of functions to individuals or committees*	✓		✗	✗
66	To regulate the board's procedures (where not set out in law)*	✓		✗	✗
67	To review at least once a year the establishment, terms of reference and membership of committees, including selection panels*	✓		✗	✗
68	To consider and take a decision on whether or not to delegate functions to an EAZ Forum*		✓	✗	✗

Section G: Initial costs and financial viability



Section H: Premises

St. Anthony's operates in an existing school building, which needs no capital expenditure for it to become a Free School. This was confirmed by Partnerships for Schools, when they visited in June 2011. The report summary noted: *"Existing school in satisfactory condition with no work required. Disability access to parts only, but will be difficult to provide given the nature of the building and will need to be managed operationally. Negotiation of the lease with the convent (or purchase) is the key premises issue."* The Franciscan Sisters own the Freehold for the property and they are prepared to rent the building at or below market rent in order to support St. Anthony's as long as there is a need for the building.

The existing building has grown from humble beginnings since it was bought by the Franciscan Sisters 50 years ago, evolving from a converted house and expanding as neighbouring properties were bought and converted. The school is set on a half-acre site and the building itself has a gross external floor area of around 15,500 square feet. It benefits from all mains services, is centrally heated and well maintained. In summer 2010, building work was undertaken (funded by a [REDACTED] capital grant from Gloucestershire Council) to enhance the Foundation Stage facilities and better delineate these from key stage 1 and key stage 2.



aerial photo taken from google maps

The building includes an approved wheelchair access toilet and an approved ambulatory disabled toilet. There is also wheelchair access to the hall. Given the nature of the site – [REDACTED], all on sloping land – we have made all the 'reasonable adjustments' required by the Disability Discrimination Act 1995. Our access policy has been reviewed and praised as an exemplar by the LEA Area Senco, [REDACTED].

The site comprises the following accommodation:

Building 1	Lower ground floor	Part glazed reception Entrance hall Head teachers office Administration office Deputy Head's classroom preparation area Cloakroom with WC Kitchen Boiler Room
	Upper ground floor	Entrance porch Entrance hall Three classrooms dedicated to Nursery and Reception Disabled cloakroom with WC Staff cloakroom with WC Children's cloakroom with WC
	First floor	Entrance hall Classroom Library/Classroom Store room Shower room Cloakroom with WC
	Attic	ICT suite Storeroom
Building 2	Lower ground floor	Entrance hall Assembly hall with stage Kitchen Female cloakroom with WC + First aid Male cloakroom with WC Three storerooms Boiler room

Building 2	Upper ground floor	Entrance hall Two classrooms Cloakroom with WC Cloakroom with connecting door to building 1
Building 3	First floor	Entrance hall Cloakroom with connecting door to building 1 Cloakroom with WC Two classrooms
	Lower ground floor	Entrance halls Music room Three cloakrooms with WC Storeroom Covered play area
	Upper ground floor	Entrance Porch Entrance hall Classroom Kitchen Cloakroom with WC
	First floor	Entrance hall Staff room Resources room Kitchenette Cloakroom/Storeroom Cloakroom with WC
	Second floor/Attic	Art/Science classroom

Our assessment of the premises against the net capacity guidelines (DfES/0739/2001 REV) indicates that each can accommodate 17 pupils per Year group without alterations to the fabric of the building. We estimate that the purchase of additional classroom furniture will be minimal. There is potential further to improve accessibility to the building and these form part of our future plans.

Likely Commercial Arrangements

In setting up the current pilot structure we were offered, in summer 2010, a 25 year lease for the existing school building by the Franciscan Sisters. A professional surveyor confirmed at the time that the lease is at a fair market rent and our solicitor reviewed the draft lease. Whilst no further discussions have taken place on the lease since summer 2010 we anticipate that finalising the lease would be straightforward for Partnerships for Schools.

As a Free School we will continue to use the existing premises, dividing the rent proportionately between the Free School and the Foundation Stage. The Franciscan Sisters have indicated that they would be prepared to offer a reduced rent for the building if this were necessary to help the Free School become established.

