

# Free Schools in 2012

## How to apply

### Mainstream schools

# Free School Proposal for

Barrow 1618

Based in Shropshire

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## Section 1: Applicant details

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

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

Details of Company Limited by Guarantee
Name: Barrow 1618 The School Co
Company address: [REDACTED] [REDACTED] [REDACTED] Broseley Telford Shropshire [REDACTED]
Company registration number: 07640198
Main contact
Name: [REDACTED]



Address:

[REDACTED]

[REDACTED]

[REDACTED]

Broseley

Telford

Shropshire

[REDACTED]

Email address: [REDACTED]

Telephone number: [REDACTED]

Members and Directors

Please confirm the total number of (a) Company Directors – **Four** – and (b) any other members of the Governing Body 12 appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.

Name: [REDACTED]

Position: Chair of Governors

Name: [REDACTED]

Position: Governor

Name: [REDACTED]

Position: Governor

Name: [REDACTED]

Position: Governor

Name: [REDACTED]

Position: Governor

Name: [REDACTED]

Position: Director/Governor

Name: [REDACTED]

Position: Governor

Name: [REDACTED]
Position: Director/Governor
Name: [REDACTED]
Position: Director/Governor
Name: [REDACTED]
Position: Director/Governor
Name: [REDACTED]
Position Governor
Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y
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:  [REDACTED], will be offering free assistance in relation to education and accounting
If your organisation is an existing independent school, please provide your six digit unique reference number:

Declaration to be signed by a Company Director

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

Signed: [REDACTED]

Print Name: [REDACTED]

Date: 31/05/2011

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).

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

## Section 2: Outline of the school

Proposed school name:	Barrow 1618							
Age range:	Pre-School - 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>		201 2	201 3	201 4	201 5	201 6	201 7	201 8
	Reception	9	6	7	10	12	12	5
	Year 1	4	9	7	8	10	12	12
	Year 2	4	4	9	8	10	12	12
	Year 3	6	4	5	9	10	10	12
	Year 4	2	6	4	5	9	10	10
	Year 5	4	2	6	4	5	9	10
	Year 6	1	4	2	6	4	5	9
	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>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>	<p>CofE</p>
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>N. If Y, please tick one of the following boxes</p> <p><input type="checkbox"/> Boys</p> <p><input type="checkbox"/> Girls</p>
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>Shropshire County Council</p> <p>Telford and Wrekin</p>

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/ukxi/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.

## Section 3: Educational Vision

### Rationale

Not only does every child matter, but every child can make a difference. This will be a small school, a sharing school and a sustainable school which will affect every child's whole attitude to learning and to life.

Our Countryside is a wasted and wasting asset. It has not received its fair share of support or investment over recent years. Rural communities, skills and ideals are being side-lined and forgotten. Not only can the Countryside give something to our children but they can give something to the Countryside and Barrow is in the heart of the largest county in England without a coastline.

Our Environment is suffering and we need to give our children an understanding of why this is happening which will then promote and drive forward an early sense of responsibility for their future.

There are many working parents in the area that cannot look after their children in the way they would like before 9.00 and after 3.15. There are also many experiences that we would like our children to have that cannot fit into the normal school day. This school will offer wrap-around care from 8.00 until 6.00 and make the best use of this extra time to extend the curriculum and ensure that through excellence and enjoyment in their education the children will add imagination, innovation and inspiration. We will share this wrap-around provision with the wider school community where there is also an increasing demand.

Our Community want the freedom of choice of a small rural school to send their children where every child is nurtured and nature makes the difference. Small schools have humanity of scale, particularly in those neighbourhoods and communities where disadvantage dominates. Ofsted inspectors note the rich benefits of the close and practical partnerships between small schools, parents and the local community. The children feel safe and secure, are known to everyone and know everyone. They identify better with the big education project, feel that maybe their effort is worthwhile and achievement possible and the accomplishment which comes with this translates into the good behaviour that Ofsted now identifies as driving good results. The figures for schools with 10 or fewer pupils in test age groups are not published but the DfE admits that when these schools are taken into consideration, representing 11% of the total primary establishment, they consistently obtain better results at both key stages and across all three test subjects than larger Primary Schools.

A reference in a recent Shropshire LA Cabinet paper considers the possible future merging of the two nearest primary schools to Barrow. There will be even less choice for the children in this community should that happen. When choice is removed and replaced by compulsion, our society and communities deteriorate as the building blocks of the 'Big Society' ethos.

Barrow 1618 will be a school where a huge element of the day will involve learning within the natural environment. From forest school, to being taught in a structure - whether it is a locally sourced timber building or a yurt within our own forest garden setting. This will be known as the Barrow 1618 community forest garden and Orchard which we will share with the wider community through regular community events, where practically every shrub and tree has an edible element that students would have researched and designed and planted.

Wrapping the curriculum around these activities is what would make us unique in our locality and in the County. Being innovative in our approach to how we teach in this way will, we are certain, attract and encourage businesses to join Barrow 1618 in partnership. These partnerships will deliver a learning environment of excellence within which children, regardless of background, ability or additional learning needs, can prosper, own and deliver the vision of Barrow 1618 and in so doing drive standards and realise their own potential.

There has been a school in the Barrow Parish for 400 years and the demand that has been there for such a long time is not diminished now, added to which there are existing buildings and a fabulous rural environment which can be used at no cost to the community or taxpayer to provide this school.

There are already 25 children who have signed up for Barrow 1618 and all of these parents have stated that they would use some or all of the wrap-around care to be offered. There is no similar facility on offer in this area.

## **Vision and Ethos**

Education is Everything. We feel that if we can inspire and engage our children from the beginning, it pays dividends throughout society in the future - impacting on crime reduction, better general health, higher employment, less demand for social services, and greater concern and help for the environment. Disraeli said "Upon the education of the people of this country the fate of this country depends" and never was it more true.

We want the children of Barrow 1618 to leave the school self-motivated and self-reliant. We want to give them freedom of spirit, independence of mind, and an early responsibility for their actions with a clear foresight into what the results of those actions may be in the future. We want them to grow up thinking laterally and creatively, inspired and invigorated by their experience at school and charged with the desire and ability to put something back into society rather than take it all out.

We will do this by creating a centre for learning excellence, driving the standards of both teaching and academic performance, stretching the curriculum, providing enlivening experiences both in and out of school and fostering an appreciation of the world in which we live. Children will take a lively active interest in learning, take responsibility for their learning and strive hard to reach their potential, whilst ensuring that they still meet specific educational outcomes such as attainment and progress in core subjects – particularly Maths and English.

We will do this in a small friendly and caring environment where every child matters. The Barrow 1618 ethos of being **S**upportive, **U**nderstanding, **R**eassuring and **E**ducating (and in that order) will ensure no pupil will find themselves isolated without hope or security. Whilst the school will be entirely inclusive with respect, tolerance and understanding for all beliefs, we will establish and maintain strong links with the Church of England and teach the children to be generous in heart and mind and soul in all they are and in all they do; to have respect for all creatures, to have compassion and to care for others and to be responsible for their own actions. We believe that a strong Christian ethos underpins the success and enjoyment of the children at school.

We will do this by giving the children respect for and pleasure in the countryside. They will understand and appreciate the environment and what looking after it now means for the future. We will generate our own electricity with solar panels and collect and use rainwater to grow our own produce. The school will be in the middle of rural England with acres of its own open space around it, and its own Forest School which will be available for other schools to exploit. The school will strive for self-sustainability in many areas including food production to teach the children valuable lessons about responsibility, business, entrepreneurship, health and well-being.

We will do this by inspiring the school community to share with the greater community. The Forest School facility will be opened to other schools and children both in term time and in the holidays. We will share best practice by maintaining active links with other schools in our area and we will share our rural environment with other children and schools by offering on site affordable all year round extended school provision to all children in the



community in direct response to demand from local working parents. We will also build on the children's confidence and social conscience by sharing them with the wider community, visiting the old and vulnerable, fund raising for good causes and learning to give rather than receive.

In addition we will also be ensuring work for local firms and businesses, sole traders and volunteers to help us deliver our vision which will in turn help to sustain the rural environment in which our school will be based.

The idea is to work in close collaboration with other schools in the area in any event, but if there were other schools within the rural community of Shropshire as a whole that were amenable to working in federation with us, particularly if we could secure the services of a suitable sponsor, we feel this would be worth further investigation.

Our School will not be going where the path may lead, but it will go instead where there is no path and leave a trail.

## Section 4: Educational plan

### Summary

Arriving at Barrow 1618 you will find our wet weather clothes and wellingtons lined up by the front door to enable us to engage daily with our rural landscape. We will teach an exemplary, imaginative and invigorating curriculum that takes its heart beat from the natural environment and bonds with the surrounding community.

Barrow 1618 will demonstrate how we are a unique school that excels in standards of education provision. We will develop an ethos showing how life and business skills can be combined with learning. It is our vision that we will become a school where businesses strive to be part of the school make-up, as we are innovative in our provision of education through the community, rural environment and business engagement.

Barrow 1618 has a school mnemonic which is:

**S**upportive  
**U**nderstanding  
**R**eassuring  
**E**ducation

We are **SURE** that Barrow 1618 will be able to provide an inspirational and innovative educational environment in which our children can excel.

Barrow 1618 School will provide excellent teaching and learning for all its children within an inspiring, educational environment for children and citizens of the 21<sup>st</sup> century.

We will use practical land based skills throughout the curriculum, to stimulate encourage and inspire the children in all areas of learning.

The creative and stimulating curriculum will engage children through practical learning experiences, enabling them to become independent autonomous learners.

Learning will be personalised, and commensurate with the abilities and abilities and aspirations of our children. This will be achieved through individual lesson planning, and knowing our children's learning styles and relating this to everything we do.

Children will show excellent rates of progress in English and Maths, Science and complimentary ICT to underpin their learning. This will all be delivered

through high quality teaching in a supportive, caring environment, which maintains a strong Christian ethos.

The underlying principle of Barrow 1618 school will be exactly that as proposed by the Free Schools Programme, namely to increase the range and quality of education available to children within a pluralist and democratic society.

We will teach in a vertical group style, and will incorporate the buddy system. This support system enhances the opportunity for fluid learning to develop the children's sense of responsibility to others, and inspire them from an early age.

We are already mindful of the proposed Government Initiative with regard to the new methods of accrediting teaching to qualified teaching status, and we hope to benefit from this programme. We believe this will enable us to access even more support to deliver specialist elements of education and learning for our children which we could incorporate into our curriculum. We have already discussed this aspect with our intended partner Thomas Telford School which will be one of the accredited schools offering this teaching programme.

## **Admissions**

The admissions policy will show that Barrow 1618 has a clear set of admissions criteria that lack complexity are fair and open to all.

The admission policy will contain an over subscription policy, and a tie-breaking policy.

### **Admissions policy**

Applications are to be received by mid-January by the Principal for the following academic year. Later applications will be accepted although these may not be considered until after the allocations date in the following April.

Entry to Reception may be deferred until after a child's 5<sup>th</sup> birthday though where this results in a child subsequently being of Year 1 age, the offer of a place could not be held over and the parents would be required to apply separately for a year 1 place.

Barrow 1618 will allow for children to be admitted on a two-term intake basis. The first admission is at the beginning of the autumn term in September and the second admission period is at the beginning of the spring term in January.

It is important to note we are a small rural community school. Furthermore our intention is to manage our capacity in line with our vision and ethos. In this way we are convinced we can bring something unique to the educational experience of our children. However if the school extends beyond the projected intake figures we will consider reviewing how we can absorb additional pupil numbers whilst maintaining our stated vision and ethos.

Until Barrow 1618 is oversubscribed, all students will be admitted. The School would operate a limit of 12 admissions per year group. Where applications exceed the admission limit, places will be allocated according to the following criteria in order of priority:

1. Looked After children who are in Public Care and children who have a statement of Special Education Needs from the LA and in which Barrow is named (we will always accept children with a SEN , even if it takes us over the admission number )
2. Children who have an older sibling at the school on the day they are due to start.
3. Other children living within the immediate community and whose homes are nearest to the school measured as a straight line on the map between home and school
4. Children with Medical or Special circumstances – this will only be allowed where written medical evidence that attending Barrow 1618 school is relevant to the medical well-being of the child.
5. Children who have an older sibling at the school on the day they are due to start and whose homes are nearest to the school as measured in a straight line on the map between home and school.
6. Other children whose homes are nearest to the school as measured in a straight line on the map between home and school.

