

# **Free Schools in 2013 Application form**

**Mainstream and 16-19  
Free Schools**

## Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

**Section G** requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

**You need to submit all the information requested in order for your application to be assessed.**

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

[REDACTED]  
Department for Education  
[REDACTED]  
London [REDACTED]

**It is essential that the hard copies are identical to the version you email.**

**Section I** must be submitted in hard copy and sent by 'Recorded Signed For' post to:

[REDACTED]  
Department for Education  
[REDACTED]  
London [REDACTED]

#### **Data Protection**

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

# Application checklist

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

## Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Sleaford Lincolnshire [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group  <input type="checkbox"/> Teacher-led group  <input type="checkbox"/> Academy sponsor  <input type="checkbox"/> Independent school  <input checked="" type="checkbox"/> State maintained school    <input type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input checked="" type="checkbox"/> State maintained school  <input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input checked="" type="checkbox"/> State maintained school  <input type="checkbox"/> Other		
6.	If Other, please provide more details:		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		
Details of company limited by guarantee			
11.	Company name: Boston Free School Ltd		
12.	Company address: [REDACTED] Boston Lincs [REDACTED]		

13.	Company registration number: 7627601	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	
<b>Company members</b>  The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name:	
	5. Name:	
	6. Name:	
	7. Name:	
<b>Company directors</b>  The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.		

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] [REDACTED]
	2. Name:
	3. Name:
19.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]
<b>Related organisations</b>	
20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their name; <b>The Phoenix Federation comprising Park Primary School &amp; Gosberton Community Primary School.</b></li> <li>• <b>The Phoenix Federation Co-operative Learning Trust</b></li> <li>• their Companies House and/or Charity Commission number, if appropriate; and <b>The Phoenix Federation Co-operative Learning Trust - 7476377</b></li> <li>• the role that it is envisaged they will play in relation to the Free School. <b>The Free School will form part of the Learning Trust when it joins in a formal collaboration with the Phoenix Federation.</b></li> </ul>
22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).
<b>Existing providers</b>	
23.	Is your organisation an existing independent school wishing to become a Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	120501(Park URN) 120411(Gosberton URN)
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	Age 4 – 11 NOR Gosberton School: 113/140 Park School: 268/210 Note: we are currently “over offering” at Park School until official increase in PAN, September 2013
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:  10 <sup>th</sup> February 2011 – Park Primary School [REDACTED]  26 <sup>th</sup> September 2011 – Gosberton Primary School [REDACTED]	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:  [REDACTED]	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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





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

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

**Signed:** [REDACTED]

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

**Print name:** [REDACTED]

**Date:** 02-02-2012

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

## Section B: Outline of the school

1.	Proposed school name:	Boston Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	<input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</b>	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

## Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

**At Boston Free School we believe that there exists within each child an innate sense of creativity and exploration that must not be allowed to lie dormant. Rather, it is our job as the educators of today to nurture, develop and if necessary re-capture those innate gifts of childhood so often lost in today's society.**

Our aim is to create and facilitate a safe and supportive environment, underpinned by co-operative values, in which pupils can engage with these creative, enquiring forces. Teaching is a profession of privilege and with it comes a moral imperative for us, as the shapers of future generations, to encourage and enable all children towards the realization of their own unique talents, igniting within them with a joy of both living and learning and ultimately, helping them to see that all accomplishments start with a dream, and that all dreams are possible.

**“Children will build the castles in the air; we will put the foundations under them.” (Henry David Thoreau)**

The world we live in today is changing rapidly. Lifelong careers exist no longer and the muscle-economy upon which our nation was built is giving way to a knowledge-based economy demanding highly skilled, independent workers. National boundaries are diminishing, internationalism is here and international understanding is of critical importance in the workplace of tomorrow. Essentially, we are educating our children for jobs which do not yet exist and, as a result, we need to ensure that they have a rich curriculum with a strong emphasis upon creating independent thinkers and good communicators, and one which promotes at every level the core values of honesty, respect, morality, thoughtfulness and co-operation.

To this end our objective is to create a school, rich in cultural diversity, which is a 'mosaic of cultures'; in which children retain their own culture and identity and live in harmony with each other, that will succeed and be distinctive because:

- ✓ We are a learning focused school

*In our school the children aren't just busy; they will be busy learning: all conversations are centred on the development of learning. We will give children the skills to learn how to learn*

- ✓ We will dedicate more Instructional time to core subject development

*It is essential that our pupils master the 'basics' first especially in the light of our potential pupil demographic*

- ✓ We will implement Personalised Learning Plans for all as opposed to a 'one size fits all' experience

*Each individual will be set challenging targets, specific to them as an individual learner, and a curriculum tailored to meet their needs*

- ✓ We will utilise technology to enhance Instruction

*The society in which we live today is driven by technology, which pervades all aspects of life. The potential of this will be harnessed in order to maximise children's learning*

- ✓ We will offer creative and collaborative approaches to learning

*Children learn best when they are enthused and fully engaged, and when they have a 'voice' in what, and how, they are learning*

- ✓ We are an Internationally-minded school offering a truly world-class education fit for 21<sup>st</sup> century living

*National boundaries are diminishing and internationalism is here to stay. Our children need to think of themselves as global citizens and this will permeate all aspects of our school*

### **Mission Statement**

Our vision will navigate us to success by achieving the following six outcomes:

- ❖ Academic Success for all
- ❖ Internationally minded pupils
- ❖ A lifelong love of learning
- ❖ Well-rounded, responsible citizens
- ❖ Children who have high aspirations
- ❖ Children who are well prepared for the next phase of their learning journey

### **Why Boston needs another Primary School:**

- There is no school in central Boston. The nearest is Boston Park Primary which is popular and regularly oversubscribed.
- Existing schools are virtually full to capacity and many are oversubscribed. Provision from 2012, as evidenced in Section E1, is insufficient in this age range.

- Lincolnshire County Council currently transports by taxi or minibus 79 young children who are unable to secure a place, some as young as four years old with no English language, to schools on the edges of an already congested town and beyond - in some cases over 12 miles. This takes place at a considerable cost (£534 daily, totalling approximately £101,000 per academic year – Source: Lincolnshire County Council). Even these schools can only accommodate the additional numbers in far from satisfactory temporary accommodation.
- A detailed analysis of the population growth in Boston, taking into account live births, net inward migration, housing developments and their combined impact on existing primary school provision, indicates that the pressure on the education system, particularly the increasing difficulty in admissions to reception classes, will continue to rise (Source: Office for National Statistics). Full details are described in Section E1- Evidence of Demand.  
  
Our school will enable greater choice for parents and carers and enable families to walk to school, reducing travel costs and environmental impact and facilitating a healthier lifestyle.

#### **Our Community Needs This Free School because...**

- We have listened to the voice of our Community, (parents, local business, residents and community leaders), both the indigenous and the more recently arrived migrant population (cross reference D7). They want a school that reflects the cultural diversity of Boston; with high standards of both behaviour and academic achievement; where every child is known, treated and valued as an individual.
- Our preferred site is in the centre of Boston (cross reference location map section E1) Many of the schools to which the children are currently transported, due to lack of town centre provision, are on the outskirts of town. We strongly believe that this is not acceptable. The schools have little or no experience of dealing with pupils for whom English is an additional language, since the migrant population is largely concentrated in the centre of Boston. As a federation, we are often called upon to support such schools.

➤ In central Boston there is a significant community of migrant families, particularly from Poland and other areas of Eastern Europe. The Census 2010 shows a sharp rise in the percentage of births to non-UK mothers between 2001 and 2010. This rose 30.3% within Boston. The Lincolnshire Research Office, with information from the Office of National Statistics, states: 'This will have a direct impact on planning for future service delivery, in particular, education and health care.' It also states that although National Insurance number registrations have declined nationally (for those looking to work or claim benefits in the UK) numbers of NINO registrations in Boston have consistently risen over the last eight years and have peaked this year, with the largest number of registrations recorded (from 'International migration in Lincolnshire', December 2011). This research also states that 18 to 34 year olds are the largest group – making them of child bearing age. Park School has a proven track record of success (see appendix 1) with a similar pupil profile to that of the proposed school. The leaders of the proposed Free School also lead Park School and another very successful school (known collectively as the Phoenix Federation). Should the Free School application be accepted, it will formally collaborate with the Federation yet keep its uniqueness, thereby benefitting from the existing expertise. (cross reference Section F).

