

1 Applicant details



As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998. We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee	
Name: Cramlington Village Primary Ltd	
Company address: [REDACTED] Newcastle upon Tyne [REDACTED]	
Company registration number: 7575016	
Main contact:	
Name: [REDACTED]	
Address: [REDACTED] Newcastle upon Tyne [REDACTED]	
Email address: [REDACTED]	
Telephone number: [REDACTED]	
Members and Directors	
Please confirm the total number of (a) Company Directors (6) and (b) any other members of the Governing Body 0 appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.	
Name: [REDACTED]	Position: [REDACTED]
Name: [REDACTED]	Position: [REDACTED]
Name: [REDACTED]	Position: [REDACTED]

Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: [REDACTED] Position: [REDACTED]
Name: Position:
Name: Position:
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Yes
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School: Three directors have commercial links with other companies. [REDACTED] The company has provided leaflets and publishing advice to Cramlington Village Primary Ltd free of charge. [REDACTED] hope to tender for any future marketing needs. Future procurement will follow guidance issued from the DFE. [REDACTED] Little Angels Fun Club and Nursery Ltd (Company number 3767892). This is a company limited by shares which is the 'partner' childcare organisation. This company wishes to work in partnership with the new school to provide innovative approaches to shared delivery of outstanding provision on one site.
If your organisation is an existing independent school, please provide your six digit unique reference number:
Little Angels childcare registration with Ofsted 301921



Declaration to be signed by a Company Director

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

Signed: [REDACTED]

Print Name: [REDACTED]

Date: 20.5.11

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

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

2 Outline of the school



Proposed school name:	Cramlington Village Primary School							
Age range:	4 to 11							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception	30	30	30	30	30	30	30
	Year 1	30	30	30	30	30	30	30
	Year 2		30	30	30	30	30	30
	Year 3			30	30	30	30	30
	Year 4				30	30	30	30
	Year 5					30	30	30
	Year 6						30	30
	Year 7							
	Year 8							
	Year 9							
	Year 10							
	Year 11							
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	<p>Partnering with key personnel from the existing childcare provision at Little Angels: last inspection results:</p> <p>March 2011 outstanding all areas</p> <p>May 2008 outstanding all areas July</p> <p>2005 outstanding all areas</p>							
<p>Will your school have a religious character (i.e. be a faith school)?</p> <p>If Y, please specify which faith. Please see notes below (at the end of this table)</p>	No							

Is this an application for a single-sex school? If so, please tick the relevant box.	No
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Northumberland, North Tyneside neighbouring, Newcastle upon Tyne neighbouring

Being designated as a school with a religious character will allow you to admit pupils or recruit some teaching staff on the basis of religious belief. The Funding Agreement requires you to teach Religious Education according to the tenets of your faith. You do not need to apply for religious designation as part of the application process, but this will be necessary if your application is approved. The Religious Character of Schools (Designation Procedure) (Independent Schools) (England) Regulations 2003 (as amended), available here <http://www.legislation.gov.uk/uksi/2003/2314/introduction/made>, sets out the procedure for Independent Schools and Academies to be designated as schools with a religious character. As Free Schools will legally be Academies they will need to follow the same process.

3 Educational vision



In this section we explain:

- Our rationale for proposing this Free School
- How children in Cramlington deserve better quality primary school provision
- Ofsted says Northumberland results are below average, progress is too slow
- Our local authority is in the bottom 1% for adding value to KS1 performance
- There are no outstanding primary schools in Cramlington
- Local schools have a poor record of adding value between KS1 and KS2
- Parents are dissatisfied with the lack of quality and choice
- An insufficient number of school places are available in Cramlington
- The impact of three-tier abolition
- The impact of more than 1,000 new homes being built in next five years
- Our school's proposed distinctive ethos
- Our educational vision
- Extending our innovative play-based curriculum to the end of KS1
- Our individualised learning programs for all children
- Our holistic approach to the curriculum
- Our plan for partnership working
- How we will measure success

3.1 Our distinctive offer

We will work in close partnership with Little Angels' 'outstanding' nursery provision in our town to create a uniquely holistic approach to learning that focuses on nurturing children – from birth to age 11 – to become autonomous learners, receiving excellent learning opportunities by excellent teachers. Through constant evaluation and reflection, we will facilitate outstanding outcomes – not just by Ofsted standards, but by the aspirational measures we create ourselves as we strive to fulfil our mission statement of 'Empowering everyone to achieve'.

Ideally the new school, Cramlington Village Primary School (CVPS) will be co-located with the nursery provision, close to the centre of our town.

Our vision statement: Cramlington Village Primary School will become a beacon of excellence, extending our nursery's outstanding reputation into the primary phase, offering a rich and vibrant curriculum, developing skills for life in an inspirational learning environment, and optimising resources to achieve best value.

Our distinctive offer includes:

- School meals for all children
- Sociable mealtimes based on learning and developing
- Personalised holistic curriculum
- Individualised learning through play, indoors and outdoors until Y3
- Swimming lessons for every year group
- Term times and school hours to suit children's learning patterns
- Strong and effective parent partnerships

⁴ Narrowing The Gap, [REDACTED], Northumberland County Council, December 2009

“When compared with 10 statistically similar authorities (Calderdale, Darlington, Derbyshire, Durham, East Riding of Yorkshire, North Tyneside, Staffordshire, Stockton on Tees, Nottinghamshire and Warrington) Northumberland is the second worst performing county in KS2 English and the worst performing county in Maths and value added from KS1.”⁴

3.2 Our rationale

Our reasons for proposing a Free School in Cramlington include:

- Evidence that children are not receiving the quality of provision they deserve
- Insufficient number of school places in Cramlington
- There is no school in Cramlington offering parents our curriculum and ethos
- Popularity among parents for our school's proposed distinctive ethos
- The opportunity to use our experience of creating outstanding settings to meet demand for more, higher quality primary provision

3.2.1 Children in Cramlington deserve better quality primary school provision

The quality provided by schools Cramlington schools is mixed at best, as demonstrated by evidence from: Ofsted inspection reports (from schools and the Joint Area Review); Northumberland County Council's Children's Services Scrutiny Committee Minutes; Primary School KS2 results; Parental feedback; and DFE local authority comparative figures.

3.2.1.1 Ofsted says Northumberland results are below average, progress too slow

"Results at age 16 match those in similar areas, but at age 11 they are below. Children and young people with special educational needs and those from low-income families do less well than others of the same age nationally."

"However, in some primary and middle schools, the progress children make in English and mathematics between the ages of seven to 11 is too slow and, despite improvement, some schools do not reach the expected levels. Over several years now results in national tests have been below similar areas. The local authority recognises that some primary and middle schools require intensive support."¹

Source: Joint Area Review completed December 2010 by Ofsted

3.2.1.2 Local authority in bottom 1% for adding value to KS1 performance

In a report to the Children's Services Scrutiny Committee in December 2009, the local authority's director of commissioning² admitted that the latest validated educational performance information showed that Northumberland is at the national average for standards at KS2 but in the bottom 1% of authorities for adding value to the KS1 performance.³

When compared with 10 statistically similar authorities (Calderdale, Darlington, Derbyshire, Durham, East Riding of Yorkshire, North Tyneside, Staffordshire, Stockton on Tees, Nottinghamshire and Warrington) Northumberland is the second worst performing county in KS2 English and the worst performing county in Maths and value added from KS1.⁴

See also Appendix 3A for comparisons with other neighbouring local authorities.

¹ Key areas for further development in December 2010 OFSTED review: "Improve education outcomes for children and young people who have special educational needs and those from low-income families" and "Improve overall results at age 11".

² [REDACTED]

³ These issues have been consistently highlighted for a number of years now by both Ofsted and the Department for Children, Schools and Families. The Joint Area Review inspection commented on "the need to ensure a relentless focus on raising standards at Key Stage 2" (Ofsted 2007) and the Annual Performance Assessment highlighted reducing the proportion of young people not engaged in education, training or employment.

⁴ Narrowing The Gap, [REDACTED] Northumberland County Council, December 2009

OFSTED judgements for Cramlington schools			
High school			
Cramlington High School	2009 outstanding	2006 outstanding	2003 very good
Primary schools			
Beaconhill Primary	2009 satisfactory	2007 good	2003 satisfactory
Burnside Primary	2008 good	2006 good	2000 very good
Cragside C of E Primary	2010 good	2008 inadequate	2005 good
Eastlea Primary	2009 satisfactory	2005 satisfactory	2000 good
Hareside Primary	2009 good	2007 good	2000 very good
Northburn Primary	2007 good	2003 good	1997 good
Shanklea Primary	2009 good	2007 good	2002 good
St Paul's RC Primary	2007 good	2003 good	2000 very good
Nursery provision in the area			
Little Angels	2011 outstanding	2008 outstanding	2005 outstanding
St Paul's Pre School	2007 outstanding	2005 good	2004 good
Beaconhill Pre School	2009 good	2007 satisfactory	2004 good
Eastlea Early Years group	2010 good	2009 good	2007 satisfactory
Burnside Playgroup	2009 satisfactory	2008 satisfactory	2007 good
Cramlington Kids Club	2010 good	2007 satisfactory	2005 good
Southfield Day Nursery	2009 good	2007 good	2005 good
Cragside Nursery Unit	2009 outstanding	2008 good	2005 good



3.2.1.3 There are no outstanding primary schools in Cramlington

OFSTED judgments for Cramlington primary schools			
Beaconhill Primary	2009 satisfactory	2007 good	2003 satisfactory
Burnside Primary	2008 good	2006 good	2000 very good
Cragside C of E Primary	2010 good	2008 inadequate	2005 good
Eastlea Primary	2009 satisfactory	2005 satisfactory	2000 good
Hareside Primary	2009 good	2007 good	2000 very good
Northburn Primary	2007 good	2003 good	1997 good
Shanklea Primary	2009 good	2007 good	2002 good
St Paul's RC Primary	2007 good	2003 good	2000 very good

Our school will build on the three consecutive “outstanding” awards given to Little Angels nursery. (See Table 5.2, page 55 for OFSTED judgments on Cramlington High School and nurseries.)



3.2.1.4 Local schools have poor record of adding value between KS1 and KS2

National measure for all mainstream schools (2009)	% of schools nationally	Cramlington schools
100.6 and above	Top 5%	Eastlea (100.8)
100.6 to 101.5	Next 20%	
100.2 to 100.5	Next 15%	Northburn (100.2)
99.8 to 100.1	Middle 20%	Beaconhill (99.9)
99.4 to 99.7	Next 15%	Burnside (99.4)
98.5 to 99.3	Next 20%	St Peter's (99.1) Fordley (98.8) Hareside (98.6)
98.4 and below	Bottom 5% of schools	Cragside (98.0) Shanklea (97.8)

National measure for all mainstream schools (2010)	% of schools nationally	Cramlington schools
101.8 and above	Top 5%	
100.8 to 101.7	Next 20%	Eastlea (101.5)
100.3 to 100.7	Next 15%	Beaconhill (100.5) Northburn (100.3)
99.8 to 100.2	Middle 20%	
99.3 to 99.7	Next 15%	
97.9 to 99.2	Next 20%	St Peter's (99.1) Burnside (99.0) Shanklea (98.8) Hareside(98.6)
97.8 and below	Bottom 5%	

NB: Cragside and Fordley boycotted KS2 SATS in May 2010

See Appendix 3C for key performance data on Cramlington primary schools

3.2.1.5 Parents dissatisfied with lack of quality and choice

Our scoping consultation among parents and families in Cramlington (see Section 5) has indicated strongly the following views:

- school choice within the town is restricted as a result of the reorganisation within Northumberland from three to two-tier school provision; and
- schools with 'good' OFSTED inspection reports are significantly oversubscribed.

Some of the experiences described to us were as follows:

The mother of a Year 2 child has been attempting to move her daughter for the past two years. The child is not happy at her current school and the mother is not happy with the response of the head teacher. The mother had contacted and continues to contact all local schools. Throughout there was, and remain, no places available.

A mother felt that the school her son had attended had let him down and that the formal approach to learning that was implemented had had a negative impact on his learning. She felt that he had consistently underachieved and that his strengths had not been acknowledged by the school.

One parent expressed surprise that her daughter in Y1 was already being given SATS practice papers in the spring term. She wanted her child to experience learning through play and not to practice for a test in a year's time. Other parents have shared their concerns about this aspect.

One mother who is a local town councillor felt strongly enough to share her experiences of local schools that she felt had let her son down. She was in the financial position to seek out a fee paying option; however in her role as councillor she feels that an additional element of competition could help to develop better standards. She feels that the current system is unfair in that the better option is only available to those who have the financial resources when it may be even more important for those children from less well off families.

3.2.2 Insufficient number of places

The move from three to two-tier school provision, combined with the building of a thousand new homes means the number of school places over the next five years will be insufficient to meet demand.

3.2.2.1 Impact of three-tier abolition

A local authority reorganisation from three to two-tier school system in 2008 has resulted not just in the closure of Cramlington's middle schools, but also the closure of one first school in the east side of town and relocated another. Both these east-side schools were designated in the bottom 10% of wards in terms of Office of National Statistics Indices of Multiple Deprivation (IMD). Parents and children without their own transport now have to walk significantly further to get to school, some up to an hour's round trip, passing two other primaries en route which are not designated catchment schools.

Changes in admissions criteria and catchment areas have resulted in siblings being split across different school sites. Data from 2009 reveals this affected 25 families in the Cramlington and Blyth – both towns with high IMDs and with high and increasing populations.

Schools with Ofsted judgements of ‘good’ (Hareside, Shanklea, Northburn and Burnside) are oversubscribed and predominantly in the north and centre of town.

The local authority has had to temporarily increase pupil admission numbers (PAN) - in 2008 they had to be increased at two local schools (Northburn and Shanklea) due to high numbers and in 2009 at Shanklea in response to appeals and significant oversubscription. These frequent temporary increases in PANs strongly suggest the need for a new school in the area.

During our scoping consultation, parents were angry about the closure of the first schools serving the east of the town and told us they were unhappy that their children “are being treated like commodities” when being allocated school places according to availability rather than choice.⁵

Cramlington Primary School Admissions 2008 – 2010							
Primary School	PAN	Parental preference 2010 entry			Actual admissions		
		1st	2nd	3rd	2010	2009	2008
Beaconhill	30	30	9	2	30(-)	26(-4)	28 (-2)
Burnside	60	65	48	16	60	60(-)	61(+1)
Cragside C of E	60	45	20	14	60	48(-12)	55 (-5)
Eastlea	30	22	3	14	23(-7)	24(-6)	25(-5)
Hareside	60	75	39	13	60(-)	60 (-)	60(-)
Northburn	45	44	60	17	45(-)	45(-)	60(+15)
Shanklea	45	59	26	20	48(+3)	56 (+11)	58 (+13)
St Paul’s RC Voluntary Aided First School	30	37	8	4	29	28	30
Totals (excluding St Paul’s RC First School) ⁶	330				326	329	347

See Appendix 3D for more data on Cramlington school capacity

⁵ We heard the following experiences during our consultations: One family moving into the town has three children. Two have been placed in Cramlington schools but the third child has to continue at his existing school in another town as there is no place available to him in Cramlington. Another family has three children: the second child could not attend the same school as the oldest sibling as it was oversubscribed. The parent was anxious that on current local authority criteria the third child in the family may be unable to attend either of these schools and that she would need to drop off three children at three separate schools. Parents also expressed concern that the schools closed down two years ago were restricted to one geographical area so that the east side of the town, (which co-incidentally has the highest levels of social deprivation) no longer has the same provision as the rest of the town. One mother has to make a 40-minute walk to take her child to her allocated catchment area school. She walks past two other primary schools, has no car and cannot afford the buses both ways.

⁶ St Paul’s, an RC voluntary-aided school, operates outside the local authority’s standard admissions criteria.

3.2.2.2 More than 1,000 new homes being built in next five years

Guidance from the local authority's planning department indicates that there will be an additional 56 children entering Cramlington schools in the next two years. On current place allocation, most schools are already full and do not have places in KS1 or Reception.

Furthermore, pupil place projections by the local authority have not taken account of the latest house building plans. The 2008 reorganisation resulted in three school sites in Cramlington being sold to housing developers by December 2010 – which will mean at least 1,100 new homes being built in the town in the next five years.

However, there are no plans for new schools to be built in Cramlington.

Planned development of homes in Cramlington				
House builder	Area of the town	Number of houses	Dates for completion	Planning?
██████████	South west (currently greenfield sites adjacent to Beaconhill Primary School). Developer already owns land.	705	Expected start 2013-2014 (according to project director)	yes
██████████	East (previously Kramel First school site closed down as part of reorganisation). Sold for £2m	49 affordable homes	Expected early 2012 (programmed start date summer 2011)	yes
██████████	Centre (Previously old people's care home)	36	Summer 2011 (work started now)	yes
██████████	South (previously Cragside First school, relocated to middle school site as a primary). Sold for £2m	60	Summer 2012 (on site now)	yes
██████████	South west	200 with additional infrastructure	2014 to 2015	yes
Negotiations for the previous Parkside Middle School with a couple of developers	Centre	60	Site surveys, extensive structural investigations have taken place and discussions with planning.	no
Total (definite) within next two years		205		
Within five years		1110		

3.3 Our school's proposed distinctive ethos

Our vision is to become the first primary school in the town to offer Cramlington children experiences that ensures they make outstanding progress, not just by OFSTED measures but also by aspirational measures that we create ourselves.

We will extend our tried and tested, innovative play-based curriculum throughout Key Stage 1 to Y3, nurturing autonomous learners, promoting life skills such as problem solving, social skills and practical skills – supported by the innovative use of ICT.

We will offer an holistic curriculum, that will encourage free flow between indoors and outdoors throughout school, prioritise communal meals and healthy food, emphasize pastoral care, engage with the local community, teach important physical skills such as swimming and optimize attendance and continuity of learning through longer school days and better balanced term times.

And we will deliver all this by working in partnership – with parents, family support agencies, extended services, local authority, teacher training organisations.

3.3.1 Our educational vision

Our mission statement is: “Empowering Everyone to Achieve”.

We will aim to achieve our vision through these key principles:

- **Child-centred** – prioritising children’s emotional, physical and spiritual needs, as well as their learning needs
- **High achievement** – every child will be able to succeed, by building high levels of confidence, self-esteem and behaviour to maximise their learning
- **Inspirational teaching** – every teacher will receive quality professional development and benefit from half termly observations and feedback on their planning, assessments and record keeping
- **Empowering everyone** – innovative partnership working that offers fresh, two-way opportunities for our children, parents, staff and other schools to learn
- **Outstanding indoor and outdoor environments** – set up to meet individual needs and interests, and constantly evolving to stimulate pupils
- **More time for learning** - longer school day to maximise academic and non-academic learning



3.3.1.1 Extending our innovative play based curriculum to the end of KS1

We will extend the Early Years Foundation Stage-style of delivery to the end of Y2 to allow children up to the age of 7 the freedom and time to direct their own learning, develop essential life skills such as collaboration, socialisation, independence and choice making and to discover the joy of learning.⁷ This approach is in line with a recommendation of the Rose Review in 2009. Each child will have a key worker throughout school. Children will experience a free-flow learning environment between the indoors and outdoors.⁸

We will facilitate a sensitive transition to KS2, retaining the emphasis on developing life skills and working closely in line with the National Curriculum provision for literacy, numeracy and science. We will ensure that our pupils move on to secondary school with at least the academic skills and attainment of their peers attending other local schools, but with an enhanced breadth of experiences and understanding of their own learning.

3.3.1.2 Individualised learning programs for all children

Every child has different strengths and interests. We will allow opportunities for all children to achieve highly through a very personalised curriculum. Children demonstrate high levels of engagement when they are motivated and interested in the subjects being studied. Therefore we will follow a themed approach to learning, allowing interest to develop and ensuring children are engaged, their learning is rich and the outcomes for them are optimised.

3.3.1.3 Holistic approach to the curriculum

It is our intention that our existing childcare provision, which includes nursery-aged children, will be on the same site to allow pupils to receive a seamless experience from when they first attend childcare until they reach secondary age.

We will have a supernumerary teacher who will be responsible for delivering pastoral care as well as the SENCO role, supporting children with special educational needs and those who are gifted and talented. They will also be the designated person for child protection, promoting exemplary safeguarding practice throughout the school.

A major feature of our curriculum will be to offer first hand, stimulating experience of a diversity of real life situations – as informed by Reggio Emilio and Vygotskian principles.

All year groups will partake in swimming lessons. One afternoon each week there will be project work where children from Year 1 through to Year 6 come together in small vertical age groups, adopting a Montessori atmosphere of cooperation rather than competition.