Other Facilities

In addition to the school building the school also benefits from:

- Two large playgrounds which form part of the half-acre school site. These have recently been updated with painted games and murals and also include outdoor furniture and play houses.
- An outdoor classroom which was created as part of the 2010 refurbishment of the Foundation Stage facilities.
- Access to a local playing field, owned by the Council. This is used for PE and after school sports clubs.
- Outdoor classroom and learning space (to be completed summer 2012)

Appendices

A: Accounts for the Year Ending 30th June 2010

St Anthony's School & Nursery
[REDACTED]
Cinderford
Gloucestershire
[REDACTED]
Income and Expenditure Account
for the Year Ended 30 June 2010

[REDACTED]

£

£

=====

B: Accounts for the Year Ending 30th June 2011

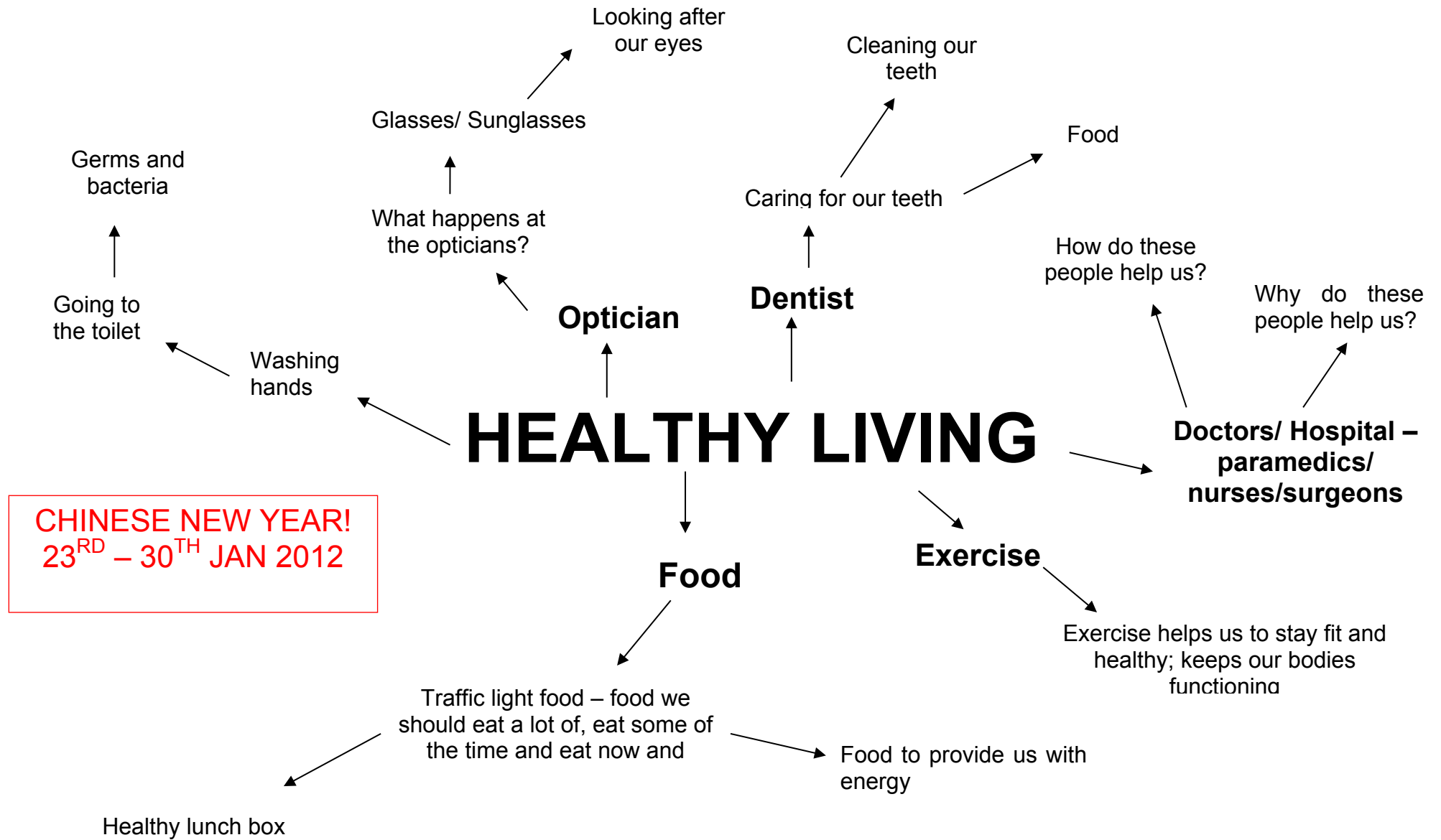
St Anthony's School & Nursery
[REDACTED] Cinderford
Gloucestershire
[REDACTED]
Income and Expenditure Account
for the year ended 30 June 2011