### **Why are we the people for the job?**

We are senior leaders and governors all associated with The Phoenix Federation. We have extensive experience in running and governing schools within Local Authority, Diocesan and Independent settings. Our experience has led us to firmly believe that with number comes strength. If a school stands alone and experiences difficulties, who is there to help it? Within a federation, everyone works for the good of all schools and all pupils. As a wise man once said: 'if one falls down, his friend can help him up.' (King Solomon). The Phoenix Governing Body has committed to expand the federation, due to the core belief that the sum of our organisation is greater than its parts. The Governors are committed to ensuring that the Free School will become a strong partner within the Federation at the earliest opportunity and there is great excitement about its potential.

We have proven experience in **creating a school for all abilities and needs**. Our potential demographic suggests high levels of pupils from identified 'vulnerable' groups. These will include, amongst others:

- **Pupils with English as an Additional Language (EAL):**

Our expertise in this area is widely recognised by the Local Authority, with Park School delivering both advice and INSET to other schools and Teacher Training Providers.

Moreover, we will have a unique staffing structure to include a Multi-Cultural Liaison Manager – a full time post, across the collaboration, dedicated to the issue of managing transition, assessment in home language, Teaching and Learning requirements and staff training.

- **Special Educational Needs**

Our SENCo team, led by an award winning SENCo, would oversee and directly inform practice at the Free School and has a proven record of success when it comes to facilitating and achieving excellent progress rates for such children.

- **Socio-economic deprivation**

Our proposed site is in an area of socio-economic deprivation and high mobility. We have a proven expertise in reducing barriers to learning associated with such locations. Should our bid be successful, we intend to have a dedicated pastoral department (across the collaboration) who will work with families with the sole aim of increasing the life chances of our pupils. **We firmly believe that we admit families, not just children.**

We recognise the importance of high quality pre-school experiences and recognise that life is not a level playing field. To this end, we aim to incorporate a pre-school on the site in order to provide rich experiences for our pre-schoolers. This will be independently funded and is not part of the Free School Proposal.

- **Behaviour**

We recognise the direct relationship between social and emotional well-being and academic attainment. We recognise that a location such as our proposed site can bring with it children with challenging behaviour. Our current expertise in this area is excellent. We operate a 'no excuses' approach to behaviour management because, in order that teachers are able to teach, behaviour needs to be exemplary.

**It is our fundamental belief that these pupils cannot help the circumstances into which they have been born and we will work tirelessly to ensure success for such pupils rather than passing the problem on to others.**

- **Our 'bright stars':**

**We truly believe that every child has a talent**, yet some pupils will show an outstanding ability or aptitude in a specific area. Our Head of School designate has proven expertise in this area and has undertaken university accredited training in the form of The Able, Gifted and Talented Co-ordinator Programme.



**...We have proven expertise in raising standards:**

Both of the schools in the Federation currently top the league tables in their local areas and exceed National Averages in attainment and progress. Fundamental to this is our 'no excuses' approach to attitudes, work and discipline.

**What success will look like and how will we know when we've achieved it?**

**Outcome 1: Academic Success for all:**

We will settle for nothing less than an exemplary school where world class education combines traditional and innovative learning strategies to maximise success for all pupils. We believe that every child, regardless of social class, faith, culture, ethnicity, ability, needs and language barriers can, with the right teaching and environment, achieve highly. Because of our pupil profile and after listening to our community, we will focus on a 'depth before breadth' curriculum in order to ensure that children master the fundamentals first, with an emphasis on Literacy, Numeracy, Information Technology and Science. Pupils need to be both literate and numerate in order to function effectively in society and to provide a foundation for access to the whole curriculum. Quality First Teaching (high quality, every day, personalised teaching leading to pupils learning something new in every single lesson) is the single most important factor in raising pupil achievement and there will be a strong emphasis on high quality recruitment, delivery and accountability.

*We will know we have achieved this when:*

- The Free School not only meets but exceeds National Averages for academic progress through using a 'keys to learning approach' (Currently 81% for English and 80% for mathematics at level 4 and above, and 29% and 35% respectively for attainment at level 5+ (see Educational Plan for outline of 'Keys to Learning')). This is particularly ambitious for pupils in the locality from which we will draw, as baseline on entry to Reception Class data shows that pupils are achieving significantly below national expectations. For example, in September 2009, Park School baseline data showed that pupils entering the Reception Class were performing at levels within the bottom 5% nationally.
- Pupils at Boston Free School will achieve greater progress based on attainment on entry to Reception to the end of Year 6 (Value Added) than other schools in the area. We aim to maintain a Value Added measure in excess of 101 points.

## **Outcome 2: To produce internationally minded pupils**

- Essentially we want to create a local school with a global outlook: a school which celebrates local heritage and encourages pupils to learn about their place in the wider world, beyond our school gates and beyond our shores. Our curriculum will incorporate knowledge and skills, foster global awareness through an outward looking perspective, and will provide an education that is tailored to the unique characteristics of our school community. Our thematic curriculum (International Primary Curriculum) incorporates International Learning Goals and within each theme covering ALL subjects, links will be made between the immediate locality, the wider locality (within the UK) and also across the world. For example, during the theme of 'Migration' children will look, in Geography, at local migration in the form of movement between towns and villages, school to school etc., through to international migration both present day such as after natural disaster, through PSHEE, and also in the past, through History, e.g. evacuation of the Jewish community during the world wars.

*We will know we have achieved this when:*

- Children can explain how their actions affect others, both locally, nationally and around the world.
- Children are respectful of other cultures and religions and this is evidenced through zero racist incidents and positive attitudinal surveys.
- The school is awarded the International Schools Award kite mark

## **Outcome 3: A love of Learning**

We want our pupils to be affectionate towards, and proud of, their school life and, as an adult, to look back fondly on their education. Ultimately, we want to add the 'skip-ability' factor into schooling.

Our school will be a learning focused establishment with every member of staff having a thorough knowledge of what good learning looks like and how to ensure it takes place. Children will be taught about the differing learning styles, how to identify their personal learning preferences and how to develop those least favoured. They will be taught how to make links between their learning and utilise the learning from one area in a different context. We call this "learning how to learn". We will select only the very best staff who themselves are passionate about education and whose enthusiasm will become infectious. We are a learning community, from the pupils in our classrooms, through to the parents and the wider community and staff. Every member of the school staff team will carry out action research in order to ensure highly effective, cutting edge practice.

*We will know we have achieved this when:*

- Attendance levels are above National Average. This is a particular challenge when children of ethnic minority origin tend to take extended holidays during term time, e.g. return in June to Poland for First Communion and stay for the summer.
- Attitudinal surveys indicate a love of school life.
- Behaviour is exemplary as the pupils are fully engaged and engrossed in learning.
- High academic standards.
- High level of community involvement.
- The school being used as a hub of adult learning. (Extended/Out of Hours provision)
- Publication of staff research

#### **Outcome 4: Well-rounded citizens**

Fundamentally, we aim to create pupils who will make a positive contribution to society. We shall promote, at all levels, co-operative and supportive relationships between pupils, staff, governors, parents and the wider community. Our curriculum will be innovative but not at the expense of traditional values and standards. Personal learning goals will feature heavily and will promote the core values outlined earlier, of honesty, respect, morality, thoughtfulness and co-operation. International research into active citizenship (making a positive contribution to society) has led us to establishing the concept of a 'community baccalaureate' which will be unique to our school setting and will be supported through strong business links. This will involve all children, from Key Stage 2, being required to undertake a minimum of 20 hours of work to benefit the wider community. This will instil within our pupils the knowledge that effort, determination, tenacity, perseverance and hard work lead to success, together with a commitment and sense of loyalty and belonging to their community. (See Educational Plan).

