



Department  
for Education

# Free School Application Form 2013

**Mainstream and 16 to 19**

**DIDSBURY CE FREE SCHOOL**

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## Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	✓	<input type="checkbox"/>
2. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	✓	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	✓	<input type="checkbox"/>
<b>Section C:</b> Education vision	✓	<input type="checkbox"/>
<b>Section D:</b> Education plan	✓	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	✓	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	✓	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	✓	<input type="checkbox"/>
<b>Section H:</b> Premises	✓	<input type="checkbox"/>
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	✓	<input type="checkbox"/>
4. Have you fully completed the budget plans?	✓	<input type="checkbox"/>
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>7.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> within one of the windows below?</p> <ul style="list-style-type: none"> <li>▪ 9am on 9 Sept 2013 and 12 noon on 13 Sept 2013;</li> <li>▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</li> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>	✓	<input type="checkbox"/>
<p><b>8.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	✓	<input type="checkbox"/>

*\*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

<b>Section I of your application</b>		
<p><b>9.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	✓	<input type="checkbox"/>

## Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

**Position: Member of company**

**Print name:**

████████████████████

**Date:**

**5 September 2013**

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

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



## Section C: Education vision

### 1. The Rationale

Our rationale for establishing Didsbury CE Free School is based on the following criteria:

- there is an overarching strategic requirement for more high quality primary school places in the South Manchester area and in Didsbury in particular;
- the City of Manchester is encouraging inward migration to Didsbury of a skilled workforce, required to work in the technology and health sectors;
- proposed new family housing developments in the area will contribute to growing pressure on limited primary school places;
- the Church of England Diocese has identified a significant shortage of high quality Christian faith sector school places in Didsbury;
- there is real strength of guidance and support to the establishment of a new Free School from:
  - an existing outstanding school with a strong Christian ethos - Didsbury CE Primary School;
  - a highly experienced project team;
  - our partnership with the CE Diocese of Manchester.

Manchester City Council has identified that access to good and effective schools providing a high quality education is central to the Council's strategy of developing its neighbourhoods. It has as its objective to make Manchester increasingly attractive to economically active people as a place to work, live and bring up children.

Didsbury is a diverse, professional, and highly skilled community and its ability to attract talent from across Europe, indeed the world, is key to the growth of the wider city. As a result, Didsbury has been earmarked for development of family housing to attract a professional workforce to the area and an increase in places in high quality primary schools is fundamental to this approach. There is currently a very significant shortage of primary school places in the Didsbury area. **(Section E)**.

Didsbury CE Primary School was identified as an outstanding school by Ofsted in 2008. It is the smallest and by far the most over-subscribed school in Didsbury – despite there being other good and outstanding schools in the area. With anything up to 180 applications annually for its reception class of 30, it is simply not able to provide enough places to meet demand in the area. Nor can it be expanded within its very constricted site. Many Didsbury parents have spoken at length about their frustration at not being able to access the excellent education and Christian ethos in this school and the Church of England Diocese in Manchester has taken the strategic view that the innovations and freedoms within the Free School programme could provide an opportunity to address this need. It is this need and the strength of this

proposal that will ensure the popularity and therefore the future viability of this Free School. **(Section G)**

Our vision for Didsbury CE Free School demonstrates our aspirations for this school, which will also provide access to an innovative approach to the curriculum. Our proposal has given us an opportunity to redefine our vision for a new generation of children, who live in an increasingly competitive and globalised economy, while simultaneously rooting our children in the deeply embedded Christian heritage that has shaped so much of our national history and which provides a guiding compass in the complexity of the modern world.

Didsbury is set within the 'Technology Corridor' of Manchester, with major employers of international renown located in the area e.g. Siemens and Christie Hospital. Other Didsbury parents work at Media City UK in Salford. This will drive our vision for a creative studio and a focus on innovative use of media and technologies within the curriculum of the Free School. We will take the best of the 'old' - our outstanding education, our well established structures, our deeply embedded community links - and fuse these with renewed vision and clarity. In addition to encouraging skilled professional adults to live in Didsbury, we also have as an objective, to enable their children to develop the learning, thinking, personal, emotional and social skills as well as transferable literacy, numeracy and ICT skills that will be as important as traditional 'subject' knowledge.

Our desire is to see that an innovative educational approach built on excellence – with support of Didsbury CE Primary School – is offered to more children and their families than is currently possible. Our marketing plan has only recently been implemented and already, over 100 parents have expressed an interest in the Free School offer and this will grow rapidly once our marketing strategy is fully completed.

The culture of aspiration and excellence in Didsbury CE School will also underpin the values within Didsbury CE Free School. The parents of Didsbury have come to expect no less :

**'When the children enter the Early Years Foundation Stage, their skills are mostly in line with typical age-related expectations. By the end of Year 6, standards are exceptionally high'**

**Ofsted Inspection Report for Didsbury CE Primary School 2008**

While the mainstream primary school will influence rather than lead the Free School, its strong Christian foundation which develops young people who are well-rounded and whole in mind, body and spirit, its aspirations for its children, which translate into excellent outcomes and the strength of the denominational 'brand', will be very attractive to parents who wish to access a similar ethos within the Free School.

## **2. Our Vision**

We have thought carefully about our vision for Didsbury CE Free School and as we

discussed and analysed its culture and our aspirations we felt that the following vision statement captured our intent:

**“To grow a diverse and creative educational community, where we encourage **belonging** and nurture **believing**; together **becoming** fulfilled and responsible members of God’s world.”**

Our desire to establish and ‘grow’ a Free School is a desire to see our unique educational approach and excellence offered to more children and their families than is currently possible. But our desire ‘to grow’ is also built upon our faith foundations. To ‘grow’ a child is a privileged calling and to nurture that girl or boy as they develop in their unique skills and aptitudes is a charge that nobody or no institution should enter into lightly. We feel that our track record in our other schools and the confidence of the existing and previous parent body makes us uniquely suitable for this task.

#### **Belonging:**

- **to each other in mutual support, respect and trust;**
- **to the community of Didsbury, committed to playing an active role in providing outstanding local primary schooling;**
- **to the Diocese of Manchester, as part of a family of 191 distinctive Church of England schools;**
- **to the world in which we live, caring for the whole creation regardless of race, religion or background.**

The young and professional demographic of Didsbury brings with it an inherent diversity. A school situated in a community in a constant state of flux needs to be comfortable with diversity and so this value is integral to our vision statement. A wish to welcome and nurture diverse preferences and backgrounds is not a denigration of our core church values and beliefs. Indeed, we believe that our inherent Christian foundations enable us to embrace diversity with confidence and openness.

We have also chosen to focus our vision on the concept of an ‘educational community’. The core purpose of a school is education and we are confident that a broad and creative educational framework will deliver a high quality education to children from Foundation Stage to the end of Key Stage 2. This core purpose is predicated upon a need to demonstrate that, at whatever level a child enters the school, they will have real value added to their lives and an attainment that justifies the school’s existence through its offer of excellent value for money. Our goal is



educational excellence and this is best achieved in community with one another. Our aim for our children is for them to be learning from their teachers and support staff, learning from their peers and parents and carers and learning from both each other and the wider community.

Our purpose is education, but in the context of community. The school community can provide a level of belonging that enables children to grow and develop in the confidence necessary to explore their world and develop in their understanding. Belonging to a nurturing and accepting educational community creates an environment in which children are prepared to keep trying until risk-taking is second nature.

The fact that Didsbury CE Free School would be building upon a 400 year legacy of educating countless generations of children already places it upon firm foundations. But its historic and constitutional link with the 800 year-old parish of St James & Emmanuel church, the founder of the original school in 1612, also builds upon a rich heritage of community integration. Didsbury CE Primary School as the original school, together with St James & Emmanuel church, the original church, form an integral part of community life in Didsbury. With an Electoral Roll of over four hundred adult members and hundreds more children, St James & Emmanuel Church forms a well-respected part of the wider community and trusted platform for the delivery of a first-class education.

The Diocese of Manchester is one of the largest diocesan providers of education in the country with a portfolio of 191 academies, aided and controlled church schools and a highly skilled and dedicated staff working for the Diocesan Board of Education. Church of England education is a trusted and sought-after brand and we will establish Didsbury CE Free School in full partnership with the Diocesan Board of Education, who will also sit on the Foundation Trust.

Our curriculum will help us to belong to the wider world through: initiatives designed to nurture a caring and responsible attitude to the natural world; a broad-based Religious Education designed to foster understanding and respect of other religions and cultures; a rigorous and carefully reported bullying, homophobia and racism strategy overseen by the staff and governors; an admissions policy that eschews homogeneity; and media-rich projects in partnership with industry that harness core skills.

### **Believing:**

- **in our gifts and abilities, as each child is unique and valuable;**
- **in our potential, as each child will be challenged and nurtured;**
- **in our Christian faith, as each child will be guided by our church ethos and values.**

We will also endeavour to add 'texture' to a child's experience of schooling through provision of a tailored approach that enables a child to explore areas of particular

gifting, whether that be in mathematics or music, sport or creative endeavour. We will nurture talent wherever we see it and liaise with outside agencies, such as secondary schools, industry, peripatetic and Advanced Skills teachers and Gifted and Talented programmes. The vast wealth of sporting, musical and artistic talent for which the city of Manchester has a national and international reputation will provide us with inspiration and practical support.

Likewise, we will give particular attention to those children who have additional needs, and we build upon established excellence in this area so that all children, regardless of ability or disability, will make real progress while at Didsbury CE Free School.

The Church of England and the Diocese of Manchester has a proven track record in the delivery of outstanding education. We believe that our Christian faith with its innate openness, tolerance and determination to work for the prosperity of individual and community, offers the firmest foundation for a new school in Didsbury and the data we provide bears this out. This will be supported through provision of: a Religious Education syllabus approved by the Diocese of Manchester and monitored through the Statutory Inspection of Anglican and Methodist Schools (SIAMS); an innate confidence in our Christian Heritage which means that we will welcome into the school community children of all faiths and none; and an expectation that members of the school community will accept the faith foundation of the school while being confident that there will not be a proselytising agenda.

### **Becoming:**

- **responsible and productive – a force for good in society;**
- **engaged and pro-active – ready to change and challenge the world around us;**
- **aware of our vocation, with a growing sense of purpose and preference;**
- **well-rounded and self-aware, through an holistic and broad-based education.**

We will work to ensure that each child becomes a force for good in society. These are children who are able to see that their responsibilities are as fundamental as their rights, and also children who learn to respect others and look not only to their own narrow interests but to the welfare of society.

We will ensure that our school hands on to the secondary sector, children who are proud to learn, will make a positive contribution to their new environment and will ultimately become adults who seek positive employment and become life-long learners.

Children who respect the world are also best placed to challenge the world and to right those things that have gone wrong. Manchester is an innovative and pro-active city. It has a proud history of industrial revolution, social reform, suffrage and

intellectual achievement. Our children will develop a strong moral and ethical compass and will be exposed to the work of these social innovators and reformers so that each generation can re-imagine the world with fresh eyes and further contribute and learn from the city in which we are set.

The broad and rich educational experience at our school will enable our children to become aware of their preferences, strengths and purpose in life. We will encourage the children at our school to talk openly and honestly about their experiences and to integrate their experiences with core curricular subjects so that these preferences are grounded in the educational experience. As you will see from our Education Plan **(Section D1)**, we encourage children to take ownership of their learning and to become confident in articulating their observations and desires.

A key element of our Christian foundation is to develop young people who are well-rounded and whole in mind, body and spirit. This requires us to strive for excellence, but not at the expense of fun, creativity, play, or experiences that enhance the learning environment. We believe that our holistic approach to education will chime with parents in our community who are well aware of the damage a one-dimensional education can have on the whole child. Creativity, exploration and fun will fuse with academic excellence to achieve balance and harmony in the life of each child. Our use of Academy Freedoms and the philosophy and approach of our creative studio will ensure that learning will be experimental and innovative and will prepare our children to become 'owners' of their learning.

Our three core values – Belonging, Believing and Becoming - will infuse everything else that you read in this application. They are the guiding principles behind our school.

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
<b>Reception</b>		30	30	30	30			
<b>Year 1</b>		15	30	30	30			
<b>Year 2</b>		15	30	30	30			
<b>Year 3</b>		15	15	30	30			
<b>Year 4</b>		15	15	30	30			
<b>Year 5</b>			15	15	30			
<b>Year 6</b>			15	15	30			
<b>Totals</b>		90	150	180	210			

We are confident of having sufficient parental interest in the opening of this Free School in 2015 to attract a full reception class intake in 2015. We are also confident that we will be able to attract part of a Year 1 and Year 2 class from inward migration of families – including those moving into proposed new housing in the area - who will be otherwise disappointed not to have a place for their child in a Didsbury primary school. We will therefore try to recruit a mixed Key Stage 1 class during Year 1 of our opening.

It is also anticipated that – given a similar pattern of inward migration to Didsbury of Key Stage 2 children – we will be able to open a mixed Key Stage 2 class in Year 2 of opening. We have of course planned for contingencies financially if that isn't realised. With each incremental shift upwards from Year 1 of opening, we are then confident – if phase 1 is successful – of recruiting to the numbers outlined. Our staffing plan reflects the growth in the school population and our recruitment and appointment strategy will reflect any downturn in numbers of children.

Our curriculum and financial plans contain contingencies in case of not realising the pupil numbers anticipated, but Didsbury is overwhelmingly the most popular area of Manchester in which parents seek school places.

## Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week		Mandatory/ Voluntary	Comments	
	KS1	KS2			
Literacy	7.5	5	M	Core to our curriculum and is cross-curricular as well as discrete	
Numeracy	5	5	M		
RE/PSHE	1	1.5	M	* Will meet SIAMS requirements	
ICT (Creative Studio)	5 hours	2	M	Taught entirely as a thematic based curriculum approach.	Will be taught as discrete subjects – but with integral project/topic-based work with the Creative Studio weaving through
Science		2	M		
Geography		1	M		
History		1	M		
Design Technology		1	M		
Art		1	M		
Music	1	1	M		
MfL	0	1	M		
PE	2	2	M		
Enrichment/Kids Club/Creative Studio	32	32	V	Includes access to Kids Club from 7.45 – 9.00 and 3.15-6.15 and enrichment curriculum of 1 hour	
<b>Total</b>	<b>53.5</b>	<b>55.5</b>			

## Sections D1, D2, D3 and D4

### D1 Curriculum Plan

At Didsbury CE Free School, we will be committed to developing children who are academically capable and resilient and who will be able to contribute significantly to society and children who leave school at the age of 11, strongly numerate and literate and equipped to overcome academic challenges with determination.

Didsbury CE Free School will be a place that develops outstanding children and that can only be achieved through outstanding teaching. We will be seeking to give children the very best start to their education and in order to do so we will provide a setting that both challenges and nurtures individuals. At the heart of that setting will be high quality teaching. We will do this in the following ways:

- detailed differentiated planning
- a high level of teacher pedagogy
- providing a stimulating learning environment
- appropriate high quality CPD that feeds into the School Improvement Plan
- opportunities to observe and work alongside outstanding colleagues and leading practitioners
- rigorous formal appraisal

There will also be opportunities to prepare longer term projects that develop an understanding of the wider world, encourage children to be engaged with matters outside of their own community and begin to build a sense of vocation. Some activities will be focussed on acquiring new skills in a social and fun setting, some will be seeking to challenge children to think critically and creatively and others will be competitive in nature. All extended pupil participation will be seen as an important aspect of ensuring that children receive a well-rounded and holistic education.

The behaviour policy of Didsbury CE Free School is built on the vision that we belong to each other in mutual support respect and trust. It is a policy that will focus on the modelling, encouraging and praising of the behaviour of an engaged learner. Whilst clearly setting out sanctions for inappropriate behaviour, the policy will accentuate the positive rather than the negative.

From our early marketing survey, we know that it is likely that the school intake for Didsbury CE Free School will resemble that of its sibling organisation, Didsbury CE Primary School. Didsbury is a district of South Manchester with a diverse population – particularly in Didsbury West (**Section D4 Tables 2 & 3**) - and where a large number of professional families live.

(Census 2011 on [www.didsburyfreeschool.org](http://www.didsburyfreeschool.org) )

There will be a very high parental expectation that the majority of children leaving statutory education will access a university place and seek employment in the professions. Many of Didsbury CE Primary School's parents work in medicine, law, the technology industries, the banking sector and management and will have similar aspirations for their children.

The parents of children applying for places at Didsbury CE Free School will do so as they recognise the outstanding offer made by the existing Voluntary Aided Didsbury CE Primary School and wish to access an equivalent offer. The Christian heritage of both schools will attract applicants from the Church of England denomination, other denominations, other Christian faiths, other faiths and those of no faith. It will be an inclusive school rooted in the well respected ethos, value system and caring community the schools will share, as described in our vision. This, together with the outstanding educational offer, will ensure the Didsbury CE Free School will also be fully and even over-subscribed.

It is key to the offer that we will make, that the highest aspirations and expectations will underpin the curriculum in this school. This does not mean that we want to clone the sibling school in Didsbury, nor do we demur from taking risks in the educational offer we make to our children. While a rigorous core curriculum will be offered, there will be opportunities for children to take risks in their learning. This will ensure that we prepare a new generation of children to meet the requirements of a different economic and employment outlook in future, where the personal qualities of flexibility and resilience will be highly valued.

In our vision, we state clearly that each child deserves and has a right to, the best education. In our planning, we intend to meet this requirement by delivering a rigorous curriculum – based on the National Curriculum at its core – and threading through this, the integral work of our creative studio, which has been modelled on an independent primary school initiative. In this way, we are building on the trusted and sought-after brand of the sibling Didsbury CE Primary School while renewing our vision for children in the Free School:

**“As a result of good teaching year-on-year and outstanding academic guidance, pupils make excellent progress throughout the school.”**

**Ofsted report Didsbury CE Primary school November 2008**

The primary education provided at Didsbury CE Free School will be delivered within three separate phases: Early Years Foundation Stage (EYFS) for Reception; Key Stage 1 (KS1) for Years 1 and 2; and Key Stage 2 (KS2) for Years 3 – 6. Each year group will be based on a single form of entry with a pupil admission number of 30 children for each class from Reception through to Year 6.