If a year group is oversubscribed, any further applications which do not arrive until after the closing date will not normally be considered until after the allocation date in April unless there are exceptional circumstances such as a house move which prevented the application being made on time.

Parents who wish to appeal against the non-allocation of a place would write in the first instance to the Chair of Governors and the matter would then be referred to a review committee. If after further consideration it is still not possible to offer a place, parents will have the right under the 1988 Schools Standards and Framework Act to take their appeal to an independent appeals panel. Appeals forms will be available from the Principal, must be submitted in writing and will require confirmation as to the reasons for the appeal. The

Appeals process will be in accordance with the Department of Education code of practice on School Admissions appeals.

Our tie-breaking policy would be invoked if we had two or more applicants with equal priority. For Barrow 1618 this would be a decision made by the school Governors. It would be based on a criterion that uses distance from the school gates to the pupil's home.

## **Induction**

An Induction to Barrow 1618 is an essential part of our school ethos. Children will be invited to take part in induction sessions in the half term prior to starting full time. Induction will include one half-day session including lunch and a second half-day session with an opportunity for new parents to meet with the class teacher, where school routines and teaching systems are explained. Parents will be given information on starting school and a parent's questionnaire. We will provide a detailed prospectus for new parents, and a questionnaire about their child to enable a smooth transition from home life to school life. Pupils will have designed a prospectus for the new admissions. At each intake we will organise and hold a social induction event to enable the new pupils and their parents to meet with existing pupils and their parents. Where necessary we will visit parents and prospective pupils in their own homes if they wish to have further discussions in private.

Barrow 1618 will always adhere to the schools' equal opportunity policy with regard to applications. For prospective parents who have not made their final decision we will organise a school open doors event to promote the school.

## **Curriculum and organisation of learning**

### **Summary**

Children will be taught in an inspiring, innovative and challenging way. Teachers will be required to be fully knowledgeable of the National Curriculum, and be competent in linking across the core and foundation areas to enable them to teach in a creative and innovative way. Barrow 1618 will not be teaching children just facts and figures, as this does not promote the independent learners that we wish them to become.

The curriculum will be delivered through personalised learning, in that all the learning programmes will be commensurate with the abilities and aspirations of our children, individual learning and lesson planning will a base requirement.

Teachers will set challenges to the children so they can take responsibility for their own learning. Children will learn about team work through active engagement and be drawn to appreciate the role of the individual as being vital to the collective to create satisfactory solutions. This will enable them to learn about resolving problems independently and promoting entrepreneurship from a young age.

The curriculum will be broad and balanced, and will be designed to meet the different needs and interests of all children. We have high expectations of all children to enable them to aspire to their full potential.

The core areas of study in our proposed curriculum are:

### **Literacy**

One hour a day will be allocated to Literacy – we will aim not to teach it as a stand-alone subject but to incorporate it with other areas of study to promote an engaging and exciting learning experience. For example poetry writing about the landscape we see from our classroom window; or introducing the children to Ornithology whilst researching books to identify the birds. We will introduce the children to good quality literature condensed to account for their age ranges. We will also encourage our children to bring in books from home to promote discussion about different writing styles.

“English is the language of the future, the language of the computer. English is the most important tool you’ll ever need, no matter what career you choose. You have to have English. Make it your right.”

Benjamin Zephaniah, National Curriculum 2000

We will make literacy policy available to all parents through various mediums to enable them to understand the process and offer additional support to their children.

### **Numeracy**

One hour a day will be allocated to numeracy – again where practically possible we will aim to not teach it as a stand-alone subject, we will apply it to life in our school grounds, and it will be taught as integral to all the subjects.

### **Science**

“Science is an integral part of modern culture. It stretches the imagination and creativity of young people; its challenges are quite enormous” National curriculum 2000, Prof. Malcolm Longair, University of Cambridge

We will allocate 2 – 3 hours of teaching time to science per week.

We want to encourage our children to understand and appreciate the application of science in their everyday lives and to explain the world they see around themselves, e.g. “Why the sky is blue”. We will also include as much practical science as possible and invite specialists in associated fields to come and deliver practical demonstrations such as how a steam traction engine works. This will link well into the proposed Government initiative of accredited teaching status especially as we will be in partnership with Thomas Telford School who will help guide the delivery of this programme.

### **Foundation Subjects**

The foundation subjects will support, supplement and enrich the areas of core study. Foundation studies will not be incorporated on a daily basis, apart from practical land-based skills which will form an integral part of the school day, with an hour being dedicated to this, and which will be linked into the three core study areas.

### **Practical land-based skills**

This is a cornerstone of the uniqueness of Barrow 1618. We have identified the need for a specialised outside learning manager who will be a level 3 forest school teacher for the outside learning environment. We will fully utilise our forest school site, and this will be streamlined into the core subjects. We will have a community garden and orchard within the school grounds and we will grow food to supplement the children’s meals, and sell any surplus. This will be a routine part of our educational day at Barrow 1618. We will maximise the use of the grounds right throughout the year by the siting of a polytunnel, and either a yurt or timber building for outdoor learning. We will raise funds specifically to provide these facilities. We will in future years consider extending the practical land based skills to involve the actual practicalities of animal husbandry through having livestock on site – potentially chickens, pigs and sheep.

### **History**

Barrow is situated on the edge of the Ironbridge gorge which was the crucible of the Industrial Revolution. History is abundantly evident in our locality and we will seek to ensure our pupils understand how their own communities have been affected over centuries. When we are studying historical events we will focus on creating and re-enacting wherever possible. We will empower the children to help decide which historical eras they wish to study and wherever possible include trips to the sites of famous events. We will encourage the

pupils to stage their own re-enactment to aid their understanding and what it meant for the people involved.

## **Geography**

Barrow 1618 will establish long-term online links with schools in other countries, similar to an old style pen-pal system; we will then be able to study through the eyes of similar aged children their country and its culture. We would have an international online after-school club, where children from all over the world can see what is happening at Barrow 1618 with its forest school and community garden and orchard. We will seek to give an awareness of both the physical, economic and sociological geography which surrounds us.

## **Religious Education**

Barrow 1618 will be a Church of England school, and we will have close links with the church. Acts of worship will be incorporated into the day-to-day school life including assemblies. We will have regular lessons covering the beliefs and customs of all other major religions including inviting representatives of those religions to come and share what their belief means to them and how they carry it through their daily lives.

## **Information and Communication Technology (ICT)**

We will continue to fully embrace the importance of ICT within the classrooms for research, incorporating it into the core modules and foundation subjects. We have already agreed with Thomas Telford School that Barrow 1618 will have free access to their online learning modules. It is important to note that this facility can be extended to incorporate provision of an adult education curriculum for the community. ICT will underpin all aspects of learning and the personalised development programmes, and parents' involvement with their children's learning. We will also harness the availability of open source software where it can be made applicable to a child's development and where commercial alternatives may be prohibitive, for example 3D design and animation.

## **Art**

We will make connections with local artists and designers, and we will explore many mediums such as drawing, painting, sculpting, ceramics, and living plant structures. A local ceramist has already agreed a partnership whereby our children will have access to her kiln and other facilities. A local print maker has also agreed to work in partnership with the children exploring print making opportunities in our school landscape.



## **Design Technology**

“Design and Technology is about making things that people want and that work well. Creating these things is hugely exciting; it is an inventive and fun activity “. James Dyson, Chairman of Dyson Ltd.

Within this foundation subject pupils will work on real projects, creating and inventing and building prototypes. It will promote entrepreneurship, problem solving, design, and teamwork. It will be out aim to involve local design businesses as much as possible. Thomas Telford Design & Technology School will be working in close partnership with Barrow 1618 to conceive a D&T curriculum for primary aged pupils based on their excellent learning modules which have made Thomas Telford School one of the outstanding centres for D&T education. We have also received community support from rural crafts businesses and we fully intend to maximise these links with our community.

## **Physical Education**

Barrow 1618 will promote sporting endeavours and healthy lifestyles throughout the academic day. Physical education will be undertaken in school time, and will be supported through after school sports clubs for football, cricket, tennis and netball. We will encourage participation in sporting competitions with our neighbouring schools and have been offered support by several qualified coaches.

## **Music**

Music will play a very important part of everyday school life for children at Barrow 1618, through all year groups including Reception, and in both classroom and extra-curricular contexts. Making music in the early and primary years increases listening and concentration skills, and enhances a child's ability to discriminate between sounds. This improves phonetic awareness and helps to develop language and literacy skills. There is also a positive impact on spatial reasoning, which is linked to mathematical thinking, and on physical co-ordination, which supports handwriting skills. In the classroom children will be encouraged to improvise and perform music in groups typically using percussion instruments. Singing will be encouraged daily in assembly and as part of other lessons and activities. Children in all year groups will be taught about a variety of world music types from many other cultures besides their own, which is particularly important for those children preparing to enter Key Stage 3.

Musical participation will also be encouraged for all year groups through regular activities such as an annual concert in the parish church, the school

nativity plays, and may also be incorporated with drama and dance into an after school club. It is envisaged that links will be forged with musical and performing arts groups both in the locality and the wider field, which will provide our children with the opportunity to experience visiting workshops and participate in activities which are driven and co-ordinated by professional musicians.

Although plans for individual musical learning are in their infancy, we intend for all pupils to have the opportunity to learn a musical instrument in a group setting such as the recorder. Individual instrument lessons may also be feasible based on the use of peripatetic music teachers, for example providing tuition in piano, guitar or flute. In line with our approach for gifted and talented children, we will strive to recognise and nurture the interests of children who show particular flair or ability for musical achievement.

A member of teaching staff will be designated as holding responsibility for co-ordinating music within the school.

### **Performing Arts**

We will include drama and dance as an option with our wrap-around service. Barrow 1618 will have good links with William Brookes School to enable pupils to utilise the state of the art drama and dance facilities they have there. Furthermore one of our own Directors is a qualified Drama teacher and she will take an active part in delivering this element of the curriculum.

### **Modern Languages**

Every child should have the opportunity to study a foreign language and develop their interest in the culture of other nations. French will be introduced from reception, with an option to include Spanish from Year 4.

### **Health Education and Personal and Social Education**

This will be an integral part of the curriculum at relevant times. Barrow 1618 will actively engage in Social and Emotional Aspects of Learning - 'Seal' and 'Circle Time' which is an awareness of your peers and your surroundings, your responsibilities in relation to your immediate community and society in general. This foundation subject links with our pastoral care programme.

### **Curriculum Model**

Through promoting a varied day of education our high quality staff will be able to engage with pupils to develop each child's potential. Parents will be provided with a term timetable in advance to enable parent inclusion with selected open lessons where we can all learn and share skills. This will also

be extended to business partners of Barrow 1618 to promote the reality of life in learning and how it is relevant in modern society.

The curriculum model details the hours of learning which are to be given over to each subject area of learning for each year group.

	Literacy	Maths	Science	Foundation
Reception	5	5	2	8.5
Year one	5	5	2	8.5
Year two	5	5	2	8.5
Year three	6	6	3	8.75
Year four	6	6	3	8.75
Year five	6	6	3	8.75
Year six	6	6	3	8.75

*Numbers of hours allocated to each core subject on a weekly basis.*

### **Foundation phase**

At Barrow 1618 we believe the goals that have been set for the foundation phase are sensible and achievable through the following objectives:

- Personal, social, and emotional development
- Communication language and theory
- Mathematical Development
- Knowledge and understanding of the world
- Physical Development
- Creative Development

We will focus on a play-based environment, where the children are actively involved with the planning to make the activities their own. The day will follow a definite pattern to enable the children to understand there are times for doing certain activities. Our focus at the foundation stage is to make the activities not feel like work. We will aim to provide extensive play outside.

## **Expectations of length of day, term and year**

The school day will commence at 8.45am, when the entrances will be unlocked, with classes commencing at 9.00am. School finishes for both key stage one and two at 3.15pm apart from Thursday where school finishes for all at 3.00pm to promote staff training and continued professional development. Barrow 1618's wrap-around school care will be available to cover this time change.

Barrow 1618 will promote a wrap-around service with breakfast club available from 8.00am, which will link into specific activities such as care for the community garden, and gentle exercise to prepare our children for the day ahead, and also after school clubs throughout the week which will be available until 6.00pm. The after school club will also link into specific activities such as art, gardening, sport, and music. The after school club will be an extension of the curriculum and will be actively promoted and marketed within the surrounding community to enable all local schools to unite and drive forward a community in partnership.