We will not follow traditional models of school lunchtimes. Vertical grouping will again take place to develop nurturing skills and to offer the youngest children support from older ones. Teaching staff will sit with the children during lunchtimes and eat the same meals, which will be high quality and nutritionally-balanced. As far as we are able, we will make mealtimes a sociable, positive experience. The children will set their tables, serve each other and dine in a calm, relaxed and enjoyable manner.

And we will offer better-balanced term lengths to optimise attendance and continuity of learning experiences (please see Section 4).

⁷ We believe strongly that our youngest age groups need opportunities to play and to explore the world around them, focusing on developing skills that help them become life long learners. This will ensure they are able to socialise and articulate their ideas, thoughts and feelings. We agree with the Steiner principle that the absence of pressure creates a positive relationship with the learning environment that allows for rapid learning and growth.

⁸ During our initial consultation, many parents stated that their children did not enjoy school owing to the formal teaching structure from Y1 and agreed that they would benefit from a play-based approach for longer. Recent research suggests that guiding children into formal learning structures at such a young age can create a sense of failure and disaffection that will continue with them throughout their school life. It is believed that many children of younger ages are unable to cope with the skills involved in this type of teaching and if forced to do so may fail, building up a negative attitude to school life that can be difficult to break down later.

3.3.1.4 Partnership working

We will build partnerships with current and prospective parents and work with families in the community, offering weekly stay and play sessions for pre-school children from the surrounding community, and parent workshops on how to support their children at home.

We will strive to work with other schools for shared outings and ventures and seek to buy in the services of experts from the local secondary school for science and maths sessions for upper KS2 pupils. We will also build networks with the local authority by discussing service level agreements for ICT and SEN.

We will seek to become a training school, offering places on the Teach First and Graduate Teacher Training programs, and seek to become involved in the leadership training networks.

And we will partner with Little Angels Nursery to provide value-for-money through joint recruitment of a Foundation Stage co-ordinator, chef, caretaker and co-ordinator for extended services⁹, which will be available for all children within our community and opening for 51 weeks of the year to maximise use of our building.

⁹ Extended service coordinator funded 0.5 by school and 0.5 by Little Angels, chef funded 0.3 by the school and 0.7 by Little Angels, foundation stage coordinator funded 0.8 by the school and 0.2 by Little Angels and caretaker funded 0.5 by the school and 0.5 by Little Angels.

4 Educational plan



In this section we explain our policies on:

- Safeguarding
- Admissions
- Curriculum and organisation of learning
- School opening hours
- Curriculum delivery
- Inclusion
- Organisation of pupils
- Pupil development and achievement
- Behaviour
- Attendance
- Community engagement

4.1 Safeguarding

We prioritise rigorous safeguarding procedures and security measures that help children to feel safe and that are in line with the 'Local Safeguarding Children's Board' recommendations and requirements.

At Cramlington Village Primary School, we believe every child is entitled to come to school so that they feel safe, protected and secure in terms of their physical and social and emotional well being. This enhances children's capacities to learn and supports them to thrive. Positive relationships and partnerships is a critical part of this but also a stringent adherence to robust policies and procedures relating to recruitment, and daily practices.

We embed and pioneer excellent practice that ensures that the 'Every Child Matters' agenda is followed. Our proposed Principal Designate is a practising school inspector and focuses regularly on safeguarding best practice. Our procedures will include:

- fully up-to-date Single Central Record
- robust procedures for checking suitability for all adults working in or regularly visiting the school
- appropriate and up-to-date safeguarding and child protection training from the Local Safeguarding Children Board
- regularly reviewed child protection policies and procedures
- robust safeguarding records maintained
- staff and visitors made fully and regularly aware of the high priority we place on safeguarding our children

4.2 Admissions

At Cramlington Village Primary School, we will adopt practices and arrangements that are in accordance with the School Admission Code, the School Admission Appeals Code and admissions law as it applies to maintained schools. We will operate within Northumberland County Council's admissions procedures. We want to provide a system that is open to all children, particularly those children from more disadvantaged areas in our community as well as families who are supportive of our ethos.

We will offer 30 places per year group. Where the number of applications exceeds the number of places available, and after the admission of pupils with Statements of Special Educational Needs¹ the criteria for offering places will be applied in the following order:

1. Looked After Child
2. Pupils with exceptional medical or exceptional social need (evidence must be supported in a written statement by a professionally involved third party, such as a doctor or a social worker).
3. Pupils with siblings already in the school and who are expected to be on roll at the school at the time of admission. (For the purpose of admissions siblings are deemed to be brothers and sisters, stepbrothers and sisters, adopted brothers and sisters and other children who reside permanently in the household and are treated as siblings.)
4. Children who attend Little Angels Nursery (up to 50% of places). These places will be allocated randomly at a public meeting by an independent arbiter if there are more applicants than the places. (It will be made clear to parents of children attending Little Angels that they will not be guaranteed a place at CVPS by attending Little Angels Nursery).
5. Children who are eligible for free school meals. (If this becomes feasible under new admissions legislation).
6. Remaining places will be allocated randomly for all other applicants at a public meeting by an independent arbiter.

This arrangement has been discussed at length with the directors and the steering group. We have chosen to give priority to children from Little Angels Nursery in order to offer children continuity and also because parental 'buy in' to the ethos and curriculum is an important foundation on which to build the Free School.

We have selected pupils who are eligible for free school meals in order to reach the most deprived areas and families of Cramlington.

We have decided not to set a defined catchment area in order to minimise the impact on any one school and therefore have a random allocation to any remaining places available.

We would like to prioritise children whose parents are on the steering committee if this becomes possible, as we acknowledge the passion for excellence that comes with having a child in the school.

¹ Where Cramlington Village Primary is named on the statement. If it is known before the allocation of places that one or more children with a Statement of Special Educational Needs has our school named on that Statement, this will reduce accordingly the number of places remaining available at our school. A child with a Statement of Education will be admitted to the school even if we are at full capacity.

4.3 Curriculum and organisation of learning

4.3.1 School opening hours

Our school building will be open for 51 weeks of the year. We will be teaching for 38 weeks of the year which will be split into six terms. This will include 13 weeks holiday and five teacher training days which will be taken throughout the year and shared with parents in advance.

We will offer slightly different term dates to the LEA in order to enhance attendance levels as parents will be able to take children on holidays in off-peak times and to provide more stability and continuity for the children. Our proposed term dates will allow children to have a four-week break in the summer term instead of the usual six and have these weeks reallocated to the October and May half term, allowing parents to take annual holidays at these times as they will be two weeks long instead of the usual one. (We have detailed these in Appendix 4A). This will also offer staff a more balanced working life, and for any teaching staff who are parents it will enable them to have contact with their children's schools.

The teaching day will be between the hours of 8.30am and 2.30pm Monday to Thursday and 8.30pm and 2.00pm on Fridays. In addition to the statutory requirements the school will offer additional extension activities to children between 2.30pm and 3.30pm Monday to Thursday which will either be free of charge or at cost price. Every child will have the opportunity to stay until 3.30pm Monday to Thursday in order to maximise academic and non-academic learning. During this hour we will provide the following opportunities:

- activity clubs set up by the teachers and classroom assistants including art and craft, recorder club, homework club, skipping, singing and cooking classes.
- specialist activity clubs drawing on the skills and expertise of outside professionals including football, trampolining, drama, music and dancing.
- target group sessions for children who need extra support with their learning and to stretch those who are gifted and talented

We remain committed to monitoring and meeting the needs of our families and so this list is intended to be indicative only.

We will close at 2pm each Friday to allow the teachers and assistants to plan collaboratively for the following week. Such planning will include teacher-directed sessions, the environment and individualised learning.

We will work closely with Little Angels to provide an out of school club at affordable competitive rates between 7.00am and 8.30am then 3.30 to 6.30pm Monday to Thursday, 2pm to 6.30 Fridays during term time, as well as all day care during school holidays. This service will be open for 51 weeks of the year and will only close during the Christmas period and bank holidays.

4.3.2 Curriculum delivery

The holistic ethos within our distinctive approach, as outlined in Section 3, means we are passionate about ensuring that our pupils' life chances and their ability to achieve beyond KS2 are enhanced beyond what is currently on offer within the town. We are committed to deliver a curriculum that will go beyond the minimum requirements of the current National Curriculum.

Our holistic curriculum is based on the skills and processes of each curriculum area and subject. We believe that by emphasising skills and processes we will enable our pupils to develop a better understanding of the content.

To deliver this we will prioritise our pupils' interests and allow an element of collaboration in terms of the themes we use to deliver the curriculum, with a strong emphasis on cross-curricular links and real-life experiences. In this document we will refer to this as our 'thematic approach'.

4.3.2.1 Reception and KS1

Our Reception curriculum will follow statutory and non-statutory guidance of the Early Years Foundation Stage, including the six areas of learning. Free-flow play will be offered between the indoors and outdoors.

In KS1, our thematic approach is in line with the recommendation of the Rose Review 2009 to extend the six areas of learning experienced currently by the Early Years Foundation Stage into KS1. Our youngest pupils will be allowed the freedom and time to be involved in directing their own learning with the aim and outcomes of supporting them to acquire the essential life skills such as collaboration, socialisation, independence, and the joy of learning. We believe that at this stage in their learning the absence of pressure creates a positive relationship with the learning environment, which in turn engenders rapid learning. In working with the pupils to develop themes and scenarios from which they learn we acknowledge that 'pressure' is quite distinct from 'challenge' and we intend to provide a challenging learning environment in which our pupils are supported to explore beyond their immediate 'comfort zone'.

Pupils will be offered twice-daily intensive teacher input sessions in groups of up to seven or eight. This targeted work will focus on extending children's understanding from where they start, building on previous learning, consolidating their understanding and using expert questioning to take their learning to the next level. These intensive sessions will predominantly link to literacy and numeracy but may use other themed subjects to practise literacy and numeracy skills.

We want each child to work at a pace and level appropriate to them. This does not mean that a child will be held back if they are ready to progress as all children will be challenged appropriately to fulfil their potential.

We will use all current strategies, including ICT, to encourage and enable our pupils to develop their thinking, speaking and listening skills, in effect to communicate effectively and with a purpose and sense of audience. We believe that by placing an emphasis on the written word as the only means of communication at too early a stage in their learning, children become inhibited in what they want to say by their inability to write it effectively.

We will continue to use our networks to identify current best practice in curriculum delivery, particularly with emphasis on literacy and numeracy skills. However we are committed to developing these skills within a broad and balanced curriculum.

We will make effective use of National Strategies guidance documents such as Learning, Playing and Interacting, Every Child A Talker, Every Child A Writer, Every Child A Counter programmes and others.

4.3.2.2 KS2

We remain committed to delivering a skill based curriculum, but with increasing emphasis on how the skills of the subjects are complementary yet distinctive. In doing so we will align ourselves more with the National Curriculum.

By KS2 we intend that our pupils will be working in a challenging yet safe environment in which they retain an element of autonomy over their learning. Resources will be offered to ensure age and stage-appropriate challenge. We have the knowledge, skills and experience to continue to deliver the curriculum through our thematic approach, but the approach will incorporate formal, whole-class learning on a more frequent basis.

Our learning and teaching strategy is based on the currently accepted interpretation of 'Assessment for Learning'. As our pupils move into KS2 we will enable and expect them to become involved in documenting, questioning and cross-examining their own learning and that of their peers. They will be guided to set their own targets for learning and the criteria against which they will be able to judge their success and how they can move forward. Alongside this they will be enabled and expected to become involved in peer support for learning.

We acknowledge that this is particularly challenging given our intention to serve a diverse range of ability and achievement, however we believe that through our emphasis on personal achievement and individual skills and accomplishments we will enable our pupils to be supportive and understanding of diversity.

We will develop our pupils' communication and information retrieval and handling skills in Key Stage 2. We are committed to developing the use of all media both as a means of communicating thinking and of retrieving and processing data. We will fully exploit a virtual learning platform to encourage and enable our pupils to work beyond the confines of the classroom.

4.3.2.3 Lunchtimes and playtimes

Traditional models of school lunchtimes and playtimes will not feature in our provision as we do not feel the best interests of children are served by the traditional approach to these critical times. Our lunchtimes will be a key feature of the school day and will offer children opportunities to eat high-quality, nutritionally-balanced meals that are served in an unhurried way in a calm environment, nurturing independence and responsibility.

Vertical grouping will take place to develop nurturing skills and to offer the youngest children support from older ones. Teaching staff will sit with the children at this time and eat the same meal developing discussions and strategies for children to learn about the food they eat and its relevance to staying healthy, along with general chat about their day and their interests.

As free flow play will take place throughout the morning at school for children under Year 3, and for an hour for Years 3 to 6, they will not be offered additional play time during the morning. After lunch however, there will be a short time for children to develop social skills in carefully managed larger groups, preferably outdoors. The afternoon sessions will offer all children opportunities for extended periods of physical activities characterised by being outdoors.

4.3.2.4 Daily timetable for Reception and KS1

8.30 - 8.45	Registration and introduction to the morning.
8.45 - 9.00	Intensive input for phonics / communication, language and literacy focus (1 group with teacher, 1 group with assistant and 2 groups exploring indoor area)
9.00 - 10.00	Free flow indoor and outdoor play (1 staff member working on adult led activity (indoor or outdoor) with a group of children while other adult facilitates child initiated play).
10.00 - 10.15	Intensive input for phonics / communication, language and literacy focus (1 group with teacher, 1 group with assistant and 2 groups exploring indoor area – swapped from this morning)
10.15 - 10.30	Tidy up time and snack
10.30 - 10.45	Children split into two groups - intensive numeracy input from teacher/assistant.
10.45 - 11.30	Free flow indoor and outdoor play (1 staff member working on adult led activity with a group of children (indoor or outdoor) while other adult facilitates child initiated play).
11.30 - 11.45	Tidy up time followed by plenary (reflection on what children have been learning and revisit the learning objectives of the morning)
11.45 - 12.30	Lunch time - adults eating with the children while encouraging social skills, independence and confidence.
12.30 - 2.30 (2pm on Fridays)	Whole school assembly - incorporating peer massage followed by: Planned first hand experience including outings to local area or sustained shared thinking project or arts/dance show/ physical education sessions/project work with vertical age groups.
2.30 – 3.30 (Monday to Thursday)	Extra-curricular clubs will be offered to every child including those run by teachers and assistants, those by extended services and also target groups for those children needing extra support or challenging those who are gifted and talented.

Please see Appendix 4 for examples of long term and medium term planning across all Key Stages to show how we plan to incorporate the EYFS and National Curriculum subjects into a thematic approach. The indoor and outdoor classroom will be set up where areas of learning will be interlinked.

We will give an even weighting to the six areas of learning in Reception in terms of adult-directed activities but individual children may need more intensive support in specific areas. The children will lead their own learning through their interests and may show a preference for one or two areas of learning. Teaching staff will use our progress matters sheets to monitor this to ensure that each child covers all aspects in each area of learning by planning the appropriate next steps. This pro-forma is also used to track each child's curriculum coverage. The proportion of learning spent on each area will therefore depend on the individual. Intensive phonic sessions (through the Letters and Sounds framework) and number sessions will be carried out everyday.

The same approach will be carried out with children in Years 1 and 2 but will also have play experiences planned from the National Curriculum subjects. Our approach will be cross-curricular and some topics may have a focus of a particular subject but across the year we plan to allocate the following proportion of learning to each subject area.

Subject	Percentage of Coverage
Literacy	20%
Numeracy	20%
Science	10%
ICT	10%
Geography/History	8%
Art/Design and Technology	8%
Music	8%
RE and citizenship	8%
PE	8%

4.3.2.5 Daily timetable for KS2

In KS2, children will still have a cross-curricular approach to some topic work but will have some formal whole class teaching. Their timetable will be as follows:

8.30 - 8.45	Registration and introduction to the morning.
8.45 - 9.00	Intensive input for phonics / communication, language and literacy focus (1 group with teacher, 1 group with assistant)
9.00 - 10.00	Literacy
10.00 -10.45	Free flow indoor and outdoor access (1 staff member working on adult led activity with a group of children (indoor or outdoor) while other adult facilitates child initiated work).
10.45 - 11.45	Numeracy
11.45 - 12.30	Lunch time - adults eating with the children while encouraging social skills, independence and confidence. Older children supporting younger children with positions of responsibility.
12.30-2.30	Whole school assembly - incorporating peer massage Cross curricular topic work (incorporating National Curriculum subjects) or sustained shared thinking project or arts/dance show/ physical education sessions/project work with vertical age groups.
2.30-3.30 (Monday to Thursday)	Extra-curricular clubs will be offered to every child including those run by teachers and assistants, those by extended services and also target groups for those children needing extra support or challenging those who are gifted and talented.

The proportion of time allocated to each subject will be approximately as follows:

Subject	Percentage of Coverage
Literacy	20%
Numeracy	20%
Science	10%
ICT	10%
Geography/History	8%
Art/Design and Technology	8%
Music	8%
RE and citizenship	8%
PE	8%

We intend to ‘buy in’ the services of the local high school which will entail ‘expert’ teachers delivering sessions in science and numeracy to our older key stage 2 children.

4.3.2.6 ICT

ICT will be an integral part of all teaching and all pupils will have access to a laptop computer at school. We will ensure our equipment and software is of the highest standard and regularly updated to ‘move with the times’.

We will seek to buy in expert advice and support for ICT as we are aware of the significant technological advances that are taking place and the considerable positive impact that such technologies can have on children’s learning. (See Section 6 skills audit and skill gap provision).

4.4 Inclusion

We will provide an inclusive curriculum for all children whatever their ability, gender, ethnic origin, faith, social background or disability. Our individualised learning program will allow all children to work at their own level and within their own interests. Individualised targets will be set termly to set challenging yet realistic and achievable goals for all children, setting high expectations. Wherever possible, pupils will be consulted in the planning and target setting of his/her programme of work. Parents will be kept up to date with their child’s achievements and learning programmes. This will mean that children with a special educational need will not be singled out as every child will have individualised learning.

We will proactively identify any special needs to enable early intervention. This will include those pupils who are gifted and talented. We will work in close partnership with parents and outside agencies to provide the best practice, and our commitment to finance a supernumerary member of the senior management team will ensure that SEN is prioritised. We will monitor and review individual needs regularly, and maintain clear records of any action taken. Discrimination of any kind will be challenged immediately and we will strive to build positive attitudes towards anyone with a special educational need, including a disability. Our recruitment strategies ensure that from at least Year 3 our SENCO will be supernumerary without a regular class commitment to ensure that our children are offered the best.

The building will be fully compliant in terms of accessibility to stakeholders with disabilities. We will seek to promote positive images of role models with SEN, disabilities or minority backgrounds in our school to reflect the diversity of the world in which we live.

Our school will fully embrace the Special Educational Needs Code of Practice and enable pupils with special educational needs (SEN) to reach their full potential, to be included fully in our school communities and make a successful transition to adulthood. We will adopt a graduated approach, through School Action and School Action Plus, and Early Years Action and Early Years Action Plus in our nursery and reception classes. We will seek to have a service level agreement with the local authority's Inclusion team to provide support with this area, including their expertise, knowledge and support to ensure that we are providing the best service to our children. We also have contact with a trusted behaviour management consultant (currently supporting our steering group), educational psychologists and Children's Centre teams who we can commission should local authority processes be too lengthy.

Our supernumerary teacher will have responsibility for SENCO as well as pastoral duties. He/she will be responsible for coordinating provision and support for all pupils with a Statement of Special Educational Needs and those with needs at School Action and School Action Plus. This role will also monitor and support class teachers to ensure that they regularly track this group's progress, ensuring that these children receive the focus that they need to succeed.

We recognise that children with specific needs may need additional 1:1 support and strategies will be implemented to ensure they access the curriculum and environment to their full potential. Children will have in-class support from additional support staff to access the curriculum if they fall behind. We will ensure that everything possible is done to minimise barriers to children and young peoples' learning at the earliest opportunity to 'narrow the gap' between children with a learning difficulty, disability, disadvantage, or special educational needs, and their peers. Listed below are some of those groups and how we intend to support them.