### **The creative studio**

As an important element in our innovative approach to the curriculum in the Didsbury CE Free School we will be introducing our 'creative studio' which will underpin both the core and enriched curriculum. The creative studio is an approach in which

creativity will drive the curriculum. We are planning for it to impact on children's learning throughout the Key Stages through a very carefully planned, thematic approach to teaching and learning. It would be designed to support children's natural curiosity and be relevant to the diverse communities within the school. We would like to design our new school building around the creative studio approach – with our children contributing to the design of the school.

The creative studio has been successfully piloted with Year 6 in Didsbury CE Primary School but we intend to implement the findings of this pilot in a whole school approach within the Free School. We will thread the creative studio through the curriculum with a learning approach which combines children's creativity with industry expertise. It provides both a physical resource – an environment with specialist resources - and a pedagogical approach which underpins all work within and outside of the classroom, facilitating specific lessons and opportunities. Its concept is based on the philosophy of 'observe, imagine and create'.

UNESCO has identified the importance of creative arts, media and technologies in the school curriculum in its report and module entitled *Pedagogies of Media and Information Literacies (UNESCO, Moscow 2012)*. Media literacy education is a cultural right alluded to in the UN Convention on the Rights of the Child and the module highlights the life skills that children require in the digital age and how the use of creative technologies in schools can contribute to the development of these skills:

- Aesthetic and creative skills: an ability to view, listen to, create, and interpret media content;
- Interactive skills: an ability to communicate through media and an ability to identify with different media roles;
- Critical analysing skills: to give meanings to and to understand different media content;
- Security skills: to solve problematic situations and to protect one's privacy. *(UNESCO 2012)*

Through access to its own creative studio, Didsbury CE Free School will offer its children opportunities to work in depth on aspects of the core curriculum by responding to their learning through use of a wide variety of media and technologies – including writing, performance, music, design, drawing, IT, photography and film. It will enable the children to develop the very skills required by the industry partners that we surveyed. **(Section E2 )**

Our use of academy freedoms will support this opportunity, through extending the school day, using a varied contract for a teacher co-ordinator and offering opportunities to non-specialist teachers to deliver the curriculum. These creative specialisms would be delivered in partnership with industry by professionals with experience of working in schools delivering alongside teaching and learning support staff.



In addition to its place threading through the core curriculum, the creative studio will also form an important element of the enriched curriculum offer. The studio would become a shared resource, with a programme of skills and opportunities developed to meet the needs and interests of parents and the community, including other local schools. The work of the children of Didsbury CE Free School within the studio will be published and shared online, enabling regular links with other UK schools and schools in other countries, thus developing access – without boundaries – to a diverse and exciting world.

### **Case Study:**

In 2009-2010 Didsbury CE Primary School was one of the schools approached to run a creative studio initiative. The subsequent pilot projects tested and developed the principles and practice of a school-based creative studio. A full Year 6 class worked for five consecutive days. The project was scoped with the headteacher and class teacher, covering the theme, complexity and availability of resources. The chosen theme was '*promoting the school to new families using a variety of media*'. This was expanded in a formal brief, setting out the background of the school, the aims and objectives of the project and the schedule for the week.

A questionnaire was circulated in the week before the project. It asked children questions about themselves, by encouraging them to describe specific likes and dislikes. It also asked parents to number in order of importance, a selection of key characteristics of a primary school. Day one of the week itself was carefully structured as an introduction to lateral thinking, sharing and constructive criticism. Completed questionnaires were collected and the data assessed.

Day two saw the presentation of the brief, which stated clearly what was being asked of the children. The data from the questionnaire was shared at this point. Five teams were created, each team choosing its team leader and agreeing responsibilities. Days two, three and four were flexible, developing the children's ideas – the pace of each day depending on the work of the children and guided by the experience of the project director working closely with the class teacher.

Day three included the visit of a professional photographer, giving children the opportunity to both learn new skills and direct a professional in order to achieve their creative goals. Day five was carefully structured to bring the work to positive conclusions, allowing for a presentation to the school governors and headteacher at the end of the day.

The work produced included posters, animation, film and photography. The pupil experience was extremely positive and the school was extremely impressed with the quality and integrity of the children's work.

During the same academic year, Didsbury CE Primary School was also the hub school for an inclusive values project themed on the World Cup – *Every Colour*. The creative studio produced a world cup song performed by choirs from four Didsbury primary schools. The recording of the song raised over £1600 for a local children's

hospice and the choirs came together in June 2010 to sing the song as a finale to the project concert of 4 school choirs, hosted by a local secondary school. The project was endorsed by football's anti-racism campaign, *Kick It Out*, and used media material sanctioned by the BBC.

The success of these pilots, established the core principles and method of delivery for all subsequent creative studio projects. This led to funding being provided from Creative Partnerships and Aim Higher in the first year, 2010-11. Since then, in addition to various school-funded projects, this approach has attracted commissions from clients such as The National Trust, the Teenage Cancer Trust and other schools in the UK.

**“A cracking week. OFSTED loved the whole notion of the creative studio's work in school and using it to raise standards in a real context.”**

**██████████ Madley Primary School 2011**

Creativity is an essential life-skill which is relevant to all curriculum areas. Combining young creativity with industry expertise, our creative studio will empower children to explore and develop topics arising within the curriculum, using a philosophy of 'reflect, consolidate and express'. It will enable teachers to draw out and develop themes within the core curriculum while maintaining the high degree of ownership of learning which will be encouraged among the children. This will help us to meet our vision for the curriculum where creativity, exploration and fun will fuse with academic excellence. We are also anticipating that it will increasingly have more impact on the curriculum in its existing sibling school and other schools in the area.

When we described to our partners from industry our proposed creative approach to using a range of technology and media across the curriculum, they were enthusiastic for a number of reasons. It matched their view that it encouraged the type of critical thinking and technological skills they perceived as being valued among new entrants to employment. They also felt that its objectives of providing opportunities for young children to develop the type of skills required in the technology businesses and industries in Didsbury and the wider City, was an exciting approach. **(Section E2)**

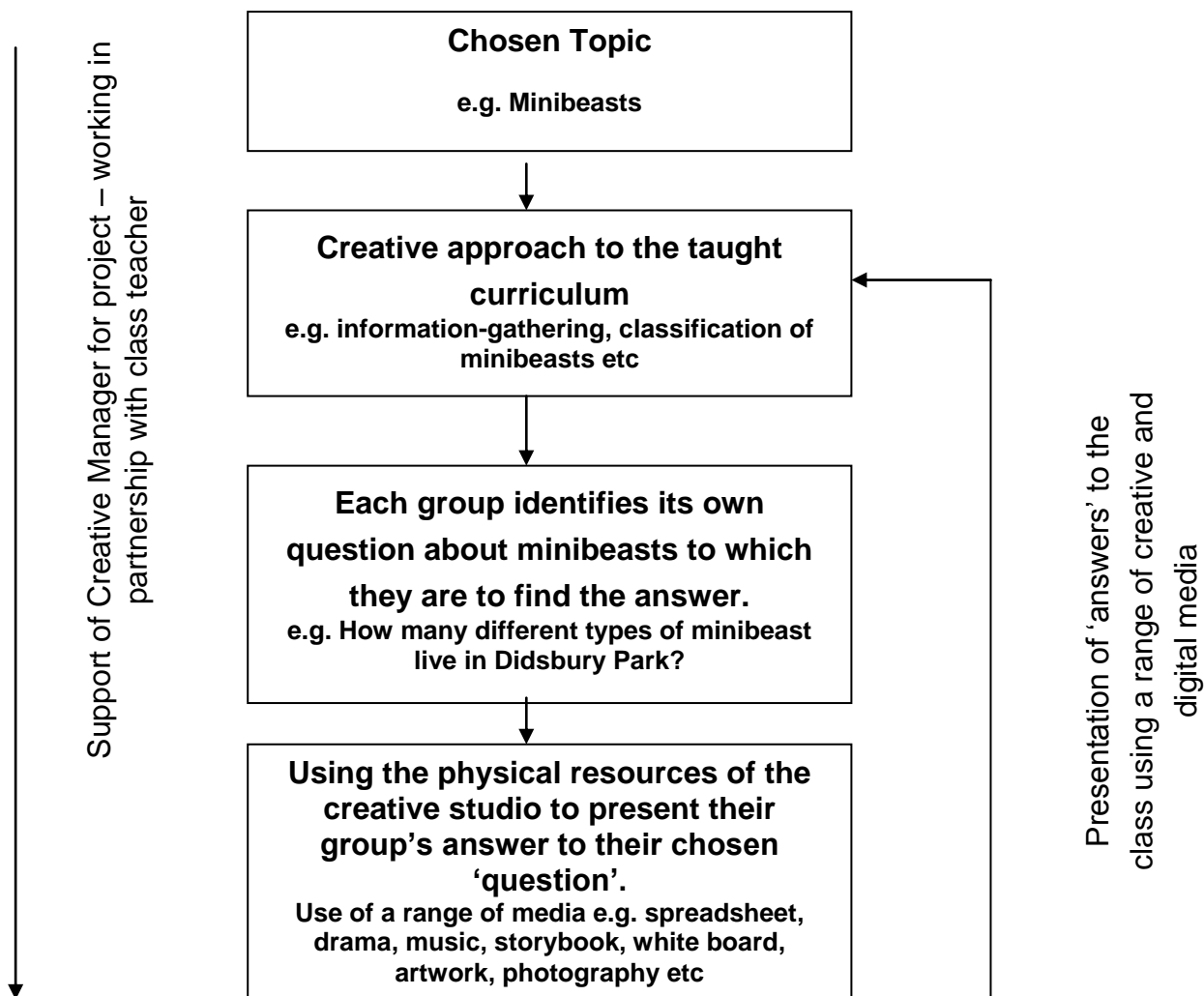
**“Excellent! The etymological root of “educational” means to “draw out” (from the Latin "educere")...to lead, to draw out that which is within; i.e. to bring to light what is hidden, to render actual what is only potential, to develop.”**

**██████████ of Standards AQA (on the Creative Studio)**

If the creative studio philosophy is to permeate the learning experience for all our children in Didsbury CE Free School, we will need to recruit staff with the aptitude, experience and commitment to drive this approach in partnership with the Creative Studio Manager.

**One example of how the creative studio approach can both drive and support the core curriculum:**

Using a thematic project from the core curriculum as exemplified in **Table 2** the creative studio approach – through partnership working between the Creative Studio Manager and class teacher – can enable children to work on the problem-solving skills identified as key to future employability.



## 1. The Core Curriculum

Through our curriculum and our ethos in Didsbury CE Free School, we anticipate the following outcomes for our children at each phase:

### Early Years Foundation Stage (EYFS)

**Belonging:** to a family of the school and introduced to the family of the church and its extended network;

**Believing:** that they should show care and concern for others;

**Becoming:** able to explore the world around them; to notice similarities and differences in the people and communities of the world; becoming children who can follow rules and distinguish right from wrong; are able to form and maintain friendships and become independent people and independent learners; able to read and write for purpose and to solve basic number problems.

In order to achieve these outcomes, Didsbury Free School's EYFS curriculum will be based on 7 areas of learning. Three of these areas are core learning areas

- (i) Personal, Social and Emotional Development
- (ii) Communication and Language
- (iii) Physical Development

The other four areas of learning are:

- (iv) Literacy
- (v) Maths
- (vi) Understanding the World
- (vii) Expressive Art and Design

Our EYFS class would provide similar environments with carefully planned continuous provision enabling every child to make good progress in all the 7 areas of learning.

The continuous provision would mean that our Reception class had different exciting and interesting activities organised in a variety of clear 'areas for learning' within each class. These will include on a permanent basis : outdoor, malleable, craft/make it, writing, maths, ICT/listening centre, small world, structured role play, construction, reading, water, sand and cut.

Every one of these 'areas for learning' will have focussed activities to ensure that children are challenged in their learning. The class teacher and teaching assistant will spend a lot of time each day involved with targeted group teaching work, particularly focussing on the basics of reading, phonics writing and numeracy.

Each 'area for learning' will have clear guidelines and structure, ensuring that the children are able to explore - through choice and direction - all the learning

opportunities. These will foster independence, exploration and personal and social development.

Joint planning between the teacher and the teaching assistant will make sure that opportunities are maximised to teach and assess the children's learning in all areas.

### **Key Stage1**

By the end of Key Stage 1, our children will be:

***Belonging:*** to a school community which has high standards of everyone's respectful behaviour with children who are able to demonstrate that they are also well behaved and respectful to others;

***Believing:*** through having a deeper understanding of the Christian faith and its values, that they are children with a positive self-image and a strong self-belief and that they can relate well to peers and adults; believing they have high expectations leading to academic excellence.

***Becoming:*** young people with a developed social and emotional resilience; numerate and literate; independent learners, able to make decisions about self-guided learning;

At Key Stage 1, Didsbury CE Free School will firmly establish the basics in literacy and numeracy, through implementing a curriculum rooted in the National Curriculum. The continuous provision from the EYFS will continue via the implementation of an integrated day.

Didsbury CE Free School's Key Stage 1 will build on all the areas of learning within our EYFS, but the teacher and teaching assistant would focus on small group teaching, focussing particularly on reading, writing and numeracy. While emphasis will still be placed on the core subjects of Maths and English, all the foundation subjects within the National Curriculum will be taught through a thematic, topic based approach. **(Table 2)**

We will provide well matched and differentiated work that is tailored to each individual child's needs. The small groups enable very clear ongoing assessments and greater flexibility and adaptation during the lesson when a child may find the work too challenging or need stretching further because they have grasped a new concept quickly. In order to facilitate such high quality small group work, we would deploy a teacher and teaching assistant in each KS1 class.

Small group work such as this enables plenty of opportunity to consolidate and reinforce the learning through: use of learning partners; use of interactive white boards; use of whiteboards and practical equipment; and each child getting more personalised and individual attention tailored to their specific need.

In reading and writing, the guided group work of the integrated day enables work from appropriately differentiated phonics sessions to be revisited and reinforced; more opportunities for oral rehearsal; clear direction through the use of targeted

learning ladders; and more individual attention tailored to each child's need. Literacy and numeracy are taught daily.

### **Literacy at Key Stage 1**

All children follow a daily Letters and Sounds phonic programme.

In Year 1 and 2 the focus will be firmly on developing good foundations for literacy building on the work done in the Foundation Stage. Children will be supported to spell words by 'sounding them out' and listening for the dominant sounds. They will also be encouraged to apply their 'Letters and Sounds' knowledge from the daily phonics programme. They will be taught to write in sentences forming their letters correctly and paying attention to the sizing of their letters. Time is spent at this stage supporting children to gain 'sense' of what a sentence is and where to put a capital letter and full stop to mark this. As children become more confident, sentence structure will be expanded to include a conjunction to make their sentence 'grow'. Children will also be taught to use adjectives to make their sentences more interesting.

In Year 2, written work will be further refined and developed with children encouraged to use ambitious vocabulary and to add view points and greater detail. They will also develop their use of punctuation. The quantity and quality of their writing will develop. They will also begin to write in paragraphs by 'chunking' information together. Children will be given simple writing targets in their books and oral feedback will be given to support them to progress to their 'next steps'.

Children at Key Stage 1 will have experience of writing in these genres:

Narrative:	Stories with familiar or fantasy settings, with repeating patterns, Traditional Tales and stories by significant authors,
Non-fiction	Labels and captions, Reports, Recounts, Information Books, Instructions

### **Numeracy at Key Stage 1:**

Mental maths will be a daily activity and children will be encouraged to develop speed, confidence and accuracy by the end of Year2.

Problem solving underpins all numeracy work with children encouraged to apply the calculation strategies taught to solving problems. Children will also be encouraged to explain how they solved a problem and to use and apply their numeracy.