Term dates will be broadly in line with statutory guidelines. Due to the nature of the extensive extra-curricular activities Barrow 1618 will however aim to reduce the length of each term by one or two days. There will be approximately 190 days of teaching each academic year.

At Barrow 1618 we will not have professional development days for teachers, as we will promote regular weekly staff training, and be promoting our links with the Shropshire small schools cluster group. We hope to use the expertise of Thomas Telford School to assist with our staff training. We want the best opportunities for our teachers as well as our children.

### **Term timetable**

TERM 1 will commence mid-week in the first week of September and complete mid-week in the third week of December, with a half term break for one week in October.

TERM 2 will commence at the beginning of the second week in January and complete mid-week in the 2<sup>nd</sup> week of April, with a half term break for one week in February.

TERM 3 will commence in the last week of April and complete mid-week in the third week of July cover over 7 weeks of which there will be 33 days of teaching.

## Proposed daily time tables

Key stage 1 children (age 5-7) we are proposing to teach for 4hrs and 40 minutes a day, which equates to 23 hours and 20 minutes per week.

Key stage 2 children (age 8-11) we are proposing to teach for 4hrs and 55 minutes a day, which equates to 27 hours and 35 minutes per week

Our proposed daily time tables for each Key Stage group are as follows:

### ***Key stage 1 timetable***

Start time	End time	Activity
0900		School day commences
0905	1030	Morning assembly and class time
1030	1050	Morning break
1050	1200	Class time
1200	1300	Lunch break
1300	1400	Class time
1400	1415	Afternoon break
1415	1515	Class time
1515		School day finishes

### ***Key stage 2 timetable***

Start time	End time	Activity
0900		School day commences
0905	1030	Morning assembly and class time
1030	1050	Morning break
1050	1200	Class time
1200	1300	Lunch break
1300	1515	Class time
1515		School day finishes

## **Gifted and talented children**

We will aim to nurture gifted and talented children through a multi-faceted approach; it is our belief that the environment we create will build capacity for excellence and engage the whole school community. Not only do gifted and talented programmes meet the needs of these pupils if delivered correctly – with the right approach they will raise the aspirations of all the children.

It is our assertion that by identifying the characteristics of successful learners we can use this information to focus our teaching methods which will tackle the barriers faced by other pupils. We want to provide rich support and engagement in learning throughout school community and find opportunities to engage non-teaching staff, governors, peer mentors and partners in providing support for gifted and talented learners.

If our free school proposal is successful, our programme for gifted and talented children will be developed in conjunction with our partner Thomas Telford School, building upon their proven success in this area. A designated member of staff will be responsible for overseeing this provision.

## **Pupils with Special Educational Needs**

For pupils with a disability and pupils with special educational needs Barrow 1618 will ensure that the SEN policy and code of Practice is at the heart of their education. This will ensure that pupils will not be discriminated against and treated less favourably through complying with the Disability and Equality Act 2010.

We recognise that these children are very important within the school community and help provide the rich diversity which all communities need if they are to be viewed as fully inclusive and equal. We also recognise that children's needs will often be met through greater differentiation although some children may need access to specialist equipment and approaches (for example, signing, symbols or ICT to read or record their work). They may need alternative or adapted activities, provision through a statement and that we may need to seek advice and support from external specialists.

Barrow 1618 will create an environment that meets the special educational needs (SEN) of each child, ensuring that their needs are identified, assessed and provided for. The special education needs co-ordinator - The SENCO - will manage and co-ordinate all the elements. It is essential that the SENCO is part of the strategy team and that they work co-operatively throughout the school, using data and monitoring to continually assess improvement and use this to update the Individual education plans. The SENCO will be an important resource at Barrow 1618 advising the other teachers and teaching assistants and ensuring that they are utilising the latest researched

approaches to ensure our children have the best start to their education. The co-ordinator will act as a link between parents and external agencies, and monitors and evaluate the special education needs provision, reporting progress to the Principal. We will also have a governor responsible for special educational needs

We will ensure that our information for parents is succinct and easily understandable enabling them to make an informed choice about the provision we will provide. Our wrap-around service will be available to all children which may be particularly valuable to parents of disabled children who may otherwise feel isolated. We will create an environment that challenges the often low expectations felt by this section of the community.

### **Pupils from a deprived background**

The team behind Barrow 1618 recognise that education systems, rather than being a social leveller, can often perpetuate the inequalities experienced in the wider community. We believe that unfulfilled potential can often lead to a lifetime of missed opportunity which not only affects the individual but society as a whole. We feel that our approach as set out tackles a lot of these issues and that we will strive to ensure that all of our children's potential is fulfilled.

We will have a 'can do will do' approach which will pervade the whole school. We will use our assemblies to provide a regular mechanism for promoting achievement and celebrating success. We recognise that children from deprived backgrounds often do not have many of the required language and social skills enjoyed by some of their peers. We aim to have a culture of speaking and listening which will carry over to our wrap-around after school clubs.

At Barrow 1618 we will have a thriving library which will encourage all children to take home books and share them with their parents, we will ensure that our teaching approaches are not passive as this can often be detrimental to children from deprived backgrounds and that we use stimulating and engaging teaching approaches utilising the unique environment we have already described. It is also extremely important that we use visual stimulus throughout the school as this has been proven to assist the learning environment.

We will actively engage all parents through our extracurricular activities and encourage parents to be involved in areas that they feel comfortable, this may be taking responsibility for the community garden giving them a sense of responsibility and achievement which not only raises self-worth and esteem but also a sense of purpose in the school and wider community. Ultimately we

believe this will have positive effects on both parents and children and possibly stop the often fatalistic culture that can pervade generations.

Barrow 1618 will be a truly inclusive school community that engages all and raises aspirations.

### **Pupils who are learning English as a second language**

Children who are learning English as a second language may need lots of additional encouragement and support; this is easier at primary level as children of this age are often more receptive to learning new languages. We recognise that we may need to teach them basic topics to allow them to gain self-expression both orally and in writing.

We will teach the children through the immersion method supported by the teacher, teaching assistants and peers. Teaching must be systematic and we feel that we would aim to teach a child between 6 and 10 new English words a day whilst broadening their understanding of grammar and the meaning of the words they are learning. We recognise that there may be little continued education at home and that we must teach using patterns of English that are easily practiced and taught in an orderly way. As we have stated our aim is to engage parents which we see as very important especially when teaching English as a second language.

### **Children who are in care**

Barrow 1618 will ensure that links are established with all bodies and organisations that are relevant to children in care, in the local and surrounding areas. We feel it is important that all the professionals surrounding a looked after child are in regular communication and that there are no gaps in the provision provided not just by ourselves, but all agencies involved. Lessons have been learnt about the dire consequences that can be experienced by looked after children if there are gaps or areas of non-communication amongst the professionals charged with improving and safeguarding the child.

We are particularly fortunate that one of the Directors of Barrow 1618 not only works and provides services including a school for looked after children, but also is a trained social worker and works with the relevant agencies in the local area.

We will ensure we have a strong pastoral programme and that each child has a mentor within the school and one-to-one time so that they can talk to them and discuss any issues in a safe environment. We will also be in the enviable position that we have access to a consultant clinical psychologist who will give advice where needed and who can provide training.



As Reflexions Care Group Ltd has agreed to assist Barrow 1618 this will also enable the school to access the full range of training provided including level 2 child protection, autism and Asperger's, children who self-harm, child development and attachment theory and approach training.

Barrow 1618 will ensure that looked after children will not be disadvantaged by the education provision they attend and that we will be the constant in their life and central to their achievement.

### **Learners with social, emotional and behavioural difficulties**

As we have stated in all of the above we will be an inclusive school who believes that all children should fulfil their potential, we will be adopting a vertical teaching model which will allow children to learn from older peers and build a sense of community. We have also described our behavioural approach using tokens and rewards to promote good behaviour, we have access to highly qualified professionals who can advise and intervene where necessary.

We feel that our environment and size can really help children with social, emotional and behavioural difficulties. Children will be taught in our outside classrooms as well as in the class and we will reward those children who actively engage in the programmes we employ.

We have stated our intention to involve parents and this we feel with our nurturing school community will encourage and develop children who display disruptive behaviour. We also believe that this behaviour is learnt and a reaction to whatever deficit they are experiencing or a mechanism for coping, once these reasons are identified it is our job to help the child find new ways of expressing themselves or finding new ways of coping.

Our multifaceted approach and wrap-around service will allow children to feel safe and secure and part of a 'family'. It is our intention to ensure these children are not disadvantaged by a school which may feel it cannot cope with these behaviours, but instead find ways of helping the child help themselves and ultimately fill their potential.

Through promoting a varied day of education our high quality staff will be able to engage with pupils to develop each child's potential. Parents will be provided with a term timetable in advance to enable parent inclusion with selected open lessons where we can all learn and share skills. This will also be extended to business partners of Barrow 1618 to promote the reality of life in learning and how it is relevant in modern society.

## **Organisation of Pupils**

### **Organising pupils for academic learning**

At Barrow 1618 each year group will have a maximum of 12 children in the class. They will be mixed aged classes where children are taught in vertical grouping.

There will initially be three classrooms at Barrow 1618 in which classes will be formed as follows:

Class one - reception (early years)

Class two - Key stage one (early years)

Class three - Key stage two

Barrow 1618 will be raising funds to provide an outdoor classroom to maximise the variety of environments for the learning experience. This would provide an opportunity to create an additional learning zone within the schools garden that could be utilised throughout the year, enabling the school to maximise engagement within the rural landscape.

By teaching in mixed aged classes, there will be the opportunity for fluid movement according to individuals and groups needs and their ability. For example in class two a five year old could be given more challenging work that would normally be considered suitable for a six year old, children will also be able to support each other. By having mixed aged classes we will teach utilising vertical grouping teaching method. In this teaching style children will take responsibility for their own personalised learning, and will learn from their peers.

### **Ensuring the curriculum is appropriate for all students**

At Barrow 1618 we will teach using the vertical grouping teaching method, we fully endorse the benefits of this approach to teaching as it provides a multitude of learning opportunities that would not be readily achievable if children were organised by age alone, for example:

- Children can be given more challenging work for their age
- Children benefit greatly from the opportunity to become an 'expert' for younger children
- Vertical grouping nurtures thinking skills, problem-solving skills, vocabulary and other social competencies

- There is a greater general sense of co-operation in the classroom
- Friendship groupings can cross traditional age boundaries
- Mixed-age teaching resembles family settings that children with siblings experience at home
- Reduces competition and labelling of children. Lower ability children can benefit from role models in the group

In order to achieve the personalised teaching programme within the framework of the vertical teaching style our staff will have all the support they require to ensure provision of a great learning experience. Success in this area will be achieved by:

- Undertake training in time-management
- Reinforce classroom rules and routines
- Ensuring the classroom layout allows for multiple activities
- Using different grouping permutations (by age, ability, topic, friendship, pairs) and vary them
- Review learning goals regularly
- Setting regular goals for individual children based on prior attainment rather than age
- Plan with teaching assistants (TAs) to help define their role and ensure smooth practice
- Develop shared problem-solving techniques in the class

### **Pastoral care**

At Barrow 1618 we are committed to providing excellent pastoral care to ensure that children feel valued happy and safe as well as our mnemonic of feeling **Secure, Understood, Respected and Educated**. Throughout their school life children will be grouped for pastoral care by their year group, and they will retain the same tutor for the benefit of continued support throughout their school life at barrow 1618. We will also provide mentors for those sections of school community who may need more support and care than others, this will be assessed on an individual basis but one to one time will be given and the wrap around service can aid with this. Tutors will support children in their academic progress, as well as personal and social development, health, moral education and behaviour management.

## **Enrichment activities**

It is our belief that although education is a serious matter that it should be fun and that school needs to be a stimulating environment which is interactive and not a passive experience for the children who will attend. We want to develop creative learners, as we believe that our society and future economy will need creative people if it is to flourish. As we have stated we will embed creativity in all areas of the curriculum to promote joined up thinking which we believe will benefit the whole school community.

It is not enough to teach our children *what* to study – they must learn *how* to study in such a way that stimulates and interests them. We will ensure that all lessons are enriching and teach children to hone their critical skills, develop and test their own hypotheses and to ‘think out of the box’.