£

£

[REDACTED]

C. Example Reception Class Topic Grid



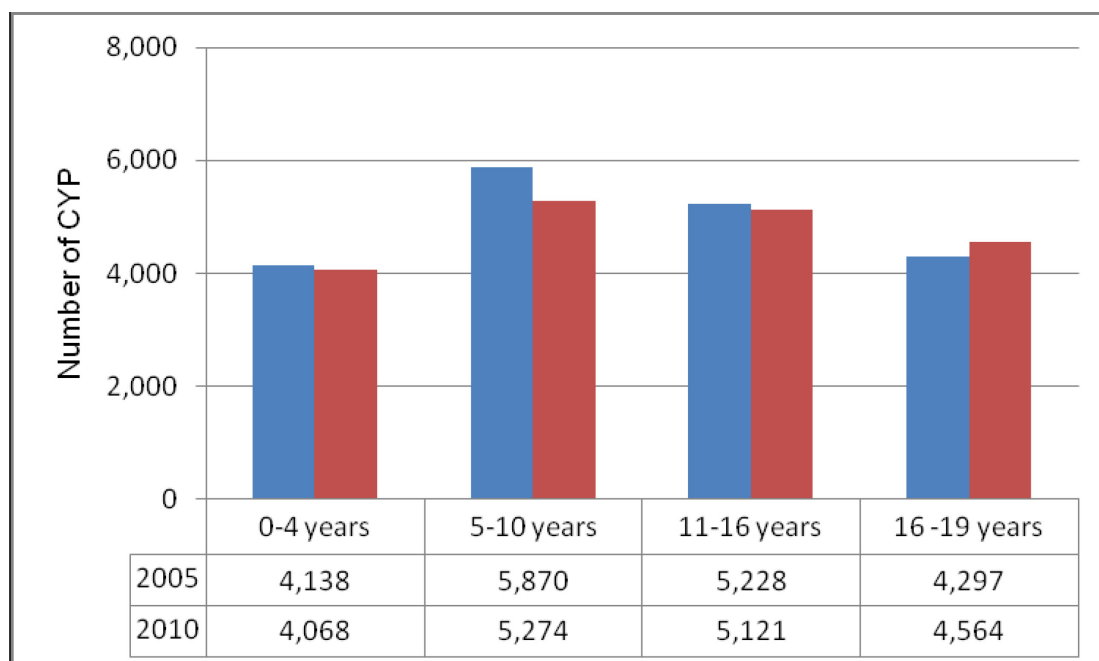
D. Gloucestershire County Council Needs analysis 2010 demographics.

Children and Young Persons Needs Analysis 2010 Demographics Strategic Information Team [Page 8]

Population changes 5-10 year olds.

District/County	2005		2010		% Change 2005-2010
	Number	% of population	Number	% of population	
County	41,182	7.15%	38,840	6.42%	-5.69%
Cheltenham	7,193	6.49%	6,872	5.91%	-4.46%
Cotswold	5,834	7.06%	5,332	6.27%	-8.60%
Forest of Dean	5,870	7.19%	5,274	6.25%	-10.15%
Gloucester	8,578	7.64%	8,574	7.01%	-0.05%
Stroud	8,250	7.50%	7,528	6.55%	-8.75%
Tewkesbury	5,457	6.98%	5,261	6.44%	-3.59%

Population changes 5-10 year olds - Forest of Dean



E. Policy for English as an Additional Language

At St Anthony's School all lessons are conducted in English. We recognise that some children do not speak English at home and will, therefore have some difficulty in communicating at school.

We have a small percentage of children in school who have English as an additional language but who are able to speak English and communicate effectively. In addition to our policy on teaching English throughout the school we recognise the need to adapt lessons for children whose command of English is limited.

Aims

- to encourage children to be confident and comfortable in the early stages of learning English;
- To encourage all children throughout the school to take an interest in any languages spoken by others;
- To provide additional support within the class and, when necessary, with 1:1 teaching to enable children to learn to speak, read and write in English;
- To provide support learning materials as required.

Teaching and learning

Class teachers will adapt and support each child's learning and ensure that effective communication takes place both with the child and with parents.

The SENCo will advise teachers and further support and training will be sought if it is deemed necessary.

Policy revised Autumn 2010

Next revision Summer 2013

Compiled by [REDACTED] (SENCo)

Approved by Head teacher

F. Policy for School Behaviour and Discipline

St Anthony's wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is agreed with the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the Code.