**Table 1: An example of the Numeracy Curriculum at Key Stage 1**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>KS1 Year 1</b>	<p><b>Number</b> Read, write and order numbers to 100. Partition a 2 digit number into tens and ones. Find 1 more and 1 less than a number to 100. Addition and subtraction to 10. Find double a number to 10 and half a number to 20. Find and learn number pairs to 10 10, 0, 9,1,8,2 etc, Identify odd and even numbers. Solve problems. Count on in fives to 100 and back Practising correct number formation.</p> <p><b>Money.</b> Recognise coins to 20p. Make up amounts using the fewest coins.</p> <p><b>Shape</b> Name and describe 2 and 3d shapes.</p> <p><b>Time</b> Tell the time to o clock and half past. Days and months</p> <p><b>Measurement.</b> Measuring length using non standard units.</p>	<p><b>Number</b> Find the number that is 10 more than a number to 100 and 10 less. Addition and subtraction to 20, counting on and back on the number line. Find near doubles- double the smallest number and add one. Counting in tens from 0 to 100 and back and counting on from a small number in tens. Eg 2, 12, 22, 32 etc. Count in 2's to 50 and back.</p> <p><b>Money</b> Find totals and change from 20p. Solving problems</p> <p><b>Data collection.</b> Simple bar charts, tally charts and pictograms.</p> <p><b>Time</b> Solving problems.</p>	<p><b>Number</b> Find the number that comes between a number Find a missing number +10, -10, +20, -20, +30, -30. +9 +11 -9 -11 by adding ten and adjusting the 1 Finding small differences Recognise and extend number sequences Adding 2, 2 digit numbers Counting in 3's 10 and 2 times tables. Problem solving</p> <p><b>Shape</b> Finding lines of symmetry in shapes and pictures.</p> <p><b>Capacity</b> Comparing capacity of different containers</p> <p><b>Position and turns.</b> Eg half turn, full turn</p> <p><b>Sorting information onto charts and diagrams.</b></p> <p><b>Time</b> Tell the time to quarter past and to Solve time problems.</p>

Table 2: An example of thematic projects in Key Stage 1

Topic	Autumn	Topic	Spring	Topic	Summer
<b>Toys</b>	<ul style="list-style-type: none"> <li>• Toys long ago (History)</li> <li>• Forces (Science)</li> <li>• Making puppets (D&amp;T)</li> <li>• Puppet Theatre (Drama)</li> <li>• Captions, labels, instructions (Literacy)</li> <li>• Story Writing (L)</li> <li>• Keeping healthy (Sc)</li> </ul>	<b>Houses and Homes</b>	<ul style="list-style-type: none"> <li>• Homes long ago (H)</li> <li>• Our local area (G)</li> <li>• Sound (Sc)</li> <li>• Traditional tales-story writing, recounts, reports (L)</li> </ul>	<b>Growing</b>	<ul style="list-style-type: none"> <li>• Growing plants (Sc)</li> <li>• Ourselves- growing and changing (Sc)</li> <li>• Baby clinic or vets (Drama)</li> <li>• Writing instructions, report writing (L)</li> </ul>
<b>Food</b>	<ul style="list-style-type: none"> <li>• Foods from around the world (Geography)</li> <li>• Designing a dish (D&amp;T)</li> <li>• Instructions, recount, poetry (L)</li> </ul>	<b>Castles</b>	<ul style="list-style-type: none"> <li>• Development of castles, living in a castle, simple heraldry (H)</li> <li>• Properties of materials (Sc)</li> <li>• Construct a castle using a shoebox (D&amp;T)</li> <li>• Using Digiblu camera (ICT)</li> </ul>	<b>London</b>	<ul style="list-style-type: none"> <li>• Barnaby Bear visits London (G)</li> <li>• Great Fire of London (H)</li> </ul>
<b>The Seaside</b>	<ul style="list-style-type: none"> <li>• The life of Grace Darling, seaside holidays in the past, Life before electricity (H)</li> <li>• Living on an island and mainland-Katie Morag stories (L)</li> <li>• Making a lighthouse using a circuit (D&amp;T)</li> <li>• Electricity and light (Sc)</li> <li>• Research using the internet (ICT)</li> </ul>			<b>Fantasy</b>	<ul style="list-style-type: none"> <li>• Stories with a fantasy setting (L)</li> <li>• Materials (Sc)</li> <li>• Making a picture with a moving part (D&amp;T)</li> </ul>
				<b>Minibeasts</b>	<ul style="list-style-type: none"> <li>• Identifying and classifying species, care of minibeasts, contrasting habitats (Sc)</li> <li>• Using a database (ICT)</li> <li>• Using papermache to make a minibeast (Art)</li> </ul>



## **Key Stage 2**

At the end of Key Stage 2, our children will be:

**Belonging:** fully to the community of Didsbury and be increasingly aware of their growing responsibilities as citizens of Didsbury and Manchester;

**Believing:** that they have sufficient confidence to use their own initiative; that they are able to manage their transition to secondary education successfully;

**Becoming:** enthusiastic about lifelong learning; fully numerate and literate and able to apply these skills across curriculum areas; able to use and apply a range of creative media and technologies to support their own learning and to produce high quality work; enquiring and independent people and learners; resilient people.

Didsbury CE Free School's Key Stage 2 classes would continue to build on the excellent KS1 foundations in numeracy and literacy whilst broadening the scope of the curriculum.

- all National Curriculum subjects would be taught in a thematic way alongside daily literacy and numeracy sessions;
- differentiated group work planned for literacy and numeracy to ensure the needs of all learners are met;
- clearly differentiated expectations for the thematic curriculum;
- flexible groupings to enable cooperative group work in either mixed ability, streamed or targeted groups, as and when appropriate.
- subject specialisms for certain subjects, for example : music, MFL and RE.
- experimental opportunities for learning planned into the thematic curriculum to ensure trips/visits and opportunities to maximise the children's learning outside the classroom are taken, and the children continue to be inspired and enthused by their learning opportunities at Didsbury CE Free School.

Across all key stages, Didsbury CE Free School will ensure that high quality physical education provision is regularly timetabled for all the children and ensures that gross motor skills are developed through an exciting and age/developmentally appropriate way. Our physical education programme would be in line with the National Curriculum and develop skills in dance, games, gymnastics, athletics, outdoor education and swimming.

The physical education curriculum will promote physical skills, physical development and knowledge of the body in action. It will provide opportunities for children to be creative and competitive, presenting challenges to them both as individuals and in groups or teams. The promotion of positive attitudes towards active and healthy lifestyles will complement the science and PSCHE curriculum. Our links with local



**Table 3: An example of the core and thematic curriculum in Key Stage 2**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Literacy</b>	Character sketches, Historical stories plays poetry	Reports, newspapers	Imaginary worlds, poetry	Explanations imaginary worlds	Stories from different cultures Stories with social issues	Stories with social issues Persuasive texts
<b>Numeracy</b>	Place value Mental + and – Properties of number 2d and 3d shapes handling data	Time Mental x and + Fractions Length, perimeter, direction	Place value Mental /written + and – Properties of number Capacity, handling data, symmetry	Mental /written x and + Fractions Co-ordinates direction	Place value Mental /written + and – Time, shape, mass, handling data	Properties of number Mental /written x and + Fractions Angles
<b>RE</b>	The church	Abraham Christmas	Islam	Lent Holy week Easter	Jesus the healer Dependency	Jesus the teacher
<b>Science</b>	Solids and liquids	Keeping warm	Circuits and conductors	Habitats	Forces and friction	Moving and growing
<b>PSHE History Geog ICT Art/DT</b>	<b>Theme: Tudors</b> Tudor portraits Using repeated patterns Exploring attitudes and opinions Tudor houses, money, containers Word processing newspapers		<b>Theme: Africa</b> African figures and mask Batik Developing locality/ Kenya Using LOGO, Branching databases Values Habitats World around us		<b>Theme: Ancient Egypt</b> Mummies Papyrus drawing Collecting presenting analyzing data Ancient Egypt Printing Social issues(including health and safety)	
<b>MfL (Spanish)</b>	Sports Likes and dislikes	Weather Christmas in Spain	Sleeping beauty	Numbers to 100	Body parts	Food
<b>PE</b>	Games- medium balls gymnastics	Tag rugby Dance – dot, squiggle dash	Hockey Gymnastics - opposites	Tennis Dance - machines	Cricket Gymnastics - balances	Athletics Dance – game, set match

## **2. The Enriched Curriculum at Didsbury CE Free School**

If we are to meet our vision for the Didsbury CE Free School, to develop people who are well rounded and to ‘add texture to a child’s experience of schooling’, we feel that an offer of provision of enhanced learning opportunities outside of the traditional school day is essential. Didsbury CE Free School will be fortunate to have the support of a dynamic church community, skilled industry partners, a rich vein of talented and supportive parents and a range of community clubs and members and we fully intend to use all of these assets to best effect in the new school.

In the existing sponsor school, Didsbury CE Primary School, there is already an impressive range of enrichment activities offered outside of the school day. In the Didsbury CE Free School, we aim to take that one step further by making use of the freedoms available to a Free School. We propose offering two extended school days per week from Year 1 of opening and building on this to provide four extended school days per week by 2019. This may be further extended to offer weekend activities.

We will facilitate this in the following ways:

- offering a more ‘flexible’ contract to a lead teacher/co-ordinator of the enriched curriculum;
- using teaching assistants – on flexible hours - to support the learning within the extended/enriched curriculum;
- to work with industry partners from the creative studio and beyond, to deliver the curriculum;
- to utilise the personnel and physical resources of the CE Churches in Didsbury who are able to offer a range of enhancement activities;
- to fully utilise the personnel and resources of the community in Didsbury, including its sports clubs and coaches and other organisations to support the curriculum of the Didsbury CE Free School e.g. links to local sports clubs such as: Didsbury Toc H and Old Bedians Rugby; Old Waconians Lacrosse; Sportspoint; Burnage Metros; Didsbury Juniors and FC Blue Star Football; The Albert Club and The Northern Tennis Club and Manchester Harriers;
- developing local links to Manchester Metropolitan University and the University of Manchester to support ongoing professional development and student mentoring;
- access to Manchester City Football Club’s coaching and healthy school initiatives.

The following enriched curriculum offer will be made to all children, increasing incrementally from Year 1 of opening to Year 4 in full capacity:

**“This (creative studio) sounds very exciting and full of potential to extend and enrich learning and add some elements of practical and vocational experience.”**

**██████████. Didsbury parent and Creative Director, Drama and Executive Producer ██████████ ██████████.**

07.45 – 09.00	15.15 – 16.15	15.15 – 18.30
<b>There will be opportunities to access the resources of the creative studio during the enrichment time. This will be both delivered and supported by partners from industry and facilitated by an enrichment co-ordinator.</b>		
Kids' Club (External Provider)	Curriculum Clubs (Managed by School staff and volunteers)	Kids' Club (External Provider)
Out-of-school or 'kids' clubs - offer school aged children a safe and stimulating environment in which they can play and learn outside of school hours.	Activities to include: Book club, Choir, Chess, French, Spanish, Music, Prayer/Scripture Club, Art/Craft, Drama, Dance, Athletics, Table Tennis, Football, Netball, Tennis, Lacrosse, Tag Rugby, Dodgeball, Fencing, Boxercise, Softball, Cricket, Multi-sports, Cross Country.	Out-of-school or 'kids' clubs - offer school aged children a safe and stimulating environment in which they can play and learn outside of school hours.  Children who have attended Curriculum Clubs, can also transfer to Kids' Club at 4.15 p.m.

**“I think the creative studio idea is an excellent innovation. Connecting to industry specialists is exactly the sort of approach that is essential to producing excellence.”**

██████████, Didsbury Parent and ██████████, The Christie Clinic LLP

### **3. Meeting the needs of all children**

Didsbury CE Free School – in common with its sibling school Didsbury CE Primary School - will be an inclusive school which provides opportunities for success for all its children:

**“ The school instils a sense of belonging which enables my child to feel secure”** Parental comment to Ofsted, Didsbury CE Primary School 2008

Didsbury CE Free School will be a school community diverse in faith and heritage and will demonstrate in its Christian ethos, that it will encourage a caring and responsible community.

### **a) Gifted and Talented**

All children in Didsbury CE Free School will be appropriately challenged and this most certainly includes those who have particular gifts and talents in various areas of the curriculum. It is essential that those who show outstanding promise academically, creatively and in the sporting arena be nurtured and given every opportunity to develop and broaden those gifts and talents.

Children with gifts and talents within school curriculum areas will most likely be initially identified by their class teacher. Assessment data generated by the end of reception will give an indication of those children who are already showing signs of ability that takes their level of achievement beyond their chronological peer group. In terms of numbers, we would look to identify the most able 5 to 10% of each cohort and place them on a gifted and talented register. Each year group would identify children through a similar process and would look to identify a similar amount of children. The children will be identified by using assessment data and also through evidence from outside of the school e.g. sporting and creative certificates and medals.

We would seek to provide opportunities for enhanced provision for identified children through well differentiated work planned and delivered by the class teacher and enhanced provision within the school setting. This would both be a feature of the enriched curricular provision as part of the extended day and also - on other occasions - within the normal school day e.g. Gifted and Talented art club, or a drama afternoon for talented actors in years 3-6.

By linking with other education providers e.g. a local Gifted and Talented cluster group of Didsbury primary schools and participating in opportunities provided by local state and independent high schools, other opportunities will be provided. Challenging the most able in the class will help to create an ethos of challenge within the learning environment and as this challenge is established as the norm, the concept of "a rising tide raises all ships" applies. The challenging ethos benefits all children and not just the most able.

### **b) Children with identified SEND**

Didsbury CE Free School will be a school that responds to diversity in a number of ways and in welcoming children with SEN and disabilities (SEND) it will ensure that none in the community let a child's special needs get in the way of high expectations of social and academic achievement.

Based on the current catchment at Didsbury CE Primary School, Didsbury CE Free School is likely to have approximately 10% of its children with SEND, with an average from a population of 230 children of 3-4 with statements of SEND, 10-12 at School Action Plus and 7-8 on School Action.

We intend to meet the needs of children with identified SEND through the appointment of a skilled and qualified teacher to manage SEND and identification of a Governor with responsibility for SEND. Partnership working in the classroom will be supported by suitably qualified, skilled and experienced Teaching Assistants.

The school will adhere to the Equalities Act and SEN Code of Practice and will fully comply with making any necessary contribution to future Education Health and Care Plans. We will also develop understanding and cognisance of the Local Authority's policies and plans regarding rigorous procedures for identification, assessment, provision, reporting and review for children with SEND.

We will make sure that we regularly assess and monitor progress of children with SEND and communicate their progress regularly to their parents and carers. There will be a commitment by the school to sharing information with partner schools, settings and key agencies who are working with our children.

In order to ensure full entitlement and access for all children to a high quality education we will meet the individualised needs of all children with SEND by offering the most appropriate and efficient use of all available resources. All SEN funding will be efficiently and effectively targeted, the outcomes monitored and progress reported. Our vision and ethos will ensure that we provide an inclusive environment which is created and fostered where all members of the school community respect and care for each other.

Children with special and/or additional needs will be taught alongside their peers in normal classroom environments with differentiated work. They will receive support from Teaching Assistants wherever possible and with the help of specially adapted learning resources. Clear planning for each child will specify targets and learning programmes. These will be reviewed termly and shared with parents/carers. Transitional meetings will be planned for all parents with SEND children, to meet with their class teacher and the school's SENCO. In this way, we intend to meet our vision for developing a nurturing and accepting educational community.

### **c) Looked after Children**

All children in Didsbury CE Free School will be appropriately cherished and challenged and this most certainly includes Looked After Children. We understand that Looked after Children (and those who have previously been Looked After Children) are many of the most vulnerable children in society, and it is our duty to ensure that we strive to help them to achieve comparable levels of progress and attainment to all of our children.

When considering looked after children we will follow six principles:

- prioritising education;
- having high expectations;
- inclusion – changing and challenging attitudes;
- achieving continuity and stability;

- early intervention – priority action; and
- listening to children.

Didsbury CE Free School will follow the national guidance on helping looked after children achieve their potential by introducing two key measures:

- to ensure a Designated Teacher is nominated in our school
- to ensure Personal Education Plans (PEPs) are in place for all Looked After Children

Didsbury CE Free School's Governing Body will be committed to ensuring that the Designated Teacher and all staff are enabled to carry out their responsibilities effectively. The Designated Teacher will be an advocate for Looked After Children to ensure a smooth and welcoming induction to school for the child and their carer/s (and parent/s where possible). A Personal Education Plan (PEP) will be completed for each Looked After Child within 20 days of entering care or joining our school. The PEP will be prepared with the child and the carer/s (and parent/s if possible) and in liaison with the social worker and other relevant support workers/agencies. We will try to take account of any other plans e.g. IEP in planning. The Designated Teacher will co-ordinate support for the child in the school and liaise with other professionals and carers where appropriate. If the child is experiencing difficulties urgent meetings with all relevant parties will be held to address concerns.

We will ensure that each Looked After Child has an identified member of staff that they can talk to. All staff in Didsbury CE Free School will have high aspirations and celebrate the educational and personal achievement of Looked After Children. They will also encourage them to participate in the enrichment curriculum wherever possible.

The governors of Didsbury CE Free School have particular responsibilities for ensuring that admission criteria prioritise Looked After Children according to the Code of Practice on Admissions. All governors will be made fully aware of the legal requirements and Guidance for Looked After Children. We will have a nominated governor who will link with the Designated Teacher to ensure that the Governing Body receives regular progress reports on the children's progress.

#### **d) Pastoral Care and Welfare**

Children make better progress socially, emotionally and academically when they are cared for as individuals. Didsbury CE Free School's vision of inclusiveness within a caring community and its approach to managing behaviour begins from this simple premise which is fundamental to its ethos.

A climate of outstanding pupil behaviour is intrinsically linked to children enjoying school through the provision of an appropriate and relevant curriculum for each individual. The curriculum at the Free School will be varied, stimulating and



accessible at a number of levels, ensuring that all children are able to pursue learning pathways that are appropriate to their abilities and interests.

Every child behaves in a manner that is strongly influenced by the expectations of others, especially their peers and their teachers. Where there are high expectations of both conduct and learning, then behaviour and respect for others are inevitably better than where these elements are lacking.

All staff working at Didsbury CE Free School will continually communicate the high expectations of the school through their own appearance, conduct and treatment of others.

All the children will also be expected to be smart in their appearance at school, as this is one way of communicating our high standards of behaviour. For this reason Didsbury CE Free School will have a school uniform bearing our logo strapline and school name. This will foster a sense of 'belonging' and will be pertinent to the ethos of the Free School and appropriate to the nature of our curriculum.

Didsbury CE Free School will promote the Christian Values of *Belonging, Believing, Becoming* and expect everyone to treat others as they would wish to be treated. Consideration, respect, tolerance and understanding will be taught and modelled by staff. Daily worship will highlight Christian values and provide clear behavioural messages for the children. Everybody - staff and children - will be cherished and challenged to fulfil their potential.

**“This is an important bid. It combines excellent education and pastoral care with the highly innovative creative studio and key support from industry partners. Such provision at primary level is all too rare”.**

**Didsbury Parent working with the UK Commission for Employment and Skills and the Education and Employers Taskforce**

Whilst there will be many positive strategies, rewards and recognition used to promote and reinforce good behaviour, on occasions when children do not behave as we would expect, then our response will be tailored to individual cases and be consistent with our Christian ethos and behaviour policy. Our policy is based on the Christian value of forgiveness. It allows for children to make mistakes, for the mistakes to be explained and most importantly for children to accept responsibility for their mistakes, apologise and be forgiven.

All staff of Didsbury CE Free School will be alert to signs of bullying and act promptly and firmly against it in accordance with the school's Anti-Bullying Policy. In order to protect our children from cyber bullying, we will teach them how to stay safe online, using Child Exploitation Online Protection materials (CEOP) as part of our IT

curriculum. We will also use the expertise within Manchester Healthy Schools to run parental internet safety information briefings.

Good attendance is essential to high outcomes for the children. Didsbury CE Free School will monitor attendance closely and work with parents, to ensure high levels of attendance. We will ensure through our carefully planned curriculum that children want to come to Didsbury CE Free School. It will be a school that inspires and enthuses the children and fosters at all times a sense of *Belonging, Believing and Becoming*.

Once staff have been recruited to Didsbury CE Free School – using the Safer Recruitment procedures - all staff need to be fully aware of the school's safeguarding policy and procedures. This means that safeguarding training and procedures must be part of the induction process for all new staff and reviewed and revisited annually.