██████████

Group	Strategies
Gifted and talented	<ul style="list-style-type: none"> * Opportunities to work with vertical groups during project work * Target group sessions to set challenging experiences * Homework set to extend discovery skills * Leadership opportunities for those showing aptitude <p>Strong opportunities for children to develop autonomy over their learning</p>
Minority groups	<ul style="list-style-type: none"> * Children with EAL - their first language will be embraced and shared with all children, parents invited in and key words learned * Diversity will be celebrated and children's faiths and events will be celebrated as a whole school
Socio-economic	<ul style="list-style-type: none"> * Those in financial need will receive free meals, subsidised or free uniform and reduced charge or free visits and excursions (this will be handled discreetly) * Space will be made available for children to complete their homework in a quiet and positive environment during 2.30pm and 3.30pm Monday to Thursday. * Additional access to computers will be offered for those children without a home computer
Social, emotional and behaviour issues	<ul style="list-style-type: none"> * A member of our support committee is a behaviour management consultant who will offer support * We will work alongside Children's Centre services and social services, CAMHS to signpost where needed
Children with disabilities	<ul style="list-style-type: none"> * The building will be made accessible to children in wheelchairs including wide corridors, ramps and accessible bathrooms. * Radio aids and micro-link systems will be available for students with hearing impairment. * Positive attitudes will be encouraged of pupils with a disability * A disability equality scheme will be devised and implemented * Children diagnosed with dyslexia or other form of language based learning difficulty will be issued with a laptop computer and taught to touch-type to enable them to communicate their learning and ideas in writing more easily.

We have aspirations to increase our provision for children with special educational needs in the future as we recognise the shortage of provision in our authority. Northumberland Council has the highest number of children with SEN accessing schooling outside of Northumberland.

We also aim to teach our upper Key Stage 2 children some of the 'learning styles' curriculum currently offered to children attending the local Secondary School. They will be given support to help them to identify whether they have a preference for learning with auditory, visual or kinaesthetic emphases. This is part of our commitment for our pupils to develop life long learning skills. By understanding if they have a strong learning preference they can learn how they learn best, and develop skills that will help them to identify what types of learning benefit them most, both within and outside of school.

4.5 Organisation of pupils

Children will be based in single year groups with up to 30 children per class but will have shared indoor and outdoor spaces. Pending confirmation of our site, our ideal would be for our partner nursery to share nursery space with reception as well as sharing an outdoor play space. This would be repeated with Years 1 and 2 sharing spaces, then Years 3/4, Y5/6. This model would be dependent on the building that was available to us.

Children will access the environment in mixed ability groupings when leading their own learning as they will be following individualised plans. All children have different strengths and abilities and complement each other when working together. It also encourages greater cooperation and social integration. They will be split into smaller ability groups when working with the teacher and assistant to ensure that pupils are appropriately challenged and motivated by peers of similar levels of ability. Children will not experience whole class teaching until Year 3.

Project work will take place one afternoon each week where children from Year 1 through to Year 6 will come together in mixed classes of up to 30 children. These classes will then be split into small mixed age groups. This will allow the different age groups to share the same environment, enabling younger children to have their language enriched through contact with older children while older children would gain confidence by communicating ideas to those younger than themselves. Vertical groups would be carefully selected to complement and balance the personalities of children, optimising opportunities for personal, social emotional development during these sessions. We will adopt the Montessori approach of creating an atmosphere of cooperation rather than competition during project work. Reggio Emilia believes that this type of project work enhances life long learning and this is what we want to achieve for all of our children throughout their school life.

In the early stages of the school development we intend to expand our already confirmed links with older age groups in other schools.

We will introduce a school council, using vertical grouping. Children in each year group will be selected by their peers to represent them, encouraging children to develop positive relationships and a responsibility for their school and surrounding community. This will allow children to have an active role in decision-making, an opportunity to share views in terms of concerns and ideas and play an active part in school improvements. These opportunities will enable children to learn how to take part in discussions, how to chair meetings, take notes and contribute actively.

Children will also have opportunities to work in mixed year groups when accessing extended services and after school clubs.

4.6 Pupil development and achievement

Our school will define success by evidence of:

- **Pupils working at their full potential**
This will be demonstrated by children's individual levels of engagement (using environment-tracking forms) alongside individual pupil tracking systems such as the Assessing Pupil Progress (APP) system.
- **Pupils wanting to come to school and being excited to learn**
This will be monitored by attendance rates, pupil evaluations, positive behaviour and regular assessment for learning
- **Attracting a full school roll which becomes oversubscribed with our school as a preference**
- **Pupils gaining at least the equivalent and even better SATs results than other comparable schools**
Performance tables will be monitored as well as local authority data
We will compare ourselves with similar schools nationally and use this information to set challenging targets.
We will use evidence of how we can improve from constructive feedback from receiving secondary schools
- **Teachers regularly delivering outstanding learning opportunities**
This will be monitored by regular lesson observations from the senior management team, planning and 'learning journey' scrutiny.
This will also be monitored using Ofsted ratings, and the Ofsted accredited training of our Principal Designate.
- **Positive feedback from parents**
Regular evaluations and interviews will take place with parents to assess their attitudes.

Our experience to date has shown that by expecting the highest standards we achieve more. Key personnel involved in the management and the delivery of the Free School are all parents as well as educators. We have the highest expectations and firmly believe that aspirations are raised as a direct result of this.

As the Principal Designate is also an accredited school inspector, there will be an ongoing emphasis on raising standards and on ensuring that high-quality teaching and learning is central to our provision. This will be delivered at weekly whole school staff meetings and closely monitored by lesson observations. These observations will be carried out by the head teacher and senior management team on a half termly basis. Teachers and classroom assistants will be graded on their lesson observations according to the Ofsted schedule and provided with constructive strategies on how to improve practice.

An emergent philosophy of reflective practice will be implemented by all teaching staff and teaching assistants. All teaching staff will have a review from the head teacher each half term to focus on performance management and to set targets for the following half term. Staff will be held accountable for completing their targets at the following review meeting. All classroom assistants will have a six monthly review from their designated host class teacher who works closely with them.

We want all children to be working at their fullest potential. Teachers will be responsible for setting targets for individual children every half term which are challenging but achievable. These targets will be shared with children which they will sign or mark make their name to show their involvement. The children in the Foundation Stage and KS1 will colour their targets on achievement. Children in KS2 will work with their teacher to evaluate and set targets so that it is a shared responsibility and celebration. Parents will be informed of these targets and provided with practical ideas of things to do at home which will support their children to achieve them.

In the Foundation Stage, teachers will be responsible for obtaining baseline scores through qualitative observations of children's practical experiences. Data collected will be moderated by the senior management team and will also be moderated in line with other local networks when possible.

Progress Matters (a National Strategies model - see section 4 Appendices) will be used to inform the age bands children are working within. Classroom teachers will be responsible for completing a sheet for every child to monitor the age bands that each child is working within and to ensure all aspects within all six areas of learning are covered. The Foundation Stage co-ordinator will oversee the quality of these sheets and use them to plot graphs to measure progress. The Early Years Foundation Stage Profile will be used to provide scores for children to inform the Year 1 teacher of attainment and support in setting future targets. These scores will be given to the local authority in order to be measured against other schools and to provide targets for the next age groups.

We will not complete Standard Assessment Tasks in Year 2 although we fully uphold the belief that the success of a school is measured by the achievements of its pupils. However we acknowledge that our approach will not be fully convergent with other schools in terms of the expectation of early milestones shared at the end of KS1. We will ensure that robust systems are in place to reflect children's achievements and to constantly reinforce the cyclical process of learning, taking as the starting point the child's strengths and areas to develop. We will use the Assessing Pupil Progress tool to track pupil performance against age-related expectations. We will use the Profile results from the end of the Early Years Foundation Stage as a baseline against which to measure performance in KS1 and KS2.

The school intends to base KS1 assessments in line with the APP practice and practice in the Early Years Foundation Stage whereby no more than 20% of teacher assessment will be based on adult-led activities (or teacher-directed learning). This ensures that children will display evidence of their embedded learning as opposed to rote learning, which does not always indicate that conceptual understanding is secure. We acknowledge that rote learning of some elements such as 'times tables' and 'number bonds' is a supportive tool to children, in a minority of situations.

We will align with primary school Standard Assessment Tasks by Year 6, although the same assessment process used in KS1 will be continued. This will allow us to be compared against other schools in performance tables.

Children will be involved in regular self-assessment. We will regularly complete the formative types of assessments to enable us to monitor children's achievements and to plan appropriately. These formative assessments will be retained at school and will form an individual 'learning journey' throughout each child's time at school. Qualitative evidence of each child's individual achievements will indicate the progress they make as individuals when they are at school, using photographs, pieces of work and teacher anecdotal observations.

Teachers and support staff, parents, pupils and governors will all work together to ensure the school is a success. The head teacher will take overall responsibility for driving success.

4.7 Behaviour and attendance

4.7.1 Behaviour

The governing body acknowledges that by ‘Empowering Everyone to Achieve’ our school will reward and promote positive behaviour to support our pupils to develop good behaviour and excellent social skills. We know that children show the best behaviour when their full range of needs are well met by skilled staff who understand children’s physical, emotional, spiritual and social needs as well as those for their learning needs.

4.7.1.1 Aims and expectations

- To promote self esteem, self-discipline and positive relationships where everyone feels happy, safe and secure, so that every member of the school community feels valued and respected with a foundation of mutual trust and respect for all.
- To promote a culture of praise and encouragement where everyone can achieve.
- To support the way in which all members of the school can work together in a supportive way, free from disruption, violence, bullying and any form of harassment.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To encourage the involvement of both home and school in the implementation of this policy.
- To promote early intervention.

The school has a number of school rules, but the primary aim of our behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and grow. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We will treat all children fairly and apply our behaviour policy in a consistent way.

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

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

4.7.1.2 Curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, encouraging the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children and differentiated to meet the needs of children of different abilities. Marking and record keeping can both be used as a supportive activity to provide feedback to children on their progress and achievement, particularly in KS2.

Establishing realistic individualised targets should also ensure that children develop self-esteem about their achievements and success that will recognise children's efforts as being valued and that the progress they make is of importance to their teacher, and something to share with parents and for them to be proud about.

4.7.1.3 Strategies to create a climate for teaching and learning:

If guidance, structure and behaviour are consistent in lessons, pupils will know their boundaries and so will the class teacher. KS2 classroom expectations for teachers include:

- Ensuring that the classroom is prepared by having the lesson objective and starter on the board. If this is what the pupils expect on arrival, lessons should start smoothly and consistently.
- Pupils arriving at different times will enter into a calm, inviting working environment.

Pupils will then prepare themselves to learn by:

- Listening when the adult is talking
- Positioning themselves so they can see the adult and the activity

Staff will:

- As pupils arrive into the class they should be greeted by first names as they arrive into class, taking every opportunity to recognise where an individual may need extra support.
- Start the main body of your lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- Ensure that all pupils are catered for through differentiated tasks and that they understand these tasks clearly. Where pupils are successfully engaged, off task behavioural difficulties, inconsistencies should be dramatically reduced.
- Use encouragement and praise to empower pupils.
- Assess and reward where appropriate making sure that all targets set are encouraging – avoid the words “but” and “however” in summative comments. Use positive language always pointing out what they should be doing and not what they shouldn't.
- Use ‘Assessment for Learning’ strategies during the plenary when reviewing the objectives of the lesson.
- When setting homework, support all pupils by making sure that they record it clearly in their homework planners and that they understand the task.
- Once pupils are packed away and standing behind chairs, finish the lesson with a positive comment.
- If a pupil arrives late allow them to start work before dealing with the lateness.

4.7.1.4 Rewards for positive behaviour

Praise and rewards will be given for following the school rules that we will establish along the lines of:

1. Listen carefully.
2. Respect other peoples' property.
3. Keep hands, feet and objects to yourself.
4. Be polite and honest.
5. Be responsible for your own behaviour and learning.

We will praise and reward children for following the school rules in a variety of ways:

- Teachers congratulate children when they see examples of good behaviour
- Teachers give pupils award stickers, as well as providing other class based reward systems;
- Each week we celebrate achievements through school assemblies, highlighted by an 'Achievement Assembly', a weekly school newsletter and our virtual learning platform
- All classes will have an opportunity to lead two whole school assemblies, where they are able to show examples of their work and achievement to parents and relatives, as well as to the rest of the school
- Head teacher awards are given for examples of excellent behaviour
- For specific examples of excellent behaviour, pupils may be sent to other staff or key stage co-ordinators for praise.
- A postcard praise system is used. Teachers nominate pupils to receive a postcard sent home in the post to explain to parents that their child has been a good behaviour role model.
- A star award is also given out to one child in every year group either for a particularly good piece of work or outstanding behaviour. There will be an input into this decision by the children in the class, although the final decision will be with the class teacher.

The school acknowledges all the efforts and achievements of children, both in and out of school, and acknowledges the importance of children taking responsibility for their actions. The school council will be involved in many aspects of the positive behaviour policy. Pupils may be given additional (age- appropriate) responsibilities e.g. lunchtime monitor, milk and fruit monitors, etc.

4.7.1.5 Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment, which is a right for every child. We employ each sanction appropriately to each individual situation. We believe in a system of warning, withdrawal, and reporting.

If a child is disruptive in class, the teacher uses their own range of verbal or non-verbal signals – with appropriate consequences attached – to ensure disruption is stopped.

If a child repeatedly causes small scale disruption to a class, the following may apply:

1. The child's name may be recorded on the board, this strategy may be used as a 'countdown' to the removal of activities time (teacher discretion to be used as to 'number of chances' etc);
2. The child is isolated within the classroom until s/he calms down
3. In more serious cases, this isolation may require the removal of the child to another nominated classroom (time-out), and in a position to work sensibly again with others.
4. Activities time can be withdrawn, in five-minute slots – with pupils having the chance to earn this time back.
5. Poor behaviour may be noted in homework diary or folder, with expectation that parent signs a card prior to the child's return.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If disruption continues, then the child is to be sent to the Phase Co-ordinator (or other senior staff member), who will record this on the behaviour record. Early discussion of behavioural concerns with parents is to be encouraged.

If a child threatens, hurts or bullies another pupil or seriously disrupts a session, the child may have a sanction imposed. This may also be the punishment for a build up of smaller disruptions. The class teacher will fill out a yellow behaviour challenge card, which the child will need to take home.

More violent or insolent behaviour may result in a withdrawal of specific activities possibly for a given period. Again, behaviour is recorded. The child takes a red card with the rule that has been broken. The head teacher will monitor these records regularly, and will use such information to inform parents of the frequency and nature of poor behaviour.

Pupils may be sent to head or deputy head teacher if their class teacher feels this is appropriate response to unacceptable behaviour.

Parents will be made aware of yellow or red card situations on the day of the incident and will ideally be given verbal feedback of the situation that occurred.

The SENCO/Head of Pastoral Care will be made aware of any behaviour issues and will monitor the quantity of red and yellow card entries. The SENCO will become involved and work with class teacher, pupil and parent to introduce behaviour modification strategies. External support may also be requested.

Persistent unacceptable behaviour will result in regular meetings with parents, particularly to address issues of poor self esteem and conflict that may be taking place outside of school.

Serious incidents, or continuous unacceptable behaviour may be dealt with using the following processes: referral to professional agencies to deal with specific behaviour difficulties (with parental consent); or temporary exclusion.

4.7.1.6 Bother and Best

Foundation Stage and KS1 operate their own system for managing behaviour based on the Bother and Best approach. Bother and Best are two characters that help the children to deal with rationalising and reflecting on situations to evaluate the most appropriate behaviour. The characters can be used to disassociate the behaviour from the child and can allow a discussion to take place where Bother and Best are used to role play the situation.

If serious situations occur, for example where a child has been injured as part of the incident, the perpetrator may be asked to take time out with a timer or to have restricted choices. In nursery, children may be isolated within the classroom on time out for a short period of time. In all cases, staff will discuss with the child how to improve their behaviour. Teachers will discuss persistent behaviour on a daily basis if necessary. Children who have particular needs will have an individual behaviour plan drawn up, for all staff who work with that child to follow. In all situations it will be made clear to all staff and children that it is the behaviour that is undesirable, not the child.


Hello, we are



Bother and Best

We love to help children talk about what is bothering them and decide what might be the best thing to do about it.

Can we help you?

Name:		Date:	
 <p>Bother</p>	<p>What is bothering you?</p>	 <p>Best</p>	<p>What best action have you decided?</p>

At the start of each year, the class teacher discusses the school rules with each class (as part of the SEAL/PSHCE curriculum). In addition to the school rules and classroom code, which is agreed by the children and displayed on the wall of the classroom. The emphasis is on the use of positive language. In this way, every child in the school knows the standard of behaviour that we expect in our school. They should be clear about the rewards for good behaviour, and sanctions for unacceptable behaviour. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during ‘circle time’, or the year group may be spoken to as a whole by class teachers, deputy or head teacher.

All members of staff will be aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school will not hit, push or slap children. Staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we will take are in line with government guidelines on the restraint of children.

4.7.1.7 Staff training

As part of the induction for all new staff the Behaviour Management Policy will be an essential part of the induction process and will form the basis of one of the first staff training events to standardise our approach to managing pupil behaviour.

A brief summary of all praise and sanctions are provided to all teaching and support staff, as well as visiting new staff, students and supply teachers.

4.7.1.8 Anti-Bullying Statement

The school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear. We are aware that children who are being bullied are often reluctant to talk about their experiences so we will look for any signs that children are unhappy in school or with friends outside of school and share that information with parents in order to support individuals.

4.7.1.9 The role of the head teacher/deputy head teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher will support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher will keep records of all reported serious incidents of misbehaviour.

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

The deputy head teacher will support the head in these roles, and will take an active role in monitoring the behaviour of pupils, liaising with parents and professional agencies, and supporting the work of class teachers.

4.7.1.10 The role of parents

The school will work collaboratively with parents to ensure children receive consistent messages that promote positive behaviour hopefully at home and at school.

We will explain the school rules in the school prospectus, and we will expect parents to read these and support them. Each year we will send out a 'Parent Guide to Behaviour at Cramlington Village Primary School' to remind parents of our strategies.

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

4.7.1.11 Issues at home that impact on school

Only by developing a trusting, mutually supportive partnership between parents and school will we be able to best serve the needs of the children.

We will aim to provide regular access to teaching staff for parents so that they can use this open door policy to share any situations about their child's home life that may impact on their behaviour at school. Issues like finding out a new baby is on the way can sometimes cause a child to become unsettled as they face the uncertainty of changes in family life and it is sometimes useful to share the news with a child's class teacher enabling them to support the children as individuals.

Similarly disputes between family members can also impact negatively on the children. While we fully understand the reality of family life sometimes means that there can be aspects of discord at home, we will not seek to pry, but seek to understand and nurture your child during these times. We want to support families so that the children can receive the best and so if parents feel they can share confidential information about the situation at home, we will respect the confidentiality but always seek to support the child more at these difficult times.

Disturbed sleep patterns and poor eating habits are an important aspect that will impact negatively on children's behaviour. We will work closely with parents and their children to ensure that the children and their families understand the importance of sleep and food to sustain children's energy and vitality needed not only to promote good behaviour but also to develop good skills for life.

If the school has to use reasonable sanctions to punish a child, we will request that parents support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher/deputy head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented through the chair of governors.

4.7.1.12 The role of governors

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

The head teacher will have the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

4.7.1.13 Monitoring

The head teacher and deputy head will monitor the effectiveness of this policy on a regular basis. Our school will implement a Behaviour Management Working Party which will meet termly to review the policy.

The head teacher will also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school will keep a variety of records of incidents of misbehaviour. Behaviour that has led to a loss of a privilege will be recorded. Serious breaches of the behaviour policy – such as bullying, racism, or other inappropriate behaviour will be recorded by the head teacher. Lunchtime supervisors will give written details of any incident on an incident report form, which will be sent to the class teacher.

The head teacher will keep a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It will be the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

4.7.1.14 Review

The governing body will review this policy regularly. The governors may request a review if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

4.7.2 Exclusion from school

Local policy states that children and young people who attend schools in Northumberland can be excluded (or expelled) from school in response to breaches of the school's behaviour policy. Exclusions can be either permanent exclusions (where, subject to certain review and appeal procedures, the pupil is not expected to resume attendance at the school) or fixed period (temporary) exclusions (also sometimes referred to as suspensions), where the exclusion is for a specified number of days and the pupil will return to school at the end of the exclusion period.

Exclusion will be one of a range of strategies for managing behaviour in our school but will usually be a last resort. Our policy for behaviour is in place to promote good and discourage poor behaviour. Pupils, parents and school staff should all be aware of these policies, the standards of expected behaviour they set out and the sanctions and support mechanisms which will be used if these standards are not met.

4.7.2.1 Permanent exclusion

Permanent exclusion from school is a very serious event in a young person's life and so the decision to exclude permanently is always a very serious one for the head teacher. In many cases, it is a 'last resort' after a range of other disciplinary strategies have been used with the pupil concerned. In exceptional circumstances, head teachers at CVPS can permanently exclude for a first or 'one-off' offence. These circumstances are outlined in guidance from the Department for Education and may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon.