During each term we will have ‘journeys’ where a topic is explored and that these will add to the creativity and diversity enjoyed at the school. The children will develop their ideas throughout the term and this may well up with a trip at the end of term, for instance if they were studying the Romans in history they may well end up visiting Wroxeter Roman ruins and experiencing life as the Romans did. We want to use the resources that abundant in Shropshire to enrich the learning environment.

We will have a comprehensive enrichment programme which will be developed by our new Head teacher and all other stakeholders; however we also believe that our vision at Barrow 1618 will enrich all the children and those around them on a daily basis as well as producing rounded individuals who are critical thinkers.

## **Child development and achievement**

### **How will Barrow 1618 Define Success?**

In its simplest form at Barrow 1618 we consider success to be when our children are happily engaged with school life. We will commit to regularly asking and listening to our children’s voices through our commitment to pastoral care to help us define success.

Supplementary to this Barrow 1618 will define success in multiple ways that will include:

- For all children to make at least the expected progress in the core and foundation subjects

- Progress in the arts - through entering into local and regional art exhibitions
- Participation in sport - through entering into local and regional extra-curricular sporting events
- Involvement with music - through all children learning a musical instrument
- Community involvement - through children being involved with community initiatives
- By taking account of our children's own views as to what constitutes success
- The health and well-being of our children and staff
- Excellent pupil attendance statistics
- Over-subscription such that we need to enact our over-subscription policy
- The ability for children to integrate and communicate with their peers
- By our children becoming independent and autonomous in their learning

### **How will success be measured?**

In addition to scheduled Ofsted inspections, Barrow 1618 will measure success in many ways. Externally we will publish performance tables, which will measure attainment and progress and attendance. These published performance tables will provide a clear and accountable system for measuring and tracking success.

These performance tables will be at a class level and a whole school children progress level. This will enable teachers to track the progress of our children against nationally expected levels in the core subject areas and foundation subject areas.

We are giving serious consideration to The Fischer Family Trust Data system which would help us to make more effective use of performance data enabling Barrow 1618 to support our self-evaluation, assessments and target setting. We believe this could be an invaluable tool to prevent and intervene early to any child's learning problems.

We will measure success internally at Barrow 1618 by striving to support each child to enable them to fulfil their academic and non-academic potential. This will include concrete outcomes for children's in terms of

- **Academic performance -**  
To enable monitoring against nationally expected levels
- **Attendance -**  
To enable us to monitor irregularities, and act promptly on them
- **Social and personal development -**  
Through commitment to our "Every Child Matters" agenda, we will ensure that whatever a child's background or circumstances, they will have the support they need to be healthy and safe, whilst enjoying their educational experience and making a positive contribution to society

In addition to these 3 core indicators of success, our self-evaluation system will include the following indicators as they are very much considered to be core to the success of Barrow 1618:

- Attainment and progress
- Quality of learning
- Quality of teaching
- Child behaviour
- Children's enjoyment of school
- Parents and carers attitudes
- Statement of the budget

For the future Barrow 1618 is seriously considering making a child's agreed learning plan available online, in such a format that could be accessed by parents securely. This would enable parents to be actively involved with their children's education but such a facility would require a considerable amount of research work to become feasible.

### **Who will be accountable for success?**

It is critical that the Governors and staff form a strong partnership with consistent lines on communication to ensure all are aware of their responsibilities and goals. The delivery and success of any curriculum requires continuous appraisal by the staff utilising sound methodology and common sense. Whilst Governors may guide the implementation of the

curriculum, it is the staff who have to be empowered and accountable for refining its delivery as necessary to reach the desired outcome.

## **Behaviour and Attendance**

### **Summary**

Good behaviour, good attendance and positive relationships and attitudes to learning are essential to the vision and ethos of Barrow 1618. It is our assertion that too often schools rarely recognise good behaviour but quickly react to challenging behaviour. We want to promote a culture where praise and recognition is the core of the classroom and the school community as whole.

Our praise and reward system will involve the formal and public recognition of good behaviour. Recognition is the reward. It will typically involve a praise card or homework diary where children's teacher stamps a mark or places a sticker to indicate good behaviour or effort. Each stamp is worth a number of points and the accumulation of these leads to a bronze, silver or gold award, presented at the school assembly for the most prestigious award. We will design our own awards or certificates with the whole school community being involved.

Parents will be informed about the awards for their children and will be invited to be present at the award giving ceremony, which promotes a sense of achievement and pride throughout the school.

We will clearly and permanently display the behavioural and attendance policies, both in classrooms and a communal space for all to see.

At present our behaviour and attendance policies are in their draft stages. The key points to be addressed at this draft stage are:

### **Behaviour policy (draft stage):**

#### **Aims**

- To enable young people to understand the need for behavioural rules – to promote fairness, equal access to learning and safety
- To promote and develop young people who have a respect for one and other

- To involve parents in the positive development of their children's behaviour

### **Expectations**

- Codes of conduct - class rules that are reached in discussion with the children, and will be reviewed termly
- To promote the care of Barrow 1618 – the buildings, the school grounds, resources at school, and respect of our general school environment
- Punctuality at the start of the day
- High recognition of pupil's positive achievement through verbal recognition, displays of children's work, photographs of positive achievement
- Children are not allowed to affect or disrupt the teaching and learning of others
- Moving around school in an orderly and safe manner

### **Rewards**

- Age appropriate rewards and stickers in class
- Beads in a jar, to be filled for an overall class reward
- Celebration leaves, head teachers awards – presented in Friday assembly
- Certificates of good work/behaviour recognition

### **Sanctions**

Inappropriate behaviour will be challenged, and sanctioned by a range of strategies. If a pupil does not amend his/her behaviour, then the following procedures will come into operation:

1. First warning will be given
2. Final warning will be given
3. The child's name will be put on the whiteboard in class
4. A red slip will be sent home, and five minutes will be taken off playtime or lunch time that day



5. After three red slips are sent home, the parents will be invited to meet the child's teacher to discuss possible sanctions
6. Pupil may be withdrawn from an activity if their behaviour disrupts this specific activity
7. Inappropriate behaviour at lunchtime may require parents to remove their child during the lunchtime break
8. Where behaviour is of such a serious nature that a period of time is needed for both pupil and school to reflect on the incident, exclusion of the pupil will take place following

### **Behavioural guidelines in relation to rewards and sanctions**

Barrow 1618 has clear guidelines defining behaviour that is linked to specific rewards and sanctions, and they are detailed below.

#### ***Behaviour that is linked to specific rewards***

Multifaceted and linked to the endeavours of each child we recognise that however small the achievement if we are to build on these then they must be recognised by the school community, there will be different levels of rewards given at the school, all will foster a sense of belonging and pride within the school and wider community. We will use our newsletter to announce rewards not only within the school but the wider community and our partners. The specific awards will cover five areas of excellence. They will be recognised termly. The Barrow 1618 school award will be voted on by the children.

- Excellence in sporting achievements
- Excellence achieved in artistic endeavours
- Excellence achieved in education advancement
- Excellence achieved in community engagement
- The Barrow 1618 school award of excellence

#### ***Behaviour that is linked to sanctions***

Behaviour that is linked to sanctions will be taken very seriously at Barrow 1618, and will include verbal and physical abuse and violence to other children, staff and visitors, and other behaviour that is deemed discriminatory.

The schools approach to exclusion will place its emphasis on the safety and positive learning and teaching environment of the whole school. Decisions on exclusion will be taken very seriously but may be taken to safeguard the rights of children and staff to learn without fear of disruption.

Barrow school will promote good behaviour and address disciplinary issues rigorously. Children will understand they will be consistently applied. We will provide effective and targeted support for individual children whose behaviour is particularly challenging.

### **Developing positive relationships and attitudes to learning**

At Barrow 1618 developing positive relationships and attitudes to learning is a key aspect from even before school life starts for the child. This will start with a questionnaire filled in prior to a child starting in reception so that the teacher will have an understanding of their needs right from day one. We will also undertake individual learning skills questionnaires from reception, as there is a strong correlation of good behaviour, attendance and learning if a child is taught in their learning style (visual, aural, kinaesthetic).

Our school mnemonic At Barrow 1618 is of feeling **Secure**, **Understood**, **Respected** and **Educated**, and it is through this that we can successfully develop positive relationships and attitudes to learning, our pastoral care will also embrace this.

By teaching in a vertical teaching style this promotes positive attitudes to learning, children support each other, and it gives them the opportunity to become “expert” for younger children. This style of teaching reduces competition and labelling of children, lower ability children can benefit from role models in the group. This again allows children to develop positive relationships and attitudes to learning.

Through developing a strong relationship with each child the teaching staff at barrow 1618 will fully understand the child’s learning needs and be fully committed to ensure they can achieve their full educational potential.

### **Attendance policy (draft stage):**

#### **Aims**

- To improve the quality of school life
- To create a culture in which good attendance is the ‘accepted norm’
- To instil in pupils, parents/carers and staff, the value that we place on good attendance and punctuality
- To be consistent in implementation, both in terms of rewards and sanctions
- To value the individual and be socially and educationally inclusive

## **Expectations**

- To involve the children more in their school attendance
- To communicate with parents/carers about regular school attendance
- All school staff to take responsibility for the children's attendance
- To recognise the important role of class teachers and support teachers in promoting and monitoring good attendance
- To ensure time and organisation within the school enables the aims and objectives to be met

## **Securing good attendance**

We believe that our policy of excellence and learning delivered through an interesting empowering and stimulating curriculum, with the support and commitment of parents, is conducive to ensuring good attendance from our pupils.

Barrow 1618 will ensure that high attendance will be a priority to enable us to achieve our educational goals, both academic and non-academic. We will strictly adhere to our policy on assessment and record keeping, and pupil progress through our tracking system.

Our teaching methods will help to secure good attendance. For example, from key stage 1, subject matters may occasionally be child-led. They may choose to study restaurants, thus spending time identifying how a restaurant works, designing menus, preparing simple recipes and calculating a budget. All key skills will be focused on this topic and the foundation skills for the week. It will provide a stimulating learning experience.

Securing good attendance also links into several aspects of developing positive relationships and attitudes to learning, which is covered below. This includes knowing how your children learn, and teaching them appropriately to enable them to achieve their maximum potential.

## **Community engagement**

Barrow 1618 will show that we are a unique school that excels in standards of education provision. We will develop an ethos to show how life and business skills can be combined with learning. It is our vision that we will become a school where businesses strive to be included within the schools make-up, as we are innovative in our provision of education. We will ensure that the 2010

Equality Act is fully adhered to with positive action being taken to include groups that would otherwise be disadvantaged or underrepresented in community engagement.

Barrow 1618 will maximise the use of its rural surroundings to maximise community engagement. We are considering several options that will include:

- Working towards an organic certification status, to enable us to grow food organically on site to supplement our school meals, and to sell and or donate surplus to the community.
- Barrow 1618 will work towards maximising the use of the school grounds to create a community garden that would include a community orchard and garden where we can hold events and where people can come to visit us.
- The use of our forest school facilities will be open to all schools county and nationwide and available for local community events such as Apple Day celebrations.
- We will hold monthly coffee mornings and afternoon tea in the main school hall that will be open to friends and family and the wider community. Pupils will be involved with the preparation of beverages and food, which can be incorporated within the national curriculum. This will be an opportunity to regularly promote the school.

### **Children's involvement with the community**

Through developing a caring community within the school by encouraging commitment, courtesy, co-operation, tolerance and compassion towards one another, children at Barrow 1618 will be positively encouraged to become actively involved and engaged within the community. Each term Barrow 1618 will become actively engaged with a specific community project that all children, both individually and collectively as a class or school group will be involved with.

For this to be successful Barrow 1618 will ensure that community groups and projects are regularly informed and aware of the schools commitment to supporting and engaging with the community. Once a group has shown an interest an individual child will be responsible for visiting and finding out how Barrow 1618 can assist, a presentation will be made to the school council group who will decide on the project they want to help that term. Potential examples could be working in collaboration with the Lady Forester Day Centre. Children would work together in the buddy system being encouraged to spend time talking with the residents to find out how life has changed in the community over the decades, and create a piece of art work to celebrate the

residents lives. Another example would be taking an active part in the annual Broseley in Bloom competition by growing plants for the floral displays in the town.

Barrow 1618 will positively encourage children's engagement with the community; we will fund-raise for good causes and the children will learn to give rather than receive.