Didsbury CE Free School will have a child protection officer on the staff, known as the Designated Senior Person. Clear procedures will be included in the policy to ensure that either any disclosure from a child about anything that has happened either inside or outside of school or any staff member who has concerns about something they have witnessed, know exactly how to record such worries and who to report them to. Guidance on policy, procedure and staff training will be sought from the sibling Didsbury CE Primary School, whose procedures have been identified as outstanding:

**“Pastoral care is first rate and all Safeguarding requirements are met.”**

**Ofsted report : November 2008 Didsbury CE Primary School**

Having a stimulating, exciting curriculum is indeed crucial to enthuse children about their learning, but even more important than this is ensuring that relationships within the school are positive, that children trust the staff that work with them and feel able to talk openly about their concerns. The Church community and the school will offer support to children and their parents through:

- mentoring of younger children by older children;
- ☐ a parental support group based around a café where parents and carers can make friends and find support;
- ☐ a council of children and staff to monitor the school's values and culture;
- regular parenting classes run by staff at St James & Emmanuel Church;
- ☐ strong links with the local church so that 'belonging' is a culture throughout the week not just during school hours;
- a barrier free education.

#### **e) Children Joining and Leaving Our School**

If we are to fully live the ethos of 'Belonging' that we espouse in our vision, welcoming new children into our school will be a key part of our pastoral support

plan. We propose ensuring that all children are fully welcomed into our school community in the following ways:

- through liaison with Early Years providers or previous schools;
- arrangement of visits by children and their parents into our school;
- offering parental information leaflets and a school prospectus;
- home visits;
- a staggered start to their time in school;
- to offer two children and families workers from St James and Emmanuel Church who will work with children in transition and their families.

Equally, we want to ensure that children who leave our school do so, confident in the knowledge that the receiving school has the information it requires to make that transfer as seamless as possible. We will do this in the following ways:

- links between Year 5 & 6 children and their parents into prospective secondary schools;
- making Open Days and Transition Days in secondary schools accessible to children and parents;
- meetings between staff in Didsbury CE Free School and staff in receiving schools;
- timely and accurate exchange of pupil data and information;
- targeted visits regarding children with SEND.

#### **f) Children with English as an Additional Language**

In our school – in common with EAL policy nationally – the learners at Didsbury CE Free School will have equal access to the National Curriculum with no specific EAL curriculum. We will be ensuring excellent delivery of National Curriculum English to our EAL children, as this has been considered a good model for both first and additional language learning. Our policy of children learning EAL in the mainstream classroom through the National Curriculum allows them to experience social integration – hence encouraging their Belonging in our community - and equality of access to the curriculum. It is our experience in Manchester that young EAL learners make very rapid progress in accessing the curriculum through English.

Greater Manchester has a long history of working successfully with its diverse communities and many schools are experienced at working with these communities to meet their needs. Well focused support for both new arrivals and advanced bilingual learners enables children to fulfil their academic potential, and helps schools to raise their achievement levels significantly.

On the occasion of our school requiring additional help and guidance with EAL learners, Manchester has a number of identified EAL Hub schools. These schools are able to provide support to other schools. Experienced EAL specialists and

mainstream staff, who have developed good EAL practice in their own school, have agreed to receive visits or work alongside colleagues in other schools.

The identified schools are: Cheetham CE School, Temple Primary School and Burnage Media Arts College.

## **D2: Measuring pupil performance effectively and setting challenging targets for Pupil Achievement**

We have been able to set aspirational targets with sufficient confidence that they will be achieved – with the understanding that this will be challenging in the first two years of opening. We have based our targets for pupil performance on the current outcomes of the cohort of children at Didsbury CE Primary School. In order to inform ourselves, the children, their parents and other interested agencies that Didsbury CE Free School is successful, critical areas of achievement will be assessed. These areas will be:

1. Pupil academic attainment
2. Pupil attendance
3. Pupil behaviour
4. Quality of teaching
5. Pupil and parent satisfaction
6. Pupil participation

### **A. Targets set:**

#### **1. Academic :**

- at the end of EYFS, 90% of children at expected levels and 35% to be exceeding the EYFS goals
- at the end of KS 1 we would aim for a minimum 90% of children to be Level 2B+ in reading, writing and mathematics and 30% to be Level 3 in each.
- at the end of KS 2 we would aim for a minimum 90% of children to be Level 4+ in each of reading, writing, grammar and punctuation and mathematics. We would also aim for 40% Level 5+ in each subject and 10% Level 6.
- unless a child has cognitive reasons for lack of development, no child should fail to leave Didsbury CE Free School with SAT scores lower than Level 4 in all summative assessed areas.

#### **2. Attendance**

- We will be aiming for 96% attendance as a minimum.

#### **3. Behaviour**

- No permanent or fixed term exclusions.

#### **4. Quality of Teaching**

- 100% of observed lessons to be good and 50% to be outstanding.

#### **5. Pupil/parent satisfaction**

- 100% of returns are positive – but where there are any concerns, we will respond to 100% of these in a timely and transparent way.

#### **6. Pupil Participation**

- Every child in Key Stage 2 in the school and 50% of EYFS and Key Stage 1 to access the opportunity of participating in at least one extended day activity per year.

#### **B. This information will be used:**

- by teaching staff, as an end of key stage standard to ensure that all children are making good progress towards realising their academic potential;
- the headteacher and SMT to ensure that the academic standards and direction of the school are maintained and as a benchmark against other similar schools. Also to make sure that all vulnerable groups within school are making as much progress towards their targets as their peers;
- the governors of Didsbury CE Free School and an independent School Improvement Partner, to ensure that the leadership of the school is being held to account, that the school is offering best value and that the children are reaching their full potential;
- school to inform parents and prospective parents;
- by the Department for Education, Manchester LA and other agencies, to externally monitor the school's performance;
- staff to ensure that children are attending and accessing learning;
- the Principal to use information about the quality of teaching to inform curriculum and CPD planning, the staff appraisal process and to report to Governors, the SIP and Ofsted;
- Principal and staff to use the parent/pupil survey to inform discussion in school about any potential changes;
- Principal and staff to monitor pupil participation to inform developments in the enrichment curriculum.

#### **C Monitoring, Recording and Reporting of progress**

##### **1. Pupil Academic Achievement**

In order that these aspirational pupil achievement targets will be met, a comprehensive system of monitoring and reporting systems will be in place across all three key stages.

These will be reported annually in the summer term to parents, Members of the Trust, the SIP and for end of Key Stage Two outcomes, the LA and DfE.

The reports will use National curriculum levels based on teacher assessment. Other subjects will use the following codes:

W – Well beyond expectation - 2 sublevels or more beyond expected level

B – Beyond expectation – 1 sub level beyond expected level

E – Expected level for a child of that age

T – Towards expected level – 1 sublevel or more behind expected level

### **1.1 Early Years Foundation Stage**

- at the EYFS, pupil achievement data will be collected daily;
- information will be built up regarding each pupil so that an evidence-based picture emerges of each child in each profile area;
- at the end of Reception, the teacher, in conjunction with other adults, will assess each child against the profile points. Targets will then be set for the end of Key Stage 1.

### **1.2 Key Stage 1**

- at Key Stage 1 pupil achievement data will be collected weekly, sometimes daily e.g. for letters and sounds phonics information;
- the teacher and TA will collect information on reading, phonics, writing and maths in order to provide appropriately challenging work for each child;
- every November and March each teacher in Key Stage 1 will assess the progress children are making towards their end of year targets. They will report to their appraisal manager with this information.

### **1.3 Key Stage 2**

- at Key Stage 2 pupil achievement data will be collected half-termly, weekly and sometimes daily e.g. letters and sounds phonics information;
- the teacher and any associated TA will collect information on guided reading, maths spelling and writing;
- every November and March each teacher in Key Stage 2 will assess the progress children are making towards their end of year targets. They will report to their appraisal manager with this information.

## **2. Pupil Attendance**

- the school will record pupil attendance using the SIMS system. Children will be registered twice a day on an intranet system and this will allow for close monitoring of the attendance;

- attendance figures will be held on an intranet system and can be monitored by all staff;
- the attendance figures will be examined every week to ensure that any patterns of non-attendance that emerge are quickly dealt with. If a pattern of non-attendance emerges or if a child's attendance figures fall below 90% after the first half-term, then the situation will be swiftly dealt with according to the attendance policy;
- they will be reported half termly to the Governors, the SIP and DfE.

### **3. Behaviour**

- there will be a clear structured reporting system to make sure that whichever adult originally deals with an incident reports it to the correct level of authority;
- in the case of inappropriate behaviour of a serious nature such as bullying, racism or homophobia, the head teacher will record the incident, inform parents at a formal meeting where notes and points for action are recorded and monitor the situation closely until resolved. Reports of serious incidents will be reported to the Governing Body.

### **4. Quality of teaching**

- targets will be monitored after each round of lesson observations, in November and March, as part of the appraisal cycle;
- lesson observations will be completed by the Principal observing senior members of staff and members of the Senior Management Team observing allocated members of the teaching staff;
- all individual appraisal data will be restricted to the appraisee, the appraiser and the head teacher. The Principal will analyse and report outcomes against the targets at the end of the appraisal cycle to all the parties that received the targets at the commencement of the cycle.

### **5. Pupil/Parent Surveys**

- the survey results will be collected bi-annually. The children will complete an online survey that is differentiated for Key Stage One and Key Stage Two;
- results are collated by a commercial provider and will be analysed by the SMT and stored by the Principal before being reported to the Governing Body;
- the parental survey will be available to complete online and in manual form. The results will be collated by ourselves, analysed by the SMT and stored by the head teacher.

### **6. Pupil participation**

- a register of children who attend clubs will be taken and that information will be used by teachers, coaches, volunteers and SMT to monitor provision;
- reports will be made termly to SMT, Governors and in the school Newsletter.

#### **D. Interventions to ensure targets are met**

In the case of academic achievement targets being met, we will appropriately re-adjust the targets for that cohort upwards taking into account factors such as Fisher Family Trust predictions and the amount of mobility within the class.

If, however, the pupil achievement data shows that targets are not being met, then a variety of appropriate intervention strategies will be put into place. These strategies include:

- springboard maths support
- further and additional maths support
- supported writing groups
- enhanced and targeted TA support
- 1 to 1 support
- SEN school action support
- spelling groups
- reading groups
- friendship and social interaction groups

If the quality of teaching is deemed not to be maintaining the necessary high standard then early intervention will follow. According to the particular circumstances, interventions may take the form of:

- further observations of a teacher in a professional yet supportive environment
- an opportunity to observe an outstanding colleague
- a coaching/mentoring programme led by an outstanding colleague
- a CPD programme to develop an area of pedagogical need

The attendance figures will be examined every week to ensure that any patterns of non-attendance that emerge are quickly dealt with. The behaviour of each child will be the responsibility of all teaching and non-teaching staff. A collective responsibility approach to monitoring behaviour ensures that inappropriate behaviour is dealt with when it is observed. There will be a clear structured reporting system to make sure that whichever adult originally deals with an incident reports it to the correct level of authority.

With both the children' and the parents' survey, SMT will act upon any issues to ensure that successful areas develop even more and any potential issues are addressed . Where pupil participation is an issue analysis of attendance, pupil views and range of activities will be reviewed termly by SMT and suggestions made as to refreshing the enrichment offer.



### D3 Staffing Structure

**Table 1: Projected Pupil Numbers for Didsbury CE Free School**

	2015-16	2016-17	2017-18	2018-19
<b>Total Primary Phase pupils</b>	90	150	180	210

**Table 2: Projected Pupil Numbers by Year Group**

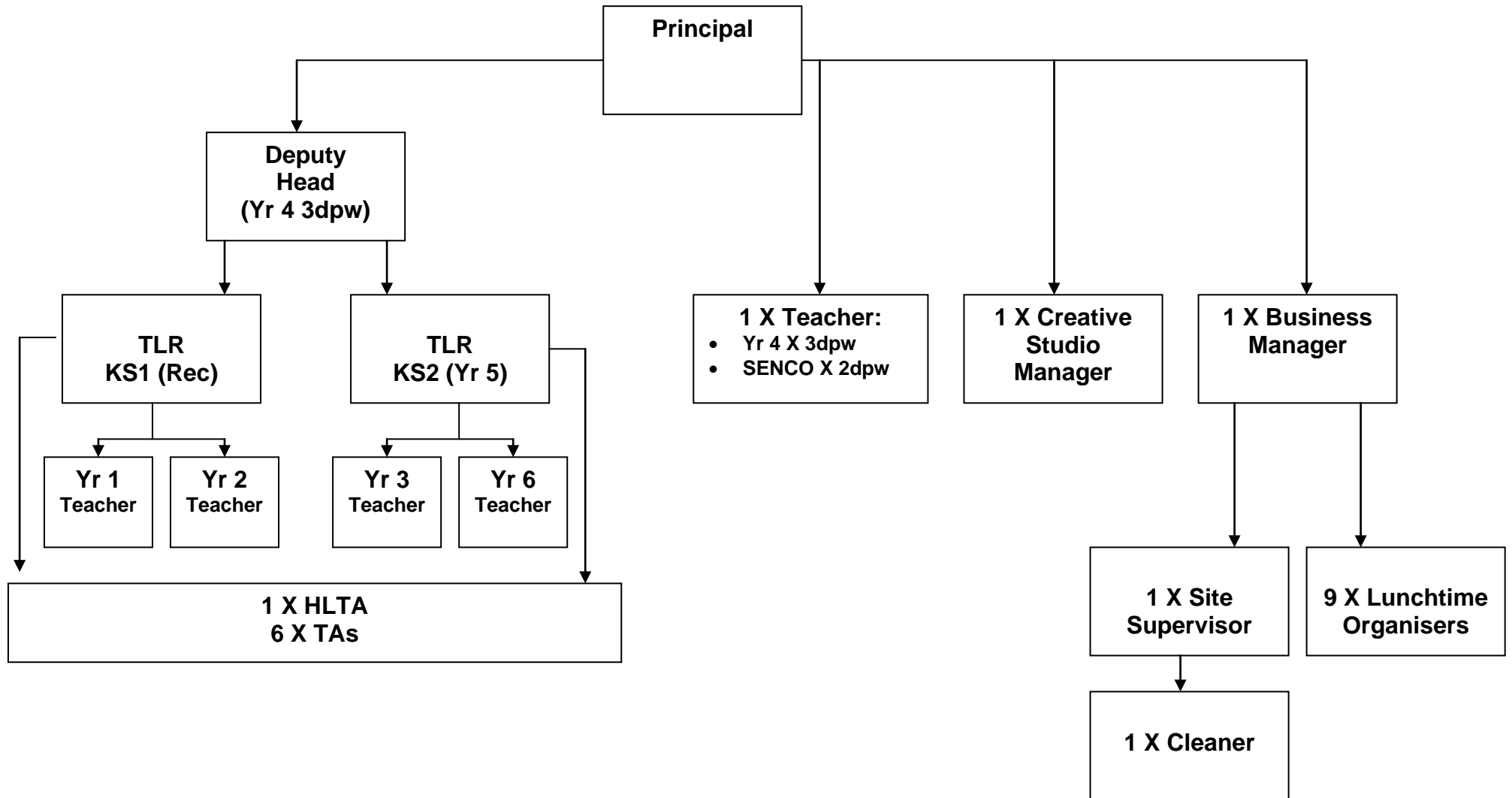
	2015-16	2016-17	2017-18	2018-19
<b>Reception</b>	30	30	30	30
<b>Year 1</b>	15	30	30	30
<b>Year 2</b>	15	30	30	30
<b>Year 3</b>	15	15	30	30
<b>Year 4</b>	15	15	30	30
<b>Year 5</b>		15	15	30
<b>Year 6</b>		15	15	30
<b>Total</b>	<b>90</b>	<b>150</b>	<b>180</b>	<b>210</b>

**Table 3: Staffing growth across 4 years**

} Mixed Age Group

	Individual FTE	2015-16	2016-17	2017-18	2018-19
		Total staff			
Principal	1.0	1.0	1.0	1.0	1.0
Deputy Head	1.0	1.0	1.0	1.0	1.0
Teacher Rec	1.0	1.0	1.0	1.0	1.0
Teacher Yr 1	1.0	1.0	1.0	1.0	1.0
Teacher Yr 2	1.0		1.0	1.0	1.0
Teacher Yr 3	1.0	DH	1.0	1.0	1.0
Teacher Yr 4	1.0			1.0	1.0
Teacher Yr 5	1.0		1.0	1.0	1.0
Teacher Yr 6	1.0		1.0	1.0	1.0
SENCO Teacher	0.4		1.0	1.0	1.0
Creative Studio Mana	1.0		0,5	1.0	1.0
HLTA	1.0	1.0	1.0	1.0	1.0
TAs	1.0	2.0	3.0	3.0	3.0
TAs	0.5		1.0	3.0	3.0
Lunchtime Organisers	0.2	4.0	7.0	9.0	9.0
Cleaning Staff	1.0	0.5	1.0	1.0	1.0
Site Supervisor	1.0	0,5	0.5	1.0	1.0
Business Manager	1.0	1.0	1.0	1.0	1.0

**Table 4: Staffing Structure when the school is at full capacity**



Our sibling school, Didsbury CE Primary School has been described as ‘Outstanding’ by Ofsted (2008) and this reflects the quality of the leadership and teaching in the school. In Didsbury CE Free School, we intend to maintain the highest quality of staffing – particularly teaching staff - while being cognisant of the financial viability of the school within the known financial parameters of the Free School. We have already constructed a financial profile for our proposed staffing and feel that we can remain within budget while delivering an outstanding organisation.

In addition to the importance of the recruitment of appropriately skilled teaching and support staff with the vision and aptitude to deliver our vision for a creative curriculum, we consider the following posts to be critical to our strategy:

### **Leadership**

High quality leadership is key to the progress of our school and we are unwilling to compromise on this. Parental trust in the leadership of the school will be fundamental to the popularity of the school and its viability is dependent on the level of demand for places. Excellent leadership, capable of delivering our vision and the outcomes of our curriculum plan, will be vital to the future of the school. Our approach to seeking the appointment of a Principal for Didsbury CE Free School is outlined in **Section F4**. It is anticipated that the Deputy Headteacher will be classroom based for a portion of the timetable (0.6) and will teach in the KS1/2 class during Year 1 of the opening of the school.