*We will know we have achieved this when:*

- School awarded UNICEF's Rights Respecting Award
- Behaviour is exemplary
- Every child graduates with their Community Baccalaureate
- Community surveys show a recognition of the positive contribution the school makes to the community

## **Outcome 5: High Aspirations**

The Founders of the Free School believe that the only limits in your life are those you impose yourself. (Aristotle) It is our moral duty, as outlined in our opening statement, to foster this belief in all our pupils. **High aspirations are born from high expectations.** Our high expectations of staff will ensure excellent role models for our pupils. No matter what a child's experiences outside the school gate, each and every individual will be equipped to reach for the stars. Research undertaken by Warwick University (Strand & Winston 'Educational Aspirations in Schools' 2008) concluded that '...aspirations of students in secondary schools were strongly influenced by earlier schooling and that...the early nurturing of positive attitudes to school is key to increasing participation in post compulsory education.'

*We will know we will have achieved this when:*

- All of our pupils reach their challenging targets set with above national percentages achieving 5+ GCSEs A\* to C grade including in English and Maths
- A high percentage (above national average, currently 80%) of our pupils will continue their education post 16
- All of our pupils enter the workforce, thereby contributing positively to the economy and society

## **Outcome 6: Children who are well prepared for the next phase of their learning journey**

We will provide a firm foundation for children's secondary school careers. Our 'depth not breadth' approach to the curriculum will be effective preparation for the English Baccalaureate, International Baccalaureate and other curriculum changes currently taking place in secondary schools. Our curriculum will facilitate children to be equipped with a wide range of skills which they can then apply to infinite situations both in future schooling and beyond. This is also important because of our children's high mobility levels. Partnerships with local secondary schools will not only enhance the curriculum we offer but ensure seamless transition.

*We will know we have achieved this when:*

- Children achieve high standards in the core subjects (see above)
- Children demonstrate the ability to apply skills from one area of learning to another
- Pupil and parental views indicate that children are looking forward to their transfer to secondary school.

***Boston Free School...The Founding Fathers of  
Educational Excellence in Boston***

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception		30	30	30	30	30	30	30
Year 1			30	30	30	30	30	30
Year 2				30	30	30	30	30
Year 3					30	30	30	30
Year 4						30	30	30
Year 5							30	30
Year 6								30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		30	60	90	120	150	180	210

## Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

**D1: Set out a viable curriculum plan with appropriate focus on core areas of learning.**

**“At Boston Free School we believe that there exists within each child an innate sense of creativity and exploration that must not be allowed to lie dormant. Rather, it is our job as the educators of today to nurture, develop and if necessary re-capture those innate gifts of childhood so often lost in today’s society.” - Boston Free School Vision.**

### **Curriculum and organisation of learning**

#### **Index:**

- Curriculum overview
- What is different about our curriculum?
- Laying the foundations
- The 'core' curriculum
- The broader curriculum
- Enrichment
- Keys to Learning – a personalised approach to ensuring success

As stated in our vision, our Free School seeks to achieve the following six outcomes for all pupils:

- ❖ Academic Success for all
- ❖ Internationally minded pupils
- ❖ A lifelong love of learning
- ❖ Well-rounded, responsible citizens
- ❖ Children who have high aspirations
- ❖ Children who are well prepared for the next phase of their learning journey

**We will settle for nothing less than an exemplary school where world class education combines traditional and innovative learning strategies to maximise success for all pupils.**

The following chart illustrates the four main aspects of our curriculum overview:

Laying the foundations



The Core Curriculum



The Broader Curriculum



Success



Enrichment



Keys to Learning

### **Laying the Foundations:**

-  **Early Years Foundation Stage provision**




### **The Core Curriculum**

-  **English**
-  **Mathematics**
-  **Science**
-  **Information Communication Technology**





### **The Broader Curriculum**

-  **History**
-  **Geography**
-  **Art**
-  **Design Technology**
-  **Music**
-  **Physical Education**
-  **Religious Education**
-  **Personal, Social, Health and Economic Education**
-  **Citizenship, including Internationalism & The Community Baccalaureate**
-  **Modern Foreign Language**

### **Enrichment**

-  **Extra-curricular activities**
-  **Enrichment days**
-  **Educational visits**

### **Keys to Learning**

-  **Setting (stage not age)**
-  **Personalised tuition plans (intervention)**
-  **Learning how to learn**
-  **Personal skills development**



## **What is different about our curriculum?**

- **We have a ‘depth before breadth’ approach**

(links to Outcome 1: academic success for all, Outcome 6: children who are well prepared for their next phase of learning )

- **Innovative approaches to facilitating learning**

(Links to Outcome 1: academic success for all, Outcome 3: a lifelong love of learning)

- **It is closely personalised with ‘keys to learning’ to help all children access the curriculum**

(links to Outcome 1: academic success for all, Outcome 5: children who have high aspirations, Outcome 6: children who are well prepared for their next stage of learning)

- **Strong international element**

(links to Outcome 2: internationally minded pupils)

- **A compulsory Community Baccalaureate**

(Links to outcome 4: well-rounded citizens)

## **Laying the Foundations:**

**“All I really need to know about how to live, and what to do and how to be, I learned in Kindergarten. Wisdom is not found at the top of the graduate mountain but there, in the sandpit in school”** [REDACTED]

At Boston Free School we recognise that in order to provide a level academic playing field for each child, one must act as early as possible. In the Foundation Stage, learning is child’s play and carefully structured, enjoyable, exploratory experiences are crucial to helping children’s development. Research shows that good quality Early Years education benefits children in the long term, especially the most disadvantaged. (Effective provision of pre-school education project. DfE, updated 2011). Within the Federation, we have a Lead Early Years practitioner whose services are drawn upon to support other schools in the locality and this expertise would clearly extend to the Free School.

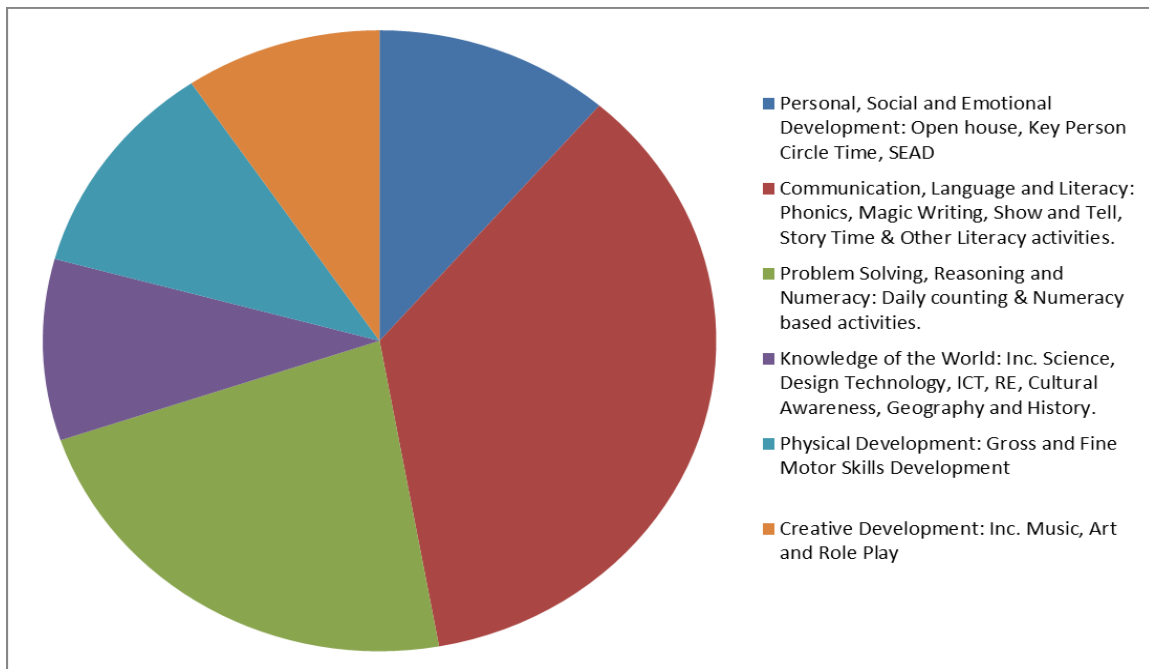
The Free School will follow the Early Years Foundation Stage (EYFS) statutory framework that sets the standards for the learning development and care of children from birth to five. There are six areas of learning within the EYFS:

- Personal, Social & Emotional Development (PSED)
- Creative Development (CD)
- Physical Development (PD)

- Language and Literacy Development (CLL)
- Mathematical Development (PSRN)
- Development of Knowledge and Understanding of the World (KUW)

**Curriculum Subject Time Allocation EYFS**

The following Pie Charts illustrate the percentage of curriculum time devoted to each strand of learning within the Early Years Foundation Stage (EYFS):



PSED	11%
CLL	36%
PSRN	24%
KUW	9%
Physical Development	11%
Creative Development	9%

Please note: Accepted best practice suggests that children will receive a balance of adult-led, adult-initiated and child-initiated learning.