Aims

- To develop a behaviour policy, supported and followed by the whole school community – parents, teachers, children and governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self discipline, self respect and respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Code of Conduct

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- St Anthony's expects children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school buildings.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.

Incentive Scheme

A major intent of this policy is to encourage pupils to exhibit good behaviour;

this is reinforced with a system of praise and reward for all children.

St Anthony's the scheme is based on merit awards, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

The children are divided into four different houses. Children are awarded points for thoughtfulness, being helpful, good work, and other positive achievements. Each team's points are counted at the end of the week and the winning house announced in Assembly. A board shows the progress of all the houses throughout the school year. We hope that each member of a house will urge the others to try their best in every aspect of school life.

Star of the week certificates are awarded throughout the year, for example, when a child in Reception Class is able to dress him/herself for the first time, achievements in swimming. Incentive stickers are given and each class teacher gives oral and/or written praise.

Children may display their achievements, both in and out of school, in assemblies and on their own Star of the Week board in the hall.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, where necessary, their behaviour.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child.

Each case is treated individually. Generally children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include an oral reprimand and reminder of expected behaviour, loss of free time, (such as break times), moving in class to sit alone, writing a letter of apology, and loss of a responsibility.

If the unacceptable behaviour is persistent or recurring, parents become involved. Children will then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour. If the unacceptable behaviour still continues, the sanctions in the Exclusion Policy will come into force.

Policy revised Autumn 2010

Next revision Autumn 2012

Compiled by  (Head teacher)

Approved by (signature)

for and on behalf of the Board of Directors

G. Anti-bullying Policy

Definition

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'

EVERY CHILD HAS THE RIGHT TO RECEIVE HIS/HER EDUCATION WITHOUT INTERFERENCE/HINDRANCE FROM OTHERS.

Should bullying occur at St Anthony's, we will work as a Christian community to help both victims and bullies. We will ensure the continued safety of the victim and support the bully's attempt to improve this antisocial behaviour.

At St Anthony's staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, investigate, act
- Identify the bully/bullies. Obtain witnesses if possible. Advise the Head teacher.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at St Anthony's
- If they own up then follow the procedure outlined below and in the Behaviour and Discipline Policy
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts

- Separate discussions with parents of bully and victim

- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring of the situation by observing at playtimes/ lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying
- All incidents of proven bullying will be logged by the Head Teacher

In order to identify incidents of bullying and the identities of bullies, at St Anthony's we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, investigate, act
- Posters in school advertising these measures and dissuading children from bullying
- The Childline telephone number to be displayed clearly in school

This policy statement can only be effective if it is read on a regular basis. Therefore, it is important as a final commitment, to suggest that it be read at the start of each academic year, by all staff.

Policy revised Autumn 2010

Next revision Summer 2013

Compiled by [REDACTED] ([REDACTED])

Approved by (signature)
for and on behalf of the Board of Directors

H. Exclusions policy

In very extreme cases of unacceptable behaviour of a child, or if a serious incident occurs which involves danger or abuse to any child, the following procedure will apply

- 1 In the first instance, the class teacher or staff on duty will ascertain what has occurred and the child at fault will receive correction from the appropriate member of staff.
- 2 If the child persists with unacceptable behaviour, he/she will be sent or taken to the Head teacher who will reinforce the necessity of the school rules and the need for respect for other children.
- 3 Continued repetition of unacceptable behaviour will result in the child's name and incident being recorded in the incident book. The child's parents will be informed, the child's behaviour discussed and strategies agreed between parents and the school.
- 4 The school and parents will continue to work together to ensure that the child's behaviour improves.
- 5 Continuation of unacceptable behaviour after all of the above have failed will result in an exclusion period of one week from school.
- 6 Should all of the above steps fail and there are no signs of improvement in behaviour the child will be expelled from the school.
- 7 In the event of a very serious case of unacceptable behaviour, exclusion or expulsion will take immediate effect.

Policy revised Autumn 2010

Next revision Autumn 2013

Compiled by XXXXXXXXXX (Head teacher)

Approved by (signature)

I. Pastoral Care Policy

The Pastoral Care at St Anthony's School reflects our Mission statement. It is based on the Gospel values of love, care and understanding and is modelled on Christ's ministry and teaching. It is concerned with the individual needs of each person in the school community and includes the school discipline structure but is not synonymous with it.