### **SENCO**

We place inclusion and ‘Belonging’ at the centre of our vision and the development of policy and excellent practice in the area of Special Educational Needs and Disability, is significantly important to our vision. We have suggested a pay scale for this post which is commensurate with our intention to attract a quality candidate to this post. The SENCO will be an appropriately qualified and experienced teacher

### **Business Manager**

This is a key post for us for the following reasons:

- there is a significant financial responsibility in managing any school, but as this school will be managed within a company limited by guarantee, financial reporting will be a significant feature. This post holder will be responsible for compiling financial reports for a range of audiences – ultimately including DfE – and we wish to establish a post of Business Manager rather than at an Administrator level.
- we will need to look creatively at how we can market our services outside of our own school. Our vision and curriculum plan includes the provision of a creative studio, with an innovative approach to use of a range of media and technology across the curriculum. We anticipate sharing this resource with the community, by seeking ways to market a successful product. A Business Manager will bring a level of expertise to this approach.
- the post holder will also have a significant management responsibility.

### **Creative Studio Manager**

The development of the creative studio is a key part of our vision for our curriculum. It is this innovative approach to learning and teaching which is going allow Didsbury CE Free School to make a distinctive offer to parents and their children in Didsbury. It will also attract industry partners in to the school – both in a voluntary role in support of the curriculum and as a resource for their use. Financial resources have been identified for start-up costs for this innovation. **(Section G)** The appointment of a suitably skilled and qualified manager into this role – possibly without teaching qualifications - could make this a significant feature of our school.

We recognise the financial pressures that this may bring to our staffing structure and are currently working with Didsbury CE Free School to consider a shared resource. We anticipate that community volunteers and partners from industry will also contribute to the delivery of this important and innovative aspect of our curriculum.

### **Enriched Curriculum**

We are seeking to appoint a member of the teaching staff and additional support staff on more flexible contracts to enable them to work outside of the school day, to manage and deliver another important aspect of our curriculum plan – the enriched curriculum. This will be facilitated through use of academy freedoms about delivery of a more flexible extended day - negotiated with staff and their union representatives.

### **HLTA**

The HLTA will be a suitably skilled and experienced practitioner, who is able to deliver some teaching cover e.g. of staff PPA time.

### **Teaching Assistants**

Teaching assistants will work as part of a classroom team alongside teaching staff. There will also be skilled and experienced SEN Teaching Assistants, who will specialise in working with children with additional needs.

## **D4 How we will meet the needs of all children within the curriculum plan**

The guiding principles which underpin our vision – *Belonging, Believing, Becoming* – infuse our curriculum plan. While the new school will be a key part of the family of 191 schools within the Manchester CE Diocese, it will embrace children and their families from all faiths and of no faith and from any heritage and background. As we say clearly in our vision statement, ‘*we believe that our inherent Christian foundations enable us to embrace diversity with confidence and openness.*’ **(Section C)**

Manchester is one of the most diverse cities in the world in terms of ethnicity and faith. According to research by Manchester University (2012), it is more diverse than London in terms of the heritage of its residents and in percentage ethnicity ranks alongside New York. 200 languages are spoken within the population of 500,000 residents. **(Table 1)**

**Table 1: Census 2011**

	White %	Mixed/ multiple ethnic groups %	Asian/ Asian British %	Black/ African/ Caribbean/ Black British %	Other ethnic group
<b>Manchester</b>	66.6	4.6	17.1	8.6	3.1
<b>North West</b>	90.2	1.6	6.2	1.4	0.6
<b>England</b>	85.4	2.3	7.8	3.5	1.0

**Tables 2 & 3** show that the sponsor school, Didsbury CE Primary School is a diverse school in terms of ethnicity. While approximately 86% of the children in Didsbury CE Primary School would say that they were 'Christian' in faith - as Councillors in Didsbury have outlined for us - this does not reflect the Census return in 2011 (**Table 4**) which reflects approximately 50% of families describing their faith as 'Christian'.

**Table 2: Didsbury CE Primary School – Ethnicity of pupils**

White British	Mixed Ethnicity	Asian	Black	Other	Total
167	16	23	9	17	232
72%	6.9%	9.9%	3.9%	7.3%	100%

**Table 3: Didsbury CE Primary School – Faith of pupils**

Christian	Muslim	No religion	Hindu	Other	Total
200	18	11	1	2	232
86.2%	7.8%	4.7%	0.4%	0.9%	100%

The community of Didsbury is less diverse than other parts of the City of Manchester, but still reflects the city's diversity. Didsbury East ranks 20<sup>th</sup> out of 32 political wards in Manchester in levels of ethnicity, with Didsbury West ranking 30<sup>th</sup>. Didsbury CE Primary School is a multi-ethnic, multi-faith school: (**Tables 2 & 3**) Schools in Manchester are skilled and experienced in making the curriculum accessible to children from a wide variety of backgrounds and our school will follow in this tradition – not in spite of its faith designation but because of it. Our vision emphasises the importance of building communities in which children and their parents have a strong sense of belonging.

In the 2011 Census, the returns showed that within the Parish boundaries of Didsbury and Withington the percentage of the populations from faiths and no faith are as follows (**Table 4**). Our Admissions Policy ([www.didsburyfreeschool.org](http://www.didsburyfreeschool.org)) reflects this dimension and we will fully conform to the Free School requirement of

50% of our places being open to children of other denominations, other faiths and of no faith – reflecting the demographic of Didsbury.

**Table 4: \* 2011 Census: Religion within Parish Boundaries in Didsbury and Withington**

(For the full census document see [www.didsburyfreeschool.org](http://www.didsburyfreeschool.org))

Parish	Christian Faith	Other Faiths	No Faith/no declared faith
<b>St James &amp; Emmanuel Didsbury</b>	49%	13%	38%
<b>Christ Church W Didsbury &amp; St Christopher, Withington</b>	47%	14%	39%
<b>St Paul Withington</b>	43%	12%	45%

The popularity of Didsbury CE Primary School and other existing faith-based schools in Didsbury, is predicated upon the school's focus on achieving educational excellence within a community with a values-driven ethos. Parents of children from all faiths and none opt for Christian faith schools in large numbers as they tell us that they can identify with their strong sense of values, an ethos of respect and – as we identified in our vision - our *'innate openness, tolerance and determination to work for the prosperity of the individual and community.'* **(Section C).**

So, how will we demonstrate in practice our determination to maintain a sense of belonging for all our children, while meeting our own exacting outcomes within the curriculum? We propose the following approach:

1. We have a draft Equal Opportunities Policy. The aim of this policy as agreed to date is to ensure that all children, regardless of race, origin, culture, gender, religion or ability enjoy equal access to the learning opportunities in our school. The intention is to create an environment free of prejudice and negative stereotyping. Didsbury CE Free School will ensure the appropriateness of curricular arrangements in meeting diverse needs both in curriculum design and pedagogy so that every student can succeed. We will ensure that curriculum resources reflect and celebrate diversity and adopt strategies so that no group is disadvantaged in accessing the complete range of curricular and extra-curricular experiences.
2. We will provide a Religious Education syllabus approved by the Diocese of Manchester and monitored through the Statutory Inspection of Anglican and Methodist Schools (SIAMS). This will form 5% of our overall core curriculum .

This syllabus is already designed to foster understanding and respect of other religions and cultures. **(Table 5)**

3. Our school's collective worship will be Christian in essence, with a variety of Worship themes for each day and with daily reflection and time for prayer. The themes will not, however, promulgate a proselytising agenda for the Church of England. It will be underpinned with the same 12 core values which have evolved from creative values-based projects explored at our sibling school, Didsbury CE Primary School. This work was undertaken by children, staff and governors and has become a natural and integral part of life within the school community of that school. We intend to adopt these values in Didsbury CE Free School in the first instance, while agreeing to examine, challenge and – if necessary – amend these at the end of each school year. These values are:

***Confidence, respect, patience, co-operation, honesty, encouragement, courage, kindness, perseverance, trust, acceptance and humour.***

4. Our collective worship will not be mandatory for children of other faiths or none. In reality, the vast majority of parents want their children to attend collective worship in faith schools – irrespective of the family's faith or heritage - but there will be arrangements made for children whose parents wish them to be removed. This can include alternative prayer arrangements being made.
5. Through our values-driven curriculum, we will work towards developing young people who are: equipped to face their future; able to belong to the community of Didsbury; very much a part of the diverse and exciting city of Manchester; comfortable with their own identity; excited about their potential; constructive in their relationships with others; and faithful in their attitude to the world.
6. Our curriculum will be broad-based. In Science we will address aspects of evolution – even though it is not a part of the National Curriculum. Our Humanities syllabus will reflect the world view with projects: 1 term on world faiths including Judaism, Hinduism and Islam, two terms on Christianity.
7. Our school meals will be provided by Manchester Fayre, who have received national awards for meeting the diverse culinary preferences for children of all faiths and ethnicity in Manchester. Any faith will be catered for and this provider will offer e.g. Halal, vegetarian and Kosher food.
8. The school uniform will be in simple colours of navy and green, with a school logo and badge which are child-centred and without overt religious connotations.
9. Our inclusivity policy promotes understanding, tolerance, respect and care for all. The behaviour policy and 'smiler' system will reward kind and considerate behaviour. All our staff will set a daily example through being accessible and approachable and ensuring that there is time to listen each day, which will ensure children feel safe and secure. Our buildings will be warm and welcoming.

10. Achievement will be celebrated in as many ways as possible, by creating an atmosphere that fosters self esteem through praise, recognition and reward systems.
11. By working in partnership with parents in a child-centred and curriculum-focused way, we will make all parents, carers and family members welcome into our school. At our Parent Teacher Association, all will be welcome and a range of activities will be offered. A range of faith-appropriate foods will always be on offer at these events. The Principal and Deputy Head will have an open door policy and will be in view on the playground each morning to answer parents' queries.
12. Our activities in the community of Didsbury will occasionally be faith-based, but not necessarily. We will market activities in the community through newsletters and invitations issued in class and assembly. In the existing sibling school, they ran a Charities Week, entitled 'Supporting across the world'. During this week, Muslim parents in the school ran the meeting that was held in the Church. We intend to offer a similar inclusive ethos in the Free School.



## Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Reception</b>	30	35		117%	30	26		87%
<b>Year 1</b>	15	15		100%	30	35		117%
<b>Year 2</b>	15	9		60%	30	15		50%
<b>Year 3</b>	15	6		40%	15	9		27%
<b>Year 4</b>	15	3	]	20%	15	6		47%
<b>Year 5</b>			]		15	3		20%
<b>Year 6</b>					15	1		7%
<b>Year 7</b>								
<b>Year 8</b>			]				]	
<b>Year 9</b>			]				]	
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>							]	
<b>Year 13</b>							]	
<b>Totals</b>	90	68		76%	150	95		63%



Mixed age classes

We already have parents of **22 children** expressing an interest to join Didsbury CE Free School in **2017** and **8 in 2018**.

## E1: Evidence of Need for Didsbury CE Free School

### The Context of Manchester

In common with many parts of the UK, Manchester has experienced an acute shortage of primary school places as the number on roll in Reception classes across the city has risen from 4,951 in 2006-7 to 6,468 in 2012-13. In the past year, since October 2012, there has been a 5.6% rise in Reception-age children in Manchester and this is set to rise further in 2014. This has placed Manchester's schools under more pressure regarding admissions than almost any other area in the UK.

Manchester experiences significant inward migration of families and receives a high number of new children into its schools – both at the start of the academic year and mid-year. On the current waiting list for schools in the Didsbury area are 16 new arrivals into Manchester for whom no place has yet been made available. In line with all schools and academies, Didsbury CE Free School will fully participate in the Local Authority's *In Year Fair Access Protocol*. This ensures that unplaced children, who live in the home authority, especially the most vulnerable, are offered a place at a suitable school in the home authority as quickly as possible. This includes admitting children above the published admission number to schools that are already full.

Information received from the primary schools in **Didsbury in June 2013** reveals that there are **224 pupils on the waiting list** for primary Schools in the Didsbury, Withington, Chorlton and Old Moat districts of Manchester (within the reach of our proposed Free School). The number of children on waiting lists is made up of: children whose parents have accepted an offer but want a place at a higher preference school; 38 children whose parents have yet to respond to an offer already made; children with no school offer.

The large number of children currently on waiting lists suggests very strongly that there will be significant turbulence between now and the beginning of term in September 2013, as parents change their children's choice of school. There will also be a significant number of parental appeals, which will add to the overall level of turbulence.

This situation is set to continue for the foreseeable future as birth rates in the city continue to rise, further inward migration to the city from EU areas is set to increase and the city continues to develop its extensive plans for housing development across identified communities.

Our Didsbury CE Free School Bid is a carefully considered response to such overwhelming demand. It is very much in line with Manchester City Council's Resolution to meet the huge rise in demand for school places across Manchester.

**“(this means) putting in place a proactive approach to encouraging Free School applications to support the requirement for additional school places in key areas of the city where the need is clearly proven.” Manchester**

**City Council Executive 19th December 2012**

**How does this impact on Didsbury?**

Didsbury's profile of demand for primary places mirrors that of the City. Parents of children seeking a place at the 3 central Didsbury schools (including our sibling school, Didsbury CE Primary School) are frequently disappointed not to get a place at these popular and successful schools and have to travel outside of the area to place their children in a school of a lesser preference to them. Of the three schools in central Didsbury, Didsbury CE Primary School is the most popular, with a score of 96.7% on the index (**Table 1**). All three of the central Didsbury schools are designated 'outstanding' by Ofsted (**Table 2**).

**“While I do not live in Didsbury and I do not have any children, as the local MP I am well aware of the heartache for many local parents that they have been unable to get a place for their children in the school of their choice. 180 odd applications for 30 places at Didsbury C of E, and waiting lists at all the local schools show the need for a new school in Didsbury. I am very happy to add my support.”**

**John Leech MP for Withington**

**Table 1: Rank of popularity of Central Didsbury Schools**

School	Rec NOR	Waiting list	Popularity Score	Rank
Didsbury CE Primary	30	29	96.7%	1
St Catherine's RC PS	60	45	75.0%	2
Beaver Road PS	90	67	74.4%	3

**Table 2: Ofsted Outcomes in schools in the M20, M21 areas**

School	Inspection Date	Outcome
Beaver Road	20.09.11	Outstanding
Didsbury CE	11.11.08	Outstanding
St Catherine's RC	08.01.09	Outstanding
Chorlton Park	25.11.09	Outstanding
Mauldeth Road	16.04.11	Outstanding
Ladybarn	04.07.11	Outstanding
Barlow Hall	20.11.12	Good
Cavendish	24.03.10	Good
St Cuthbert's RC	18.05.10	Good
St Paul's CE	01.05.13	Good
Old Moat	29.09.09	Good
Broad Oak	14.05.13	Satisfactory
St Ambrose RC	03.11.11	Satisfactory

**“As a leader in the public sector and local resident, there is significant demand for the excellent innovative proposal set out in the Didsbury Free School application which I fully support.”**

**Didsbury Resident in response to the community consultation 2013**

Didsbury is one of the key economic hubs of the City and Manchester depends on the inward migration of skilled professional workers from across the UK, the EU and the world into this popular suburb. **(Section C)** The City came under particular pressure from staff at the recently established Media City UK site in Salford, who wished to live in Didsbury, but found it very difficult to access a primary place of their choice for their children at any of the local schools. As Manchester has clearly set out in its vision, the future housing development and an increase in school capacity is a priority for the area of Didsbury. Currently, parents are forced to place their children in schools of a lower preference up to 4 miles away from their home in Didsbury. More frequently they are forced to choose to live in a similar residential suburb close to Didsbury but outside of the Manchester City area. If Manchester is to stem the drain of its young professional families, school capacity is very high on the agenda.

### **Why do we need this particular school?**

The existing Didsbury CE Primary School is sited in the centre of Didsbury within the Parish of St James and Emmanuel Churches. Every year it has to disappoint families by not being able to offer them a place at the school. Many of these families are worshipping members of St James and Emmanuel Church or other local churches, who then struggle to find a faith based education for their child. With a number on roll in each year group of only 30 children, many parents in the Didsbury area are denied a school of their choice. **(Table 3)**

**Table 3: Demand for places at Didsbury CE Primary School**

<b>School Year</b>	<b>Number of Applicants</b>	<b>Number of appeals registered</b>
2013-14	188	3 in year, Reception appeals still to be arranged
2012-13	140	16
2011-12	138	12
2010-11	161	10
2009-10	141	5

**“I fully support this proposal to extend the opportunity of excellent primary education provided by the sponsoring school to the growing number of applicants currently denied a place because of high demand.”**

**Didsbury Parent responding on our website**

### **Why can't we expand the existing school?**

The Local Authority has already taken steps to expand maintained schools in the area to mop up additional reception age entrants. Didsbury CE Primary School is a listed Victorian school building that can only accommodate a single form entry and there is no space for further development of the current site. We would prefer to establish a sibling Free School, Didsbury CE Free School to offer parents in Didsbury a meaningful choice. The Local Authority approached the school in 2011 to explore the possibility of adding another form of entry to the school's roll and if there had been room to expand, it would have been a two-form entry school by now. Our vision of Belonging, emphasises the importance of children's rootedness in the school community, but also in the wider community of Didsbury and for too many children, that vision is denied to them.

**“The creation of Didsbury CE Free School as a sister school to Didsbury CE Primary School is a creative way to provide for the additional places required to meet demand in the south Manchester area. Didsbury CE Primary School is a highly successful school, always near the top of the local and national performance indicators and an outstanding school in Ofsted terms. Building on this performance with a sister school offering a dynamic vision for the future but firmly established in the best traditions of previous success is a logical way to go in meeting parental expectation and demand.”**

**Didsbury Parent – response to Free School website 2013**

### **Are we suggesting that we establish a clone of Didsbury CE Primary School?**

While we share the common values of the CE Diocese of Manchester and the Parish Churches of St James and Emmanuel and there will be a shared faith based ethos and governance between our schools, Didsbury CE Free School will be quite a separate organisation. In the process of compiling our application and particularly in exploring our vision, values and curriculum, we have moved our thinking beyond what happens in the outstanding sponsor school and towards exploring what is needed of our children of the future in the new school. The CE Diocese of Manchester has been fully supportive of this application, as it recognises the overwhelming demand and popularity for a small school with a strong underpinning values system.