Organising time in this way will create a clear framework for the organisation of learning to meet our learning goals.

A Sample EYFS Timetable:

	8:45 - 9.05	9:05 - 10.00	10.00 - 10.20	10.20 - 10.30	10.30 - 10.45	10.45 - 11.00	11.00 - 12:00	12:00 - 1:00	1.00 - 2:00	2:15 - 2:30	2:15 - 3:00	3:00 - 3:15
Mon.	Open House Self-registration / Parent / Child Activities	P.R.S.N.	CIRCLE TIME	Talk Time – Speaking and Listening Activities Dough Gym – Fine Motor Development	Assembly	Break	C.L.L. (RM phonics)	Lunch	TOPIC WORK Inc. All areas of learning	Break	TOPIC WORK Inc. All areas of Learning	Story time / Show and Tell
Tues.												
Wed.												
Thurs												
Fri.									Enrichment Afternoon			

Learning will take place in both the indoor and outdoor classroom, with free-flow between the two. Although the above timetable shows dedicated time slots for each area of learning, there will be continuous provision covering all strands.

As good practice dictates the curriculum will be thematic, will follow the children's interests and there will be a balance of teacher led, child initiated and adult initiated activities covering all six areas of learning. As with our core curriculum, outlined below, a high priority will be given to PSED as this underpins children's development in all other areas. This element covers the teaching of manners, social skills and the development of confidence and independence. We know from experience that the pupil demographic that we will serve traditionally performs poorly in this area. Likewise, there will be an increased emphasis on CLL, especially in Speaking and Listening as this is recognised within the Local Authority as a weak strand for the whole of Lincolnshire and, our experience tells us, particularly in Boston. As in our present Core Curriculum (International Primary Curriculum) there will be dedicated 'Wow Days' to set the scene for learning and to help promote children's knowledge and understanding of the world. As the teacher led element of the curriculum, Ruth Miskin phonics will be adopted in the Foundation Stage, 2 x 20 minute sessions daily, with a focus on children learning 'speed sounds' (the core sounds within the English language), and learning how to blend these in order to read and write. In PSRN we will use the 'Maths Make Sense' Programme (as detailed under Numeracy, below) as the teacher led element of the curriculum, to ensure that early mathematical concepts are learnt in a concrete and memorable way. Physical development opportunities will be constant, with activities structured to develop both fine and gross motor skills. The outdoor classroom will be given as much emphasis as the indoor one, with free-flow between the two at all times. Healthy living will be

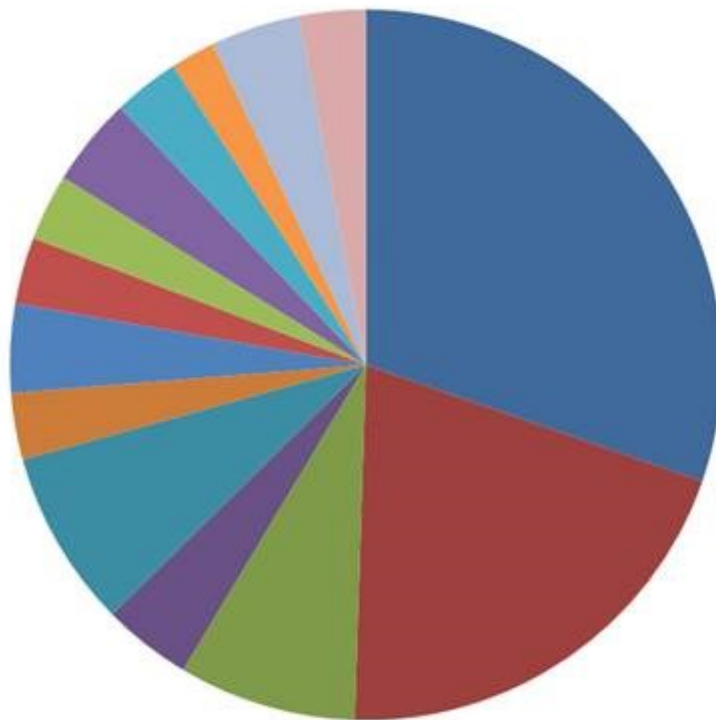
constantly promoted and the children will learn about keeping themselves healthy, making healthy choices, self-help and self-care. In line with our vision, threading all of the above together will be our desire to develop children's innate creativity and, as such, all tasks will be designed to support their inbuilt curiosity for exploration through play in a safe, supportive environment.

**The Core Curriculum:**

A 'depth not breadth' approach to learning will ensure that our children master the most important skills first. This is fundamentally important because of our potential pupil demographic, as it is only through mastery of these skills that children will gain access to the wider curriculum. We recognise that being both numerate and literate are essential to their future economic well-being and success throughout life.

Key Stage 1 & 2 percentage of time allocated to each subject:

English	30%
Mathematics	20%
Science	8%
ICT (pure ICT; this will be heavily supplemented with cross curricular ICT)	4%
PE	8%
DT	3%
History	4%
Geography	4%
Art & Design	3%
Music	3%
RE	4%
PSHEE	2.5%
Citizenship, including pure International Studies (in addition this will be heavily supplemented with cross curricular links to International Learning)	2.5%
MFL	4%



- English language
- Numeracy
- Science
- ICT\* However this will be heavily supplemented by c/c ICT
- Physical Education
- Design Technology
- History
- Art & Design
- Music
- R.E.
- P.H.S.E.E.
- Citizenship
- Geography
- MFL (French)

**A Sample timetable for Key Stage 1:**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:20	Registration and Core Skills Development Time Incorporating (On a rotational carousel): <ul style="list-style-type: none"> <li>• Daily Spelling</li> <li>• Guided Reading</li> <li>• Handwriting</li> <li>• Comprehension</li> <li>• Independent Reading</li> <li>• Mental Arithmetic</li> </ul>				
9:30 – 10:30	Literacy				
10:30 – 10:45	Assembly				
10:45 – 11:00	Break				
11:00 – 12:00	Numeracy				
12:00 – 1:00	Lunch				
1.00 – 2.00	1 hr x PE	I.P.C. Thematic Topic Work Inc. (Hist / Geog / Art / DT / Science / ICT / Internationalis m / Music / Citizenship)	I.P.C. Thematic Topic Work Inc. (Hist / Geog / Art / DT / Science / ICT / Internationali sm / Music / Citizenship)	I.P.C. Thematic Topic Work Inc. (Hist / Geog / Art / DT / Science / ICT / Internationalis m / Music / Citizenship)	1:00 – 1:15 15 mins x MFL
2.00 – 2.10	Break				
2:10 – 3:15	1 hr x RE	I.P.C. Continued	I.P.C. Continued	1 hr x PE	1:15 Enrichment Activities Commence.