4.7.2.2 Procedures following a permanent exclusion

During the first five school days of a permanent exclusion the school will send work home for the pupil to complete. During these initial five school days of exclusion parents must ensure that their child is not present in a public place during school hours without reasonable justification: if they do not, they could be subject to a fixed penalty fine.

From the sixth school day of a permanent exclusion, the Local Authority (Northumberland County Council) is statutorily responsible for ensuring that suitable full-time education is provided to pupils of compulsory school age

4.7.2.3 Fixed-term exclusions

- A. Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a pupil, s/he will inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- B. The headteacher informs the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- C. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- D. The governing body has a pupil discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- E. When an appeals panel meets to consider an exclusion, they will consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated.
- F. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher will comply with this ruling.

4.7.3 Attendance

4.7.3.1 Aims and objectives

For our children to gain the greatest benefit from their education it is vital that they attend regularly so every child should be at school, on time, every day. If the reason for the absence is unavoidable there are procedures to notify the school that need to be followed to ensure that the children are safeguarded and that school is aware of reasons for absence.

It is very important therefore that families make sure that their child attends regularly and the attendance policy sets out how together we will achieve this.

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning.

Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class.

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

4.7.3.2 Promoting regular attendance

Our school will:

- ensure that all children attending have access to exciting and inspiring learning experiences
- offer every child the opportunity to succeed in academic and non academic activities
- ensure that all our staff are welcoming
- understand the holistic nature of each child's individual needs
- be punctual at the beginning and end of each school day
- signpost parents if they need help with attendance
- work with external bodies such as the education welfare officer (EWO), the school community nurse and Social Services to work with families experiencing regular problems with attendance
- inform parents of their child's attendance records and request meetings when regular absences become apparent

We ask families to:

- ensure children understand the importance of regular attendance
- support school by getting their children to school on time and collecting on time
- appreciate the legal framework within which attendance at school operates
- work in partnership with school when there are problems

Our focus will centre on activities that promote regular attendance such as:

- celebrating good attendance by displaying individual and class achievements
- rewarding good or improving attendance through class competitions, certificates and outings/events
- sending out updates on attendance to parents through our regular weekly school newsletter

Working in close partnership with parents we hope to ensure all parents are aware of our attendance policy by:

- including key aspects in the parent handbook
- making reference to it as part of enrolment procedures
- reinforcing it at parent induction meetings
- ensuring the policy is available on our website
- clarifying the different term dates so that parents know to make use of them for family holidays
- explaining the differences between authorised and unauthorised holidays

We will analyse and monitor attendance and use Raise Online to compare our attendance with national averages, focusing on:

- attendance of different groups of pupils, including those with special educational needs and/or disabilities and those from minority backgrounds
- the proportion of pupils who are persistently absent, if any
- patterns of absence relating to times of year, days of the week and particular class or year groups
- weather patterns and their affect on attendance rates

We will support children with poor attendance to catch up with any work missed, and will involve the Educational Welfare Officer and other in-house personnel, to support our school in maximising attendance rates.

4.7.3.3 Persistent absentees

Parents will be informed in the policy and in parent information books about the amount of time that is classed as persistent absenteeism and the actions that are taken by the support network internally and externally to reduce absence for persistent absentees.

4.7.3.4 The Education Welfare Officer

Parents will be informed of the powers of the EWO and the penalty notices that they can issue as a result of repeated unauthorized absence.

Parents will also be informed of the support network that is available to target families who struggle with the everyday demands of parenting.

School will have a senior member of the staff team who will take responsibility for monitoring the attendance records and ensuring that children are given appropriate pastoral care during times of turbulence at home.

4.7.3.5 Punctuality

Registration starts on time at 8.30am daily. We ask that parents ensure their children are at school for this time so that their children can take part in the games and general introduction to the day that maps out the planned learning. This helps the children to feel included in what is happening and to feel part of the discussion so they can direct the nature of the planned learning for the day.

4.7.3.6 Holidays in term time

Our term dates are specifically designed to allow families to take time off during school holidays that will facilitate annual two-week holidays to take place at lower costs. Parents will be advised that there will be very few situations that will attract authorised holidays outside of this period. Any other planned time off during school term time must be requested beforehand and at least with 14 days notice.

In some circumstances authorised time off school will not be granted:

- at the start of a new school year
- during Standard Assessment Tasks (SATs) for Year 6
- for pupils whose attendance is already below 90 or would fall below 90% as a result of the requested time off

4.7.3.7 Legal duty

The school has a legal duty to publish its attendance figures both to parents and to the secretary of State for Education. All staff and governors are committed to ensuring that the profile of attendance at our school is kept high.

4.8 Community engagement

Cramlington Village Primary School wants to work with people from the local area so that it becomes embedded as part of the local and wider community. We will build on the local business, education and community networks in which our governors, staff and parents are engaged. We will also seek to be a local base for multi-agency working, developing a methodology that can be transferred to other settings as we become a model for how effective use of resources can make communities and individual lives better.

We will offer extended school services to our children and their families. We already have access to an outstanding 'out of school provision' with availability. We will engage with the local community to ensure there are opportunities for us to offer community buildings, for events and training in line with local and national initiatives.

4.8.1 Parent toddler sessions for pre-schoolers

We will promote a weekly pre school 'children and parent' session. Transition into school will be supported by our influence in developing parental attachments and sound understanding about how young children learn.



4.8.2 Developing regional links

We will strive to make links with the local primary schools to link up in offering children experiences of working together for activities including sports, music, arts and dance.

We already have links with two schools in Newcastle that we can use in our earliest years to encourage the children to write letters and to email one another, swap photographs and visit each other's settings. This will allow us to learn about and share information regarding our mining community as well as finding out about other children from different parts of the North East. One of these schools has a large multicultural population which will provide children with first hand experiences of children from different cultures in contrast to the predominantly white British children in Cramlington.

4.8.3 Secondary school

We plan to work with the local secondary school, Cramlington Learning Village, to buy in their expert services to deliver science lessons to KS2 children and to also offer on hand support and advice to our teachers.

4.8.4 University

Once we are established, we have been advised by one of our governors (██████████) that we should aim to become a training school where students from the University of Northumbria could come for long-term placements. This will generate an income as well as providing additional learning experiences for the children. It will also provide the opportunity for us to 'grow' new teachers with the understanding of our ethos and vision. ██████████ has also recommended that our Principal Designate should become a Local Leader in Education, to support other schools to develop and to share the successful ethos of Little Angels and Cramlington Village Primary School.

4.8.5 The local authority

We have approached the Local Authority regarding a service level agreement for Special Educational Needs and Health and Safety, and our interest has been greeted favourably. Negotiations will continue once we are given the green light to progress with our application.

4.8.6 Local churches

All three local churches (Nazerene, St. Andrew's and St. Peter's) are willing to build partnerships with us when we are given the green light to progress with our application.



In this section we explain:

- Our consultation with prospective parents
- Parental concerns
- Comments from parents
- Statistical evidence of demand
- Demographic issues in Cramlington affecting parental choice
- The development of new homes in Cramlington
- Changes to primary school catchment areas
- Impact of a new school on existing schools
- Quality issues affecting parental choice
- Inclusion and special educational needs in Cramlington
- Our plans for statutory consultation
- Our proposed marketing strategy

5.1 Consultation with prospective parents

Our evidence comes from a series of scoping consultations we have undertaken with parents and the wider community. (Please see Appendix 5A for a timeline of these consultations.) These consultations have enabled us to establish a series of targeted inquiries of those who may be affected by our proposed Cramlington Village Primary School and informed our plans to reach out to the diversity communities of Cramlington with our ethos of inclusion.

The primary impetus for establishing a new school under the free school agenda has come from continuous and informal lobbying by families who currently use our Little Angels Nursery.

However, the response to our consultation with other prospective parents has been overwhelmingly supportive.

We are able to demonstrate clearly that we have double the demand for our intended enrolment for at least the first two years of operation, with respondents to our questionnaire confirming that they will select Cramlington Village Primary School as one of their preferred schools.

5.1.1 Parental concerns

Prospective parents are very concerned about the actual choice that is available. Schools that have recently been judged as 'good' by OFSTED are currently oversubscribed. For many parents the only offer of a place is at one of the currently least popular schools in the town.

Of equal concern is their experience that the rate of house building in the community increases far faster than the infrastructure to support those buying houses, putting even more pressure on school places.

Parents are concerned that their experience of the primary schools in Cramlington, whilst offering 'good' provision, are not necessarily meeting the needs of their children as individuals.

5.1.2 Comments from parents

We undertook our initial formal consultation within our existing under-5s nursery, Little Angels, and collected feedback from 150 parents and carers.

This is what some of them had to say:

“A Free School would provide an opportunity for my child to continue to benefit from the inclusive and holistic approach he has experienced since starting Little Angels.”

“I would like my child to experience an education rather than a process – exploring and learning as opposed to the National Curriculum.”

“I think that a school which builds on the Little Angels holistic approach to education would be a reliable asset to the area.”

“I would struggle to find a school with as high standards as Little Angels and I think the area needs a school like this.”

“Cramlington house numbers have risen dramatically over the last few years, but no new schools have been built. More freedom to choose specific schools is needed.”

We followed this up by piloting the consultation in nine parent and toddler groups. Finally we undertook a full community consultation at a hired stand in the local shopping centre. (Please see Appendix 5A for a copy of the questionnaire.)

5.1.3 Statistical evidence of demand

The quantitative data from our questionnaire establishes the numbers of children whose parents agreed they would include Cramlington Village Primary School as a preference on their admissions form.

Agreement of parents to include Cramlington Village Primary School as a preference					
Date of birth	Potential pupils for 2012 entry	Questionnaire completed at			Totals
		Little Angels	Local parent/toddler groups	Shopping Centre	
1/9/06 - 31/8/07	Year 1	19	3	26	48
1/9/07 - 31/8/08	Reception	32	10	47	89
1/9/08 - 31/8/09	Nursery	17	24	58	99
1/9/09 - 31/8/10	Nursery	18	17	49	84
1/9/10 – 31/8/11	Pre-nursery	11	16	45	72
Total under-5s		97	70	225	392

We intend to open in September 2012 with an intake of 30 pupils in our Reception class. Clearly, if our new school is an option for parents of these children, we will meet our recruitment targets without difficulty. The data also demonstrates that for the foreseeable future we will be able to meet our recruitment targets as we develop our provision. (Had we been able to open in September 2011, the response from parents indicates we would have been able to fill our Reception class then too.)

All respondents to our questionnaire have provided contact details. The raw evidence is available for scrutiny.

Our questionnaire also yielded qualitative evidence of demand:

One family moving into the town has three children. Two have been placed in Cramlington schools but the third child has to continue at his existing school in another town as there is no place available to him in Cramlington.

Another family has three children. The second child could not attend the same school as the oldest sibling as it was oversubscribed. The parent was anxious that on current local authority criteria the third child in the family may be unable to attend either of these schools and that she would need to drop off three children at three separate schools.

The mother of a Y3 child has been attempting to move her daughter for the past two years. The child is not happy at her current school and the mother is not happy with the response of the head teacher. The mother had contacted and continues to contact all local schools. Throughout there was, and remain, no places available.

A mother felt that the school her son had attended had let him down and that the formal approach to learning that was implemented had had a negative impact on his learning. She felt that he had consistently underachieved and that his strengths had not been acknowledged by the school.

One mother who is a local town councillor felt strongly enough to share her experiences of local schools that she felt had let her son down. She was in the financial position to seek out a fee paying option; however in her role as councillor she feels that an additional element of competition could help to develop better standards. She feels that the current system is unfair in that the better option is only available to those who have the financial resources when it may be even more important for those children from less well off families.

Parents expressed concern that the schools that were closed down two years ago at reorganisation were restricted to one geographical area so that the east side of the town, that co-incidentally has the highest levels of social deprivation) no longer has the same provision as the rest of the town. One mother has to make a forty minute walk to take her child to her allocated catchment area school. She walks past two other primary schools, has no car and cannot afford the buses both ways.

In addition to these specific family stories, a number of families from outside Cramlington have registered an interest and are keen to hear more. In particular some parents from the near-by town of Blyth are keen to see an aspirational alternative to their catchment area schools that, from their perspective, do not match their children's individual needs.

At our consultations many parents expressed significant disappointment that their school aged children will be too old to attend our new provision as we roll it out over the next few years.

5.1.4 Demographic issues in Cramlington affecting parental choice

It is clear from our scoping consultation with prospective parents that there is significant dissatisfaction with the allocation of school places as currently managed by the local authority.

Although we have identified parental demand, we are mindful of the impact a further school could have on the viability of those already established in the town (and which we will address in our admissions policy – please see Section 4).

However a detailed analysis of the evidence from our consultation demonstrates that a number of families who want to use our school live outwith the catchment area of Cramlington town and come from diverse locations across the south east of Northumberland, North Tyneside and Newcastle. Many of these families use our existing early years provision as they work in or around Cramlington.

There are currently seven primary schools that have catchment areas delineated by the local authority. The other primary provision in the town comprises St Paul’s RC First School that serves the Diocese.

The primary schools are:

- Beaconhill Primary School (on its pre-reorganisation site)
- Burnside Primary School (relocated to a previous middle school site)
- Cragside Primary School (relocated to a previous middle school site)
- Eastlea Primary School (relocated to the former Burnside First School site)
- Hareside Primary School (a purpose-built primary school on the former Hareside First School site)
- Northburn Primary School (on its pre-reorganisation site)
- Shanklea (on its pre-reorganisation site)

Since its establishment, Cramlington was served by a three-tier education system with purpose-built first schools, middle schools and a high school. In 2008 the local authority reorganised schools into two tiers: primary and secondary. Below we draw on evidence from the local authority's Schools Admissions Handbook 2010–2011 to discuss the impact of this reorganisation on individual families, and the way in which our proposed Cramlington Village Primary School is intended to support parental choice in the most deprived areas of the town. In addition we set out the current concerns of some local school leaders about the current pupil allocations by the local authority and the changing demographic situation in the town together with our response.

5.1.5 The development of new homes in Cramlington

Cramlington continues to expand. Planning guidance states that for every 100 new homes, the expectation should be that there will be an additional four pupils per year group in the town. How these new home developments may impact on primary pupil numbers in the very near future as well as medium term is discussed below, drawing on data published by the local authority together with discussions with appropriate local authority officers.

- 85 homes are currently under construction in the town (which will account for 24 new children)
- 110 new homes are planned for the financial year 2011-2012 (which equates to 32 new children coming into the area in the next two years)
- In addition, planning consent has been granted for 705 new dwellings to be built on the south west sector of the town (which equates to 196 new children)

We have consulted with the project managers of each of the following developments in the town, to establish firm evidence of additional pupils at primary level.

Planned development of homes in Cramlington				
House builder	Area of the town	Number of houses	Dates for completion	Planning?
██████████	South west (currently greenfield sites adjacent to Beaconhill Primary School). Developer already owns land.	705	Expected start 2013-2014 (according to project director)	yes
██████████	East (previously Kramel First school site closed down as part of reorganisation). Sold for £2m	49 affordable homes	Expected early 2012 (programmed start date summer 2011)	yes
██████████	Centre (Previously old people's care home)	36	Summer 2011 (work started now)	yes
██████████	South (previously Cragside First school, relocated to middle school site as a primary). Sold for £2m	60	Summer 2012 (on site now)	yes
██████████	South west	200 with additional infrastructure	2014 to 2015	yes
Negotiations for the previous Parkside Middle School with a couple of developers	Centre	60	Site surveys, extensive structural investigations have taken place and discussions with planning.	no
Total (definite) within next two years		205		
Within five years		1110		

It is our belief that the published admission numbers (PAN) allocation is too tight for the current demographic situation - even before the new homes currently planned for or actually under construction are taken into consideration.

Yet the local authority is of the opinion that existing primary provision is sufficient and that there is a surplus in the town. In summary, the local authority has not shared contingency plans to meet the projected increase in primary pupil numbers arising from the new housing development, and in keeping with previous patterns any planned school build will only take place after significant overcrowding in the existing schools, putting more pressure on schools which are already struggling.

The local authority's Planned Pupil Place projections were created following returns from schools in January 2011. They do not include the latest developments in planned housebuilding, as detailed above, and will not be updated until January 2012. Please see Appendix 5X for further details.

5.1.6 Changes to primary school catchment areas

In 2008 the reorganisation of Cramlington schools into two tiers resulted in:

- the high school being re-designated as a secondary school
- the closure of all existing middle schools
- first schools being re-designated as primary schools
- one first schools being closed, another being relocated.

Cramlington Village Primary School would address directly issues that have been raised by families affected by this reorganisation.

The first schools that were closed or relocated served the most deprived areas of the town, in the east of Cramlington. However, because the local authority makes catchment area the primary criterion for the allocation of places in Cramlington primary schools, siblings have been separated and some families forced to make extended journeys across the town to more than one school site. (See section 5.1.3.)

Published admission numbers (PAN) from the Northumberland County Council School Admissions Handbook 2010-2011 demonstrate a clear restriction of parental choice, and an unequal burden of travelling across the town placed on families who are not allocated their first choice place.

Cramlington Primary School Admissions 2008 – 2010							
Primary School	PAN	Parental preference 2010 entry			Actual admissions		
		1st	2nd	3rd	2010	2009	2008
Beaconhill	30	30	9	2	30(-)	26(-4)	28 (-2)
Burnside	60	65	48	16	60	60(-)	61(+1)
Cragside C of E	60	45	20	14	60	48(-12)	55 (-5)
Eastlea	30	22	3	14	23(-7)	24(-6)	25(-5)
Hareside	60	75	39	13	60(-)	60 (-)	60(-)
Northburn	45	44	60	17	45(-)	45(-)	60(+15)
Shanklea	45	59	26	20	48(+3)	56 (+11)	58 (+13)
St Paul's RC Voluntary Aided First School	30	37	8	4	29	28	30
Totals (excluding St Paul's RC First School)	330				326	329	347

“Cramlington house numbers have risen dramatically over the last few years, but no new schools have been built. More freedom to choose specific schools is needed.”

The actual admissions and PAN allocations across the town leave little room for parental choice. The number of reception age children in the town has exceeded capacity since the local authority reorganised its schools into two tiers.

There are two primary schools largely unaffected by the reorganisation: Beaconhill and Northburn. These two schools are on the margins of the town. When catchment area was established as the criterion for places allocation, Northburn's PAN stabilised in 2010, although as a popular second choice, it was unavailable. Beaconhill remains one of the less popular schools in the town

Shanklea Primary School remained on its original site. It has been, and remains, oversubscribed, drawing in children from the east of Cramlington. Historically the local authority has allowed it an increase above the PAN. It remains unavailable for children as an alternative choice. Burnside Primary School and Hareside are oversubscribed, but have had their allocations restricted to the PAN by the local authority.

As a result, in 2010 around 10% of children were not allocated their family's first choice within the town.

We cannot tell from these published data how many children applied for schools outside their reorganised catchment area. However, it is clear that the relocation of schools, combined with the unequal popularity of schools has resulted in considerable difficulties for many families.

5.1.7 Impact of a new school on existing schools

Our scoping consultations included informal discussions with some local head teachers about their concerns regarding our proposal for a Free School. Their first concern is the effect of additional places on school viability:

- that the impact of an additional school on current school numbers will result in redundancies in the existing schools.
- that falling school rolls in existing maintained schools will impact on the viability of existing provision.
- that school reorganisation two years ago left PAN too tight.

However, the rationale that there are currently adequate places across the town is already disputed by parents in the community, and has indeed been flouted by the local authority's agreement to temporarily increase the PAN at Shanklea Primary for a number of recent years. We contend that current school viability will not be majorly adversely affected by the Free School provision, given the current fluidity of the school population and the limitations of the PAN allocations. Offers of places above the agreed PAN only increases the risk of accommodation being less suitable and resulting in overcrowding.

The influx of children into the Cramlington school system from new houses being built will provide more than enough new children to maintain school rolls in the town. This is a situation that the schools have been handling since the new town development began and at each stage in the expansion programme the same concerns have been raised.

Our admissions procedures have been developed specifically to ensure fairness but also to minimise significant impact on any one school.(Please see Section 4)

And for the town as a whole there will be an increase, not decrease, in school staff numbers.

5.2 Quality issues affecting parental choice

Another major impetus for establishing a Free School in Cramlington is the need to drive up standards and offer ‘outstanding’ primary education. Our school will drive up standards by building on the quality of our existing nursery which has been awarded three consecutive ‘outstandings’ in the last three OFSTED inspections.