Our creative studio approach to exploring use of various media and technologies to expand the curriculum, has proved popular with our industry partners (**Section E2**) An already highly populated extended school programme at Didsbury CE Primary School will be further enhanced within our use of academy freedoms to facilitate an enriched curriculum outside of the school day. This will prove to be a very popular and attractive

curriculum offer to the parents and children of Didsbury and those seeking to re-locate to Didsbury in future.

Our website [www.didsburyfreeschool.org](http://www.didsburyfreeschool.org) has been accessed by over 200 parents and members of the public and the response to our proposal has been overwhelming. **(Section E2 )** We recognise that our faith based designation requires of us to make 50% of our pupil places available to children of other Christian denominations and faiths and to children with other faiths and no faith. The following map of expressed demand demonstrates that parents and the community of Didsbury overwhelmingly support a new faith based school:

**See our school's Admissions Policy on [www.didsburyfreeschool.org](http://www.didsburyfreeschool.org)**

Given the overwhelmingly positive demand for school places in the Didsbury area, the sponsor school and project team would give very serious consideration to any recommendation to develop **a two-form entry school**, were that to be deemed more appropriate.

## Section E: Evidence of need – part 2

### 1. Engagement with the Community of Didsbury

In establishing evidence of need for a new school in the Didsbury area, we developed a website and an outline communication plan (**see below**)

<b>Audience</b>	<b>Messages</b>	<b>Channel</b>	<b>Messenger(s)</b>
Diocesan Early Years (EY) Settings	Free School will offer an opportunity to access more places at a high quality faith based school.	Face to face meetings with providers and parents in Diocesan EY settings (with leaflet)	Team Rectors, St James and Emmanuel Church
Other external Early Years settings	Free School will offer an opportunity to access more places at a high quality school in Didsbury	Face to face meetings with providers and parents in external EY settings (with leaflet)	Headteacher and Deputy Headteacher of Didsbury CE Primary School
School Community	Information about potential Free School	School Newsletter	Headteacher, Didsbury CE Primary School
Congregations of 4 churches	Information about Free School	Congregational messages and leaflet	Team Rectors, St James and Emmanuel Church
MP and local Didsbury Councillors	Presentation of Free School vision and request for input	Letter, phone call and Lunchtime presentation on 16 July 2013	Members of the Project team
Wider Didsbury Community	Free School Vision	Website, leaflet and press release.	Members of the Project Team
Engagement with Industry partners	Free School vision Innovative curriculum	Questionnaire Leaflet	Members of the Project Team



## Content of the press release and leaflet

### A New Primary School for Didsbury

By Mr Matthew Whitehead

14<sup>th</sup> June 2013

In response to overwhelming demand for places at the 400 year old Didsbury Church of England Primary School, a new Free School consortium has gathered to establish a brand new one-form sister school called 'Didsbury Church of England Free School'.

Didsbury Church of England Primary School is the oldest state school in Manchester and is rated 'Outstanding' by Ofsted.

A boom in school-aged children in South Manchester has created enormous pressure on Didsbury's schooling. Headteacher, Mr Matthew Whitehead says: "I believe we have something special in this school and with four hundred years of community involvement feel that we have something that needs to be shared with more families in the community. We hope to open the new school in 2015 but the timetable is dependent on many factors."

"The new school will build on the outstanding practice at the existing school, but also aim to do something new. There will be a particular emphasis on the children's creativity and we're looking at placing a 'creative studio' at the heart of the new school, something that can be shared with other schools as well." (Mr Whitehead)

The establishment of a new Free School for Didsbury is being spearheaded by St James & Emmanuel church, The Diocese of Manchester, and Didsbury CE Primary School. The project is being managed by OneEducation.

Parents interested in sending their children to this new school, or members of the community keen to show their support, can register their interest at a new project website - [www.didsburyfreeschool.org](http://www.didsburyfreeschool.org) or contact the project group on [didsburyfreeschool@stjamesandemmanuel.org](mailto:didsburyfreeschool@stjamesandemmanuel.org)

Mr Matthew Whitehead

(0161) 445 7144

## Outcomes of Community Engagement

**Table 1: Responses to our website survey and visits to early years settings**

Area	Postcode of respondents	Total responses	% In support of Free School	Total Children who would be of primary school age in 2015 -2018	% of these children who would make Didsbury CE Free School a Choice of school	Total married couples without children who would make it 1st choice in future	Family of other faiths/no faith
<b>Didsbury</b>	M20, M21, M14	196	100%	99	95%	16	<b>64</b>
<b>Neighbouring Manchester Wards</b>	M16, M19, M22, M23	16	100%	9	100%	0	5
<b>Neighbouring Wards in Stockport</b>	SK3, SK4, SK8, SK9	17	100%	2	100%	0	2
<b>Central Manchester</b>	M1,M15, M43	3	100%	2	100%	1	1
Other		12	100%	5	100%	0	3
<b>Total</b>		<b>244</b>	<b>100%</b>	<b>117</b>	<b>99%</b>	<b>17</b>	<b>75</b>

## 2. Didsbury Residents and Partners in Business and Industry

We wanted to find out more about the type of skills our industry partners in the local community and in Manchester and residents who work in business and industry elsewhere, would like to see in school leavers and graduates entering their employ. We intend to use their feedback to inform our curriculum planning and were particularly interested in seeking their views about the part the creative studio may play in our children ‘becoming’ the sort of learners with the type of skills required in future employment – an important part of our vision.

We issued a questionnaire to a range of partners from local industry and other employers and the local community, including:

- [REDACTED] at The Christie Hospital, Didsbury;
- [REDACTED], Manchester Mental Health Trust and [REDACTED] at The University of Manchester;
- [REDACTED], Manchester Metropolitan University;
- [REDACTED] Work and Skills, Leeds University;
- [REDACTED], Regional Employment Judge;
- [REDACTED], AQA (Examinations Section);
- [REDACTED], Drama and Executive Producer [REDACTED];
- [REDACTED], The Christie NHS Foundation Trust;
- [REDACTED], The Christie Clinic LLP;
- [REDACTED] [REDACTED] [REDACTED] Princes Limited (a subsidiary of the Mitsubishi Corporation).

There is significant commonality between the qualities that our industry partners espoused i.e. those that they wished to see future employees and those values and outcomes that we propose within our vision for the school. **Our leaflets and responses to the community engagement and questionnaires can be found on our website: [www.didsburyfreeschool.org](http://www.didsburyfreeschool.org)**

## Section F: Capacity and capability

### F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
Matt Whitehead <b>(MW)</b>	Y  <b>Education</b>	Headteacher of Didsbury CE Primary School and Member of Project Team developing vision and curriculum plans	Leadership and management and as head of an outstanding school, an ability to work in future in an executive role;	Currently 2-3 days per week prior to application
██████████  ██████████	Y  <b>Education</b>	██████████ ██████████ Member of Project Team developing vision and curriculum plans	Areas of responsibility - Year 6, literacy, history, Gifted and Talented, collective worship and transition to secondary education	Currently 2-3 days per week prior to application
██████████ ██████████ ██████████ ██████████	Y  <b>Governance</b>	██████████ of the school's Parish Church – recognised the need for a Free School & shared the original vision for application	I have skills in change management, vision and strategy, communication, leadership. Experienced school governor	Currently 2-3 days per week prior to application

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
<p>██████████ ██████ ██████</p>	<p>Y  <b>Governance</b></p>	<p>████████████████████ ████████████████████ ████████████████████</p> <p>Member of Project Team developing vision and planning and Free School website</p>	<p>Works across Manchester Diocese with the senior staff and clergy to develop innovative programmes of community outreach and engagement.</p> <p>Skilled in change management and enthusing people with new ideas. A creative thinker with the ability to implement ideas.</p>	<p>Currently 2-3 days per week prior to application</p>
<p>██████ ██████████ ██████</p>	<p>Y  <b>Education</b></p>	<p>Associate education consultant and project lead for application phase</p>	<p>20 years' teaching experience with 9 at senior leadership level and 15 years as a senior manager in public service, across local authorities. Experienced school governor.</p>	<p>3 days per week currently in application phase</p>
<p>██████ ██████████ ██████</p> <p><b>OE: ONE</b> Education – the central service supporting the application</p>	<p>Y  <b>Finance</b></p>	<p>Financial due diligence and statutory company formation and ensure financial plans are robust and adhered to along with due process in accordance with EFA compliance</p>	<p>FCCA Qualified Chartered Accountant with many years experience in various education sectors including Further Education and Academies. Specialist in local authority outsourced company set-up and formation.</p>	<p>Will provide support to all phases as required</p>

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████ ██████	Y  <b>HR and Project Management</b>	Project Manager within the Project Team, managing the contribution of the shared service to the application and contributing HR advice.	Skilled and experienced HR officer with a local authority, who will continue to contribute to the recruitment and ongoing HR management of staffing in the Free School.	Will provide support to all phases as required
██████████ ██████	Y  <b>Project Management</b>	Member of project team which is developing the application. Supports co-ordination of the shared service supporting the bid.	Skilled and experienced project manager at local authority level, who will continue to offer support in future phases.	Will provide support to all phases as required
██████████ ██████	Y  <b>Website Development</b>	Member of the project team as part of the shared service supporting the proposals.  Has supported the development of the Free School website.	Skilled and experienced in developing information technology vision and systems in schools e.g. in BSF projects.	Will provide support to all phases as required

## F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
<p>While there is experience in the group of delivering HR policy and procedure, we may need access to more detailed advice in future on such issues as Performance Related Pay and possible changes in TP&amp;C for teaching staff</p>	<p>ONE Education is an educational organisation that is working in support of this application to develop a Free School. They provide educational support and professional advice within and outside of Manchester and will be able to offer advice and support with HR issues in future.</p> <p><a href="http://www.oneeducation.co.uk">www.oneeducation.co.uk</a></p>
<p>There are project team members who are fully acquainted with the development of governance arrangements in LA Maintained and Voluntary Aided Schools, but with less expertise and experience in the formation of academy trusts.</p>	<p>We have been able to seek advice and support with governance arrangements from a range of legal advisers with specific knowledge of academy trust arrangements.</p>

## F2: A Governance Structure

### Proposed Governance Arrangements for Didsbury CE Free School

#### 1. Options Considered

The project team considered three possible options for governance arrangements for the proposed Didsbury CE Free School:

- a) a Multi-academy Trust;
- b) a Single academy Trust;
- c) an Umbrella Trust.

During this process, we sought advice from the New Schools Network (NSN), an existing academy chain, lawyers working with Manchester CE Diocese and Slater Heelis, lawyers for ONE Education;

We used the following criteria to inform our decision:

- (i) what we feel is in the best interests of the children of the Free School;
- (ii) sponsorship of the proposed Free School;
- (iii) the relationship between the proposed Free School Trust and the existing Foundation Trust of Manchester CE Diocese;
- (iv) the number of Free Schools being proposed;

#### 2. The chosen option

Once we had considered all advice and the outline criteria, our choice of governance model was **(b) A Single Academy Trust**. This was chosen for the following reasons:

- (i) Only one Free School (Didsbury CE Free School) is planned, therefore it seems unnecessary to establish a multi-academy trust with more widely drawn articles of association. This will be a single charitable trust which can focus exclusively on making Didsbury CE Free School an outstanding school. We feel that this will be in the best interests of the children of Didsbury.
- (ii) The Schools Committee of the CE Diocese of Manchester has formally agreed to the proposal for an application to be made to the DfE to open a faith based Free School in the Didsbury area, in order to meet significant demand for primary school places. The Diocese will not, however, be acting as sponsor of the Free School. The sponsorship will come from the existing Didsbury CE Primary School. As such, the articles of association of the existing Foundation Trust of the Diocese will remain unchanged and

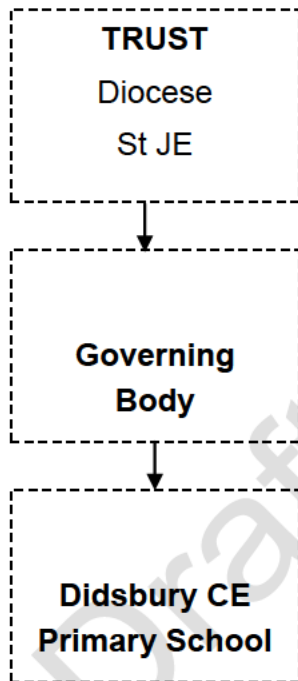


a separate trust will be established for the Didsbury CE Free School. An Umbrella Trust would therefore not be a preferred option in this case.

(iii) The sponsor mainstream primary school, Didsbury CE Primary School will influence rather than lead the new Free School, but there will be a continuing relationship between the existing school, the Manchester CE Diocese and Didsbury CE Free School. This will be effected through some commonality of personnel within the governance arrangements. In this way we can maximise existing expertise and the shared passion for the Free School's development.

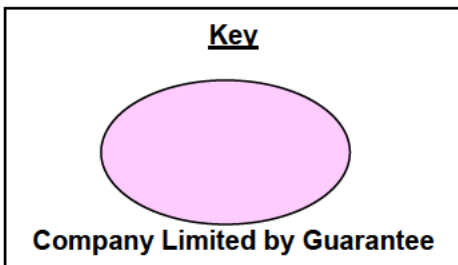
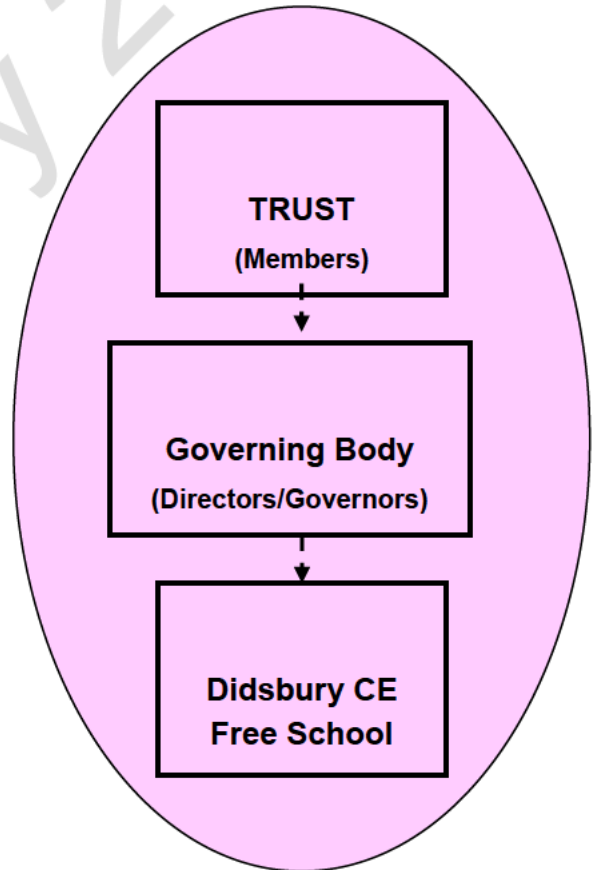
**3. Model of Proposed Governance Arrangements for Didsbury CE Free School**

**Existing Governance arrangements in the sponsor school**



Didsbury CE Primary School and Didsbury CE Free School will be separate schools, but it is anticipated that there may be some overlap in terms of membership of their Governing Bodies

**Proposed Governance arrangements in Didsbury CE Free School**



## 4. Lines of Accountability

### Company Limited by Guarantee

This will be established as the legal body of the new Free School which will sign a funding agreement with the Secretary of State once final approval has been given. There will be two groups of people with responsibilities in the CLG:

#### (i) The Trust

The Trust will be the corporate legal entity for the Company. It is a Charitable Trust and will contain **Members** who have ultimate control over the company and the appointment of **Directors/Governors**.

#### (ii) The Governing Body

The Governing Body will consist of the **Directors/Governors** and will have the responsibility for doing the business of the Company and ensuring that this work is reported to the Trust.

## 5. Roles and Responsibilities

### a) Trust (Members)

They will be responsible for:

- acting as the legally responsible body to the Secretary of State and the parents and children of Didsbury CE Free School;
- creating and making LIMITED decisions for, the company;
- overseeing the work of the school's Governing Body through receipt of regular reports from the Governing Body related not just to company business, but also the overarching strategic direction of Didsbury CE Free School;
- holding land in trust on behalf of the school;
- having ultimate control over the company;
- appointing and removing directors/governors;
- setting the AGM of the Company;
- amending the constitution of the company where necessary;
- receiving and signing off, the annual accounts of the company approved by the Directors/Governors;
- receiving notice of, attending and voting on any constitutional and legal items at all Members' meetings;
- employment of staff;
- acting as guarantors of the company (only liable to limit of £10).

While the Trust delegates day to day oversight of the school to the Governing Body, it would also have the powers to **intervene** in the work of the Governing Body of the school in the following instances e.g.:

- where there has been significant under-performance or a drop in performance by children in relation to established outcomes/targets of the Curriculum Plan;
- where there has been evidence of illegal or irregular practice e.g. in relation to school's finance;
- where there is a likelihood that – if the school were to be inspected – it would be placed into a category by Ofsted.

Intervention could include any of the following e.g.:

- replacement of poorly performing Directors/Governors – including the Chair of the Governing Body and appointment of new governors with the skills required to be effective and to bring change to the school;
- appointment of a new staff/leadership;

**b) Governing Body (Governors/Directors)**

They will sit on the school's Governing Body and are responsible for the day to day running of the Company. Their roles include:

- doing the actual work of the company on behalf of the Trust;
- providing company financial reports to the Trust when required;
- recruitment of staff;
- setting up a strategic framework for the school;
- setting its aims and objectives,
- setting policies and targets for achieving the school's objectives;
- reviewing progress and reviewing the strategic framework in the light of progress;
- acting as a "critical friend" to the Principal by providing advice and support;
- providing reports to the Trust;
- appointing the Clerk to the Governing Body;
- to establish any committees of the Governing Body and their terms of reference;
- to receive reports from any individual or committee to whom a decision has been delegated and to consider whether any further action by the Governing Body is necessary.