**A sample KS2 Timetable:**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:20	Registration and Core Skills Development Time Incorporating (On a rotational carousel):				
	<ul style="list-style-type: none"> <li>• Daily Spelling</li> <li>• Guided Reading</li> <li>• Handwriting</li> <li>• Touch Typing</li> <li>• Comprehension (Accelerated Reader)</li> <li>• Independent Reading (Accelerated Reader)</li> <li>• Mental Arithmetic</li> </ul>				
9:30 – 10:30	Literacy				
10:30 – 10:45	Assembly				
10:45 – 11:00	Break				
11:00 – 12:00	Numeracy				
12:00 – 12:50	Lunch				
12:50 – 3:15	1 hr x PE 1 hr x RE 25 mins x MFL	I.P.C. Thematic Topic Work Inc. (Hist / Geog / Art / DT / Science / ICT / Internationalis m / Music / Citizenship)	I.P.C. Thematic Topic Work Inc. (Hist / Geog / Art / DT / Science / ICT / Internationalis m / Music / Citizenship)	I.P.C. Thematic Topic Work Inc. (Hist / Geog / Art / DT / Science / ICT / Internationalis m / Music / Citizenship) + 1hr x PE	12:50 – 1:15 25 mins x MFL  1:15 Enrichment Activities Commence

## English

**The most overt feature of our Free School will be the determination that all children will learn to read and be fully literate. This is because learning to read is a great 'leveller'. If they can read, all children can have access to an education whether or not they are deemed 'vulnerable'. Reading and Writing is about securing a voice for every child in the world of tomorrow.**

We know that a significant majority of our pupils will have English as an Additional Language. In addition, the population this area will serve has low numbers of adults who have accessed higher education (8.8% compared to 19.2% nationally). The number of children living in high social class households

is also low (10% compared to 20% nationally). These statistics are sourced from RAISE Online, based on latest census information (2001) and our experience suggests that the children born into these families are less exposed to high quality conversation and interaction (known as 'low talk families') before entering school. They too would benefit greatly from a 'depth not breadth' curriculum.

Literacy instruction will follow the National Curriculum objectives. We will use the Ruth Miskin, 'Read Write Inc.' Literacy programme within the Free School for children working below National Curriculum Level 2a. We currently use this programme within our federation and, as can be seen by our results, it has a significant impact upon attainment: 2011 league table results – appendix 2. The Ruth Miskin literacy programme provides pupils with a lively, structured, rigorous and proven approach to teaching literacy as a whole. The success of this programme is documented in the 'Reading by 6: How the best schools do it' HMI report, November 2010: "The diligent concentrated and systematic teaching of phonics is central to the success of all of the schools that achieve high reading standards in Key Stage 1. This requires high quality and expert teaching that follows a carefully planned and tightly structured approach to teaching phonic knowledge and skills, as in Ruth Miskin phonics." Unlike many models of literacy teaching, the Ruth Miskin programme adopts a 'stage, not age' approach to teaching. This means that all children are rigorously assessed, grouped according to their ability rather than age, and tracked by the in-school Read Write Inc. Manager (working across the collaboration) whose job it is to also quality assure the teaching of the programme. Within the programme, children read and write for an hour each day (2 x 20 mins sessions for Reception children) and the children do not struggle because the work is too difficult or get bored because the work is too easy. The inbuilt assessment systems ensure that any pupils requiring additional support, in order to maintain the high levels of progress expected, work with a reading tutor 1:1 each afternoon to ensure they do not fall behind their peers. It is a 'no escape' system. Collaborative learning and 'high talk' techniques ensure that children are active, as opposed to passive, learners. This method of learning will help enable success in line with the new Phonics check at the end of Year 1. Ruth Miskin was one of the key players in the development of the Phonics Screening Check.

Upon graduating from Read Write Inc. Phonics, the children will commence the Read Write Inc. comprehension and spelling programmes. Ruth Miskin comprehension consists of three main elements: talk for understanding; talk for reading and writing (which ensures the development of vocabulary and in-depth understanding of what is read – inference and deduction). Structured activities are designed to unlock their imagination and encourage them to build 'mind pictures' to use in their own writing. This is particularly important for some of our children, who lack the real life experiences upon which to draw. The children then develop written pieces using a variety of techniques which they then draft and re-draft to produce high quality finished pieces. The Read Write Inc. spelling programme is a comprehensive stand-alone spelling programme that is used for 10 minutes daily and fits perfectly with the phonic approach used in teaching 'Reading' lower in the school. We make no apologies for teaching the old fashioned 'rules of spelling' since it is an art form whose value should not be underestimated. Once children have confidently achieved National Curriculum Level 3, they will move on to the 'Comprehension Plus' programme. This further



develops 'reading for meaning' giving children enriched understanding and vocabulary, helping them to become critical thinkers and providing a broader range of writing opportunities. In tandem with this, we shall run the 'Accelerated' reading system (Renaissance Learning – the world's most widely used reading software). This system uses modern technology to keep a track of children's independent reading practice. It ensures that children are appropriately challenged in terms of the text they choose and assesses their ability through four on-line quizzes linked to each text read. These cover general reading practice, vocabulary understanding, general literacy skills (grammar) and comprehension checks. Children are awarded points, dependent upon their results, encouraging them to progress further and introducing a competitive element.

While our curriculum will cater for all children, we recognise the additional needs of English language learners. First generation EAL pupils are often overwhelmed when entering a new environment. They require particular attention, consideration and support during their early English language learning. We have a specific talent and expertise in this area (regularly drawn upon by the Local Authority) and a dedicated Multicultural Liaison Manager, working across the collaboration, will oversee this cohort. EAL pupils will be screened upon arrival in order that we have a clear picture of their abilities within their home language. This helps to identify pupils' underlying potential, which can remain hidden due to a lack of English language. This assessment system is unique to our current schools and was the result of international research through the League for the Exchange of Commonwealth Teachers. Newly arrived pupils will receive specific differentiated instruction from a TESL Teacher (Teaching English as a Second Language teacher).

### **Numeracy**

As with Literacy, our Mathematics curriculum will follow National Curriculum objectives. For many children Maths is 'abstract' and in a child's early developmental stages one must strive to make the language of maths 'concrete' and fully understandable to all. To this end we will adopt the 'Maths Makes Sense' programme which combines active, spoken and visual activities to teach core maths concepts. This helps to ensure that mathematical concepts are learned in memorable ways so that they are understood from the start and never forgotten. It is particularly pertinent to Special Educational Needs and EAL pupils, as it uses concrete objects to embed a picture of maths in children's minds. It also has a carefully designed approach to the teaching of mathematical language in order that there is no confusion over the concepts being taught. Similar to the approach of Ruth Miskin for Literacy, children's understanding is regularly assessed against a rigorous 'steps for assessment' criteria scale and children are taught in groups suited to their ability as opposed to their age.

Once children have grasped the core concepts of mathematics (National Curriculum Level 3 upwards), our school will adopt a two strand approach to the teaching of mathematics. Children will continue to receive a daily 'core skills' lesson (Maths Makes Sense); however, this will be supplemented with a teaching approach known as BANSHO. This is a Japanese approach to the teaching of

mathematics which focuses upon developing a child's ability to use and apply their mathematical thinking.

Our current two schools are the first schools in the country to adopt this system which was the result of an active research project in Canada, re-emphasising our commitment to adult learning. The system has been trialled within our current schools over the last 12 months and in this very short space of time has led to a dramatic increase in maths standards. During BANSHO sessions, pupils apply the skills they have learned during core maths sessions and see the real life purpose of maths. Children are presented with real life problems involving mathematics but are not shown how to solve them. Instead, the children work collaboratively to share their ideas and mathematical thinking in order to solve the problem set, in a way that makes sense to them. It allows them to build a deeper understanding of mathematical strategies and concepts by listening to, discussing and reflecting on each other's solutions.

Essentially, as opposed to being 'spoon fed', children have to think for themselves and, during this phase of the lesson, the teacher's role is to assess their level of mathematical understanding and identify mis-conceptions, to be addressed during the 'gallery walk' which forms the last phase of the session. The problems are specifically chosen in order that they are sufficiently 'rich' to enable children of all ability levels to access and further develop their learning and children are required to show a number of different ways of solving the problem as opposed to only one. In a sense, children are actively encouraged to struggle, since it is only through doing this that deep learning will take place. During the 'gallery walk', examples of children's solutions are displayed and shared and connections are made between the different levels of thinking, facilitated by the teacher. Partnership discussion is used to address mis-conceptions and identify future steps in learning. For further information see appendix 3: Capacity building series 'BANSHO' Ontario State Secretariat edition 17.