OFSTED judgements for Cramlington schools			
High school			
Cramlington High School	2009 outstanding	2006 outstanding	2003 very good
Primary schools			
Beaconhill Primary	2009 satisfactory	2007 good	2003 satisfactory
Burnside Primary	2008 good	2006 good	2000 very good
Cragside C of E Primary	2010 good	2008 inadequate	2005 good
Eastlea Primary	2009 satisfactory	2005 satisfactory	2000 good
Hareside Primary	2009 good	2007 good	2000 very good
Northburn Primary	2007 good	2003 good	1997 good
Shanklea Primary	2009 good	2007 good	2002 good
St Paul’s RC Primary	2007 good	2003 good	2000 very good
Nursery provision in the area			
Little Angels	2011 outstanding	2008 outstanding	2005 outstanding
St Paul’s Pre School	2007 outstanding	2005 good	2004 good
Beaconhill Pre School	2009 good	2007 satisfactory	2004 good
Eastlea Early Years group	2010 good	2009 good	2007 satisfactory
Burnside Playgroup	2009 satisfactory	2008 satisfactory	2007 good
Cramlington Kids Club	2010 good	2007 satisfactory	2005 good
Southfield Day Nursery	2009 good	2007 good	2005 good
Cragside Nursery Unit	2009 outstanding	2008 good	2005 good

During our consultation with head teachers in Cramlington, the view was expressed that OFSTED inspection reports are only relevant as a snapshot of a school's performance, specific to one point in time, and do not identify those schools that are improving.

Our response is that published contextual value added (CVA) scores show that the reverse is true for some schools. Some schools previously judged as 'good' by OFSTED achieved lower CVA according to the last published information, lower than both local authority and national averages in terms of achievement and progress. Whilst some schools are increasing in terms of attainment there is scope for a fresh and innovative approach to drive up standards in Cramlington - an approach that we intend to offer.

Our consultations with parents indicate that many of our existing parents are fully cogniscent with the implication of OFSTED data and acknowledge Little Angels' current performance as a quality provider in the town.

Contextual value added scores		
School name	KS1-KS2 CVA score 2010	KS1-KS2 CVA score 2009
Beaconhill Primary	100.5	99.9
Burnside Primary	99.0	99.4
Cragside Primary	boycott	98.0
Eastlea	101.5	100.8
Hareside Primary	98.6	98.6
Northburn Primary	100.3	100.2
Shanklea Primary	98.8	97.8
St Peter's RC Middle	99.1	99.1

Progress measures between Key Stages 1 and 2 for English and Maths

School	Maths 2009	English 2009	Maths 2010	English 2010
Cragside	55%	81%	boycott	boycott
Shanklea	46%	59%	71%	70%
Hareside	73%	73%	75%	74%
St Peter's Middle	100%	54%	78%	74%
Beaconhill	87%	76%	86%	89%
Burnside	75%	70%	68%	86%
Eastlea	89%	93%	93%	100%
Northburn	86%	86%	77%	91%
Fordley	64%	73%	boycott	boycott
Northumberland target	100%	100%		

National measure for all mainstream schools (2009)	% of schools nationally	Cramlington schools
100.6 and above	Top 5%	Eastlea (100.8)
100.6 to 101.5	Next 20%	
100.2 to 100.5	Next 15%	Northburn (100.2)
99.8 to 100.1	Middle 20%	Beaconhill (99.9)
99.4 to 99.7	Next 15%	Burnside (99.4)
98.5 to 99.3	Next 20%	St Peter's (99.1) Fordley (98.8) Hareside (98.6)
98.4 and below	Bottom 5% of schools	Cragside (98.0) Shanklea (97.8)

National measure for all mainstream schools (2010)	% of schools nationally	Cramlington schools
101.8 and above	Top 5%	
100.8 to 101.7	Next 20%	Eastlea (101.5)
100.3 to 100.7	Next 15%	Beaconhill (100.5) Northburn (100.3)
99.8 to 100.2	Middle 20%	
99.3 to 99.7	Next 15%	
97.9 to 99.2	Next 20%	St Peter's (99.1) Burnside (99.0) Shanklea (98.8) Hareside(98.6)
97.8 and below	Bottom 5%	

NB: Cragside and Fordley boycotted KS2 SATS in May 2010

5.3 Inclusion and special educational needs in Cramlington

As an existing provider of outstanding early years education and care, the Little Angels organisation has an enviable record of supporting childcare for training parents, teenage parents, parents with disabilities, children under social care and child protection orders, children recognised as being ‘children in need’ and children who have serious physical or learning disabilities who are placed with the organisation because it offers the most appropriate support for their conditions. From the outset we decided that continuing this agenda would be one of the main aims of our proposed Free School.

During our consultation with senior officers of the local authority, we discussed evidence of need for this provision in the town and they have continued to be informed of our proposals. We intend to develop this evidence of need during our statutory consultation.

5.4 Our plans for statutory consultation

Our initial consultations have already begun to scope out the issues of concern and support among stakeholders and those who may consider themselves to be affected by the new school.

Once we have approval for our application we will undertake a more formal and systematic consultation to develop a robust evidence base, particularly on the perceived impact of a new school on stakeholders involved with current provision.

During the autumn term 2011, we will identify issues from those people who may be impacted by our new provision, as well as those people and organisations who may be able to give us a more highly developed insight into the issues. The outcome of our statutory consultation will be the basis of a professional document that will become part of our quality assurance process.

From our scoping exercise we have identified the following stakeholders as potentially having concerns that we will need to explore and address.

5.4.1 Disadvantaged and deprived communities

We will hold two open days during the autumn term in the two deprived wards (rated as in the bottom 10% nationally according to Indices of Multiple Deprivation, IMD) in Cramlington, currently served by Sure Start Children’s Centres. These consultation days will offer special activities that will be free of charge for children and their families to attend. We will seek the views of people in the two community centres that serve each of the communities to seek out ideas of what activities and services are most popular with local people. We envisage that we may have the opportunity for magic shows and storytellers to come along with a promotional stand to share our ethos and services such as the Firefighters, policemen and ambulances to attract families with young children. An important part of the consultation will be to connect with the people in the communities and seek out their views and opinions while marketing our proposed new school, raising public awareness and expectations. We plan to give out helium balloons and promotional materials such as free bags and stationery with our logo and website addresses.

Feedback from these events will be posted on our website, and the collection of names and information will be added to our database.

5.4.2 Faith communities

We will consult the Cramlington Church of England and Roman Catholic Dioceses who have established primary provision in the town, alongside other faith groups which are not represented. We will make every effort to reach ethnic and religious minority groups which do not currently have a clear and high profile voice.

Our intention is to make sure that as far as possible we provide an educational experience that reflects the diversity of current UK citizenship, whether or not the diversity is represented in our school at any one point. We will seek their advice on ways to introduce our pupils to this rich and diverse culture.

We are particularly anxious to draw on the faith networks to reach families who may be marginalised due to their faith or ethnic heritage, and to develop wider community links within the town.

We will seek meetings with the faith groups during the autumn term 2011. These will include members of our core groups who are working on curriculum, publicity and community cohesion.

5.4.3 Local political representatives: MPs, MEPs, county and town councillors

This application currently has the informal support of some local councillors to provide a school under the aims of the Free School programme. Our attempts to meet on a more formal basis have been delayed by councillors who are awaiting political guidance. Once we have approval for our application we intend to make formal representation to the local and county council to present our proposal.

Our intention is to enable a transparent discussion with the elected council representatives. We are open to their concerns and advice. Wherever possible we will be open to develop our provision in response, bearing in mind that we have an educational vision that is robust, well researched and approved. Where we are not able immediately to fully respond to concerns and suggestions, we will identify these as points of action for consideration and continue to develop our evidence base.

This will be a minuted meeting during autumn term 2011.

5.4.4 Trade unions representing teachers locally

We acknowledge the general concerns of the teaching unions and in consulting representatives formally, we intend to identify those specific to Cramlington.

We are confident that as a result of our networking with other providers we will be able to allay fears about terms and conditions of teachers and of the effect of the new provision on existing schools, particularly the fear of redundancy. We acknowledge that members of teaching trade unions may hold political views that oppose the Free School programme. We are sensitive to this, but remain determined to provide the additional parental choice identified in our scoping exercise.

This will be a minuted meeting during autumn term 2011.

5.4.5 Primary head teachers and other head teachers in Cramlington

Our scoping exercise raised concerns that we have already addressed in this proposal. We intend to seek the views of all the headteachers in Cramlington. This will include the high school and special school.

Our intention is to establish effective and positive working relationships with the local providers. We acknowledge that some head teachers hold political views that oppose the Free School programme, and that Cramlington schools have always been a close knit community. In undertaking this more formalised consultation we intend to provide a forum where concerns and points of mutual support can be explored. We believe that by being transparent and approachable we will be able to demonstrate that we are offering additional provision that will not impact on their current PAN allocation.

We will meet with individual head teachers during autumn term 2011. At the end of each meeting we will agree the record of the meeting.

5.4.6 Local authority extended services team

Our aim is to provide services for our families that extend beyond statutory school requirements. We have already identified evidence of need in our scoping exercise. In this more extensive and formal consultation we will involve the local authority early years team.

Our intention is to seek out the widest possible evidence of need and to work alongside the local authority team to provide services for 'hard-to-reach' families as well as provision beyond the school day and into school holidays.

We intend to pursue active partnership with the local authority extended services team by providing parental support and training, building on our existing expertise with the families of pre-school age children. In developing this provision we will explore the potential for outreach work with the local travelling community.

We will hold a minuted scoping meeting early autumn 2011. This will explore the potential and possibilities and identify further individuals for consultation. We intend that the outcomes of these consultations will be available by the end of autumn term 2011.

5.4.7 Local residents

We acknowledge that a school will have an impact on residents who live near the premises, whether or not they have children who attend the school. This may be exacerbated in the residents' views by our intention to open beyond the statutory school day and into school holidays.

Our intention is to make our plans as transparent as possible to the residents and to listen to their concerns. Drawing on local knowledge we anticipate that car parking at the beginning and end of the school day will be an issue. We will work with the local community to address such issues.

We will hold a public meeting with residents. This will happen towards the end of autumn term 2011.

5.4.8 Regional teacher training establishments

We intend to work closely with our regional initial teacher training (ITT) providers. As one aspect of our statutory consultation, we will seek the ITT providers' perceptions of the Free School agenda, and explore ways in which we can become involved in ITT, especially in the 'Teach First' and 'Graduate Teacher Training Programme'.

Our intention is to ensure that we are working as part of a quality teaching community and seek to be outward facing and critical in our response to new high quality learning and teaching strategies.

This will be a meeting arranged in the autumn term 2011. The meeting will have an agreed agenda and be minuted.

5.4.9 The local authority

We have actively and continuously consulted with senior officers of Northumberland local authority with responsibility for education and its quality. They have been neutrally supportive within the context of no political steer up to the time of this submission.

These officials have agreed that Cramlington Village Primary School should take its place as a Free School provider within their admissions strategy. In this way we will retain our independence from the local authority, yet benefit as a provider within what will soon become an over-subscribed maintained system.

We have already agreed to consider their suggestion of specific Special Educational Needs provision. Our intention is to maintain a continuous consultation with the local authority education officers in the interests of establishing and developing partnership arrangements with the local authority as the main provider of primary education in the town. We are particularly anxious to work alongside the local authority to link with the hard-to-reach families, and to develop wider community links.

We will continue to use minuted meetings with an agreed agenda throughout the pre-delivery phase at least.

5.4.10 Our families

We recognise that our families are cultured to particular expectations about assessment in maintained schools. We understand that we may need to understand the differing interpretations that families have of the language we use, and that we need to hear parents' opinions.

In addition we propose some differences in term and attendance dates and we need to ensure that we have the support of our parents.

Our intention is to undertake a round of personal discussions with parents with a view of informing our own understanding of potential issues that may affect communication of our approach. This will be followed up with focus groups that will continue to inform our provision.

The personal interviews will be carried out during autumn term of 2011. Focus groups will continue to meet throughout the pre-opening phase at least.

In conducting this wider Statutory Consultation we will ensure that we have met our legal obligations under the current legislation.

<http://www.legislation.gov.uk/ukpga/2010/32/section/10>

http://www.equalities.gov.uk/equality_act_2010.aspx

We will adopt a mixed methodology for gathering evidence as appropriate for each group being consulted. This will include: written consultation forms in either electronic or hard copy; formal meetings with an agreed agenda and minutes; a public meeting with local residents. We will continue to make use of our Cramlington Village Primary School website to share the outcomes of our consultation as they emerge.

5.5 Our proposed marketing strategy

5.5.1 Skills and experience

Our marketing team has significant press, publishing, print and social media experience. One of our directors is a journalist, writing for the Financial Times, Guardian, Management Today and other national magazines, having spent 15 years as a reporter, feature writer and editor at The Guardian newspaper in London. He also teaches online, hyperlocal journalism and social media to postgraduate students at Newcastle University and has excellent contacts among the local media, having served as a public relations consultant to Little Angels Fun Club and Nursery for the past 10 years.

Our team also includes [REDACTED] a £50m-turnover printing firm which provides high quality printing, graphic design, packaging and direct mail services to a range of clients including large blue chips, creative agencies, NHS Trusts and local government as well as small and medium- sized firms and community groups.

5.5.2 Market audience

Once our proposed free school has been given the green light, we will analyse our database, then segment our audience to ensure we target the right groups cost-effectively with tailored messages, and via relevant media. For example, our different audiences for marketing messages will include:

- 150 parents with children attending Little Angels Nursery
- 120 parents whose children attend the five toddler groups at the Church of the Nazarene
- 90 parents whose children attend the three Northburn Nippers toddler groups
- 20 parents whose children attend the Children's Centre Library sessions
- new home-owners in the new Keepmoat, Miller and Taylor Wimpey Developments
- parents of pre-school age children in the town's most deprived estates, Eastfield Lea and Beaconhill
- local healthcare and social work professionals
- local stakeholders (local councillors, faith groups, schools, housing developers, local residents etc)

These audiences can be sub-divided into a range of different groups. This is an outline of how we aim to reach each group:

Group	What we will promote
Disadvantaged wards	<ul style="list-style-type: none"> * A hot, two-course home-cooked meal to all children (parents will be asked for a voluntary contribution) * A discreet free uniform scheme for parents unable to buy one * A play-based approach up to Y3 allowing children to work indoors and outdoors * Free after-school clubs * Regular trips and outings which will be free-of-charge or subsidised * Developing further links with two Sure Start children's centres
Working parents	<ul style="list-style-type: none"> * Seamless affordable care before and after school and in holiday times (51 weeks of the year) * Different term times to other schools which can allow parents to book cheaper holidays * Nutritional home-cooked, balanced meals in school and out of school clubs, reducing pressure on families during the few hours they spend together * A play based approach up to year 3 allowing children to work indoors and outdoors
Parents with children with Special Educational Needs or additional needs	<ul style="list-style-type: none"> * Individualised teaching programs for all children * Free flow access between the indoors and outdoors * Working with a wide range of outside agencies to meet individual needs * A holistic approach to the curriculum * A play-based approach up to Y3 allowing children to work indoors and outdoors * Working closely with parents * Strong, established connections with external professionals who support children with SEN and disabilities
Teenage pregnancy parents	<ul style="list-style-type: none"> * Working closely with Sure Start to direct parents to relevant groups and classes * Parent workshops during school times * Coffee room to meet with other parents * Extended services to facilitate teenage parents to access training and employment
Faith groups	<ul style="list-style-type: none"> * Links with the following local Christian churches: Nazarene, St. Andrew's and St. Peter's. * Visits to places of worship across a range of religions * Links with schools in Newcastle with children of different origins - emailing and writing letters, conferencing and visiting. * Actively celebrating the diversity of all children
Parents who do not work	<ul style="list-style-type: none"> * Parent workshops * Parent helpers * Parent Teacher Association opportunities

5.5.3 SWOT analysis

We have considered our strengths and weaknesses to establish how they should inform our marketing strategy. We believe that the strengths and opportunities outweigh the weaknesses and threats:

SWOT analysis	
Strengths	<ul style="list-style-type: none"> * New housing being built which will create demand for places * Different term dates (allowing parents to take holidays in off-peak times) * Individualised teaching and learning * Child-centred, holistic provision * Inspirational teaching * Empowering, innovative people * Free-flow learning between the indoors and outdoors * Social mealtimes * Swimming for every year group * Building on the excellent reputation of Little Angels (three consecutive ‘outstanding’ judgments) * Teacher training programmes * Robust recruitment process * Exemplary safeguarding practices * Experienced, skilled professionals on steering group * Commitments from volunteers willing to be governors * Parents and professionals with passion working on project
Weaknesses	<ul style="list-style-type: none"> * Current uncertainty of location * Current negativity from local schools regarding the free schools agenda * Misconceptions about the free school agenda within the community <p>These weaknesses will all be addressed through the consultation process.</p>
Opportunities	<ul style="list-style-type: none"> * Children from new housing developments * Work alongside Little Angels Nursery to provide seamless childcare * Potential to become regional centre of excellence for training other teachers and staff from other schools
Threats	<ul style="list-style-type: none"> * A change in government which may not support the free school agenda (this is out of our control)

5.5.4 Marketing methods

Throughout the statutory consultation, we will focus on building and developing awareness of our offer and brand using the following marketing methods.

5.5.4.1 Website

Our Cramlington Village Primary School website (██████████) will be the comprehensive repository for essential information and latest news. It will also be home to our multimedia content, including video and podcast interviews with supporting parents, professionals and directors. Our URL is carried on all our printed materials, and search engine-optimised to ensure our website is found easily by interested parents.

Updating the site with fresh content will be handled by one of our directors in a voluntary capacity for the first year, so the website costs for year one will be limited to £300 for domain name registration and site hosting.

5.5.4.2 Email

We will use our rapidly expanding email database of 500+ parents who have opted-in to receive updates, sending them regular newsletters, digital brochures, invitations and questionnaires.

5.5.4.3 Social media

We will use the Cramlington Village Primary School Facebook and Twitter accounts to market ourselves to local 'friends' and 'followers' in the Cramlington area, and deploy LinkedIn to introduce us to local professionals that we don't yet know, including healthcare professionals, local councillors and social work professionals.

5.5.4.4 Events

We will organise our own events, including fun days in two of the town's most deprived estates, and on-site open days – where potential parents can meet and ask questions of other parents, directors.

5.5.4.5 Direct mail

We will leaflet drop homes in the new Keepmoat, Miller and Taylor Wimpey Developments, as well as homes in the town's most deprived estates, Eastfield Lea and Beaconhill.

5.5.4.6 Leaflets and posters

We will stock local GP and dental surgeries, baby clinics, toddler groups, community centres, Sure Start children's centres, coffee mornings, sports clubs and Manor Walks shopping centre with leaflets and posters.

5.5.4.7 Billboard/banner

Once we have secured a site for the new school, we will seek planning permission to erect an on-site billboard or banners on which to post marketing messages.

5.5.4.8 Parents

We will encourage and teach our parents to spread the message – through word of mouth but also online through their personal Facebook, Twitter and LinkedIn accounts.

5.5.4.9 Press

We will issue regular and timely press releases to local and regional papers.

We will review our marketing strategy on a monthly basis initially to ensure we are making the greatest impact. Two of our directors are also directors of a printing company and are on hand to offer advice about our marketing strategy.