Aims:

- To acknowledge and respect the unique worth and dignity of each individual.
- To encourage and praise the contribution which each person can make
- To cultivate trust and openness.
- To allow each person to grow and develop in his/her own way and at his/her own pace.
- To be sensitive to the personal, social, educational and religious needs and abilities of everyone in our School family.

To achieve these aims we will:

- Keep records of the academic and non-academic achievements of all children so that each child can be seen and valued as a whole person.
- Discuss with the parents on a regular basis the development and progress of their child and listen to and take note of what they have to say
- Discuss among the staff relevant points which will help deal with any learning or behavioural problems that may arise.
- Praise and encourage all contributions, no matter how big or small.
- Monitor, assess and refer children with special needs to the relevant authority so that the appropriate help can be obtained as soon as possible.
- Make every effort to comfort and reassure a child when he/she is worried about or experiencing a personal problem. Staff will also be informed so that they can be sensitive to and aware of the situation.

In addition to the above, we take a multi-agency approach, depending on the needs of each child. In particular, Health Authority agencies play a large part in the Pastoral care of every child; the Children in Year 6 and the Reception Class are routinely given sight and hearing tests and are weighed and measured by a visiting school nurse.

When necessary, guidance from educational agencies will be sought after discussion with the child's parents.

Policy revised Spring 2011

Next revision Spring 2014

Compiled by [REDACTED] (Head teacher)/[REDACTED] (Deputy Head teacher)

Approved by (signature)
for and on behalf of the Board of Directors

J. Child Protection Policy and Procedures.

Our ideal is to provide an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. Staff are made aware of the signs of abuse and are required to follow the child protection procedures if they have concerns.

St Anthony's recognises its legal duty to work with other agencies in protecting children from harm whether this is physical abuse, sexual abuse, emotional abuse or neglect.

At St Anthony's all staff (teaching and non-teaching) adopt an open and accepting attitude towards pupils as part of their responsibility for pastoral care. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

If staff have any concerns about a pupil which may indicate physical, sexual, emotional abuse or neglect, they must discuss these with the designated Child Protection Coordinator (██████████) who will contact the appropriate agencies (Police, Diocesan Child Protection Officer).

All staff have taken part in an introductory course on Child protection and are aware of the procedures for keeping a confidential written record of any incidents.

Our responsibility to provide a safe environment for the pupils at St Anthony's will be achieved by:

1. Excluding all known abusers.

- a) It will be made clear to applicants for posts within St. Anthony's School that the position is exempt from the provisions of the Rehabilitation of Offender's Act 1974.
- b) All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless it is felt that the applicant can be safely entrusted with children. Any adult employee or regular volunteer will be subject to a Criminal Records Bureau 'enhanced disclosure' check.
- c) No volunteers will be allowed to work with children unsupervised until the appropriate checks have been made and we are satisfied that they can be safely entrusted with children.
- d) We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has access to the children.

2. Preventing abuse by means of good practice.

- a) Adults, other than those with an enhanced CRB disclosure, will not be left alone for long periods with individual children or small groups, wherever practical or possible. An adult with an enhanced CRB disclosure who needs to take a child aside, for e.g. toileting or behaviour management, will leave the door ajar.
- b) Children will be encouraged to develop a sense of autonomy and independence, through adult support and making choices, and equipped with the skills needed to keep them safe thus enabling them to have the self-confidence and vocabulary to resist inappropriate approaches.
- c) Children will be made aware that there are adults in the school whom they can approach if they are worried and that any disclosures will be treated sensitively and action taken with the minimum of delay.
- d) We aim to establish a safe environment in which children can learn and develop; where pupils' worries or fears will be taken seriously and opportunity given through the curriculum, especially in PSHE to share these.
- e) We keep written records of concerns about children, even where there is no need to refer the matter immediately (see appendix - child protection report form).
- f) All records are kept securely, separate from the main pupil file, and in locked locations.
- g) We develop and then follow procedures where an allegation is made against a member of staff or volunteer (see appendix – allegation report).

3. Supporting abused children

- a) We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. The school will endeavour to support the pupil.
- b) The school ethos promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- c) The school will liaise with other agencies to support the pupil. These agencies include social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- d) Where a pupil on the child protection register leaves, their information is transferred to the new school immediately and the child's social worker is informed.

4. Parental responsibility

- a) Parents should always inform the school of any accidental bruising or other injuries that might be misinterpreted.
- b) Parents should also inform the school of any changes in home circumstances, which might lead to otherwise unexplained changes in behaviour.

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Compiled by [REDACTED] (head teacher)

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