*We fully recognise our statutory obligations with regards to assessments at Key Stage 2 within Literacy, Numeracy and Science.*

### **Information Communication Technology**

**"....schools that prevent students from working with new technology as a first impulse rather than an occasional added extra are suffocating their learning."** [REDACTED], author 'Maximising the impact of ICT to transform learning in schools' SSAT

We recognise the vast potential of new technologies in schools. We are all too aware that digital literacy is a critical skill for 21<sup>st</sup> Century life. It is our desire to engage our learners through the use of technology that they personally understand. As outlined in 'The Importance of Technology', a collaborative White Paper for schools (NAACE), ICT 'should be given as much recognition as other core subjects within the English Baccalaureate.' As primary school educators, we need to ensure that our ICT provision will lay the foundations for this. To this end, we firmly believe that ICT should permeate throughout the curriculum and

that a school's ICT is only as good as the equipment it possesses and the expertise of its staff. We will place a high priority on the procurement of high quality hardware, software and staff training in order to ensure that the 'tools' of teaching ICT are in place. We recognise that it is necessary that some ICT skills need to be taught discretely. Nevertheless, the majority of ICT within our school will be used for a purpose. In English, for example, the use of the moving image and other modern media, such as podcasts, will be used to inspire writing. Kindle eReaders will sometimes be used for guided reading and as an incentive to engage pupils who would otherwise choose not to read for pleasure. In Mathematics, modern technologies such as the 'Wii' will be used to inspire and motivate whilst developing core mathematical skills. As part of our broader curriculum children will access the International Primary Curriculum's Learning Platform in order to enhance their educational experiences through making links with other IPC schools around the world studying similar topics. This platform will also enable staff to share resources and best practice with one another. All pupils within the Free School will learn to 'touch type', since word processing is more commonly used than writing by the adults of today.

## **Science**

The Head of School designate is a former Advanced Skills Teacher for Science and is particularly passionate about this subject. Science will be taught discretely, yet within the topics of the International Primary Curriculum (to be discussed further in the 'broader curriculum section') A high priority will be given to the development of Attainment Target 1 (practical science skills) as it is important that children experience such learning first hand. According to research by the Guardian Education Supplement (Friday, 9<sup>th</sup> December 2011) unemployment rates are at the highest they have been for 17 years yet in the fields of Science, ICT & technology there are many jobs available that simply cannot be filled due to the skills gaps, since those applying for these jobs simply do not have the skills required for these vacancies. The question is asked 'Why aren't our schools providing young people with the skills employers require?' At The Boston Free School, our emphasis on the core subjects, including science, will help to ensure that we produce children with the solid skills, knowledge and understanding in science on which to build.

The development of Scientific Knowledge, Skills and Understanding will be taught largely through the themes of the IPC. Although it is a 'thematic' curriculum, it is not a compartmentalised one, and full weeks focusing purely on Science teaching will enable in-depth opportunities for learning. In addition, three times a year, each milepost will have dedicated Science weeks which stand-alone from the IPC schemes. We do not believe in tenuous links within a thematic curriculum and acknowledge that some topics are best taught discretely. Strong links will be made to ICT wherever possible, e.g. through the use of data logging equipment/science simulations. The IPC learning platform will facilitate the potential for cross-country and cross-nations Science experiments. For example Key Stage 1 classes studying 'Day & Night' can link with a school in Australia in order that pupils can conduct experiments with regards to daylight.

## **The Broader Curriculum**

**The International Primary Curriculum (IPC) will form a cornerstone of our learning focused school yet the core subjects of English, Mathematics, ICT and Science will unashamedly permeate the entire curriculum.**

Our chosen 'broader' curriculum is the International Primary Curriculum. This curriculum is taught by over a thousand schools in over sixty five countries. With our predicted high levels of mobility, an international (as opposed to a national) curriculum will help to facilitate an easier transition between schools. The IPC is an internationally minded, thematic, cross curricular, skills based teaching structure, recognised by Ofsted as being: **'...a curriculum that captivates pupils' interests and engages them...it is highly relevant to pupils' learning and has a positive impact on learning and personal development.'**

**(Gosberton Primary School Ofsted Report, October 2011).** Other reports include, for example, a feature article in SEN Magazine, (issue 36) which states: "We have never come across anything which meets the needs of our children as powerfully as the IPC". (██████████, ██████████). Fieldwork Education, creators of the IPC, also state on their website that they are highly recommended by HMI, Ofsted, The University of Bath and The Campaign for Learning. We are also acutely aware that, in our rapidly changing world, the world of work is changing and we are preparing children for jobs which are as yet unknown. Jobs for life are no more and lifelong careers are giving way to a portfolio of commutable skills. Whilst recognising the rapidly changing world for which we need to prepare our children, there are 5 core values that transcend all change - honesty, respect, cooperation, thoughtfulness and morality. It is only through a synthesis of these values that we can prepare children in the best possible way for the world in which they will be living and working as adults.

The IPC covers all foundation subject areas with the exception of PE, RE & MFL (French) which will be taught discretely. The IPC covers all age groups from the Early Years to 12 years of age (allowing appropriate challenge for more able pupils and aiding transition to secondary school education). The IPC will largely be delivered to single age mixed ability groups. The learning goals within the IPC are fully cross-referenced to the National Curriculum ensuring all requirements are met or exceeded. There are 3 mileposts within our curriculum: Milepost 1, securing NC level 2; Milepost 2, securing NC level 3; Milepost 3, securing NC level 4. However, each milepost covers the NC level below and above it in order that children of all ability ranges have their needs catered for.

The IPC is not a traditional 'compartmentalised' curriculum. The themes chosen are highly relevant to the children of today, such as 'Mission Migration', 'Mission to Mars', 'Saving the Planet' to name but a few. Links made between subjects are robust, never tenuous. The thematic approach ensures that children see the links between learning in different areas yet the way in which they are organised, with discrete subject teaching within each theme, ensures that in-depth learning takes place within each area. We believe that children learn best when learning is both enjoyable and meaningful. A strong focus in our schools is for children to gain knowledge through first-hand experience. This is vital within our locality because of the diverse experience of the pupils; many have a wealth of experience having moved from abroad to England whereas others have no

experience outside of their immediate locality. In order to address this issue and to 'level' the playing field, our school will hold regular 'Wow Days' at the start of each curricular topic in order to allow our children to completely immerse themselves within their learning. We have successfully implemented these within our current 2 schools. One such example is that during a recent project on 'Migration', pupils undertook an emergency evacuation simulation and were taken to nearby woods where they had to learn to forage for food, build shelters, light fires with flints and cook their own survival meals. This then set the context for the next 8 weeks of learning which ranged from 'exploring animal migration' in Science, 'import and export of goods around the world' in Geography through to reporting on global disasters which resulted in emergency migration in Literacy.

Immediately following the entry point, a 'knowledge harvest' is undertaken with pupils in order to establish what they already know about the theme. As part of this, information is gathered about what the children want to find out. This results in collaborative decision-making about future learning, giving pupils a voice in what they learn.

Threaded throughout each unit of work is a set of personal goals explicit to IPC's approach to learning which encourage: enquiring minds, team spirit and co-operative, contemplative and confident learners who naturally think from a global perspective.

The subject goals cover the knowledge (the facts and information children might learn), the skills (those practical abilities children need) and the understanding (the deeper awareness of key concepts which develops over time). There are subject learning goals for science, information technology, design technology, history, geography, music, physical education, art and society. The units of work take into account the latest research into 'brain friendly learning' and cover a range of multiple intelligences as well as Visual, Auditory and Kinaesthetic learning in order to meet the needs of all learners. A comprehensive Assessment for Learning package is built into the IPC in order that children's skills development can be closely tracked and children fully understand their next steps in learning.

The White Paper 'The Importance of Teaching', stated that 'we will compare ourselves with the best in the world and encourage both looking to, and learning from other countries around the world.' As a forward thinking Free School we believe that International Mindedness is an attribute that is going to be central to the lives of tomorrow's adults. People who travel more, work away from their home country, work for organisations transcending cultural parameters, be a part of solving global issues, such as the environment, live in a world that is influenced significantly by events in other countries and live within increasingly diverse cultures. Nowhere is this more true than in Boston which has seen rapid changes. Until 6 years ago it was a predominantly white British community and, although the population of the town is now far more reflective of the true diversity of the modern world, many aspects of the education system in the area do not reflect global citizenship.

Within each unit of work in the IPC are International Learning Goals. These help

to celebrate both local heritage as well as global awareness. This will help us to create our local school with a global outlook.