We also would like to see the community and community groups coming to the school to share our inspirational school grounds. When we organise open community events for example art in the grounds, seasonal food production individual children will take responsibility for organisation of certain elements of the community event, such as practical demonstrations and workshops. Through being involved with working with the community throughout their school lives, we fully believe that our children will grow up thinking laterally and creatively, having been inspired and invigorated by their community engagement experience at school and be charged with the desire and ability to put something back into society rather than take it all out.

### **Building relationships with a broad section of the local community**

Barrow 1618 will forge and maintain active links with the surrounding community and we expect that the following partners will be key to the future development of the school:

#### ***Local Authority***

We intend to work closely with the Local Authority particularly with regard to offering our forest school grounds to local Authority schools for educational purposes. Barrow 1618 has a 2 acre forest school site. There is accommodation on the proposed Barrow 1618 site for visiting schools to link in and experience the daily life of a rural school. We understand that many schools do have forest school sites within their grounds, however Barrow 1618 is different in that daily school life will be about engaging with and learning from the rural landscape as an integral part of the curriculum.

#### ***Charities***

Wyldwoods is a community environmental charity in Barrow, which promotes sustainable environmental education particularly for adults. Our links with Wyldwoods will be made strong by utilising the friendly bus (a local community transport network in Broseley) to enable the children to visit the environmental project. There will be an opportunity to assist with land management work, learn about animal husbandry, and to become engaged with practical rural skills such as pole lathe work, carpentry and pottery at Wyldwoods. In addition the founder of Wyldwoods has kindly agreed to share her grant funding knowledge with Barrow 1618 to enable the school to grant

fund activities for the school. We will also use the friendly bus to move economically around the local area to promote the school and be involved with community engagement.

### ***Parents***

Through close communication on a weekly basis via a newsletter about school events, local events, and local clubs; also by promoting community learning days on site to promote learning for all

### ***Businesses (see also Organisational capacity and capability)***

Barrow 1618 already has support from many local businesses, for example a firm agreement with a horticulturalist to work with the children to design and implement the use of the school grounds, and run a weekly environmental gardening club. We also have a ceramist who will work with the children and then fire their pottery in her kiln, and a Tai Chi teacher to support the school children through promoting gentle exercise. We envisage using many local businesses to provide practical services and goods to the school thereby enriching the school's engagement with the local community.

### ***Other local schools***

We believe in the concept of partnership and hope to work closely with Broseley CE Primary School, John Wilkinson Primary School, Thomas Telford School, Much Wenlock, and other Local Authority or Independent schools in the area – to offer the real Forest school experience with our level 2 and 3 trained forest school leaders. We will offer our after school-wrap-around service to these schools, with transport provided by the friendly bus.

### ***Faith Groups and churches***

We will incorporate the ethos of all faith groups within our religious education and work with many sections of faith groups and churches, through visits to their places of worship, and by inviting them into school to assemblies that would be based on their specific beliefs.

### ***Residents groups***

We will work closely with the elderly residents of Broseley – including the Lady Forester Day Centre – particularly on relevant topics such as history, and developing communication skills for the children, to enable them to understand how age affects us.

### ***Local Member of Parliament***

We will ensure that our Member of Parliament is constantly updated and involved with all schools events and activities - both educational and extra-curricular.

## Section 5: Evidence of demand and marketing

### Evidence of parental demand

Existing marketing efforts by the Directors and Subscribers of Barrow 1618 have ensured Barrow 1618 a minimum of 25 pupils whose parents have indicated that they would send their children to the school should we be successful in our proposal to establish the school for September 2012.

We asked parents if they would be interested in sending their child(ren) to the only small Free School in the local area. We explained to the parents that our school would provide a unique excellent teaching and learning experience with a strong community engagement within an inspiring setting. The Barrow Free School would have a Christian Ethos underpinned by our School mnemonic **SURE**, **S**upportive, **U**nderstanding, **R**eassuring, and **E**ducation. It was explained to parents that pupils of other faiths or none at all would be encouraged to apply as we believe that the evidence of parental demand and vision should be available to all. Finally it was made clear that the school is to be founded on long-term sustainability with the use of our community garden, allotments, Forest School and the involvement of local businesses. A list of frequently asked questions regarding Free Schools was given to each parent.

### Parental Survey Questions

The following questions were asked on our survey:

1. We are proposing to open a Free School in Barrow. Would you be interested in sending your child(ren) to the only small facility in the locality?
2. The Barrow Free School will have a Christian ethos and be aligned with the local Diocese, Hereford. Its admissions policy will however follow the DCSF (Department of Children and Family Services) code of practice on school admissions. This means pupils of other faiths or none at all will be encouraged to apply. Bearing this in mind would you be happy that your child(ren) attended Barrow Free School?
3. It is the intention of Barrow Free School to ensure community engagement is at the forefront of its policies, fostering good community relations and encouraging pupils to make an active contribution to modern British Society. Would you agree that this is an essential aspect when considering which school you wish your child(ren) to

attend, and that this commitment would encourage you to send your child(ren) to Barrow Free School?

4. The challenge is for Barrow Free School to provide a unique excellent teaching and learning experience for all its pupils within an inspiring setting. This aspiration is at the core of our efforts to establish the school. Do you agree that with this forming the basis of the school prospectus this will provide your child(ren) with the foundation on which to advance their education successfully through to their admission to secondary school?
5. The establishment of the Free School is to be founded on long-term sustainability and a sound financial footing, prioritising the use of local businesses to provide services where best value for money can be ascertained. Do you agree that such an approach will bring benefits to the local community that Local Authority provided services do not?
6. Is there any aspect of the Free School process and concept that you require more information to help you answer the above questions? If **YES**, we will contact you or please approach the Committee.

The age and current resident postcode of each child whose parents completed our survey are shown in the following table:

Age of child(ren) in years	Resident Postcode
6, 2	[REDACTED]
6, 3	[REDACTED]
6	[REDACTED]
3, 1	[REDACTED]
3	[REDACTED]
4	[REDACTED]
6, 4	[REDACTED]
9	[REDACTED]
5	[REDACTED]
8	[REDACTED]
6	[REDACTED]



Age of child(ren) in years	Resident Postcode
7, 8	██████████
7	██████████
8	██████████
6, 4, 2	██████████
7	██████████
9, 2	██████████

Please note that the postcode ██████████ belongs to a family that are moving to the area.

### **Strategy for attracting children from disadvantaged families**

The Committee have been in negotiation with a local bus company to provide a free school bus service. This has been agreed if we are granted Free School status. This will be available for all but especially to those families where circumstances dictate that they are unable to transport their children to our school be it due to their economic status or those with disabilities (the bus is specifically equipped for wheelchair access). We will ensure that this provision will be dealt with discreetly where necessary and with utmost sensitivity to each family's situation. Our aim is to offer support where needed whilst safeguarding the dignity of those who need that additional support.

We offer a unique opportunity with holiday clubs, Forest school and wrap-around care which will entice working parents and families from urban areas to utilise our facilities. In addition we will provide help with Uniforms, sporting apparel and offer discounted breakfast clubs and wrap-around care for those families who find it difficult to meet such costs.

The school will be equipped for disabled access and we have recently carried out a leaflet drop to places of worship represented by faiths other than the Church of England, Doctors surgeries, Citizens Advice Bureau and local libraries in an attempt to reach minority groups, be they ethnic or economic, outlining the vision and ethos of Barrow 1618 and stating we are open to all who believe their children can benefit from our approach to delivering education.

### **Consultation and equality of opportunity**

This section outlines our plan for consultation as set out under section 10 of the Academies Act 2010.

A nominated Director of Barrow 1618 will be responsible for managing the consultation process. Feedback and issues will be reviewed and reported to the main board.

The table below shows who we will be consulting with, what information we will be providing to them, and how we will be doing this.



Definitions:

- Standard Letter: Provides an overview of what we are proposing, including proposed dates for implementation, contact details for further information, and response times for interested parties.

- Vision and Ethos: Contains Mission and Vision and Values of Barrow 1618.
- Admissions Policy: Details of Age range, Admissions policy, and Curriculum.

Timescales:

The Consultation period will last for 4 weeks, from a date to be agreed during the Business Case formulation.

## **Proposed Marketing Strategies**

As a Free School, Barrow can pro-actively market itself as well as approaching local businesses for support and charitable donations; this kind of marketing activity should attract far greater pupil numbers.

All aspects of Barrows marketing will be to develop and maximise the strengths and opportunities we will be able to provide as a Free School.

The marketing tools that we propose using are set out below:

### **Word of mouth/recommendation**

This is the cheapest and most credible form of marketing, which costs absolutely nothing. Parents, Directors and Subscribers would be encouraged to be pro-active in recommending the school to friends and newcomers to the local community.

### **Public Relations**

Barrow 1618 would hold open days. These would be best held both (a) on school days so that future parents and pupils can see the school in action and (b) at weekends to ensure we provide opportunity to attend for those who are unavailable during the week due to other commitments. Teachers, Directors, Subscribers and pupils would all be on hand to show prospective parents and children around the school. All potential pupils/parents would take away a prospectus and syllabus with them.

A pro-active PR approach would also be taken to having newsworthy stories published in the local press. This service could be provided by a parent, or the school, for free. Stories such as pupil successes, charity fund raising, new facilities, new members of staff and events would be published in the press. This is one of the most effective and credible forms of marketing and it

will keep the school in the public eye. The press do not charge for publishing a story or sending out a photographer to school events.

### **Brochure/Prospectus**

This would very much be a 'credibility' document that promotes all the excellent features and benefits our Free School would offer including: website address (see below), facilities, extra-curricular activities, Forest School, Church of England status and close links with the local churches, community and, most important of all, the successes of its teaching and those of Barrow pupils.

This document would need to be professionally produced in terms of design, photography and print in order to stand out and compete with similar documents from other schools. We have successfully been able to obtain the services of a professional photographer for free and negotiated heavily reduced rates on the cost of the Brochure design and print run as well as a flyer. The main brochure will be in full colour and in oversize A4 eight-page format with a pocket for additional literature and possibly a DVD. This pocket would contain a four-page syllabus in A4 monochrome or two-colour format. It would be separate from the main brochure as it would be changed on a more regular basis. The main brochure is a cost/tool that would only have to be revised approximately every three years. The syllabus would be updated each year.

### **Leaflet/Flyer**

This would be an edited version of the prospectus in A5 format with bullet points to illustrate features and the benefits of the Free School, using some of the high-quality photography featured in the prospectus. This could be distributed by parents organising a door-to-door drop or as an insert into local papers such as the Bridgnorth Journal and Shropshire Review with selected postcodes within a reasonable travelling distance of the school. Most local press are only too willing to do this for a small nominal sum or often for free if an advert is placed with them. Leaflets/Flyers would also be distributed to doctors' waiting rooms, Citizens Advice Bureaus, local supermarkets restaurant receptions, shops and estate agents. Like our brochure, the shelf life for these would be around 3 years. The main reason for this tool is that it's cheap to use (based on weight) as an insertion into a local paper and it prevents wastage of the main brochure.

### **Press Advertising**

This would not have to be expensive. Frequency is far more important than the size of an advertisement. A quarter page (quarter tabloid) would be

placed in Shropshire Life, Bridgnorth Journal and Shropshire Review. It is thought that a quarter page is a happy optimum in terms of size/impact versus frequency. Having built up good relationships with the local media in the past 6 months, a discounted per-column centimetre rate could be obtained including frequent free editorials. The Bridgnorth Journal is a weekly publication and Shropshire Review and Shropshire Life are monthly publications so the potential to reach new families/pupils from in and around the local community would be enormous.

## **Website**

We currently have a website under construction. It will be a stand-alone website, designed so that it is not only visually appealing but also easy to navigate and use for both parents and pupils.

The site would promote the features and benefits of the school (enlarging on the points in the prospectus and flyer), but information needs to be layered and accessible; in other words, parents can dig deeper for more information such as community events, extra-curricular activities or purely to find out more information about our facilities. The website will feature a 'Hear what the Press/Parents Say' button with copies of positive news features, press cuttings and pupil and parent endorsements. Editorial coverage is extremely credible since it has a third party implication.

Whilst it is always good to have visual movement on a website, it is important that the site is HTML-based, with Flash player embedded, since many search engines do not recognise sites that are entirely flash-based.

There will be an email enquiry form with a simple 'click' choice of how visitors came to hear of our Free School website (please see monitoring and Measuring). Links to other relevant sites will be explored.

Links to an on-line learning resource in conjunction with Thomas Telford School will be available for both parents and pupils.