The Governing Body will agree on how it will delegate its responsibilities to consider the following areas:

Hearings, Appeals, Admissions, Pupil Discipline, Finance, Curriculum, Premises, Personnel, Performance Management.

They will also appoint **link governors/directors** to oversee the following areas:

Child Protection, SEN, Looked After Children, Gifted and Talented, Literacy, Numeracy, Target setting.

### **c) The Principal**

The Principal will be responsible for:

- the internal organisation, management and control of the school;
- advising on and implementing the Governing Body's strategic framework;
- formulating the aims and objectives, policies and targets for the Governing Body to consider adopting;
- reporting to the Governing Body on progress at least once every school year.

### **6. Governance meeting schedule**

Directors/Governors shall serve a term of 4 years, but can be re-elected/re-appointed after that time.

- the Trust will meet three times per year; one of these meetings will stand as the 'Annual General Meeting';
- the Governing Body will meet three times per year;
- the Governing Body will plan the meetings of its committees (where they may exist) once it has designed their function and reporting requirements.

### **7. Dealing with any conflict of interest**

There may be some shared governance arrangements e.g.

- there may be duplication of Members of the Trust and Directors/Governors of the Governing Body;
- there may be a very few Members/Governors who sit in governance of Didsbury CE Primary School and Didsbury CE Free School.

On occasions in which there may be a possible conflict of interest in decision-making, Members of the Trust and Governors/Directors must withdraw from the meeting during discussions of these issues.

At the start of every meeting of the Trust and the Governing Body, each representative will sign a declaration regarding pecuniary interest.

A Member of the Trust cannot also be an employee of the company, therefore if a Member is appointed as an employee they will resign their Membership.

## 8. Membership

TRUST	GOVERNING BODY
Member, CE Diocese of Manchester	Diocesan Board of Education Appointee
Chair of Governing Body	Ex-officio Foundation Governor
Company Member/Signatory	Foundation Governor appointed by Members
Company Member/Signatory	Foundation Governor appointed by Members
Company Member/Signatory	Foundation Governor appointed by Members
	Foundation Governor appointed by Members
	Foundation Governor appointed by Members
	Principal of Didsbury CE Free School
	Teaching Staff Governor (Elected)
	Non-teaching Staff Governor (Elected)
	Parent Governor (Elected)
	Parent Governor (Elected)

### Recruitment of Governors:

At this point in time and prior to agreement to establish Didsbury CE Free School, we have identified 4 governors – 3 signatories to the Company who will serve on the Trust (and may also sit on the Governing Body) and 1 other community representative who already has significant experience in governance. There has been no difficulty in seeking skilled governors for Didsbury CE Primary School and we propose the same method for Didsbury CE Free School i.e. having a clear recruitment process, seeking applications and asking the PCC to select suitable governors.

In the event of the current Headteacher of Didsbury CE Primary School being appointed to an Executive Headteacher role across both schools, he will cease to be a company signatory and the articles will be amended by the Trust to reflect this change.

### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role on Governing Body	Area(s) of expertise	Other relevant area(s) of expertise	Available Time (hours per week)
██████████ ██████████	Member of Trust	Governance	Experienced school governor; skilled in change management; visionary for the Free School application.	As required
██████████ ██████████	Member of Trust	Governance	Experienced in schools work; skilled in community outreach and engagement; visionary for the Free School application.	As required
██████████	Principal Designate	Education	Experienced Headteacher of an outstanding (sponsor) school; has made significant contribution to vision and planning for the Free School and will provide significant input on opening.	As required
██████████	Foundation Governor	Education, Finance, Governance	School Leadership; Strategic Management within a Local Authority, commissioning Children's Centres; managing a capital programme; producing articles of governance.	As required

### F3 (b) Skills gap for Governing Body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
<p>Identification of a Chair of Governors for Didsbury Free School Governing Body.</p>	<p>We have identified a possible candidate, but will await the outcome of the Free School application and the development of governance arrangements before initiating the process of appointment. The skills we will seek in a Chair of Governors are:</p> <p><b>Among the skills required to take on this significant educational and community leadership responsibility will be included:</b></p> <ul style="list-style-type: none"> <li>• leadership skills and an ability to work jointly with the Trust, Principal and staff in delivering the vision for the new school;</li> <li>• skills in strategic leadership and management, to ensure that the Governing Body conducts its business efficiently and in accordance with legal requirements;</li> <li>• a knowledge of current performance requirements of schools by DfE, Ofsted and the Local Authority and an ability to act as a 'critical professional friend' to the Principal, while being able to challenge underperformance where appropriate;</li> <li>• skills in change management;</li> <li>• ability to act as 'lead expert' in governance and the capacity to carry the legal responsibilities of the role of Chair;</li> <li>• strong motivation to participate fully in the life of the school, the Church and the community of Didsbury.</li> </ul>

## **F4: A credible plan for recruiting a high quality principal during pre-opening**

### **Recruitment of a Principal**

The CE Diocese of Manchester, the Benefice of St James and Emmanuel Churches and the Governing Body of the sponsor school, Didsbury CE Primary have not only supported this application to establish a Free School, but have provided significant resources to ensure its success. The Governing Body of Didsbury CE Primary School is keen to see the development of a sibling school with a similar Christian ethos, inclusive values and outstanding academic achievement to its existing organisation.

We are also clear about what kind of leader we would wish to recruit to the vital role of Principal. This is a key post and we are determined to recruit a Principal with an exemplary track record in terms of delivery of academic excellence, but also with the understanding of the vision and values that we have established for Didsbury CE Free School.

In our process of marketing and publicising the application for the Free School in Didsbury, we received feedback from a range of respondents, including parents of children currently at Didsbury CE Primary School, parents of potential children for the Free School, community leaders and members, industry partners and members of the Church. [www.didsburyfreeschool.org](http://www.didsburyfreeschool.org) There was a constant theme through the feedback – they wanted a school that would provide the same standard of academic excellence and strong value-system as that in Didsbury CE Primary School and one that could also build on those excellent foundations to provide an innovative curriculum. The respondents also praised in the highest terms, the current leadership of that school and there was strong endorsement of his skills by the parents of Didsbury.

The CV of the current Headteacher of Didsbury CE Primary School demonstrates his excellent record and confirms the reasons for such strong parental support. He has also been a very integral part of the project team that has developed the Free School application and has been a co-author of the vision and plan for the new school.

Our first option was to identify the current Headteacher of Didsbury CE Primary School as an Executive Headteacher (Principal) across both sibling schools. We wanted to do this, not because we want to see two identikit schools but because we know that he will meet all the requirements outlined in the job description for the Principal role in Didsbury CE Free School, while fully understanding its strong vision and innovative approach. It would also maintain a connection - rather than a tight cord – between the two distinctive schools. This approach would receive the strong support of the community. There have been other successful precedents within the Manchester CE Diocese of outstanding leaders managing in an executive role across two or more schools.

This option would also encourage parents of potential children to have complete faith in naming the Free School as their first choice. The school's strong vision and ethos will



make it popular. There is no suggestion that it would depend on ‘heroic’ or ‘charismatic’ leadership’, but it would give it the best possible chance for its popularity and success.

**“The existing Didsbury C of E school is one of the happiest and most effective schools I have ever been in.”**

**Didsbury Parent who worked in Didsbury CE Primary School**

However, we fully recognise that there must be a clear and transparent appointment process for a Principal at Didsbury CE Free School. In consultation with the Diocese of Manchester, the Governing Body of Didsbury CE Primary School and through the transparency of a project process, we have agreed a way forward which will meet the requirements as outlined above and would provide us with what we regard as the strongest possible start to the development of this school. The current Headteacher of Didsbury CE Primary School will be asked to become the acting Executive Headteacher (Principal) of both the sponsor and Free Schools for a fixed period of three years, at the end of the three years there will be a full recruitment process for a permanent Principal for Didsbury CE Free School. This will reduce the level of risk always present in advertising the post prior to the school being fully operational i.e. its difficulty in attracting a suitably qualified and experienced candidate both willing and able to take up the challenge.

A dependency for both schools is in ensuring the strength of the second tier of leadership in both schools. The current Deputy Headteacher in Didsbury CE Primary School is a very strong, experienced and well respected senior leader in the school. He has not only contributed significantly to the academic success of the existing school, but has also made a considerable contribution to the planning for the Free School. Where the Headteacher of Didsbury CE Primary School would be required in a leadership capacity of the Didsbury CE Free School, the continuity of leadership of the existing school is assured. We will also need to ensure that the same position exists within the Free School. Our staffing and financial planning makes this a viable and affordable proposition and we will make the appointment of a skilled and experienced Deputy Headteacher to Didsbury CE Free School a priority.

The following proposal has been presented to an extraordinary meeting of the Governing Body at Didsbury CE Primary School and agreed on 4 September 2013:

1. To seek the in-principle agreement of the Governing Body of Didsbury CE Primary School (on which the Manchester CE Diocese and the PCC is fully represented) to the appointment of their current Headteacher as Executive Headteacher (Principal) of Didsbury CE Free School, on a fixed term contract for 3 years. **(Agreed)**
2. Once the Trust of Didsbury CE Free School is established, to seek their endorsement of this option.

3. The Acting Executive Headteacher (to be referred to as 'Principal' in the remainder of the document ) to begin in role from February 2014.

At the end of the three-year period, the Trust and Governing Body may decide to recruit to the Executive role on a permanent basis. In either case, the following process will begin:

Process	Personnel	Timeline
1. Governing Body to appoint a panel to manage the process of recruitment and selection of an Executive Head/Principal.	Panel of at least 3 governors	From July 2016
2. The Governing Body will seek support in this process from the CE Diocese of Manchester and through an SLA with ONE Education.	<ul style="list-style-type: none"> <li>• HR</li> <li>• Legal services</li> </ul>	Begin July 2016
3. A Recruitment Pack to be developed, including the vision of the school, staffing chart, job description, person specification and timeline for recruitment.	Panel of at least 3 governors	Begin May 2016
4. Timelines for marketing, recruitment, interviewing and selection of the Executive Head/Principal to be identified.	Panel of at least 3 governors	Begin May 2016
5. Process 1-4 to be reported to the Trust of the Free School and once fully endorsed, the process of recruitment will start.	Governing Body & Trust of Didsbury CE Free School	Reporting completed by end May 2016
6. Appointment of the Executive Head/Principal of Didsbury CE Free School completed and ratified by governance.	Governing Body & Trust of Didsbury CE Free School	Completed by July 2016

### **Role Description for Principal of Didsbury CE Free School**

**Purpose of the role** (For these purposes, the role will be described as 'Principal')

To lead the vision of the Didsbury CE Free School with determination, focus and a capacity for innovation and transformation necessary to create a high attaining learning community based on Christian faith foundations and within the Free School context.

To inspire children, staff and parents to establish an outstanding learning environment and help transform the lives of the whole community.

To support the unique relationship between Didsbury CE Free School and its sibling school, Didsbury CE Primary School and help ensure that academic excellence is achieved within a strong Christian community.

To be responsible to the Governing Body of the school.

From appointment in 2014, the priorities for this role will be:

- to begin to develop a distinctive and sustainable educational ethos, curriculum and structure for the Free School, built upon the strong vision agreed at its inception;
- to develop a strategy for marketing the school within its community and for building a cohort of potential children;
- to appoint a senior leader (Deputy Head) who will work in support of the leadership and management of the school;
- to establish the objectives for the school including the foundations of its caring and inclusive Christian ethos, high standards of academic excellence and expectations of children;
- appoint staff to the school's complement in Year 1.

**The full job description for the Principal Role is on our website:**

[www.didsburyfreeschool.org](http://www.didsburyfreeschool.org)

## F5 Educational Track Record (Existing Providers)

### 1. Existing Provider (sponsor school):

Didsbury Cof E Primary School (DfE 105506)

### 2. Link to the school's latest Ofsted report:

<http://www.Ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/105506>

Current Ofsted Grade: Outstanding (2008)

### 3. a) Key Stage 2 attainment for past 3 years:

Percentage achieving Level 4 or above in both English and mathematics	2009	2010	2011	2012
<b>School</b>	96%	86%	96%	93%
<b>LA</b>	68%	69%	71%	78%
<b>England – all schools</b>	72%	73%	74%	79%

### b) Key Stage 2 attainment compared with other schools within a 1 mile radius of Didsbury Cof E Primary School (in order of distance)

Percentage achieving Level 4 or above in both English and mathematics	2009	2010	2011	2012
<b>Didsbury CE Primary School</b>	96%	86%	96%	93%
<b>Beaver Road Primary</b>	83%	83%	87%	93%
<b>St Catherine's RC Primary</b>	78%	91%	86%	87%
<b>Broad Oak</b>	82%	68%	82%	70%
<b>Cavendish</b>	82%	-	72%	79%

#### 4. \*Value Added Scores for the sponsor school.

	Contextual Value Added (CVA) scores			
	2009	2010	2011	2012
<b>Key Stage 1-2 Value Added Score</b>	101.0	N/A	102.1	100.9

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=105506>

The staff at the sponsor school - Didsbury CE Primary School - are vastly skilled, experienced and knowledgeable and the school's exemplary practice is frequently used as a model for other schools in Manchester and more widely.

Their staff are called upon to lead and co-ordinate Didsbury cluster events in the areas of Early Years Foundation Stage (EYFS), an integrated approach to teaching in Years 1 and 2, SEN and Gifted and Talented. They have an Advanced Skills Teacher (AST) in their EYFS team and have offered support to other schools around EYFS Moderation. Many practitioners have visited the school to observe its best practice.

The Headteacher of Didsbury CE Primary School is very well-respected by colleague Headteachers and leads the South District Headteachers group in Manchester.

All of this expertise will be made available to Didsbury CE Free School.

#### 5. School Improvement Support and School's Finance

The current School Improvement Partner supporting Didsbury CE Primary School is a skilled and experienced SIP. She was employed from 2005-2009 as a Senior School Improvement Primary Adviser and Lead Locality Adviser for Cheshire Education Authority. During her time as a headteacher, she was seconded as a Primary Strategy Consultant Leader and was appointed Lead Locality Adviser taking on responsibility for the SIPs /SIAs across the locality as well as direct responsibility for 15 schools. She has agreed to work as SIP with Didsbury CE Free School in future.

The sponsor school, Didsbury CE Primary School currently accesses its finance support from an experienced schools finance officer who provides finance support to other outstanding schools in the Didsbury area. Didsbury CE Free School will in future commission financial support. This may – subject to DfE procurement guidance issued in relation to Free Schools – be commissioned from ONE Education.

In the event of the application being approved, we would consider two options for seeking support for project management and start-up during the opening phase: firstly, to appoint the Business Manager to Didsbury CE Free School on a part time basis, a year early, or secondly, to commission project management support from an

organisation such as ONE Education. This organisation has an excellent track record in supporting schools across the UK and will also continue to support the Free School in future with finance, HR and Project Management support where required. **(Section F6)**

## 6. The Shared Service

The sponsor school, Didsbury CE Primary School, already commissions support for a range of support needs from ONE Education (Manchester). Didsbury CE Free School will not only access the input of the skilled and experienced staff of its sister school, but may also commission the shared service from ONE Education. The procurement of bought-in professional services at the Didsbury CE Primary School is currently governed, as a maintained school, by the Financial Regulations for Schools issued by Manchester City Council. Under these regulations maintained schools are obliged to seek value for money and are directed to seek competitive tenders in respect of goods and services to a value in excess of £2,000 although this does not prohibit seeking the appropriate price and quality for goods and services below this level. This policy of Value For Money is embedded within the maintained school and a similar process will be applied to the Free School to enable bought-in goods and services to be procured in a transparent manner with regard to quality and cost for the benefit of the children.

The current mainstream school has a good track record in achieving value for money and has been innovative. This can be evidenced by the current procurement of educational psychology where it has entered into collaborative purchasing contracts with other local schools where purchasing in bulk provides each school with a lower price per Educational Psychology day than purchasing as a single school. Again this can also be evidenced by entering into significant purchasing contracts with other local authority schools e.g. Energy contracts.

As a Free School the proposed Didsbury CE Free School will be bound by the DfE procurement guidance issued in relation to Free Schools and goods and services will be subject to a similar value for money exercise as to price and quality as stipulated under this Guidance. Additionally the close links between the two schools will enable some economies of scale to be achieved in service provision. Additionally, as a Free School, the school has access to Framework Contracts already in place by the Crescent Purchasing Consortium where a national range of non-LA educational establishments can seek quotations on a range of pre-agreed framework contracts from pre-vetted service providers.

One such bought-in service will be the Creative Studio Manager, whose skills are likely to be shared between both the sibling and Free School. The shared costs of the Principal will be a particularly good example of the collaboration envisaged and with the costs shared come the shared educational vision, experience and good practice.

**Section F6** highlights some services which will be bought-in or shared in line with the procurement guidelines mentioned above although at this stage the procurement

decision has not stage nor cannot be committed to in respect of service provision in 2015/16.

This will undoubtedly bring economies of scale in accessing support services across both schools in future.

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## F6 Shared services

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost (Annual) £
██████████	Education: School Improvement Partner	Former Headteacher and Management of Advisory Services in Cheshire. Will be the SIP for Didsbury CE Free School.	3 days per year	2,400
ONE Education	Education Finance – ██████████	One Education is the largest commercial provider of educational support service in Manchester.		4,000
	Education: HR			2,250
	Learning Support			1,000
	Outdoor Education			5,000
	Music Education			5,000
Catalyst Education	Educational Psychology	A consortia contract	9 days per year	5,000
TBA	Business Support Manager to be appointed early to project manage the start up process.	Project Management and business start up and management for the Free School – with support from ONE Education if required.	18 hours per week	20,000
<b>Total cost per annum</b>				<b>£44,650</b>



Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
<b>Didsbury CE Free School(shared service with Didsbury CE Primary School):</b>		
• Executive Principal	38,800	38,800
• Creative Studio	10,000	10,000
	<b>£48,800</b>	<b>£48,800</b>

#### 1. Financial Performance of Sponsor School (Didsbury CE Primary School) 2009/10-2012/13

Year of outturn	Total Revenue Income (£)	Total Revenue Expenditure (£)	Cumulative Balance (£)
2009-10	896,534	900,082	21,951
2010-11	950,268	917,513	47,045
2011-12	1,061,599	1,040,363.66	68,280
2012-13	1,035,233	1,040,062	63,451

## **2. School Internal Audit Report for Didsbury CE Primary School**

This was conducted in July 2009, with a report published for the local authority on 20 July 2009.