A diagram



Our school will not be aligned with any religion but will strongly develop a culture of respect for people of all faiths and those who hold no specific belief. This will be part of our approach to supporting the intellectual, spiritual, moral, cultural, and emotional development of pupils. Religious Education will be taught according to the Lincolnshire Agreed RE syllabus. Our chosen Modern Foreign Language is French and this will be taught both discretely and also through other areas of the curriculum as appropriate opportunities arise. We have chosen French due to it being the dominant language on offer at Key Stages 3 & 4 in the schools that our pupils will progress to. We will follow the 'Val Sabin' scheme of work for Physical Education. This incorporates dance, gymnastics and games. We have chosen the scheme due to its comprehensive approach to skill development, extension and challenge which facilitates the successful inclusion of all children. During a recent survey, 98% of schools strongly agreed that the Val Sabin scheme supported them in the high quality delivery of physical education (source: Val Sabin website testimonials). In addition to this all pupils will receive twelve weeks swimming tuition per year.

Note: during the early stages of the establishment of the Free School, when

mixed age group teaching might be necessary, a two year rolling curricular plan will be used to ensure that children are experiencing new learning.

## **Enrichment**

### *Compulsory:*

In addition to our thematic units of work, we shall hold specific subject weeks, such as Arts and Science weeks. These will be interspersed throughout the year and will allow for in-depth learning where children of different phases can work collaboratively with subject specialist teachers or through partnerships with other organisations. (Outcome 1: Academic Success for All; Outcome 3: Develop a Lifelong Love of Learning). The IPC has subject specialist units of work which can be used as a basis. For example, during a recent Technology week linked to the theme of Mission to Mars (exploring the solar system) children of different age groups and abilities initially worked with a scientist from the mobile planetarium. They explored the movement of the earth in relation to the sun and following on from this one activity was to design and build their own sun dials. This facilitated cross curricular exploration. This included: instructional writing; measuring accurately with a variety of mathematical equipment and the formulation of algebraic calculations; product development with regards to what makes a good sun dial; the physical construction of a sun dial; art skills linked to the finished design and geographical compass skills to set and evaluate the sun dial.

Our pupil demographic suggests a great variety of life experiences, from those who have travelled to us from abroad, to those who have never left Boston. No-one should under-estimate the value of educational visits for young people. It is often the educational visits that one looks back on with fond memories as an adult, such as a child's first night away from home with the school. Despite the fact that our children will come predominantly from low-income families, we will strive to broaden their horizons and enrich their educational experience by using a creative approach, for example bringing the world to them through visiting experts such as the London Community Circus; going on camping trips to areas of outstanding natural beauty for Geography field study; developing partnerships with local agencies and associations whose social ethos fits with our own, such as The Lions' 'Big Day Out'. We will aim to have a strong Parents Teachers Friends Association (PTFA) in place in order to help subsidise such activities and will seek other opportunities to bid for funding elsewhere. We have made a recent successful bid to stage our own 'Olympics' at a local sports centre. (Outcome 1: Academic success for all; Outcome 3: Develop a Lifelong Love of Learning; Outcome 5: Develop pupils with high aspirations).

Our Friday afternoon enrichment activities will be run by specialists, for example sports coaches, music providers and local theatre groups and will provide children with opportunities to follow their own specific interests and talents. In some instances, children will be targeted for certain activities in order to maximise their potential – for example: children identified as having a particular ability or aptitude for music will be targeted for peripatetic tuition. *Enrichment activities will be compulsory from Year 2 onwards.* Children will be organised in 'interest' and 'friendship' groups for these activities and therefore they will be in

both mixed ability and mixed age groups. (Outcome 1: Academic Success for All; Outcome 3: To Develop a Lifelong Love of Learning; Outcome 5: To Develop Pupils with High Aspirations).

## **Keys to Learning**

Life is such that not every child will automatically realise success, for a variety of reasons. It is, therefore, our aim to unlock each and every child's potential through a five-fold approach known as our 'Keys to Learning'.

### **1. A 'stage not age' approach to teaching (setting)**

Classrooms are full of children with such diverse needs that even the most talented of teachers can struggle to meet the requirements of all. If children are grouped by academic stage, as opposed to academic age, the curriculum can be more appropriately tailored for their individual needs, thereby creating the best conditions for sustained academic progress. While most primary school classes in Upper Key Stage 2 have a vast ability range of 3 national curriculum levels between the highest and lowest achieving pupils, with our proposed approach every child receives a more closely tailored 'learning package'. This is especially pertinent for more able pupils who can often go unchallenged in standard class teaching arrangements. In Park School, two years ago, we moved to a 'stage not age' approach to teaching and this has led to significantly improved results. We recognise the need for pupils to be motivated and so 'sets' will always be flexible and regularly reviewed in view of progress made. In our experience, pupils become competitive and extend their efforts in order to progress to the next 'set'.

### **2. Personal tuition plans (PTP)**

Ensuring that children reach their full potential is a core part of our educational vision as we recognise **that raising standards changes lives**. Unlike traditional schools where only children with Special Educational Needs have personal tuition plans, it is our belief that every child deserves a personalised curriculum. Children's progress in academic subjects and personal development will be closely monitored through rigorous assessment procedures (Key to learning 5; also see section D4) and the information received from this will feed directly into their PTP. The plans will record the children's 'next steps' in learning and these will be drawn up by the staff team and shared with the children and their parents. Children identified as being in need of support in addition to that which they would normally receive (Quality First Class Teaching) will be programmed for additional support (intervention). A core element of our educational 'package' will be an optional Saturday school in order to support pupils who need an additional boost. Although these are optional, our experience has shown that they are well attended and separate provision is made for any child unable to access them. When it comes to small group intervention, this will be run by teachers as the school recognises, through its experience, that additional teacher time, as



opposed to that of support staff, has the most profound impact on learning. Other interventions, such as specialist language tuition, will also be programmed for relevant individuals. For example, as our demographic suggests the likelihood of admitting high numbers of EAL pupils, they need to be provided with opportunities to accelerate the development of their core English vocabulary and comprehension. Research has also shown that children maintaining their first language enjoy greater success in other languages. Since there is a direct correlation between a child's first language and success in other languages, it is essential that our children continue to learn and mature in their first language. First Language lessons will be provided as part of targeted extracurricular enrichment activities on Friday afternoons. In addition, an optional Supplementary School will run each Saturday and for 'clubs' we will draw upon the experience of our EAL community. In the case of pupils with Special Educational Needs at School Action stage or above, the PTPs will be replaced with Individual Education Plans, as required legally.

### **3. Learning how to learn**

Learning to learn is a process of discovery about learning. As with any school, learning is our core purpose. At Boston Free School we have a deeply rooted belief that above everything else comes a commitment to make learning for our pupils 'world class'. At each milepost, although predominantly in the upper school, children will be taught about the process of learning itself. These units will offer pupils an awareness of: how they prefer to learn and their learning strengths, how they can motivate themselves and have the self-confidence to succeed, factors that impact upon learning such as the importance of water & sleep, specific strategies they can use to improve their memories or make sense of complex information and the habits they should develop such as reflecting on their own learning to improve next time. At the Free School our pupils will not be 'spoon fed'. We need to provide them with the tools to gather knowledge and assimilate their learning. ICT plays an integral part in this as it gives them access to an infinite source of information from which they can build knowledge for themselves.

### **4. Personal Skills Development**

In line with our desire to create well rounded citizens, threaded throughout all activities will be Personal Learning Goals. These will revolve around our core values of honesty, respect, morality, thoughtfulness and co-operation. The IPC facilitates this as each unit of work clearly specifies which personal learning goals are developed within it. The Assessment for Learning toolkit, which runs parallel to the IPC, keeps a track of children's development towards these. It is a reality that many children have to be taught the fundamental social skills many of us take for granted. For instance how to share, take turns, treat others with respect, be kind. Personal skills are recognised as one of the core building blocks of success in further life. We will take every step possible to help the

pupils to interact effectively and develop positive attitudes to both themselves and others. In today's society this is ever more important and children need positive feedback and appropriate behaviour modelled, as the development of personal skills does not happen in isolation. It is through the development of personal skills that a child feels valued, special and given a sense of self-worth. Helping children develop personally, socially and emotionally is never easy, but the benefits are lifelong.