## **Radio**

We have already built up an excellent rapport and strong contacts within BBC Shropshire Radio, Beacon Radio and Telford FM. This is a powerful marketing tool for Barrow 1618 to use. It does not cost anything for a news story and will enable us to reach families from a wide range of economic backgrounds and faiths.

## **Monitoring and Measuring Marketing Effectiveness**

To ensure the continued effectiveness of the marketing campaign, it is vital that all the marketing tools are measured and monitored. In order to do this, the following tools would be in place:

### **Advertisement Codes**

Every advertisement would include a code which the caller would be asked to quote. This will help build a picture of what media and what advertisements are working.

### **Written Enquiries**

A Barrow 1618 enquiry form would be developed for use by the administration team or indeed any other member of staff. The form would be used to log address fields as well as to make a note of which medium they heard about Barrow 1618 through, for example 'Word of Mouth'; 'Web Search Engine'; 'Advertising – advert code'; 'Editorial', etc.

### **Website and Email Enquiries**

When sending an email enquiry, the visitor will be asked to select one of the choices on how they came to hear about Barrow 1618.

Website Statistics - Not only can we analyse the effectiveness of the website in-house (how many visits / most viewed page), but we would also receive statistics from the various search engines / optimizations such as results from ad-words campaigns.

Marketing Comments book – Parents and those who have enquired about the school will be asked what they thought of the promotional literature and the website with their comments noted in a marketing comments book. These can then be taken into account when the marketing tools are revisited.

### **Pre-opening Marketing Strategy**

We are currently talking with BBC Shropshire Radio who will be visiting the school to interview the Directors and Subscribers. This will give us the opportunity to talk about Barrow 1618 in depth.

A Press Release (attached) has been written and will be sent out to the following media in order to gain as much positive press coverage as possible: Times Educational Supplement, The Telegraph, The Shropshire Star, Bridgnorth Journal, The Daily Mail, The Sunday Times and The Guardian.

A Summer Fair is currently being organised by the Directors and Subscribers for the end of June to promote Barrow 1618 and to raise funds for Barrow 1618.

The following events will also take place to raise awareness and funds:

- Barn Dance
- Regular Local Produce Fairs – reaching the wider community
- Attending Farmers markets with cakes and our own vegetables grown by the children.
- Sponsored Charity Walks
- BBQ & Auction Night to be held at [REDACTED] to raise funds for the new school.

## **Post-opening Marketing Strategy**

Post-opening, all of our described marketing tools would be implemented and frequent reviews would take place to monitor them. Continued media attention and leaflet drops would be on-going.

We have had some ideas to raise awareness and funds and we will choose from the following:

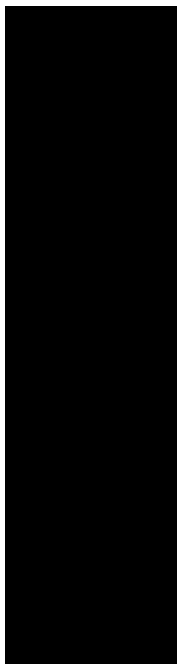
- Summer Ball
- Teddy bears picnic – incorporating the Pre-School
- Barrow 1618 Sports Cup – other schools would be invited to compete in various sports.
- Barrow 1618 Arts Day – inviting local schools and local artists to show their work.

## Pledges of Support

The Directors and Subscribers have been pro-active in the community over the past few weeks and feedback has been exceedingly positive. We have received numerous letters of support, wishes of success and firm proposals for working in partnership with us – from the provision of an after school gardening club on a voluntarily basis, to a professional horticulturalist with Level 3 City and Guilds certificate in lifelong learning, to free use of kiln space from a local potter, swimming pool, online services and use of science lab from local secondary school, woodwork workshops, weaving and knitting from local craftsmen and women, free tai chi/qi gong lessons from a certified instructor with the British Council for Chinese Martial Arts.

We have also received offers of help from a local resident who has recently run an after school club charity, and a qualified music teacher who would design a music course for the pupils and assist in delivering it to them. In addition one of our Directors is also a qualified Drama teacher and would be happy to offer free drama training for pupils towards the LAMDA examinations. We have opened discussions with the local day care centre about sharing their catering facility in the hopes that they would benefit from the economies of scale, (although when our numbers reach a certain level, it may still be sensible to buy meals from the Local Authority or cook our own.).

The above is by no means an exhaustive list and the offers of support and wishes of goodwill have been abundant. Rather than include all the letters and messages here we list below some of the many who have offered to support the school:







## **Conclusion**

Once the school is open, Barrow 1618 will be able to offer the Government excellent value for money including attracting pupils from all social backgrounds and faiths whilst delivering a curriculum which our pupils will find rewarding and empowering. We will continue to come up with new and innovative ideas to ensure our standing in the local community, the county and in education is considered as that of a pioneering forward looking education establishment. Barrow 1618 will be a 'Small School with a Big Impact'.

## **Section 6: Organisational capacity and capability**

The team behind the application to open Barrow 1618 Church of England free school have a broad range of skills and experience encompassing finance, education, school governance, estate management, catering, project management, information technology, procurement and environmental management.

This group of dedicated individuals have the vision and expertise to ensure that Barrow 1618 is a school that offers an outstanding learning environment which is open to all, fully inclusive and teaches the children about the 'Big Society' ethos by involving them in their local community and assisting other groups in helping themselves, and making a big impact on the surrounding area, this will carry on the tradition of the Barrow parish.

### **Directors**

The Directors of Barrow 1618 School Co are as follows:

██████████

██████████

██████████

██████████

## **The Governing Body**

Barrow 1618 is in the enviable position that we have a plethora of potential governors from whom to choose - all with different areas of expertise. We have decided to keep the governing body relatively small in order that it can be dynamic and make decisions quickly and efficiently, as in our experience large committees can take a long time to make these often important decisions. We will, however, also delegate some responsibilities to subcommittees. It will be for the governing body to decide the remit of each subcommittee, but it is likely that these will include a separate curriculum and standards committee, premises, security and health and safety committee (which will include responsibility for the wider forest school and kitchen garden areas and the wrap-around care and holiday club provision and the environmental impact of the school), finance committee and a salaries, performance management and employment committee. Training and Induction for Governors will be put in place as soon as the free school proposal is granted approval.

Initially the Governors will meet monthly until they are confident that the vision of the school is being delivered and that the school is running as envisaged, they will then meet at least termly, this does not mean that they will become complacent and if required will hold meetings more often. We are confident given the levels of expertise and experience the governing body will deliver the companies philosophies and ethos.

The committees will all meet three times a year except for salaries, performance management and employment which will meet annually. The Governors will also share specific roles and responsibilities to enable them to maintain close links with the school and to support monitor and evaluate performance. There will be link governors for special educational needs, governor training (including safer recruitment), numeracy, literacy, early years (including the pre-school), sustainability and the environment, ICT and science, physical education., the humanities and safeguarding, The link governors will visit the school at least twice a year and report back to the full governing body in order to help them to understand the strengths and weaknesses of the school, to challenge and support senior management and to hold the school accountable for standards achieved and the overall quality of education received.

It is proposed that there will be a Governing body of 12-14 people (with an agreed maximum of 14). Two of these should be staff governors and one should be a parent governor (elected by the current parents of the school). We will have the support of the Diocese of Hereford and intend to be a

Church of England school so it is important that the Diocese can appoint a reasonable proportion of governors, one of whom is likely to be the principal officiating [REDACTED] of [REDACTED]. We propose that the Diocese will be able to appoint 4 governors in total; there should also be a representative from the local parish council and the 4 company directors. At present all 4 of the company directors would be intending to send their children to the school so they are effectively also parent governors. We believe it is also vital to have a governor who is not employed by the school who has extensive experience in the provision of primary education.

We have already expanded on the skills and capabilities of the company directors, but in addition to this we have identified several other governors who would be willing to be appointed. Details of these individuals are provided below:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

As can be seen we have a diverse but dynamic set of governors who all share the same vision as Barrow 1618. They are advanced in putting together this application, are passionate that we may open the first Free School in Shropshire and want to ensure that the policies and practices are put in place to ensure that the running of the school ensures outstanding education.

They have identified a site for the school and formed the executive committee which includes governors, Directors and subscribers. We believe that when our application is successful we have the skills in this group to ensure sustainability and good governance which will ultimately impact on the delivery of an exceptional education for the children who attend, and the wider community.

Immediately after opening the free school, the governing body would focus on the strategic direction of the school whilst ensuring that the Principal is delivering the vision and outstanding educational experience for the children, monitoring the performance and attainment of the children, and determining key policies. They will hold the school to account for standards achieved and the quality of the education and by understanding their strengths and weaknesses they will challenge and support senior management. They will also play a key role by assisting in the raising of funds for the school whether this be fund raising, seeking sponsorship from business or accessing grants, and ensuring that the outstanding education is delivered in a way which is good value for the government and ultimately the taxpayer. The Governors will also make links with other educational establishments and the wider community of Shropshire and ensure that this is “A small school with a big impact”.

The Governors are and will ensure that they remain fully aware of their legal obligations in terms of child protection, safeguarding, health and safety and other liabilities and responsibilities. They are committed to ensuring continuing professional development for all staff, volunteers, governors, teachers and assistants and will provide on-going training and development to ensure that not only the school but every member of its staff can be outstanding in their provision of services. It is intended that the Governors will subscribe to AGBIS or a similar body as soon as possible to keep abreast of future emerging developments and guidelines.

The Governing Body will be appointed by the Academy Trust, who will delegate the running of the school to them, the process for this is set out in the articles of association which are agreed between the Academy Trust and the Secretary of State for Education. Membership of the Governing body has already been outlined along with specific responsibilities and areas of expertise.

The Academy Trust is the legal entity which will be responsible for the running of the school and entering into any legally binding contracts or agreements with third parties. The Governing Body’s responsibilities are to ensure the quality of educational provision; challenge and monitor the performance of the academy; manage the Academy Trust’s finances and property; and employ

staff; as well as other additional responsibilities already set out in the document.

The Principal Designate will be responsible to the Governors and in essence will take a lead role in the running of the school including its designated budgets. We envisage that the Governors will report to the Academy Trust on a regular basis to ensure that there is a clear line of accountability and that the Academy Trust is fulfilling its legal requirements in terms of its charitable and company status.

As we have stated the initial Directors have a wealth of experience in different areas and complement each other's skills. Each director will hold responsibility for a different area commensurate with their skills but will ultimately report to [REDACTED] who has the project management experience.

We believe we have an exemplary team who can deliver the Government's vision for excellent education and a truly inclusive educational establishment.

### **Recruitment of Principal Designate and other staff**

The team is currently in discussion with several potential candidates for the role of Principal Designate for Barrow 1618; however when our application is successful we will advertise the vacancy in both national and local publications such as The Times educational supplement to attract the widest possible selection of candidates and to help ensure that our selection process is in complete adherence with the Equality Act.

We believe it is essential to recruit an individual who has the same vision as the team behind Barrow 1618; who sees the importance of primary education in shaping each individual child for the rest of their lives; who has strength and depth of character to achieve this vision; and who can clearly demonstrate these qualities throughout their career. Our Principal must establish a culture that promotes excellence, equality and high expectations of all the children. They must be interested in innovation and entrepreneurship and we will want to see this demonstrated throughout the recruitment process.

We are looking for an inspirational leader who will engage with, encourage, nurture and excite the whole school community. He or She must understand the value that we place on personalised learning and catering for each individual's needs, thus ensuring that their education is delivered to them in the best possible way, be they gifted, talented or in need of extra help in specific areas. Our head teacher must understand and love the countryside and appreciate how it can benefit the children and enhance their overall

learning experience. Our Principal will be required to foster a learning environment in which children will be encouraged to take responsibility for their own actions.

We believe that our Principal must be able to problem solve; think on their feet and genuinely believe in school improvement and its interaction with and impact on the wider community both now and in the future. We see this as an opportunity for any forward-thinking leader to make a statement 'Education is the core for us all - without it we cannot achieve our aspirations'. We want the Principal to share our view that the chance to teach primary age children and give them the building blocks for the future is a privilege and the education they receive must be outstanding if we are to help shape this country's future.

We also believe, in line with our vision of the wider community activity, that the Principal must be a "people person" who is able to demonstrate the capability to secure the interest and commitment not only of the children and their parents or carers, but of the wider community, the business's that are pledging their support, the diocese, the Local Education Authority, and neighbouring educational establishments. We want our Principal to be a leader within the local community and the wider education community. We will expect the Principal to have a very strong working knowledge of the national curriculum in order to be able to selectively teach its strengths and we will be utilising the National Standards for head teachers as our guide, however we will strive to exceed these standards as this is the whole ethos behind Barrow 1618.