Action	Aim	Who will be involved	Cost implications	Time
Press releases in local newspaper	To keep the general public and prospective parents informed of progress in the early stages and then achievements once opened. This will explain our ethos, first in theory and then in practice.	[REDACTED]	Free	Monthly
Leaflet drop in local area	To inform parents of our school, including aims and ethos and to direct them to our website and our Facebook and Twitter pages	[REDACTED]	Free	To be completed by the end of May 2011
Website	To provide a website which the general public and prospective parents can find up-to-date information about the progress of the school. A forum will be included for people to raise concerns and issues or simply register support. We will also 'live-blog' public consultation events to ensure wider reach.	[REDACTED]	Free	Updated on a weekly basis then turned into the free school website once it is open
Emails, newsletters and updates sent to all parents on mailing list	To ensure that interested parties are kept up to date with developments and to maintain their interest. We will remind people of the website and Facebook/Twitter address in each email. Everyone will be encouraged to introduce friends and family to the website and Facebook page.	[REDACTED]	Free	Monthly or more when events take place
Facebook page	To be used to inform of progress and to ask for opinion	[REDACTED]	Free	Postings will be added by Ashleigh weekly and monitored daily - any questions will be responded to daily

Action	Aim	Who will be involved	Cost implications	Time
Promotional days around local area	To continue collecting signatures of parents interesting in including our school as one of their choices and to provide them with more information through chatting and providing leaflets. Free materials will be given out in the form of pens and balloons to develop brand awareness and signpost people to our website. These open days will allow us to answer questions face to face.	[REDACTED]	£90 per 500 pens £64.80 per 500 balloons (both printed with school name, logo and website address) £44 helium gas	At least twice a year until the school is well established and over subscribed
Open days	To allow the general public, including any prospective parents, to view the school first hand which will improve perceptions and encourage people to talk positively about it to their friends (word of mouth and reputation)	[REDACTED]	Minimal costs of refreshments and snacks which will be made by the children	Once every term
Parent evaluations	To ensure that our current customers are happy with the service they are receiving.	[REDACTED]	Free	Once every term
Prospectus	To provide a prospectus to inform prospective parents of our aims and ethos and general information and to develop awareness of our brand.	[REDACTED]	TBC	To be completed by July 2011 then updated every year

6 Organisational capacity and capability



In this section we:

- identify key members and directors of our company who currently constitute our steering group, who have agreed to become governors of Cramlington Village Primary School
- identify strengths of our steering group, skills gaps and how we intend to address them
- explain how we will draw upon the experience and capability of key players in the partner organisation to develop a school that is legally and financially separated from the partner company, but that will build on and continue the values of outstanding learning provision
- evidence the suitability of our proposed Principal Designate
- evidence the reputational capacity of the partner organisation, Little Angels
- describe our recruitment strategies including project timelines
- describe some examples of ensuring high quality staff, through innovative approaches including free childcare, and opportunities to plan with a full team on an early weekly finish
- evidence our financial capacity
- describe how we will govern and manage the school before and after it opens, draw upon the outcomes from our statutory consultation and put into operation our total quality assurance programme

6.1 The company

Cramlington Village Primary School is established as a company limited by guarantee and registered at Companies House with the attached Articles of Association (see Appendix 6 Annex A) and company number as seen in Section 1. Directors are listed in Section 9.

As six company directors, we fully understand the implications of creating and running a Free School. We accept that, as a governing body we will have full and direct responsibility for the use of public funds to provide high quality education for our pupils.

6.1.1 Expertise

As a one form entry school offering 30 places per year group we are conscious that attracting best value from our resources is an important factor in ensuring our children receive the best. As part of our preparation for delivering a new school provision we have conducted a skills audit of our core team and those people who have expressed an interest in becoming governors of Cramlington Village Primary School.

This identifies the significant educational and financial expertise already available and can be seen overleaf.

Name	Role	Experience and qualification	Key skills	Time commitment
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	32 hours a week from Feb 11 until Dec 11.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	FT term time only from Feb 11 to July 11 evenings only thereafter 4 hours a week.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5 hours per week.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8 hours a week.

Name	Role	Experience and qualification	Key skills	Time commitment
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours a week.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours per week until August 2011 then more (currently pregnant).
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 to 3 hours a week during term time, more during holidays.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3 to 4 hours a week, but works shifts so not always flexible on which hours are available.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Available evenings and school holidays.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Limited availability on a regular basis, but with notice can support with letter drafting and advice re purchasing particularly.

Name	Role	Experience and qualification	Key skills	Time commitment
██████████	██████████	██████████	██████████	5 hours a week
██████████	██████████	██████████	██████████	5 to 10 hours a month.
██████████	██████████	██████████	██████████	2 - 3 hours per week.
██████████	██████████	██████████	██████████	2 hours a week.

6.1.2 Skill gaps

We have identified that we do have some gaps in legal and ICT expertise, although we have already begun to address these proactively.

Legal	[Redacted]
ICT	[Redacted]

6.2 Our partner company Little Angels

Little Angels is a company limited by shares and was [REDACTED] in response to the need for high quality childcare in Cramlington. Her vision is based on a passion to see children of all backgrounds achieve and succeed in an environment where every child feels special. She has driven the organisation from a single nursery registered for 60 children in 1999 to an organisation that now employs 60 staff, offering consistently outstanding care and education to 200 children daily across four sites and two local authorities.

In Appendix 6A we present a selection of milestones in the development of Little Angels – to demonstrate our capacity to build on these skills and achievements in our Cramlington Village Primary School. [REDACTED] has been successfully backfilled since January 2011, and her replacement in the organisation has now received a full induction.

6.3 Proposed Principal Designate

[REDACTED]

6.3.1 Head teacher recruitment

Our appended head teacher recruitment pack (6B) shows the skills and aptitudes required for the Principal Designate at our primary school.

It also includes our Equal opportunities statement, the process for recruitment that would normally be undertaken, a job description, information about the school and a person specification. The person specification is outlined below, and is followed by the [REDACTED] which includes statements from existing staff, and other head teachers that [REDACTED] has worked with, and who have provided 360 feedback for her NPQH application. Strong examples of her achievements that cross reference to the National Standards for Headteachers, are also set out overleaf.

Person specification – head teacher
Cramlington Village Primary School

Criterion	Essential	Desirable	Evidence
1. Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • NPQH completed or in progress. 	<ul style="list-style-type: none"> • postgraduate level qualification. 	Certificates. Application form. Interview Reference.
2. Experience	<ul style="list-style-type: none"> • proven leadership experience as an effective leader. • Early Years teaching experience • A broad range of leadership experiences both within and outwith education. 	<ul style="list-style-type: none"> • teaching experience across Foundation Stage, KS1 and KS2. • a leadership role in one or more core subjects. • teaching experience in more than one school. • accreditation as an inspector with recent school inspection experience. 	Application form. Interview References.

Criterion	Essential	Desirable	Evidence
3. Shaping the future	<ul style="list-style-type: none"> • a clear vision for our primary school in the 21st century and the ability to share this with all members of the school community. • clear evidence of pioneering, visionary approaches into reality. • ability to lead and motivate staff, pupils, parents and governors to implement the school's mission statement in all areas of school life. • evidence of successful experience in setting high expectations, improving the quality of education and raising standards. • ability to analyse data, set appropriate targets, monitor progress and evaluate outcomes. 	<ul style="list-style-type: none"> • knowledge of the key role of the governing body and the ability to work in partnership with governors. 	Interview Reference. Application form.

Criterion	Essential	Desirable	Evidence
4. Teaching and learning	<ul style="list-style-type: none"> • sound understanding of the requirements of the National Curriculum for literacy and numeracy and its assessment. • experience of leading teaching and learning. • knowledge of a wide range of teaching and learning strategies to meet the needs of all pupils and success in leading others to put these into effect in the classroom. • knowledge and understanding of methods of assessment and of how assessment is used to inform future learning. • understanding the characteristics of an effective learning environment. • behaviour management theory and its implementation to support learning. • successful experience in monitoring and evaluating teaching and learning. 	<ul style="list-style-type: none"> • understanding of successful teaching and learning strategies. 	Interview Reference. Application form.
5. Developing self and working with others	<ul style="list-style-type: none"> • evidence of continuing personal professional development in leadership, management and teaching and learning • secure understanding and experience of performance management in promoting staff development • experience of organising and /or leading professional development sessions • ability to identify staff needs and support staff in their learning and development • bility to set clear expectations and give appropriate example 		Interview Application form reference.

Criterion	Essential	Desirable	Evidence
6. Leading and managing the organisation	<ul style="list-style-type: none"> • experience of management of change and motivating staff to effect school improvement. • experience of leading and developing staff teams. • ability to delegate to teams and individuals. • understanding of effective school budget planning and resource deployment. • understanding of the uses of ICT as a management tool. • experience of working with governors' committees to fulfill their responsibilities. • successful experience in recruitment, appointment and induction of staff. 	<ul style="list-style-type: none"> • experience of budget planning, implementation and monitoring. • understanding of how financial and resource management enable a school to achieve its educational priorities. 	Interview Application form reference.
7. Securing accountability	<ul style="list-style-type: none"> • experience of using school selfevaluation and performance management, including drawing up plans and developing strategies for school improvement. • understanding of safeguarding procedures and commitment to promote and safeguard the welfare of pupils. • ability to communicate effectively both orally and in writing with a range of audiences to provide clear information and account for the school's performance. 	<ul style="list-style-type: none"> • experience of presenting reports to governors and working with them to account to stakeholders. • understanding the criteria for evaluation in relation to ofsted frameworks. • leading sessions to inform parents. 	Interview Application form reference.
8. Strengthening community	<ul style="list-style-type: none"> • understanding of the school's role in the local community. • experience of working with other schools, other agencies. 		Interview Application form.
9. Competences	<p>While we acknowledge that the competency framework for leadership such as the Tomorrow's Heads and Future Leaders states a range of competences, we must see particularly strong evidence of the following:</p> <ul style="list-style-type: none"> • Integrity, personal drive, developing others, relating to others, holding others to account, collaborating, self-awareness, curiosity and eagerness to learn. 	<ul style="list-style-type: none"> • Analytical thinking, conceptual thinking, resilience and emotional maturity, impact and influence. 	Interview Application form.



6.3.1.1 Suitability for role

From the person spec and the job description, there is clear evidence of [REDACTED] suitability for the [REDACTED] at Cramlington Village Primary School. These are some extracts from her evidence of meeting National Standards for Head Teachers:

Shaping the future (National Standard 1)

As strategic lead for four settings I identified the need to share a common vision and set of values. I involved all stakeholders and reviewed and updated our existing mission statements, securing a memorable slogan. This process had not been completed for four years and the organisation had developed an additional two settings, and 20 more staff. There was a need to streamline practice and pedagogy across all sites for staff and managers.

I mobilised my senior management team, releasing them as a group biweekly to focus on the task over the course of a term. I shared the reasons for reviewing our vision, reflecting on the organisation by establishing a 10-year timeline to look at achievements and milestones, and then encouraging them to identify strengths and areas for development. I left the room at pertinent points so that they felt able to discuss my role and its impact. To encourage their ownership of the process I offered open-ended questions such as “How will we best secure open, honest feedback from parents, staff, children, and external professionals”.

I ensured that the resources and timescales for the tasks reflected their high priority. I decided that the results of the feedback would be presented at a whole organisation training event that I organised to ‘launch’ our new slogan.

Over the course of the term managers secured feedback from 100% of the staff, released during work hours to complete a questionnaire with a member of the senior team of their choice. Some 200 parents provided written feedback. Professional photographs of children on all four sites were used as records of children’s feedback, achieving and enjoying activities and exploring their environments. Four of the 10 external professionals responded.

After reviewing 270 responses, words and phrases were listed and it was recognised that some were predominantly popular. Our current acrostic mission statement remained unchanged as it was still fully reflective of our values. Managers devised a slogan that is used on all paperwork, and is more memorable than the acrostic.

Giving feedback to the staff at our ‘vision day’ was a memorable experience, improving morale across the organisation. A newsletter shared the outcomes with parents. All stakeholders are now fully aware of our slogan, and the widespread nature of the exercise also gave the organisation key areas upon which to focus for our development plan.

Leading, teaching and learning (National Standard 2)

As strategic lead for four childcare settings, four senior staff on one site fell pregnant within four months of one another. Consequently three room leaders would take leave simultaneously. I was concerned about the implications this had on delivering the high standards of provision that had secured two consecutive outstanding judgments.

I initiated some detailed training opportunities for junior leaders who had expressed interest in promotion opportunities.

I met regularly with the senior teacher and manager of the site to focus on developing better systems that can track and monitor staff observations, assessments and planning for their children. I initiated a new tracking system for curriculum coverage and a planning audit tool that supports staff, parents and external professionals to understand how observation, assessment and planning tightly meet the child’s needs and offers appropriate levels of challenge.

I ensured that senior managers attended a nursery conference with high-profile speakers, to inspire their commitment to learning for under- 5s.

I initiated and trained senior staff to conduct observations on a 3 weekly cycle where all staff on site received regular timetabled observations with feedback.

I completed a one-off mock inspection using Ofsted’s evaluation schedule, my experience as a contracted inspector, and giving written feedback to senior managers identifying strengths and weaknesses in relation to learning and development.

Five interested practitioners undertook the internal team leader training, 2 of whom were appointed to cover maternity leaves. Another senior manager was offered additional remuneration to transfer to the site in need, ensuring appropriate support for the manager to monitor staff.

Monthly audits now take place on staff planning diaries, and staff are graded using Ofsted’s evaluation schedule. Of the 28 staff, 10 have improved from satisfactory to good, and 8 have improved from good to outstanding. The other 10 have continued at the same grading – some of whom are already outstanding and some of whom continue to achieve good, and a lesser number continue to be satisfactory.

The cycle of observations has had similar results and managers completing the observations have improved their observation skills, and become more confident at seeing strengths, identifying gaps and relating what they see to the evaluation schedule. Of the 28 staff observed, initially 4 were outstanding, 12 good, 11 satisfactory and 1 inadequate. Most recent observations have seen an improvement so that there are now 8 outstanding, 11 good, 9 satisfactory and none inadequate.

Developing self and working with others (National Standard 3)

As strategic lead across four sites, consistently outstanding practice with children was no longer as evident as it once had been in one site – largely a result of senior staff being promoted to different sites. Formal observations confirmed this with 20% of staff observations achieving lower grades from the same time during the previous year. Additionally high levels of staff absence, less effective parent partnerships, poor quality and quantity of newsletters, less parents regularly contributing to their children’s development files, stagnant learning environments, poor completion of training packs, all contributed to the picture.

I decided that as an organisation we needed to upskill middle managers to monitor and support their teams better, and increase the challenge on senior managers.

Local authority management training had previously demonstrated minimal impact on standards of learning and development.

The setting manager expressed concern that she had weaker relationships with new members of the team. Other managers were keen to receive refresher training.

I decided that the organisation should invest time and resources into a residential training weekend that would improve relationships and confidence, providing training to the team as well as launching the focussed project.

I secured £10,000 of external funding from the local authority, securing questionnaires to seek preferences giving them a choice of venues and dates. I developed the programme for the weekend through consultation with the managers and a consultant who was carefully selected to facilitate. Those who could not make the weekend were later given the training at the setting by the facilitator.

I established a project timeline, and baseline information to use as a measure, such as photographs, absence rates, analysis of key results and parent newsletters, scored manager questionnaires.

We all undertook powerful individual management profiles read only by candidates, myself and line managers.

Six months later, improvements in practice were evident with significant reductions in staff absence from 1 day per adult in January 09 to 0.1 days per adult in May 09 decreasing gradually every month. The quality of key results improved dramatically which developed better efficiency in learning opportunities for children. Photographs of the environments showed more challenge and vibrancy. Scored staff questionnaires measuring staff knowledge of policies, procedures and planning systems showed average improvements of 25%. At the end of the project we submitted an entry and were delighted to win the national final of the Nursery of the Year competition.

Managing the organisation (National Standard 4)

As strategic lead for four childcare settings I have overall responsibility for monitoring succession planning. Last year at our 111-place setting, four of the six middle managers fell pregnant over a four-month period. This had the potential to leave the setting highly vulnerable at a crucial time when it was reaching high occupancy levels, establishing waiting lists and an Ofsted inspection due. Additionally my own input had reduced as a result of external consultancy work.

A member of the office staff fell pregnant too, taking total staff cover needed to five.

I recognised the importance of internal promotions, ensuring senior managers promoted our internal team leader training programme. This allowed us to gauge ambition and to prepare potential candidates for the maternity posts. Five staff undertook this training - all completing assignments to a high standard. It gave them a good insight into the nature of the role. Three of the five successfully applied to the posts when they were advertised. I attended interviews alongside the manager to raise the profile of the roles.

I initiated the use of management profiling systems using a recognised, well qualified consultant. All senior staff, including myself completed questionnaires and received a profile showing key motivators, strengths and weaknesses. Line managers read the analysis of all the managers reporting to them.

Backfilling four managers with trainees would significantly diminish the capacity to support, challenge and monitor provision to the children. I initiated a discussion between the senior managers of the four sites to explore the feasibility of transferring one of our more experienced middle managers to support the site in need. I ensured improved remuneration, additional travel time, as well as assessing the impact on standards in her previous site. She agreed to this and has been an excellent support to the senior management team.

After discussion with the senior team I discounted the option of externally recruiting at manager level as this has never succeeded over the past 12 years.

I ensured that parents and children were kept informed of maternity leaves and children were allocated new key workers during a transition process, where key information was shared.

I established boundaries to ensure that the new middle managers were protected from senior managers additional responsibilities so they could embed their learning. I also announced in jest to staff that we would establish a chart for staff to plan future maternity leave!

Securing accountability (National Standard 5)

Recently I started to undertake additional part time consultancy roles removing me from the business on a regular basis. Having less physical contact with managers required better systems to ensure my vision continued to be delivered and to monitor and support each manager.

I established a weekly chart for each of the five managers to complete, by a fixed submission time. The deadline ensures I can timetable my own time to read the reports and to triangulate information received, and action necessary requests. Charts provide details of key tasks completed daily, and the manager's identified need for follow up tasks. Issues such as occupancy, appropriate feedback relating to children who are the subject of case conferences or child protection proceedings, staffing issues, staff coverage/sickness, success stories re achievements and an overview of each manager's workload are included.

Of the five senior managers, four have 100% return rates, three of these are on time or before the deadline. One manager occasionally sends the report in late. The other manager is still working on submission although I have used performance management targets to channel her to submit her report more regularly as she currently has an 80% return rate.

Information from the reports is shared at our managers meetings, and informs the self-evaluation process that takes place within the settings. I initiated an action column into the recorded minutes from the meetings to remind managers of the need to follow up specific issues, making them accountable to others as well as to me as their line manager. During managers meeting they have time to query some of the parameters of their decisions about the issues, which empowers them to take tasks forward.

Managers have stated that the charts are a valuable reflective tool that track some of the important decisions that they take. They have made use of them in their daily work and some have requested their junior managers to implement them if they are absent from the setting for example due to holidays.

I reply to each of the managers individually responding to the content of the report to seek clarity or to give positive feedback about the quantity and quality of input they have achieved during the week. I also raise issues with other managers in response to information shared through the charts, for example I was able to respond to workload concerns raised by a manager's colleague.

Strengthening communities (National Standard 6)

As strategic lead of four settings I worked with the managers at one setting to support two-year old twin girls presenting significant physical and learning needs. A health visitor had recommended our setting as it was known to offer high levels of support for children with special needs. My passion for inclusion was taken to its limits as there were times when I needed to carefully manage conflicting needs of vulnerable individuals within the needs of a larger group.

I released my most skilled manager to liaise with external professionals, observe the girls at nursery, attend case conferences and liaise with parents. Our SENCO was allocated to them as their key worker and I advised her to initiate the statementing process to secure the highest levels of support for them. I sought additional LA funding to ensure they received one to one support to minimise physical risks to themselves and to other children. When this support was removed due to local policy changes, I funded the much needed support from within until their full statement of educational need arrived, engaging with the LA verbally and in writing in protest at the impact on all our children.

When the girls moved to a different space due to their age and development, (one now diagnosed with ASD) they struggled with the highly stimulating new space, which also offered greater independence. This presented more dangers as one girl demonstrated high levels of oral sensitivity, putting everything in her mouth, the other started to display a response to being over stimulated by biting her peers. I needed to protect the rest of the group as biting incidents reached a level of one per day.

Having consulted with local portage and inclusion teams and charities supporting autism I concluded the only option was to use a space in the building where the girls could be withdrawn from others when indoors, retaining their use of the outdoors alongside the other children (where no biting incidents had taken place). I visited a special school and totally understood why the girls struggled, sharing the results and adjusting their classroom. I ensured the key workers remained consistent and were released to support transition to the special school for their reception places. Feedback from the parent recently indicated that she did not realise and appreciate how much we did for her and her girls until she moved on.

The directors of the company have agreed that [REDACTED] and that [REDACTED] will chair the governing body. Both [REDACTED] are able to begin these roles in September 2011. The governing body would expect to appoint the Principal from January 2012. See Project timeline appended.

6.3.2 Recruitment of other staff

Section 8 shows the financial viability of our recruitment plans under the payroll tab, including 2 different scenarios of income. Under both scenarios, our core team of teaching and leadership are entirely viable. We have indicated how many staff to recruit between year 1 of operation starting September 2012, to the final year starting September 2017. We are mindful that following our visit from

Partnerships for Schools, our premises may involve refurbishment or possibly a new build. In anticipation of this we have planned to recruit a deputy head from September 2012 to work alongside the headteacher. This will also ensure that support is in place for new staff to develop and maintain the highest standards of teaching and learning, from the start, while promoting the school in its infancy to the community. We are also committed to support the role of a Business Manager at the school, and are aware of many benefits that this role can bring to our school as referenced in Section 8.