### **The audit Objectives were:**

To determine whether:

1. governance standards are met;
2. a sound process for financial management is in place;
3. regular budget monitoring takes place;
4. goods and services are purchased by authorised staff and best value for money is achieved;
5. income is properly recorded and accounted for;
6. there are effective controls around the administration of payroll.

### **The audit found the following areas of good practice:**

- all new governors received a Code of Conduct outlining standards of behaviour and conduct;
- governors completed competency self evaluation forms to assess the overall financial competencies of the Governing Body;
- a comprehensive School Development Plan included priorities, targets, the next three year's objectives and a review of the previous year;
- there was clear evidence of Head Teacher and governor involvement in budget planning;
- the recently revised budget monitoring reports provided governors with better quality information;
- purchasing controls were sufficient, including appropriate segregation of duties, approval of all purchases by authorised signatories and timely payment of suppliers;
- there is very little cash retained on the premises, with regular banking and a high percentage of receipts in the form of cheques.

**There were a few areas for improvement:**

- all key governance documents should be approved by the Governing Body annually;
- Governing Body terms of reference should be developed to identify their roles and responsibilities;
- cash flow analyses should be reviewed by the Governing Body.

**Outcome of Audit:**

The local authority auditors were of the view that they had **substantial confidence** in the way in which the school managed its financial affairs.

The school responded with clear plans to meet the areas for improvement by the September deadline.

**3. Scrutiny of Financial Process within Didsbury CE Free School**

The sponsor school has a sound approach to financial management and we will expect the same of Didsbury CE Free School. This will be based on clear policies, process, scrutiny and challenge by the Leadership and Governance within the school.

The Chair of Governors, in conjunction with the Head Teacher, will write detailed terms of reference for the Governing Body which describe:

- key roles and responsibilities, including annual budget approval;
- the establishment of the committees of the Governing Body, including their respective Chairs;
- delegated decision-making to sub-committees, groups and individuals;
- sub-committee terms of reference;
- membership and quorum requirements;
- the frequency of meetings.

The Principal will review and revise the school's vision and improvement planning to ensure that it includes quantified resource requirements against all objectives to demonstrate clear links between the budget and the Plan. The sponsor school, Trust and Governing Body of the Free School will ensure that there is in place:

**Effective leadership:**

- effective training and support for Governors;
- decision making supported by comprehensive and accurate information;
- clear, concise and timely recording of decisions;
- clear definition of roles and responsibilities;

- periodic review of key documents to ensure they remain appropriate for the School.

**Planning for the future:**

- clarity of vision and medium term objectives;
- formalisation of objectives in development plans;
- establishment of targets;
- management and monitoring of performance against targets;
- forward financial planning to deliver the School's objectives.

**Financial management:**

- compliance with procurement regulations, standing orders and Schools' Financial Regulations;
- clear definitions and limits to delegation;
- minimising the risks of financial loss;
- production of timely, accurate and relevant financial information;
- active and timely review of financial performance by staff and Governors;
- accountability for delivery to budgets;
- segregation of financial management duties;
- achievement of value for money.

**Other risk considerations:**

- safety of staff and children;
- protection of data and confidential information;
- safety and security of assets;
- compliance with laws and regulations;
- minimising the actual or perceived risks of fraud or corruption.

The following skills matrix outlines the skills of the sponsor school, project team, potential shared service and identified governors – including financial expertise

**4. Project Team Skills Matrix: Including skills of the Sponsor and the Trust Members**

1 = Limited/no knowledge/experience 2 = Good knowledge/experience 3 = Expert knowledge/experience

Competency	1	2	3
<b>1. Leadership</b>			
<b>1.1 Relationship management - internal</b>			
<b>1.2 Relationship management - external</b>			
<b>1.3 Leads by example and can effectively manage teams</b>			
<b>1.4 Sets and implements performance targets (SMART)</b>			
<b>1.5 Influences the thinking of others</b>			
<b>1.6 Produces clear concise and relevant management reports</b>			
<b>1.7 Accepts responsibility for decisions and actions</b>			
<b>1.8 Readily adapts to change</b>			
<b>1.9 Communicates openly and honestly</b>			
<b>1.10 Effective planning and time management skills</b>			
<b>1.11 Acts as a role model – demonstrates behaviours to support vision and values</b>			
<b>1.12 Uses national and local policy to influence educational vision and strategy</b>			

Competency	1	2	3
1.13 Understands and uses national and local messages from education resource such as DFE, tes to inform and support teaching			
1.14 Ability to report to a board, present and act as an accountable ambassador			
<b>2. Operational</b>			
2.1 Ensures business plans are achievable and integrated with organisational goals			
2.2 Ability to perform regular reviews of: activities, events, projects to ensure they contribute to organisational goals			
2.3 Understands and delivers within safeguarding standards, policy and procedures			
2.4 Effectively manages and monitors safeguarding within the organisation			
2.5 Communicates effectively using a variety of methods: which should include twitter, Facebook, Website			
2.6 Effectively manages stakeholder engagement and communication			
<b>3. HR and People</b>			
3.1 Creating and implementing staffing structures			
3.2 Effectively managing staffing structures			
3.3 Effectively adhere to HR policies and procedures			

Competency	1	2	3
3.5 Implement and influence pay and reward scheme			
3.6 Effectively measure overall staff performance using recognised appraisal procedures including 360 feedback			
3.7 Ability to effectively implement and manage staff development programmes linked to roles and responsibilities			
4. Performance Management			
4.1 Effectively prepare school to be Ofsted ready			
4.2 Accountable for overall performance linked to Ofsted requirements			
4.3 Effectively manage Ofsted inspection			
4.4 Uses industry knowledge to support and enhance performance			
4.5 Effectively manage competing business needs to deliver improved results			
4.6 Ensures role continues to add value to improved pupil outcomes			
4.7 Encourages feedback and uses it to inform planning processes and improved ways of working			
4.8 Uses market intelligence to influence and improve performance			
5. Finance			
5.1 Accountable and effectively manages and monitors budgets			

Competency	1	2	3
5.2 Influences organisational spend in line with organisational priorities			
5.3 Effectively measures added value against cost efficiency to ensure delivery against improved outcomes for pupils			
5.4 Proactively identifies funding sources			
5.5 Ability to apply funding to evidenced based intervention programmes that are outcome focused			
, OE5.6 Able to effectively manage contracts, including the ability to identify and recommend the type and conditions of contract to satisfy a procurement plan in line with organisational procedures and legal requirements			
5.7 Ability to effectively write and or contribute to tender process for potential funding, business opportunities etc			
6. Project Management			
6.1 Understanding of a recognised industry standard project planning and delivery methodology(PRINCE)			
6.2 Able to use PM tools and project office effectively to understand and communicate project position at all times			
6.3 Ability to deliver a business change programme that includes staffing structures and new ways of working			
6.4 Ability to consider options and influence a recommended approach			
6.5 Manage and lead a project team, identify key roles and responsibilities and utilise skill sets that add value to outcomes			
6.6 Ensures third party working partners are engaged and managed in accordance to organisational process			



Competency	1	2	3
6.7 Ability to manage and evaluate risk	[Redacted]		
6.8 Ability to identify and manage stakeholders. Influence, report and manage expectations			
6.9 Ensures governance is in place and effectively managed			
6.10 Forms working groups and manages work streams to effectively deliver the project			
6.11 Effectively closes down project to incorporate transition to business as usual			

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## 5. Shared Services

### Shared Services provided by the Diocese of Manchester

The Diocese (and its predecessor) has been a provider and foundation of schools for over 200 years. It offers significant support to all of its schools:

- it is an experienced sponsor and provider of academies;
- it has strong and secure governance featuring significant educational expertise, including the Headteacher of Didsbury CE Primary School, Manchester and the Chair of Governors of Trinity CE High School, Manchester, as members of its sub-committees;
- its schools out –perform all national indicators (KS4/KS2/Ofsted judgements) and only one of its 191 schools is in an Ofsted category. This is within in a Diocesan register which lies 42<sup>nd</sup> out of 44 in terms of socio-economic deprivation;
- its leadership has considerable experience in academy development as sponsor, advisor and government consultant.

The Diocese has offered its considerable expertise and support to this application.

### Potential Shared Service provided by ONE Education (OE)

ONE Education works with and for, over 559 schools, providing services across 16 specialist areas. They deliver a breadth and range of services, including specialist management services such as school development, HR and people, governance, finance, payroll and ICT. They also provide specialist pupil services: working at individual pupil and whole-school strategic levels in teaching and learning, behaviour, SEN, attendance, educational psychology, emotional and trauma support, literacy and Reading Recovery, ethnic minority achievement, careers education and guidance, outdoors and music.

It delivers on significant current commissions (up to £2 million) in five local authorities, and has successfully delivered 15 academy conversions.

**We believe passionately in the potential of schools to transform lives. We are keen to play a part by supporting school leaders to impact positively on the lives of children and young people**

### Financial Support

ONE Education currently supports a number of maintained schools, Free Schools and academies providing financial support and advice up to and including preparation of Financial Statements for External Audit. The support ranges from the application phase for Free Schools and academies to setting up financial systems and processes

for the establishment through to on-going support and advice on financial issues and ensure that the schools meet their statutory reporting duties and obligations.

Areas which are covered for example, are Companies House compliance, EFA reporting compliance, procurement rules, financial procedures, Budget preparation and monitoring, applications in capital bidding rounds etc.

## **HR Support**

### **Project Management**

The team has extensive programme and project management expertise from the experience of delivering a number of high profile service change and development programmes with a track record of delivering measurable results to budget within challenging timescales. This includes significant experience of the delivery and leadership of high-risk projects and complex transformational business change programmes in schools and local government. The team has highly developed stakeholder engagement and management skills gained through the management of senior management level relationships.

Expertise includes project planning and preparation, setting up of governance and reporting mechanisms, project budgeting, communications planning and delivery, risk and issue management and reporting.

### **HR and People**

ONE Education HR and People is an established Team of professionals which provides a unique approach to HR and People management in schools and academies. We deliver practical solutions to professional issues to free up time for senior leaders to concentrate on teaching and learning.

We provide all the back-office transactional services such as payroll and personnel administration, but also the specialist services which are highly complex in the education context. This includes:

- staff conduct;
- staff attendance management;
- investigations, hearings and employment tribunals;
- dispute resolution;
- staff restructuring;
- safeguarding and safer recruitment;
- leadership pay;
- workforce planning;
- mediation and conciliation;
- 24/7 critical incidents and emergency management support;

- parental issues;
- termly training and briefings on changes in legislation and topical issues;
- advice to Governing Body meetings.

Our support also offers unlimited access to an expert helpline and website which includes a library of policies. Each school/ academy has a dedicated relationship manager to discuss issues in complete confidence in addition to guaranteed advisory time.

We offer other specialist services support to schools with academy conversions. We ensure the transition to academy status is as smooth as possible through one contact who co-ordinates the services schools needs along every step of the way working in partnership with finance, legal, property and marketing. Specific areas include:

- Implementation and communication plan covering all stakeholders;
- support at consultation meetings with stakeholders including union and employee representatives;
- management of the TUPE process;
- staffing structure review where necessary;
- support with the legal process resulting in the funding agreement, commercial transfer agreement and gaining charitable status;
- due diligence reviews;
- finance;
- property and energy audits and asset management plans;
- creative ideas and solutions to represent the new academy.

## Section G: Budget planning and affordability

### G1 Accurate financial Plans

The financial plan has been compiled by the financial director from the current shared service, ONE Education. He has been part of the project team which has developed the vision and plans for Didsbury CE Free School and has been able to advise throughout about the viability and best value of the planning.

The demographic data and the feedback from respondents to our marketing campaign (**Section D&E**), all indicate a high level of confidence that this school will meet its anticipated target pupil numbers for 2015-18 – even before marketing begins in earnest. However, we are also realistic about the risk we are taking in the application. It is our vision and our passion that we will deliver an innovative and creative curriculum to the children in Didsbury CE Free School and that the school will – like its sibling sponsor school – reach outstanding status with Ofsted in future. We are mindful that this demands strong leadership and skilled and experienced staff to make this happen.

We have already taken decisions about leadership of the school – in terms of the offer to the existing Headteacher of Didsbury CE Primary School, of a fixed contract to act as Executive Head/Principal in the Free School for three years – which should strengthen leadership considerably in the first instance. Another advantage of this arrangement is the potential to improve the school's financial viability, through shared costs of leadership, in its most vulnerable period of change and growth over the first few years of opening. The establishment of a Deputy Headteacher post equivalent to that in the sponsor school, enables continuity in experienced leadership on both sites during the executive headship arrangements.

Unique to the school and critical to the curriculum offer – both core and enhanced - will be the Creative Studio Manager post which initially is costed as a bought-in service provision. Should pupil numbers fail to reach our anticipated levels, then this post will be reduced to 0.5 FTE in the first instance. In the future, however, we anticipate that the creative studio will be such a successful and consequently marketable curriculum resource within Didsbury CE Free School, that its philosophy and resource can be more widely shared – not just with its sponsor school – but with other Didsbury and Manchester schools. Currently, Didsbury CE Primary School is a focus for provision of a range of CPD activities in the area and the studio would be a valuable resource to offer out to local schools and organisations within the community.

Whilst the School is based within a high funded local authority area, the first option for location of Didsbury CE Free School (**section H**) is based in an area with a lower level of deprivation than the local authority norm. This means that the projected levels of Free School Meals, Looked After Children and SEN are far lower in the target area

under our preferred option for premises in **Option 1** than the authority average. If however, the Free School is located in the second option (Didsbury West), levels of funding for Free School Meals, Looked After Children and SEN are higher than in Didsbury Village. If **Option 2** is obtained as a site for the Didsbury CE Free School, this will lead to provision of a higher level of funding for the children in the Free School.

Staffing is largely based on a 30 pupil class size with a teacher and a teaching assistant and this follows throughout the Financial Plan to support the educational ethos and vision contained within the application. With a reduced pupil intake (up to 30% lower), we are confident that with shared resources between Didsbury CE Free School and its sponsor school, the curriculum plans outlined in **Section D1**, can still be delivered with reduced staffing within the Free School establishment. Additionally, Didsbury CE Free School's leadership and staffing will be supported by associated administration, premises and lunchtime organisers. If school rolls are not at capacity then these will be reduced commensurately.

Other than the above the school is funded and resourced accordingly in line with other Manchester schools and this has resulted in some red warning figures in the Financial Plan namely in terms of teaching assistant support which is in line with the funding levels of the local authority. Most of the expenditure lines have been estimated in line with the sponsor Primary School with known variations built-in. This means that costings are realistic and tried and tested within a school that has already reached Outstanding status.

### G3 Financial resilience to reductions in income

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top changes	Savings against original budget (£k)
Teaching Staff and Teaching Assistants	Reduction to under 150 pupils would enable savings to be made in two teachers and teaching assistants with mixed aged classes reducing FTE in the model by a minimum of 4 in 2018/19	140
Creative Studio Post	Loss of funding due to low numbers mean the Creative Media Bought-in Service would have reduced need for the school creating an income opportunity to rent the resource to other local schools	10
Educational Resources	Reduced pupils has a consequence of reduced capitation	25
Other Staff Costs	Again a reduced number of staff has a consequence of reduced 'other staff costs' and recruitment savings	20
Other Staffing	Reduced resources mean a reduction in admin, cleaning, caretaking and lunchtime cover at 1.5 FTE in 2018/19	30
Premises and Catering	Lower maintenance and catering costs	20
Professional Services and Other	Reduced bought in professional and curriculum service are pupil related or pupil based charges and will therefore be lower if school is below capacity	30
<b>TOTAL £1.106M to £831k at 70% sensitivity analysis = £275k loss</b>		<b>275</b>

**Contingency planning**

We have assessed the risks in our budget if our Free School does not attract the anticipated number of pupils. We feel that we are able to make all necessary adjustments (see above) and with the strong likelihood of shared leadership with the sponsor school, feel that we can meet the contingency as described.

Our priorities in modifying our plans would be as follows:

1. to work in the initial stages of opening with mixed age groups in Key Stage 1 & 2 which will enable us to match levels of staffing to numbers of pupils;
2. to reduce ancillary costs of administration, cleaning and lunchtime cover if required;
3. to employ a creative studio manager on 0.5 FTE in the first instance;
4. to use the HLTA efficiently in delivery of the curriculum;
5. to extend our use of non-teaching staff in support of the core and curriculum.

We don't feel that meeting these contingencies will compromise the quality of the curriculum we will provide or the anticipated outcomes for the children.



## Section H: Premises

We have taken several steps towards seeking suitable premises for Didsbury CE Free School, including:

1. making enquiries within the local community of Didsbury;
2. meeting with officers of the Local Authority – Neighbourhood Services, Education Services etc.;
3. meeting with local Councillors, who helpfully indicated that a school in Didsbury West would be particularly needed;
4. telephone conversations with the local MP.

We met with the Local Authority Regeneration officer prior to beginning the application process, with the purpose of seeking out possible premises for the Free School. He advised of two that are currently being made available (**Section H**) and we are aware of negotiations between vendors and agents regarding these sites. We have since taken advice from New Schools Network regarding further pursuit of lines of enquiry regarding premises. We agreed with them, that – while we could identify possible locations – any serious enquiries into likely premises may be counter-productive to any future negotiations by EFA following a successful application.

We have therefore withdrawn from any further discussions with the Local Authority and its agents and are awaiting the outcome of our application.

Developmental opportunities in the Didsbury area are going to present themselves in the next few years, as family housing is being built within the community to meet the City Council's strategy to encourage skilled workers into the area. We have already identified at least two locations which may be open to purchase, but as yet we have not sought any funding sources with which to do so – for the reasons outlined above.



Department  
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