We will have a rigorous recruitment process that will also involve children as it is important to us how a potential principal can interact with the children and inspire them. After we have advertised, we will send out application forms and job descriptions and we will then shortlist applicants noting the skills and knowledge that they have developed in previous positions, the projects they have been involved in and whether they have shown initiative and taken leading roles, and whether they are truly motivated and have a real interest in school and educational improvement. If possible we will arrange to visit candidates in their current schools.

We will have an interview panel which would include up to 5 members and aim to have at least one of our partners with a strong reputation for selecting successful and inspirational school leaders. We will definitely want to set tasks for the potential applicants and these will include giving a lesson under observation. It is vital that the Principal can engage with and inspire the children. We have had experience of using children's panels for interview and would like to include this as part of the process.

We are already in discussion with various potential principals and staff and believe that it will be a very attractive post. The successful applicant will be in a ground breaking new role that to a large extent He or She will be able to define and make their own. They will have considerable autonomy in making big decisions and freedom from some of the current restrictions involved with the state education system. We think that the promise of making such a big impact on the overall educational map of Shropshire and on each individual child within the school will be hugely attractive. We will be offering a very fair remuneration package and consider bonus schemes linked to educational performance and the delivery of the Barrow 1618 vision.

We believe that the exciting and innovative vision and ethos of Barrow 1618 will attract numerous applicants who want new challenges and career development of an exciting and innovative nature. They will benefit from working in partnership with organisations such as the West Midlands Consortium and from being under public scrutiny in delivering this new style of education. We also have a strong body of subscribers and governors to support the senior management of the school.

The staffing structure will initially consist of one head teacher (Principal), one full time teacher, and one part time teacher to give 3 days' release to the head. There will also be two full time educational support posts (or four part time) building up over time to one head and two full time teachers, with head teachers release covered and separate staffing for the wrap-around care. This will be an organic staffing structure that is able to grow with the school.

We will pursue a similar process for staff recruitment as for the head teacher as we believe that all staff within the school need to share our vision and ethos, and be inspirational and innovative educators. The head teacher will obviously be central to this process.

All staff will have clearly delineated and designated roles with specific focus areas of development, responsibility and accountability. We expect these to be adapted depending on particular skill sets and as the school grows to meet the changing needs, but this is something that the head teacher will review on a regular basis and update as necessary.



## Partners

### Thomas Telford School / West Midlands Consortium

We have met with [REDACTED], which is the lead school in the West Midlands Consortium. He has undertaken to work in partnership with Barrow 1618 to deliver our unique educational ideology. He has an exemplary reputation for delivering educational excellence which goes way beyond the County and for working with schools in the region. He has offered complete and free access to their online resources, and specialist provision to help to enable us to deliver a broad and balanced curriculum – for example free use of their swimming pool and lessons in their science labs.

We are also excited about the possibility of enabling teachers undergoing training to further their professional development by placements at Barrow 1618 and possibly secondary school pupils who aspire to careers in teaching. There is also the possibility of closer ties with the West Midland Consortium schools in terms of a sports partnership whereby pupils from the secondary schools will come to Barrow 1618 to coach and mentor the children.

### Reflexion Care Group Ltd

We have also gained agreement from the [REDACTED] that we can use the expertise they currently have at their registered school 'The Evolution Centre' which is in the village of Bicton in Shropshire. Not only have they offered unlimited access to their Human Resources Director and CRB checks for free, but their [REDACTED] has agreed to manage the accounts of the school and oversee the Health and Safety requirements, we are in negotiations with auditors so that our accounts can be independently audited.

[REDACTED] has a wealth of experience, being the finance director for many manufacturing companies in the West Midlands, trained in audit by [REDACTED] he has gone on to successfully improve the running and the profitability of a range of companies. [REDACTED], now as an [REDACTED], has turned a company which had previously been in administration into a profitable business, and has enabled the operations team to develop the company from one which was deemed inadequate by Ofsted to one that is now deemed outstanding in a space of only three years. [REDACTED] is also qualified in Health and Safety.

[REDACTED] will assist [REDACTED] with all financial matters and will be in charge of payroll and the purchase ledgers; she will report to [REDACTED] regularly and they will both be working closely with [REDACTED] to ensure good financial governance is in place.

We believe the sharing of resources and training will significantly enhance the experience of the teachers and pupils when the school is opened, for instance using one of the specialist science teachers currently employed by Reflexions Care Group Ltd, or using their outdoor provision to introduce DfE programmes, archery and other outdoor experiences. This will be utilising spare capacity that the group has and will therefore be provided at no cost or cost price only. There will also be savings in the purchase cost of capital equipment due to the group's buying power which can be shared with Barrow 1618. Reflexions Care Group Ltd have made this commitment as they believe in enhancing and supporting the areas in which they are active.

### **Information Technology Partners**

We have several IT specialists involved as either parents or subscribers who have committed to ensuring that Barrow 1618 has an ICT strategy which both maximises the value of technology as a learning tool and grants children access to state-of-the-art facilities, whilst emphasising value for money through the use of low energy products, open source software where applicable, and by lowering the schools dependency on external support services.

One such parent, [REDACTED], is an independent IT professional and [REDACTED]. [REDACTED] specialises in the design, implementation and support of complex IT server and network infrastructures and has a wealth of IT consulting experience in both the public and private sectors. [REDACTED] also has experience of designing and supporting ITC infrastructure solutions within several educational environments including secondary schools, academies and higher education establishments. Much of [REDACTED] work is in the realisation of 'Green' corporate IT strategies through the use of technologies that promote energy efficiency. [REDACTED] has offered his assistance to Barrow 1618 through the proposal process and beyond, with any aspect of IT strategy or through the provision of technical support and implementation services either free of charge or at cost price wherever possible.

All the people named in this section have agreed to give up at least 3 hours per week to support the school and some have offered up to the equivalent of a day a week to ensure that Barrow 1618 is an outstanding small school and one that can become a beacon for the Free schools programme.

## **Section 7: Premises**

### **Premises overview**

The preferred site for Barrow 1618 is an existing school premises which in September 2012 will become vacant due the local authority's schools reorganization policy. The school is situated on the B4376 in Barrow; the postcode is [REDACTED].

The new school's vision is for a facility at the heart of its community and therefore the site could not be any better located. The position is central to the rural community of Barrow, and mid-way between the urban towns of Much Wenlock and Broseley, and is within easy travelling distance of Bridgnorth and Telford. The proposals will create a new enterprise which encompasses these communities and works with them to provide excellence not only in education but also in the provision of facilities and ideas which celebrate and encompass the rural environment. These include outdoor forest and garden provisions. With the potential for the development of a highly active forest school we believe the proposed site is uniquely positioned. Its idyllic rural setting will undoubtedly provide an excellent learning environment and a facility which will be enjoyed and used, not just by its pupils but also the broader community.

### **The preferred site and its buildings as a 'fit for purpose' proposal**

The size of the preferred site and its buildings is more than adequate for the initial pupil numbers set out in this proposal and will also accommodate future increases. Its buildings can easily cater for 70 pupils and possibly more. Its location provides learning without undue disruption from any adjacent businesses or transportation vehicles. The buildings are set in a rural location, which will provide a learning environment with unsurpassable access to natural light and air quality.

Architectural assessments have been undertaken and these have indicated that much recent work has been carried out to the buildings' structure, such as extensive repairs to the flat roofs and replacement of the timber floor to the main hall. Most of the buildings date from the nineteen seventies, although the main entrance has been altered in recent years. The main hall is of significant architectural merit dating from the mid-19<sup>th</sup> Century. We believe that this particular building would give a new school some visual historic

gravitas and appeal to parents who are looking for an alternative choice to larger scale schooling. There are no listed building or conservation issues relating to the current buildings. Our consultants have indicated that apart from a couple of minor issues, which can easily be addressed through adequate signage and lighting, there are no unusual features to the buildings which may have any health and safety implications.

The overall site itself consists of approximately 255m<sup>2</sup> of classroom area split into 3 rooms. In addition there is currently approximately 150m<sup>2</sup> of office / circulation and toilet space and 50m<sup>2</sup> for a main assembly hall. All these buildings are in close proximity to each other enabling ease of movement between them, and there will be no envisaged disruptions to the school timetable. As a total, the site with parking area and playing fields combines to give an area of 6,300m<sup>2</sup> (1.6 acres).

Adjacent to the school site there is a field which is owned by the Diocese and is currently leased out to a local farmer. This land adds an additional 16,500m<sup>2</sup> (4.1 acres) of usable area to the site. This extensive area of land, which would form the site of the new school, would enable pupils to fully experience the rural environment and allows for large scale fundraising events to be held at the school. A separate area of woodland which will be used for the Forest School covers approximately 8000m<sup>2</sup> (2.0 acres).

There is also potential for increasing the size of the school's accommodation in the future, if required. The current site has the space and scope for this to be successfully carried out. Contacts have been made with a number of companies who specialise in offsite manufactured classrooms. These include [REDACTED], who appear to have excellent cost effective pre-manufactured structures. Over time, these would be used to either replace existing classroom units or to form new classrooms. These could be utilised for evening classes which will be promoted through links with local colleges and other educational establishments. This will provide the community access to further education and help forge links with local businesses. It is intended that the situation will be reviewed by governors after three years of Barrow 1618 being formed.

The new school will also form links with other educational bodies, such as secondary schools, colleges and universities. The school will be keen to establish connections with these organisations and hope to be able to provide a venue for possible teacher / class room assistant training. This can be achieved through the development of networks with similar further education establishments. This will help to promote the new school and may also generate further income.

Core competencies are embedded in the skills, knowledge and experience of people within an organisation. The new school will be supported and managed by a strong network of people including those who have architectural, surveying and business knowledge. The importance of networking is firmly recognised, and the new school will be actively promoted, amongst the wider community.

Customer needs are vital to business success and the new school will look at customers' requirements and will aim to cater for these. The new Barrow school will have many advantages over its competitors, and will be run as a small business. Strengths of Barrow 1618 Free School will include its small class sizes combined with the 'complete care package' offered on a safe and attractive site.

### **Review of the alternative site**

An alternative site was identified at [REDACTED] near Barrow. It is located close to Willey Village Hall which could possibly be used in some capacity as ancillary accommodation for a new school. However the access road is a country lane and situated some distance from any major access road. This may cause some issues with winter travel to a new school on the site. The existing site is comprised of a yard of some 344m<sup>2</sup> which would be used a play area and 738m<sup>2</sup> of existing building. This building is single storey and would require either complete renovation or replacement by offsite specialist designed pre constructed buildings. The existing brick built building has some architectural merit and it would be perceived that there may be some planning issues if demolition was to be a chosen option. Renovation work would, even at an estimated minimum cost of £1000 per square metre, be considerable, although a finished building would be aesthetically pleasing. Parking areas would be at a minimum and there are some concerns over the adequacy of vehicle turning facilities especially for deliveries. Its position would provide an attractive learning environment for pupils but it has limited amenity space and would be reliant on external off site facilities for sporting events. The site is part of the [REDACTED] and would be acquired through a possible long term leasing arrangement; however it is not currently marketed. The current planning designation for the site is for farming outbuildings although they have not been used for some time.

## **Diversified use of school premises to raise additional finances.**

By using the school's facilities for other purposes, the 'Barrow 1618 school will be able to diversify into new areas, enabling the school to raise additional finances. This will be done through the use of the school's premises for 'outside events', such as children's birthday parties, camping events for cubs and brownie groups, and other functions. The excellent location of the school will appeal to those who are looking for a rural venue, yet one which is close to the local townships. The new school will promote its historic heritage and its close proximity to the historic Ironbridge, a World Heritage Site.

This strategy will be implemented as soon as Barrow 1618 is formed, and it is anticipated that substantial additional revenue could be generated for the school through the full utilization of the site's potential. The premises will also be used to provide extra child care facilities. This will enable early morning childcare to be offered, alongside after school care, and holiday clubs. It is anticipated that this will attract children both from the local vicinity and also from the Telford area, whose parents will be keen to use a school which offers a 'complete package', from 8am until 6 pm. The use of the premises in this way will help to generate further income which will contribute to the sustainability of the new school. Produce gardens and an outdoor classroom will become key aspects of Barrow 1618. It is believed that there is a potential within the existing buildings for the provision of a small community shop. This would give pupils knowledge and experience of business enterprise and could also be used by local businesses that wish to display or sell their products. This could tie in with a proposed website which would help generate sales.