6.3.3 Recruitment of governors

Our skills audit shows considerable strengths across most areas of need for the new school. However we are mindful that there is a gap in terms of legal expertise that we will need to initially buy in. We will seek to secure support for this aspect of our practice from local legal firms who offer corporate social responsibility (CSR) release time to employees, to support community projects and charities. There are several large local employers that we aim to target for additional support, recognizing the significant opportunities that links with local industry will bring to pupils at our school, particularly in Key Stage 2. In line with our ethos to promote strong life skills we intend to develop strong links with local employers and the governor role will be an important vehicle to harness to achieve our goals.

We also aim to welcome new parent governors who come into reception from the community rather than from the established partnership with Little Angels. This will balance the governing body and ensure that all sections of the community will be represented.

We would like to secure representation from some of the professionals involved in working with children in Cramlington, ranging from health visitors, social workers and inclusion teams. We intend to make introductory presentations to each of these teams as part of our consultation work, but will extend opportunities to these bodies at the same time to discuss the role of governor at our school. We acknowledge that a large governing body will attract a wider skill set that will improve outcomes at our school.

6.3.4 Legal and financial expertise and governance

We have established a sub-committee to ensure a strategic oversight of the legal and financial aspect of the organisation. It will be responsible for establishing and monitoring the Cramlington Village Primary School budget, and will monitor and ensure that the school operates within the current legislative framework.

Initially [REDACTED] will chair this committee, which will be attended also by [REDACTED]. [REDACTED] has a successful track record of negotiating contracts and seeking out appropriate professional assistance. The annual turnover of Little Angels is in excess of £1.1 million and she has managed this to ensure best value for contracts and insurances. [REDACTED] has stepped back from her day-to-day role at Little Angels and successfully backfilled her role there in order to concentrate on the Free School.

In the new organisation [REDACTED] will be supported by two members of the steering group who have financial management qualifications: [REDACTED]. In addition the new organisation will secure legal advice from [REDACTED], and [REDACTED] accountancy firm, to advise and oversee our operation before and after the school opens.

The sub-committee will report to and act on behalf of the board of governors to ensure that there is value for money in the contracts awarded and will work in close consultation with our site management committee.

6.3.5 Business management expertise, premises and governance

In 2004 [REDACTED] oversaw a £646,000 three-phase project rolled out over six months to extend and refurbish the nursery. This involved significant planning and project management.

In establishing and developing our premises for Cramlington Village Primary School [REDACTED] will be supported by [REDACTED] – [REDACTED]. He not only has excellent experience in the field, he brings access to a range of skilled professionals. [REDACTED] has the capacity to offer the time needed to oversee the building work as a partner in his construction company, and as a governor of Cramlington Village Primary School.

In addition to this we have the support of Partnerships for Schools who have offered us advice and who have conducted a site visit to our town to discuss the options for premises that we have available.

The business management sub-committee will have overall responsibility for the management of the site.

The board of governors will appoint a business manager as soon as possible. We intend that the business manager will eventually work across both organisations, ensuring that we achieve best value for money for procurement and management of the resources drawing on the benefits of scale. However we recognize the importance of focusing on our school at least during the first three years, see Payroll tab on Section 8 (Financial Viability).

We will draw on the expertise of [REDACTED], another member of our steering group. [REDACTED] and has the capacity to oversee the start-up and early delivery phase of the school as a governor of Cramlington Village Primary School.

6.3.6 Staffing and recruitment expertise and governance

The board of governors has extensive expertise of staffing and recruitment across a wide range of organisations. We will draw upon this expertise to meet the wide remit of recruiting the appropriate people to fulfil the roles in running our school.

We will establish a staffing and recruitment sub-committee that will begin its major work in spring term 2012. The members of this sub-committee will be drawn from the board of governors as appropriate, ensuring that we draw on experts to advise on job and person specifications.

Appendix 6C sets out our recruitment plan including our strategy, safer recruitment policy, staffing structure as well as draft job specifications. A staff induction, volunteer and student pack is also included.

The board of governors will establish appeals sub-committees as appropriate, ensuring that there is no conflict of interest.

6.3.7 Educational expertise and governance

We are able to demonstrate that we have the educational expertise to provide outstanding learning experiences for our pupils.

[REDACTED] is supported in her outward-looking educational vision by [REDACTED], [REDACTED]. Her particular current interests include the use of ICT for learning and teaching, partnership development and quality

management of educational provision. She has experience of leading educational developments and innovations regionally and nationally.

██████████

██████████ has recently completed her training in National College of School Leadership's Tomorrow's Heads programme and is actively involved in the support and inspection of other educational organisations. She will maintain her consultancy and inspection commitments to ensure the new organisation can retain the parent organisation's outward facing regional and national presence.

We will establish a sub-committee of the board of governors that holds the remit for quality of teaching and learning in the school. The particular responsibilities will be negotiated in the pre-opening phase, drawing on evidence from our statutory consultation to ensure we communicate our intentions to our families effectively. We will draw on ██████████ extensive networks to ensure that our provision will be and is in line with that which is currently judged as 'outstanding' for the 21st century.

6.3.8 Community engagement expertise and governance

We have identified engagement with and response to the community we serve as one of our drivers for establishing Cramlington Village Primary School. To ensure we meet our self-imposed quality standards we will set up a sub-committee of our board of governors. In the first instance the committee will be informed by the outcomes of our Statutory Consultation. We envisage that our engagement with our community has two distinct yet inter-related aspects.

6.3.8.1 Community Cohesion

We are committed to the community cohesion agenda and to working with the wider community. To achieve this we intend to working alongside our parent organisation to appoint a member of staff who can implement our intentions. This role will be supported in two ways.

We have had expressions of interest from two local councillors to become active governors of the school. This will give us access to a wide local opinion and expertise of the community.

In addition ██████████ has a City and Guilds qualification in Adult Teaching. ██████████ will be able to support our intentions to work alongside families to benefit the education, social, emotional, spiritual, moral and physical development of our pupils.

We intend to make effective use of our partners Little Angels, to deliver a preschool stay and play group for parents to attend with their children.

6.3.8.2 Marketing and promoting the school (see Section 5 for our marketing strategy)

Three directors of our company have complementary experience in marketing and promotion and have agreed that they have the capacity to become governors of Cramlington Village Primary School.

██████████

[REDACTED]

[REDACTED]

Cramlington Free School Options Analysis

Option	Capital Costs	Size	Location	Access	Running Costs	Miscellaneous	Update 3.1.11
Eastlea First School, [redacted] Cramlington	unknown, but functioned as one form entry 1980s first school until 2009.	14,866 m squared	[redacted] East Cramlington. Situated in super output area demonstrating significant deprivation.	Previously used as a school. Vacant for 2 years. Would not require change of use. Previously hosted extended services including children's centre.	refurbished heating/ICT would reduce regular outgoings.	politically sensitive as 2 other school sites are visible from its grounds. HOLDS RESTRICTIVE CVENANT FOR EDUCATION PURPOSES.	Plans are to mitigate sale of playing fields at Cragside by demolishing school building and converting whole site to football playing fields with changing rooms, as agreed with SfE.
Officer's Club at Cramlington	require refurbishment. Planning feasible from preliminary discussions	4 hectares - 100 000 squared feet. Owner willing to consider part sale of land	Ideal location - adjacent to town centre - and designated ward of disadvantage. Also easy access to swimming pool, library and other shops etc for learning.	planning said site was feasible. Excellent protected wetland area at rear. Planning consent for care home adjacent plot.	could be refurbished to specification that would ensure cost efficiency for running costs.	An excellent option - our second choice.	Has only come available April 2011
Kramel First school playing fields	Either require new build or extensive modular accommodation.	25,401 m sq includes school building which is not available	East Cramlington	Would need consultation with development control.	cost efficient due to new build/modular meeting current standards of insulation and efficiency	Requires consent/support from SfE as these grounds are designated as playing fields.	3.1.11 previous school building to be demolished and new houses built.
Parkside Middle School	Cost of refurbishment and lease/purchase costs. Poor state of repair, Victorian building.	8253 m sq	Cramlington Village, central, within walking distance of centre of town.	Less accessible but currently listed as a school so planning consent change of use not required.	Regular outgoings with new heating systems should reduce significantly.	Very central, but Victorian building will represent high costs to refurbish with little outdoor play space.	LA state a number of bids received - all from housing developers.
WestView site at end of [redacted]	Would require new build or modular buildings.	Etched on title deed plan.	Central position in conservation area.	Poor access with local concerns about parking.	cost efficient due to new build/modular meeting current standards of insulation and efficiency	would leave very little space for expansion given the boundaries of the land. Would offer adjacent public park as a facility.	Probably not feasible as a site for building, but possibly offers opportunities as an outdoor growing /play space if purchased as a plot of land.
Numerous sites on a number of business parks around the perimeter of the town.	conversion/refurbishment costs.	wide variety of sizes available from 3000 m sq to 300 000m sq	Development Control concerned about change of use.	perimetres of town difficult to access by cyce tracks, only accessible by car. Possible option of offering transport?	costs of leasing high, using business rental rates	Infrastructure on business parks tends to be more industrial. Very high purchase/lease costs for recently built office buildings.	need to check with PFS re costings
Fire station in Shankhouse area of East Cramlington	cost of purchase and refurbishment	unknown	North east of Cramlington in Shankhouse, adjacent to area of significant deprivation.	Access not central but close to major road. Parking feasible but not great.	refurbishment required to upgrade heating system.	situated under pylons with high voltage electricity. Adjacent to main 'Spine road' where traffic can be heard. Size probably not approp. Outside space poor.	
Northumbria Suite at Manor Walks	cost of refurbishment and potential installation of rooftop play area may be offset against rent free periods.	13808 ft sq (1283 m sq)	Manor Walks shopping centre in the centre of the town.	Parking on site and easily accessed by cycle/walk ways routes, and buses. First floor suites. Separate secure access directly from car park.	£10 sq metre. Mgt company be keen to negotiate as buildings have been empty for over two/three years. Refurbishment costs and costs for rooftop installation	Concordia leisure centre sports hall or the sports centre are both within walking distance. Outdoor play areas available (7Oaks park) reached by underpass and 5 minute walk.	Centre mgt keen to attract business - may offer significant reduction and rent free period to see the space being used and a long term lease. Wd require planning consent for outside space to be installed on roof. Possible change of use required.
Craster Court Suite at Manor Walks	costs of refurbishment and outdoor play area to be installed.	16479 ft sq (1530 m sq)	Manor Walks shopping centre adjacent to public library, range of shops, opticians, banks, Drs, leisure centre.	First floor suites with secure access through the shopping centre.	if both Northumbria and Craster Court suites were leased significant cost savings avail. Rent costs ongoing.	Craster Court would have more floorspace but more restrictions with the shape of the space. May be feasible to rent as a space for nursery partner to use alongside school to share proportionate costs.	Cost analysis necessary frm PFS to identify feasibility.



Partnerships for Schools assessment of site options

In January 2011 and May 2011 [REDACTED] from Partnerships for Schools visited Cramlington to assess the suitability of site options for our proposed new school.

[REDACTED] prepared a report for the proposal which was assessed in February 2011 although we are unsure if this report was considered as part of the process.

Eastlea

The progress that [REDACTED] (PFS) made negotiating the possibility of the first choice of Eastlea First school in [REDACTED] was considerable and she secured a commitment from the [REDACTED], [REDACTED] to consider options such as peppercorn rent for the building and long term leases.

CVPS has carefully considered the options of using admissions criteria to ensure that the impact of increased numbers attending CVPS does not impact directly on any one school, ensuring future viability of all schools in the town, while meeting the considerable demand shown by parents for a new option of school.

Officer's Club

The May 2011 visit was to explore the possibility of a disused factory whose leasee has just entered administration.

This site also offers a strong alternative, although as a new build option rather than a refurbishment.

8 Financial Viability



With secure financial support from key people in our steering group, the financial viability of Cramlington Village Primary School is strong as shown by the attached spreadsheets.

Spreadsheet Assumptions 100 % occupancy and 16% FSM

Income

Income assumptions are as follows:

Parental demand in Section 5 shows that we have nearly 100 children (per 30 place year group) who have already expressed a preference for our provision. This demand is before a confirmed site has been agreed. We have every confidence that our school will be popular and will quickly become oversubscribed – indeed this will be one of our measures of success. Consequently we have estimated full capacity of 30 for every year group.

Free School Meals

Our free school meals figure has been calculated as an overall average of the schools in the town, which vary between 5% and 31%.

We are conscious that the average in the town is around the 16% range, however as our oversubscription criteria states that we will allocate places randomly when oversubscribed, and as our marketing strategy will focus on children in the two deprived wards we are confident that our estimates will be correct. We have indicated that should the existing admissions criteria change we would prioritise 50% of places for children eligible for Free School Meals to reflect our commitment to disadvantaged children.

SEN

Performance League tables in 2010, indicate % of children on school action and school action plus or statements of educational need range between 5% and 14.6%.

See table below

School	Pupils on roll	School Action (no of pupils in brackets)	SEN or School Action Plus
Cragside Primary	339	9.8% (33)	14.6% (49)
Shanklea Primary	351	14% (49)	8% (28)
Hareside Primary	517	5% (25)	5% (25)
St Peter's RC Middle	63	10.9% (6.86)	6.5% (4)
Beaconhill Primary	224	10% (22)	13.3% (29)
Burnside Primary	412	5% (20)	1.7% (7)
Eastlea Primary	202	6.9% (14)	13.8% (27)
Northburn	367	20.5% (75)	11.4% (41)

Staffing

Headteacher salary has been based on leadership pay spine L13 to L21, putting the school into a group 2, using DFE calculations.

DHT salary has been based on L7 to L13, and will always be above the most expensive member of experienced team re DFE guidelines.

School Business Mgr is seen as an essential role enabling the teaching leaders the scope to focus on teaching and learning and innovation in school. We are considering a 3 year contract for this role, and will encourage the successful applicant to seek additional funding for school to enable us to make their post permanent. For the purpose of the spreadsheet we have assumed a worst case scenario and costed the full costs of Business Manager to the school.

Teaching assistant salaries have been put in at a higher than minimum grade level to reflect the additional expectations that they will significantly contribute to school life. They will be paid over 42 weeks of the calendar year – 42 of 52 weeks which is 0.82FTE.

The site manager role will report to the Business Mgr but will also entail an element of line management of the cleaning staff.

One unique aspect of our proposal is to secure the role of Head of Pastoral Care to oversee our SEN provision. This will be a teacher with no class responsibility, and so will assume salary commensurate with other teachers as the expectation is that the role will assume around the same number of children as a class teacher in total. There will be some scope to review this role depending on the skills offered by the Deputy Head.

Training

By Year 3 we expect that we will have established systems and structures with our school, and would feel confident that we are able to share our practice with aspiring headteachers and initial trainee teachers. Income levels reflect four initial teacher training placements of 2 X6 and 2 X4 week placements at £8 per day and two headteacher placements at £1000 each.

Shared posts creating best value

Head Chef

To oversee the significant provision of healthy nutritionally balanced foods across the 2 providers. Envisaged that this role will be managed by Little Angels, with input from the HT, but the majority of the role will contribute to the full time nature of meals served at the 0s to 5s provision.

Foundation Stage Coordinator

One teacher starting in Sept 2012 will coordinate Foundation Stage, and will ideally use the early years expertise to coordinate the whole of KS1 while the school increases its roll up to Y2.

This teacher will also provide support to the nursery provision where it is envisaged that an average of a day a week will be spent supporting the quality of learning in the 0s to 5s provision with a focus on 3 and 4 year olds. This will not only promote good transition for future reception children but will also optimise outcomes for these children as the ethos will be supported across the sessions, and staff will be supported to offer excellent experiences.

Extended Services Coordinator

Extended Services Coordinator will also support extended services at Little Angels and will work across the full year. They will develop exciting after school activities and holiday activities that will extend curricular breadth for the school. This member of staff will ensure that our school building will become a community resource, bringing in extra income from lettings and other events alongside the Business Manager. Letting income has not been included as an income stream as we would like to see this type of income as an additional source that will fund resources above and beyond our well considered basic income streams. This post will be half funded by Little Angels, which currently runs two out of school clubs serving around 70 children daily in the town at the point of application.

Admin staff

As there will be a full time business manager in post we have chosen to offer a 0.5 FTE post for admin support. This post may either be 0.5FTE or part funded by Little Angels as a full time post halved. We want to leave some element of flexibility so that we can extend the pool of staff who may apply for this role.

Lunchtime supervisors

These will be used to support children's lunchtime and release staff for their lunch break. Lunchtime will be an important part of our learning experiences so we have ensured that every class will have its own supervisor. Throughout lunchtimes there will always be either the teaching assistant or the class teachers on duty to support children eating their meals or playing in larger groups outdoors.

TLR

It is envisaged that a TLR will be offered to members of teaching staff taking additional responsibility in the school. It is also envisaged that this could be more flexibly used if it were a 'floating TLR' which allowed experienced staff suggesting year long project work to undertake the responsibility for a year at a time. This ensures innovation and an incentive for all grades of teachers to innovate.

Head of Pastoral Care

We anticipate that this post will again be shared with Little Angels and has been calculated by halving the costs between the two organisations. The role will be assumed by a qualified teacher who will oversee Child Protection issues, alongside the Special Educational Needs Coordinator role. (SENCO). The role will also cover for PPA support for 6 teachers at 0.5 of a day and a full day for the DHT to be released, leaving at least a full day for PPA for the role's own responsibilities.

SEN support

These staff will again be employed on the same terms as the teaching assistants and will support children with additional needs. We are mindful that each class already has strong support from teaching assistants and we are confident that our individualised approach that minimizes whole class teaching throughout Key Stage 1 will support these children to feel more integrated. One to one support will be more discreet, supporting children's social needs and self esteem which are often key drivers for success.

Inflation and increments

We have ensured that both teaching staff and other non teaching staff all receive annual inflationary rises assuming 2.5%.

We also ensure that teaching staff receive annual increments in line with salary scales.

School Meal income

We have based school meal income on a daily rate of £1.80 per day per child. Currently school meals in Cramlington are offered through all other schools at £2.10 per meal. However we are sensitive that for some families this will be expensive.

In line with our ethos we are committed to serve every child in attendance a meal. It has been difficult to establish cost prices for these meals, as all school meals are currently contracted out in the schools we have used as a base for the majority of our estimations and calculations. However given the current costs for children in full daycare at Little Angels who are served organic fruit and veg and two fully balanced home cooked meals daily, as well as breakfast and two snacks, we anticipate that we can easily subsidise school dinners for at least a proportion of our children whose parents may struggle with the costs.

Ofsted Income

The proposed Principal Designate is contracted annually to undertake inspection work both in schools and in nursery provision. She anticipates that she will continue to do this as it is an excellent resource for the school to keep abreast of the most up to date inspection frameworks. The opportunities to increase the number of days available for inspection will allow an added income stream for the school and the correct tariff of £350 per day has been added into the spreadsheet, increasing when the school increases its roll.

Extended Services Income

We have calculated the extended services income to show the income for the cost price activities that are chargeable to the children. We anticipate that children will spend up to £5 per week for 38 weeks of term time. Clearly if the majority of extended services are free these activities will not be charged.

Again we hope that both our Extended services Coordinator and the Business Manager will ensure that additional monies are secured from grants and funding bodies.

Headteacher Training and Initial Teacher Training

We anticipate that by year 4 we will be in a stronger position to be able to start to accept trainee teachers and trainee Headteachers. We have strong connections with local Universities and colleges as leaders at Little Angels and we look forward to extending that into our primary provision.

Current trainee rates are included in the assumptions list.

Non Pay

Pupil expenditure on educational materials shows the quantity of per head spend as £150 per child. We also expect to allocate some of our expenditure to offer a term a year of free swimming at our local swimming pool as we recognize the value of swimming in terms of life long learning and an essential part not only for personal safety but also to maintain a healthy lifestyle. We hope to encourage these lessons to be fun and enjoyable. Costs include not only the swimming charge but also transport costs, which may not be necessary depending on the location of our building. Using public transport may not be necessary if we are able to share the use of the Little Angels 15 seater mini bus.

Light and heat costs are based on a very old school building with a 2 form entry. We hope that these costs represent worst case scenario as we are hopeful that our school building will offer improved insulation and more efficient heating systems that will reduce these costs. For the purpose of this spreadsheet we have halved the total costs of the school we used as a base.

Cleaning materials and phone costs were also reflective of both Little Angels and also the 2 form entry school that we have used as a reference.

Training costs are fairly low as we intend to develop a large quantity of training internally. In our experience the quality of training is better when it is finely tuned to meet the needs of the individuals who are being trained, and tailoring training is easier if participants are well known to trainers. Our strength in our leadership, along with our partnership working with Little Angels will allow us to target our training needs specifically. We also anticipate that some of our supply contingency can be used to cover training costs.

Miscellaneous costs in this instance will cover unexpected charges such as travel and unforeseen expenses such as buying in specialized equipment for children with disabilities who cannot access it through other services.