## **The proposed site providing value for money to the Government**

The current LEA funded school at the site is due to close in September 2012 which would end almost 400 years of an education facility on the site. This however represents an outstanding opportunity for a new style of school to emerge. Although we understand the role of the PfS in any potential securing of the site, the current owners, the Hereford Diocese, have expressed to us their desire for the new school and its ethos. To this end they are committed to the retention of the site as an education facility. This would negate the need for any capital purchasing by the Government. We, as those who propose the new school, are passionate and determined not to miss such a unique opportunity. The retention of the site's purpose made buildings, play areas and associated fields will undoubtedly fulfil the Government's desire for

the proposals to provide value for money minimizing setup costs. It would be our desire to set up a new school in the locality, with or without this site and therefore other buildings were reviewed. However, it is clear to us that the cost advantages of the utilization of the existing site and buildings are too great to miss, and one which may be lost forever if action is not taken now. There will be no need for any significant use of Government set aside capital funding for new schools. No planning permission issues arise from the proposals for the new school, as the site and the buildings already have D1 classification. This will negate the need for any expensive planning consultation costs which may have been associated with the process of setting up a new school. It is our consultants' opinion that the current buildings are of an adequate to good state of repair and there are currently no perceived costs relating to building maintenance; however it is our intention to provide a constant review of the suitability and adequacy of the buildings.

### **The site's buildings and their compliance with disability legislation**

The current buildings are single storey and fully compliant with part M of the building regulations for access for wheelchair users. This includes ramps providing adequate disabled access to all parts of the new school and fully fitted disabled toilets. It is our intention to fully review the provision for those with disabilities through the instigation of suggestions put forward by specialist consultants. Provisions for the disabled will be above and beyond those normally expected for a mainstream school. It is our sincerest intention to make the school as appealing as possible to all pupils with disabilities so that it will provide an increased choice for parents. It is thought that by implementation and promotion, such an ethos would set us ahead of other schools. Our intentions are to ensure that the existing buildings help to make the New School as inclusive as possible.

Our consulting Architect has reviewed the premises and suggested a number of minor structural alterations which will help facilitate this goal, such as providing level accesses to a small number of doors and amending the heights of some electrical supplies. The topography of the land is a natural asset in disabled access over the site as a whole.

### **Car parking**

The proposed site has an existing extensive area of hard standing parking area. This includes designated and overspill areas, which when combined,

will give an estimated maximum 54 parking spaces. Currently the parking areas are not designated and therefore marking up individual spaces would maximise use and lessen the risk of accidents. Another proposed measure to improve the site's parking situation is the potential formation of a new egress to the public highway. This would lead to a one way in and out system, which it is believed could again improve the current situation. The proposal would require planning permission but our consultants do not perceive a problem with this. It is estimated that funding for such an alteration could be raised independently by those supporting the school. In addition, PIR lighting (energy supplied by photovoltaic panels) would be installed to the parking areas adding safety and security to the new school. These may seem fairly moderate measures, however when combined, they provide a safer environment for both parents and pupils. This is something which we believe has not been reviewed or adequately provided at any other school in the broader locality. Indeed, we are aware that the lack of parking and the problems occurring at drop off and pick up times are a contentious issue at many other schools which could be seen as alternative choices to Barrow.

### **Proposed measures to reduce individual car usage**

Due to the site's location it is unlikely that large numbers of pupils will feasibly walk to the school. The Schools unique rural location cannot be altered but measures will be taken to minimize individual car use. This will include the utilisation of the local 'Friendly Bus' to provide transport from adjacent urban areas focussing on deprived areas. Our medium to long term strategy includes the provision of the new school's own bus transport paid for by fund-raising.

Another innovative proposal is the intended car sharing system which we believe can provide a viable alternative for parents. This would be combined and integrated with the proposed wrap-around care which the new school would provide. It is our intention that publicity flyers would be produced by Barrow 1618 Free School to advertise these proposals to all local communities. Publicity would however, focus on those in the broader community who may not have access to, or be able to afford car use. The increased promotion of the new school will help to develop market penetration, and it is anticipated that the number of pupils will rise rapidly once the new school is established.



## **Barrow 1618 Free School as a centre to promote the conservation of energy**

CO<sup>2</sup> emissions from car usage are reduced in rural areas as there is minimal congestion. However, our policy to improve movement of cars at drop of and pick up times will help to reduce emissions. A building energy assessment will be undertaken for the existing buildings upon confirmation that the proposal has reached the next stage. It is our intention to revitalize the existing buildings in order to bring them in line with contemporary ideas of maximizing energy conservation and emission reduction.

## **Proposed improvement to energy rating of the existing buildings**

The new school will act as a show case for the implementation of 'green' building elements. This is intended to be carried out under the guidance of institutes such as the Centre for Alternative Technology (CAT) in Wales. It is hoped that existing links with CAT could be extensively developed in the future including the possible use of the school as a satellite showpiece and meeting point for their Shropshire and Midlands based students. Links will also be formed with local businesses that produce sustainable building products, to the advantage of both parties. Proposals must be jointly implemented with guidelines, which would include the switching off of lights, either manually, or more reliably, by daylight-linked controls. As stated the school would fund the complete installation of solar tubes as a quick and practical means of reducing energy use. There are many other energy saving construction based measures which the school's governors/parents will review and fund. It is our intention to introduce basic energy saving documentation for the buildings end users offering advice with the aim of avoiding excessive energy usage. We suggest that monies provided solely from internal fundraising by the new school could help to reduce energy usage. Having looked in some detail at a number of possible options including PV panels and ground source heat pumps we have concluded that a quick, effectual and relatively cost effective method of reducing energy use and CO<sup>2</sup> emissions would be the installation of solar tubes. This would reduce the need for both artificial lighting and heating. It is thought that a thoughtful and effective implementation of green energy saving measures will also provide publicity for the new school and provide a stand out factor in comparison with other schools.

Barrow 1618 school has also received an offer of the free installation of a 3.9KW system of PV panels to the existing buildings. This offer is from a

specialist provider well known in the community and should provide free electricity for the new school.

## **Installation of solar lighting tubes**

Lighting systems should be reasonably efficient and make effective use of daylight wherever possible. This would integrate the principles of maximising the use of daylight with artificial lighting. Maximizing daylight has been proven not only to reduce energy usage for lighting but also for heating. There are many academic papers which show that an increased access to daylight has many health related attributes and its importance to child development is well known.

The aim of lighting controls should be to encourage the maximum use of daylight and to avoid unnecessary use of artificial lighting. Local switching can be supplemented by other controls such as time switching and photo-electric switches where appropriate. However such implementations can only be effectual with maximising daylight usage. Although daylight is variable in nature, rural schools are perfect for the implementation of daylight enhancing elements due to the lack of external obstructions. Day lighting is normally assessed in terms of the daylight factors which are indicative of day lighting under particular conditions and greatly enhanced in unobstructed rural areas as daylight diffusion is eliminated. Solar tubes can be, at their cheapest, £195.00 each although purchasing a medium sized number may reduce this further. We have had an early estimate for installation by a small building contractor of £150.00 each (these costs do not include VAT). It is thought that up to six may be required for each room although four may suffice. The suppliers have said that they will provide detailed guidance on the number required for each of the three classrooms. They are relatively easy to install to Barrow's flat roofed buildings but none (initially) would be provided to the older pitched roof hall. It is suggested that the two classrooms which are most used, would be the ones to receive solar tube lighting. This investment of 8 to 12 solar lights is a moderate cost considering the amount of lux provided to the classrooms would increase four-fold and more importantly be distributed more easily across the rooms. We believe that this would have a dramatic effect on electricity use and therefore reduce costs.

The Part L Regulations for solar gain recommend a number of different methods which tackle overheating which could be a potential problem with increased daylight. These include the use of solar shading in combination with night venting. Both could be easily implemented at Barrow 1618 through

simple measures. However this would only be done as a retrospective measure if a problem occurred after the installation of solar tubes.

Manufacturers of solar lights or what are now more commonly referred to as solar tubular lights have used complex Daylight Modelling methods which have proven that these provide a much improved access to natural daylight. Buildings utilising solar tubes at predetermined spacing, particularly those with diffusing elements present a special design case where the daylight factor may be used as a basis to derive fairly robust indicators of actual daylight illumination throughout the year. They are very effective in redistributing transmitted light regardless of the angular distribution of the incident light, building orientation or indeed external obstructions. In other words, the ratio between the internal and external luminance (i.e. the daylight factor) remains constant regardless of the sun and sky conditions.

The cumulative availability of daylight is the predicted function of the roof light to floor area ratio, this is at a maximum with the use of solar tubes. Effective transmission of an installed lighting element from that of the unfinished (transparent) material is critical in delivering daylight. This basically relates to the operational conditions and maintenance of that element which can reduce the effective transmission of daylight due to the deposition of dirt, dust etc. This is usually called daylight correction factors and is a factor which is diminished by using solar tubes rather than traditional roof lights or even windows. The cumulative daylight availability from both horizontal and vertical planes provides the best mean daylight factor across the core space of any classroom.

## **Proposed housing developments in the locality**

Information for this section is taken from the Strategic Housing Land Availability Assessment (SHLAA) for Shropshire Council. The aim of the SHLAA is to set out information on land that offers potential for accommodating housing to inform the choices that are to be made within plan-making process.

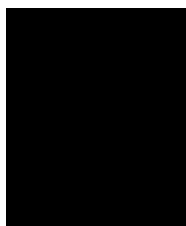
The site survey assessment identified locations outside of existing settlements with potential to accommodate any housing shortfall from sites within the existing settlement boundaries. Specific Greenfield sites were subject to the same site survey process as sites within settlement boundaries, being considered for Suitability, Availability and Achievability.

It became apparent after the analysis of all of the specific sites and their accessibility and designations, that there were many defined broad locations which had potential for development. The majority of areas identified have access to a range of key facilities that contribute to making a sustainable community and present suitable Greenfield locations for further search.

This all shows that there are likely to be up to an additional 500 houses built in and around Broseley within the next few years. Barrow's new school pupil numbers, as it is the only 'small' school option within the Broseley and Wenlock area, sited just a few minutes' drive from Broseley centre will undoubtedly be bolstered by the effects of these proposals.

Broseley is a settlement which, according to the Landscape Sensitivity and Capacity Study, has medium/high housing capacity in one zone and medium capacity in one zone. Northern and western parts of the settlement are not well located to services and facilities and are located within or adjacent to the conservation area and Broseley Wood with its topographical and access constraints. Land to the west of the cemetery has been identified as having medium/high landscape sensitivity. There is potential for any future expansion around the southern fringes of the settlement. Small parcels of land immediately adjoining the eastern settlement edge off [REDACTED] have potential and land to the south east running along the edge of the existing settlement. Land to the south west of the settlement at [REDACTED] also has potential, although the presence of unstable land may be a significant constraint. There is potential for a comprehensive approach on land between [REDACTED] and [REDACTED] at [REDACTED], although the presence of pylons and mature trees and hedgerows would provide some constraints.

### **Accepted Development Sites**



### **Further Sites with future potential**

The Local Development Framework Options Consultation indicates a minimum of 200 homes for Broseley, with a maximum of 500 for the period 2006 - 2026. This compares with previous development rates over the last 20 years of 144 homes. The map on the following page shows the potential areas for growth around Broseley – a significant expansion in the town's

population in the years up to 2026. Much of this is to the south of the town which is the area closest to proposed school site in Barrow.



*Areas developed for potential housing development in and around the Barrow and Broseley areas*

The following tables are taken from Shropshire County Council's website and show both current and future planned housing development levels for Shropshire districts which are in proximity to the proposed schools location in Barrow. These figures show that potentially large housing developments are planned for the surrounding areas which we believe will bolster demand for our school in the coming 5-10 years.



Note that although Broseley represents the settlement that is immediately nearest Barrow, developments plans listed for Bridgnorth and Much Wenlock should also be taken into account as both settlements are within easy reach of the proposed school site.

## **Section 8: Initial costs and financial viability**

This section contains spread sheet pages taken directly from the Financial Plan worksheets and formatted for optimal printing for your convenience. If necessary please refer to the Excel files which have been included as standalone file attachments with our email submission.

### **8.1 Free Schools Financial Plan 1**