The photocopier costs are reflective of the high quality reprographics used by the 2 form entry school so these may represent more generous costs than those we will pay particularly in the early stages as we will have less children. However we are conscious that lease costs will be fixed, and the cost per copy will vary which has less impact on overall costs for photocopier.

Supply staff have been estimated at around 5 days per member of staff. Again in reality we hope to use less than this, and also to pay insurance for supply cover to eliminate this altogether. Our supernumerary staff, initially deputy headteacher and headteacher, and later the pastoral care teacher will all be able to cover.

Audit fees are based on accountant's quotation.

Staff Salaries on start up

Assessment of the need for additional staff on starting is due to the more uncertain nature of our location. It is possible that PfS has indicated that there may be a need for our proposal to attract a new building. We are anxious that leaders of the school may be significantly involved in this post opening and the impact that this may have on quality and standards and building the high profile that we want during our earliest days. It is in anticipation of this that we are seeking additional senior staff at start up

Financial sensitivity checks

Additional examples show our possible responses to the range of different profiles that our school may constitute. This may include 90% occupancy (highly unlikely but a consideration we must take).

We have also completed a variation in free school meals uptake to clarify our viability, although were advised by NSN not to include it in our application.

There have been a wider variety of responses to fluctuations in income available to the school due to the unique partnership options of working alongside Little Angels.

For example when the diseconomy funding starts to taper off, there is an opportunity for Little Angels to buy in the services of the Business Mgr – which may entail setting up similar systems and procedures in Little Angels, bought in so that the cost of the Business Mgr's salary at 0.2FTE is charged to Little Angels directly.

Possibilities of working across the two organisations will be shared with potential staff on recruitment but as seen from our calculations all leadership and educational staff roles have been protected in all situations.

All scenarios have slightly underestimated the likelihood of additional income from external sources as a prudent effort to assure viability in least likely scenarios.

Name of Proposed School	Cramlington Village Primary School 100%occ 16% FSM
Local Authority Area	Northumberland
Proposed Opening Date	September 2012
Type of School	Primary

General

- ◆ The financial plan template is provided as a framework to enable you to build up the income and expenditure projections for your proposed school in a consistent way.
- ◆ You should only input data in cells highlighted in blue. Figures already in highlighted blue cells are there for illustrative purposes only and should be amended to fit the circumstances of the proposed school.
- ◆ Financial forecasts should be prepared on the basis of your best estimates relating to the proposed school, including the financial implications of its planned accommodation.
- ◆ Assumptions underpinning the forecasts must be stated on the assumptions tab within this spreadsheet, including items where the estimates are based on benchmarking information.
- ◆ You should be aware that Free Schools have the same legal status as Academies, and their financial operation is governed by the Academies Financial Handbook. You may find it helpful to refer to this handbook in preparing your financial forecasts. For example, forecasts should be prepared on the "accruals" basis of accounting, which means that you should recognise expenditure in the accounting period in which it is incurred, which may be earlier than when the invoice is actually paid. You can access the handbook through this link - [Academies Financial Handbook](#).
- ◆ Balance sheet and cash flow forecasts are not required for new schools.
- ◆ Where your application contains other (i.e. non DfE / YPLA) income and expenditure streams, you should highlight any implications on cash flow should that income be delayed or expenditure deferred.
- ◆ Depreciation of fixed assets is normally accounted for as an item of expense to write off the capitalised cost of an asset over its economic life. This is sometimes seen as helping to provide a fund for the eventual replacement of the asset.
- ◆ Depreciation should be recorded as an item of expenditure to the extent which the underlying asset has not been wholly financed by a capital grant.
However, where the asset has been wholly financed by a capital grant, eg from the DfE, there is no need to account for the depreciation in your forecast.
- ◆ As a minimum, forecasts should cover the following timeframes to allow for one year cohort build up each year to steady state:

Secondary (11-16)	2012/13 to 2016/17
Secondary (11-18)	2012/13 to 2018/19
Primary	2012/13 to 2018/19
16-19 School	2012/13 to 2016/17
All-through	Until pupil numbers are predicted to reach full capacity/ steady state
- ◆ Forecasts for years 2019/20 to 2021/22 do not need to be completed unless pupil numbers are still projected to be building up in those years.
- ◆ Forecasts should be prepared on an academic year (September to August) basis.

Cover Sheet

- ◆ Name of Proposed School: Please input the name of your proposed school.
- ◆ Local Authority Area: Please select the local authority area in which you expect your school to be based from the drop down menu.
- ◆ Type of School: Please select the type of school proposed from the drop down menu. If the age range of your school does not match an available option, please use 'Other'

Pupil No Input

- ◆ Pupil numbers in each cell should be the total number of pupils on-roll in that phase per year.
- ◆ Please enter all data for primary phase in rows 21-27 and for 11-16 secondary phase in rows 32-40
- ◆ The 16-19 rate per pupil can be found by using the ready reckoner on our website; however this will not be available until April 2011. Once available, this can be inputted into cell B45 (it has a pink border). Grant funding income for 16-19 provision is then calculated from the pupil numbers input in line 46 multiplied by the estimated rate per pupil input in cell B45.
- ◆ The average percentage of pupils eligible for Free School Meals (FSM) in a local authority at primary and secondary level can be found at the DfE Statistics site using the link below and the document you will need is Excel spreadsheet entitled "These excel sheets contain Local Authority tables produced from FINAL data, added 17 June 2010".
<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>

If you have an alternative estimate of the FSM rate (e.g. based on nearby schools), you may use that. Please include an explanation of any alternative rate used in your assumptions.

YPLA Grant Income

- ◆ YPLA pays all grant income for pupils aged 5-18 in Free Schools.
- ◆ Grant funding income will be automatically generated according to phase, the pupil numbers input and local authority area selected.
- ◆ Grant funding income for 16-19 provision is calculated from the pupil numbers input and the estimated per pupil rate obtained from YPLA and input in cell B45 on the Pupil No Input tab.

◆ The route and process for funding of nursery places in Free Schools is yet to be confirmed. You may wish to enter estimated funding figures for nursery places in your Free School until these details are available. Any estimated nursery income should be included in the Income and Expenditure tab and related expenditure included in relevant lines of the pay and non-pay tabs.

◆ Other Grant Income from YPLA: As Academies, Free Schools will be re-imbursed for insurance and local authority rates. Please enter these costs in rows 24-29 (the corresponding amounts should be included as expenditure).

• N.B. The funding rates used in this spreadsheet are the 2011/12 figures, as per the Free Schools ready reckoner available on the DfE website. Funding rates for 2012/12 and beyond are not known at this stage, and are subject to work on the wider reform of the school funding system.

The grant income shown in this spreadsheet does not therefore represent the budget that a Free School will get if opening in 2012/12, but is included to give you an indication of the level of funding you can expect.

Payroll

◆ Please insert relevant data for each staff type on a single line. For example, all teachers on similar pay should be included in same line with total number included in column T onwards.

◆ Data must be entered for each year.

◆ Some sample data has been entered for illustration purposes. You should over-write this data.

◆ For an explanation of a column heading, please hover over the relevant heading

◆ Please complete required fields and totals will automatically will be transferred to income and expenditure (I&E) summary sheet.

◆ You may find it helpful to visit the Schools Benchmarking Website, which provides details of how much maintained schools spend on staffing costs -

<https://sfb.teachernet.gov.uk/Login.aspx>

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

Non Pay

◆ Some items listed on this sheet are for illustration purposes only, you can over-write this data.

◆ You can insert rows, if you wish to expand on a particular item but please do not delete any existing row in any circumstances. Any rows inserted by user can be deleted.

◆ You may find it helpful to visit the Schools Benchmarking Website, which provides details of the non-staff costs typically incurred by maintained schools -

<https://sfb.teachernet.gov.uk/Login.aspx>

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

The benchmarking information does not cover the costs of purchasing and providing services that only an Academy or Free School will need.

The following are average costs per Academy for certain services:

- (Auditors remuneration - £15k
- (Legal and professional fees - £45k
- (Bank interest and charges - £3k

These average costs relate mainly to large secondary schools so should be adjusted down for smaller schools.

Start up Grant funding

◆ Books, Materials and Equipment Grant: for each applicable phase and year, enter the planned number of additional pupils. Enter 0 for years after the school has recruited to each year group. E.g. a new 1FE primary school would enter 30 for the first seven years and then 0. Nursery pupils are ineligible.

◆ Management training and post opening staff recruitment: enter the number of relevant post per year in cells E20/E21 and row 22 respectively

◆ Senior staff diseconomies funding: enter the planned capacity of the school when full (excluding nursery) in cell E28 (e.g. in the example above it would be 210). Enter the salaries including on-costs (i.e. employer pension and NI contributions) for any posts for which you hope to claim staff diseconomy funding in cells E33-E37. You may add one additional post in line 38 if you need support for another

◆ Assessed Start Up Funding: We would not normally expect Free Schools to need any additional funding support. However, if you think your school will need exceptional additional funding, please enter the amount per year in line 44, giving a brief explanation of why this funding is necessary in the box at line 46. Any exceptional funding requested should also be explained in your proposal.

◆ To estimate how much start-up funding your school might receive, please use the details set out in the start-up guidance, following the link below -

[Start up Guidance](#)

I&E Summary

◆ Please enter any anticipated income from sources other than YPLA grant funding in rows 12-19.

◆ All expenditure information is automatically translated from the Payroll and Non Pay sheets.

◆ You may find it helpful to visit the Schools Benchmarking Website, which provides details of how maintained schools spend their income.

<https://sfb.teachernet.gov.uk/Login.aspx>

You can access information on the Schools Benchmarking Website by using the 'Guest Login' link.

Assumptions

◆ Please state all the assumptions made for income and expenditure. These could include the following:

- a) Recruitment assumes full capacity in each year
- b) Pupil recruitment is assumed to grow at steady rate until steady state is reached.
- c) 6th form provision assumed to follow 5th year of pupil recruitment in secondary school

Sensitivity Analysis

◆ Your application should also include detailed assessment of how you would manage your budget and remain financially viable if only 90% of places were filled, and/or if your Free School Meal pupils were less than planned, as you would only be receiving funding for the pupils recruited. You might find it best to provide this as an amended version of this financial spreadsheet.

◆ If you are assuming significant income from sources other than DfE grant eg. third party contributions, you should provide a detailed assessment of how you would manage your budget and remain financial viable if these contributions were significantly less than expected. You might find it best to provide this as an amended version of this financial spreadsheet.

Printing

Each tab has been set up to print on A4



—









[REDACTED]



[REDACTED]



Department for
Education





[REDACTED]



[Click here to return to Instructions & Guidance \(Start-up section\) page](#)

START-UP GRANT FOR FREE SCHOOLS OPENING IN 2011/12: GUIDANCE NOTE

1. Start-Up Grant is paid to Free Schools to meet costs arising during the first years of a Free School which cannot be supported by GAG (General Annual Grant). Start-Up Grant has three elements:

- i) Books, materials and equipment paid by formulaic allocation.
- ii) Other transitional costs.
 - a. Formulaic funding for specific transitional costs such as post-opening staff recruitment
 - b. Possible exceptional transitional costs that are not covered by the formulaic allocation or other grants.
- iii) Senior and middle management diseconomies funding.

Books, materials and equipment grant

2. This part of the grant is paid to new schools for books, software, educational materials and equipment. It is based on the number of pupils per full cohort rather than actual pupil numbers as the school builds up its school roll. We would not make any payment to an existing school converting to become a Free School unless there are exceptional circumstances.

The following table sets out the basis for the allocations.

	<u>Phase of school</u>	<u>Unit</u>	<u>Unit Basis</u>
Books, software, educational materials and equipment	Primary (including if part of all-through school)	£250	Per pupil (full cohort)
Books, software, educational materials and equipment	Secondary (including 6 th form)	£500	Per pupil (full cohort)

ii) Formulaic transitional costs

3. All new Free Schools will receive the following formulaic allocation of funding for:

- a. Post Opening Recruitment. The Free School will need to recruit more teaching staff each year that it adds a new pupil cohort. £1k is provided for the recruitment costs for each new teacher required as agreed at the business case stage. There is a £20k cap for each phase of the school.

- b. Senior and Middle Management Training. A one off sum is paid in the first year of a Free School's opening to meet additional costs of training the new senior and middle management team. The basis of the allocation is a sum payable per senior and middle management post deemed appropriate for diseconomies funding in the first year. Subsequent training for the senior and middle management team, and training of other staff, is a General Annual Grant cost.

The following table sets out the basis for the allocations.

	<u>Unit</u>	<u>Unit Basis</u>
a. Post Opening Recruitment	£1k for each new teaching post agreed at business case stage up to a maximum of £20k for each phase	£1k for each new teaching post agreed at business case stage until each cohort is in place. Up to a maximum of £20k for each phase
b. Senior and Middle Management Training	£1,900	Per Management post in year 1 applicable for diseconomy funding as agreed by educational advisor

We would not expect to pay transitional costs for existing schools that convert to become Free Schools, unless there are exceptional circumstances.

Assessed Start-up Funding

4. We would not normally expect Free Schools to need additional funding support. However, in some cases, schools may find that they need additional funding to help them with costs that are not met by other start-up grants.

Where such costs are judged to be both reasonable and necessary to enable the Free School to provide effective education, then in exceptional cases, funding can be approved.

For example there might be extra security costs arising through dual occupancy of buildings for a period during building works. Any need for this type of funding should be included in this spreadsheet.

5. We would not normally expect to pay start-up funding to existing independent schools which become Free Schools, unless there are exceptional circumstances. Any payments to independent schools will be up to a maximum of £25,000 across the whole project, including any pre-opening costs.

6. Where Assessed Start-up Funding is payable it will be paid monthly.

iii) Senior and middle management diseconomies funding

7. Free School diseconomies funding is provided until the Free School builds up its full set of year cohorts. At that point the Free School needs to be able to manage within its General Annual Grant budget. Free Schools that open with a full set of year cohorts will not receive any diseconomies funding.

8. Diseconomies funding is normally payable for each year where there are unoccupied cohorts, ceasing in the year when all cohorts are present.

9. We will assess reasonable salaries and on-costs for the head, deputy and assistant head taking account of the School Teachers' Pay and Conditions Document 2010 (STPCD) (or subsequent editions).

Items not covered by grant

10. Expenditure under the following heads is NOT within the scope of assessed start up grant and cannot be supported.

- a. capital expenditure of any type, including temporary accommodation during building works;
- b. items covered by implementation and other pre-opening grants, e.g. pre-opening recruitment costs;
- c. initiatives designed to improve behaviour, attendance, etc. These are not seen as a direct consequence of conversion to Free School status and should be funded from GAG;
- d. Use of consultants for advising on curriculum matters
- e. anything covered by funding factors in the General Annual Grant although, if split-site costs in the period before the new build is ready are exceptionally high, these can be considered if not part of General Annual Grant.
- f. books, learning materials, software etc – these are already covered
- g. high energy costs;
- h. extended school day costs, or 'extended school' facilities, or events for parents – these should be met from General Annual Grant
- i. any item which is a minimal cost, i.e. £2,500 or less;
- j. high inherited staff costs. The expected level of teaching and support staff costs at a Free School is a matter which should be discussed with the Department's Project Lead.
- k. costs of purchasing software is covered. Expenditure on the purchase of software licenses is included in Local Authority Central Services Equivalent Grant (LACSEG).
- l. Costs of providing alternative education provision off site must be met from General Annual Grant



Name of Proposed School	Cramlington Village Primary School 90%occ 16% FSM
Local Authority Area	Northumberland
Proposed Opening Date	September 2012
Type of School	Primary

[Redacted]



Projected Grant Funding Income for
Cramlington Village Primary School 90%occ 16% FSM





1

Department for
Education





Department for
Education





Department for
Education



[Click here to return to Instructions & Guidance \(Start-up section\) page](#)

START-UP GRANT FOR FREE SCHOOLS OPENING IN 2011/12: GUIDANCE NOTE

1. Start-Up Grant is paid to Free Schools to meet costs arising during the first years of a Free School which cannot be supported by GAG (General Annual Grant). Start-Up Grant has three elements:

- i) Books, materials and equipment paid by formulaic allocation.
- ii) Other transitional costs.
 - a. Formulaic funding for specific transitional costs such as post-opening staff recruitment
 - b. Possible exceptional transitional costs that are not covered by the formulaic allocation or other grants.
- iii) Senior and middle management diseconomies funding.

Books, materials and equipment grant

2. This part of the grant is paid to new schools for books, software, educational materials and equipment. It is based on the number of pupils per full cohort rather than actual pupil numbers as the school builds up its school roll. We would not make any payment to an existing school converting to become a Free School unless there are exceptional circumstances.

The following table sets out the basis for the allocations.

	<u>Phase of school</u>	<u>Unit</u>	<u>Unit Basis</u>
Books, software, educational materials and equipment	Primary (including if part of all-through school)	£250	Per pupil (full cohort)
Books, software, educational materials and equipment	Secondary (including 6 th form)	£500	Per pupil (full cohort)

ii) Formulaic transitional costs

3. All new Free Schools will receive the following formulaic allocation of funding for:

- a. Post Opening Recruitment. The Free School will need to recruit more teaching staff each year that it adds a new pupil cohort. £1k is provided for the recruitment costs for each new teacher required as agreed at the business case stage. There is a £20k cap for each phase of the school.

- b. Senior and Middle Management Training. A one off sum is paid in the first year of a Free School's opening to meet additional costs of training the new senior and middle management team. The basis of the allocation is a sum payable per senior and middle management post deemed appropriate for diseconomies funding in the first year. Subsequent training for the senior and middle management team, and training of other staff, is a General Annual Grant cost.

The following table sets out the basis for the allocations.

	<u>Unit</u>	<u>Unit Basis</u>
a. Post Opening Recruitment	£1k for each new teaching post agreed at business case stage up to a maximum of £20k for each phase	£1k for each new teaching post agreed at business case stage until each cohort is in place. Up to a maximum of £20k for each phase
b. Senior and Middle Management Training	£1,900	Per Management post in year 1 applicable for diseconomy funding as agreed by educational advisor

We would not expect to pay transitional costs for existing schools that convert to become Free Schools, unless there are exceptional circumstances.

Assessed Start-up Funding

4. We would not normally expect Free Schools to need additional funding support. However, in some cases, schools may find that they need additional funding to help them with costs that are not met by other start-up grants.

Where such costs are judged to be both reasonable and necessary to enable the Free School to provide effective education, then in exceptional cases, funding can be approved.

For example there might be extra security costs arising through dual occupancy of buildings for a period during building works. Any need for this type of funding should be included in this spreadsheet.

5. We would not normally expect to pay start-up funding to existing independent schools which become Free Schools, unless there are exceptional circumstances. Any payments to independent schools will be up to a maximum of £25,000 across the whole project, including any pre-opening costs.

6. Where Assessed Start-up Funding is payable it will be paid monthly.

iii) Senior and middle management diseconomies funding

7. Free School diseconomies funding is provided until the Free School builds up its full set of year cohorts. At that point the Free School needs to be able to manage within its General Annual Grant budget. Free Schools that open with a full set of year cohorts will not receive any diseconomies funding.

8. Diseconomies funding is normally payable for each year where there are unoccupied cohorts, ceasing in the year when all cohorts are present.

9. We will assess reasonable salaries and on-costs for the head, deputy and assistant head taking account of the School Teachers' Pay and Conditions Document 2010 (STPCD) (or subsequent editions).

Items not covered by grant

10. Expenditure under the following heads is NOT within the scope of assessed start up grant and cannot be supported.

- a. capital expenditure of any type, including temporary accommodation during building works;
- b. items covered by implementation and other pre-opening grants, e.g. pre-opening recruitment costs;
- c. initiatives designed to improve behaviour, attendance, etc. These are not seen as a direct consequence of conversion to Free School status and should be funded from GAG;
- d. Use of consultants for advising on curriculum matters
- e. anything covered by funding factors in the General Annual Grant although, if split-site costs in the period before the new build is ready are exceptionally high, these can be considered if not part of General Annual Grant.
- f. books, learning materials, software etc – these are already covered
- g. high energy costs;
- h. extended school day costs, or 'extended school' facilities, or events for parents – these should be met from General Annual Grant
- i. any item which is a minimal cost, i.e. £2,500 or less;
- j. high inherited staff costs. The expected level of teaching and support staff costs at a Free School is a matter which should be discussed with the Department's Project Lead.
- k. costs of purchasing software is covered. Expenditure on the purchase of software licenses is included in Local Authority Central Services Equivalent Grant (LACSEG).
- l. Costs of providing alternative education provision off site must be met from General Annual Grant