#### **5. Assessment for Learning (AfL)**

This is a powerful tool in ensuring that children are aware not only of what they are expected to learn, but also what they have to do in order to achieve the next steps in learning. It is a constant cycle. In our school AfL impacts directly upon the quality of teaching and learning. If pupils are to reach the targets set for them they need to understand not only what they are learning, but also why they are learning it. 'WAGOLLing' will play a key role in our school. WAGOLLing is essentially sharing with the pupils 'What A Good One Looks Like' and de-constructing it in order to identify success criteria, i.e. small steps that, if followed, will enable them to realise success and move to the next level of learning. Pupils are routinely asked to discuss their learning and use it to advance their thinking. They will become increasingly able to identify their own next steps in learning and the success criteria required to meet these. This enables the teacher and pupils to work collaboratively to develop the lesson together in response to learning needs. A key feature of AfL-dominant classrooms is the high level of pupil-talk, as opposed to teacher-talk. High quality feedback both written & verbal is another core element for AfL as pupils need to be aware of when they have achieved success and how to develop their skills further.

**D2: provide a coherent and feasible school timetable and calendar.**

## Proposals for length of school year, term and day Index:

- Length of school year, including school terms
- Length of school day
- Organisation of pupils into classes
- Pastoral Care
- Out of hours provision
- Friday afternoon enrichment arrangements
- Education beyond the school week

### Length of school year

The **school year** will commence (2013) on September 3rd and finish on July 23rd. The **school year** will be broken down **into 6 terms**, as follows:

Term 1: 3<sup>rd</sup> September to 25<sup>th</sup> October (39 days)

Term 2: 4<sup>th</sup> November to 20<sup>st</sup> December (35 days)

Term 3: 3<sup>th</sup> January to 14<sup>th</sup> February (30 days)

Term 4: 24<sup>th</sup> February to 4<sup>th</sup> April (30 days)

Term 5: 22<sup>nd</sup> April to 23<sup>th</sup> May (23 days)

Term 6: 2<sup>nd</sup> June to 23<sup>rd</sup> July (38 days)

Total days: 195 Total pupil days (allowing for 5 days of INSET – staff training):  
190

We recognise the potential inconvenience of offering a pattern of school term dates that are not synchronised with the dates operated by other schools. For the first two years of operation we will continue broadly with the same dates as other schools in Boston. Early in Autumn 2013, Governors (directors) will consult with parents regarding what, if any, changes should be made to the pattern of school terms. For example, we will consult on when terms should start and end along with any mid-term breaks and days when the school may not be in session e.g. festivals such as Christmas, Easter or other significant events.

It is expected that the **school day** for pupils will run from 8.45 am to 3.15pm Monday to Thursday and 8.45am to 1.15pm each Friday. For the benefit and convenience of both parents and pupils, an enrichment club will run each Friday afternoon, staffed by specialist instructors and support staff. For KS1 there will be a one hour lunch break; 25 minutes playtime (15 minutes each Friday) and 15 minutes collective worship each day. This equates to 21 hours & 20 minutes taught time per week for KS1. For KS2 there will be a 50 minute lunch break; 15 minutes playtime and 15 minutes collective worship each day. This equates to 23 hours and 50 minutes taught time per week for KS2.

We believe in the importance of a substantial amount of time for lunch since it

provides an opportunity for socialising, developing social/eating skills, understanding the importance of appropriate behaviour at less structured times, promoting healthy lifestyles both through food education and physical education (playtime after lunch). It will allow our older pupils to demonstrate and develop leadership skills (table leaders, playground buddies) and for interaction with staff of a different nature to that of the classroom. We plan to have a kitchen on the school site in order to better cater for the pupils and also to increase our engagement with the wider community. (Cross Reference – D6)

Experience suggests that this pattern of school year, term and taught hours per week will successfully deliver our curriculum model. All of the teaching will be completed in 4.5 days enabling Friday afternoons to be used for staff review of progress, target setting and planning for the next series of actions.

### **Organisation of the pupils into classes**

The Boston Free School structure will comprise 7 year groups, Foundation to Y6 with cohorts of 30 pupils. Children will be organised in class groups for registration and afternoon activities (with the exception of EYFS). For their registration classes, pupils will be grouped according to chronological age within key stages. For teaching literacy and numeracy, we will adopt the 'stage not age' approach in order to cater for the academic, social and emotional needs of each pupil of statutory school age, as outlined in Section D1. This may involve children working in different class, group or Key Stage settings for specific learning activities.

Grouping for 'stage not age' sets will be based upon assessment data. This will be reviewed every 6 to 8 weeks, yet on-going dialogue between staff will ensure that if pupils are ready to move up a set within these times they can do so.

We recognise the importance of socialisation between peers of chronological age. It is for this reason that children will be grouped chronologically for registration and subjects other than literacy and numeracy i.e. Science, History, Geography, Art, DT, PE, PHSE, RE, International Studies, Music.

Class groupings will translate as follows:

Reception class:	30 pupils
Year 1:	30 pupils
Year 2:	30 pupils
Year 3:	30 pupils
Year 4:	30 pupils
Year 5:	30 pupils
Year 6:	30 pupils
Total pupil capacity:	210
No of classes:	7

Grouping in this way will provide a secure and safe basis for children to develop

confidence and a sense of belonging. Children will work in a number of ways according to their learning activities including working individually, in pairs, small groups, ability groups in some subjects and different groups in others. Being a relatively small school, we are able to keep the 'personal' element of learning and to ensure that every child is known as an individual by all staff.

Children with social, medical or learning needs will be supported in class where possible, or in more discrete settings where appropriate.

### **Pastoral Care**

We recognise that pupils' personal, social & emotional needs directly affect their ability to learn. In certain circumstances, children will require additional support and/or specialist interventions in order to fully access learning and reach their potential. As mentioned previously, we take a 'no excuses' approach to behaviour and expectations of pupil conduct will be extremely high. (Cross Reference D6) It is the class teacher's initial responsibility to ensure that learners' individual needs are being met. However, in complex cases the expertise of the federation pastoral team will be drawn upon. The pastoral team will, first and foremost, work on preventative measures, in order to keep children in class and learning. This might include children receiving mentoring and/or small group targeted work revolving around issues such as sharing, bullying, self-esteem building.

In addition, the pastoral team will also be utilised to support preventative work with all children, taking a lead on campaigns such as Anti-Bullying Week and other behavioural and safety initiatives e.g. Healthy Schools, Attendance promotions etc.

The Pastoral Department will also monitor attendance and carry out preventative work with families, drawing upon links with outside agencies e.g. Education Welfare Service. Cross Reference D6 'Attendance' for further information.

In order to foster team work and co-operation between pupils of all age groups, a 'house' system will be in operation. Merit points will be awarded for pupils who visibly demonstrate the school's core values, those of honesty, respect, thoughtfulness and co-operation, as well as for exemplary work and excellent behaviour. The 'house' system will also be used as the basis of team formations during sporting events such as Sports Day.

### **Extended/Out of Hours provision**

We believe that schools play a vital part in the wider life of the pupils and the community. We intend to open early for Breakfast Club and make available after school provision through both curriculum clubs and an after school club, for the benefit and convenience of working parents, as well as the pupils. For families in receipt of Free School Meals, breakfast club will be provided free of charge. Children showing a particular ability and aptitude for a curricular subject will be given opportunities to develop these further as part of a varying programme of after school activities. Similarly, children will be targeted for some after school

enrichment activities in order to maximise progress in this area, e.g. a 'puzzle club' in mathematics both for those pupils identified on the G & T register and for those pupils who require a 'boost' in this area of mathematics (cross reference D1). We also plan to open the school during holidays, providing much needed activities for the pupils and care arrangements for working parents. These extra-curricular activities will be optional.

### **Friday afternoon 'enrichment'**

As can be seen by our timetables, the official school week will end at 1.15pm on Fridays. This will facilitate the staff team to be released together in order that they have opportunities to share good practice, plan lessons together and to prepare and monitor Personal Tuition Plans (PTP). For the pupils, this gives the ideal opportunity to access a comprehensive programme of activities on offer from a combination of specialist instructors and support staff and it supports our vision of developing individual talents and creativity. In general, children will be able to choose from the menu of activities, though some are likely to be signposted to a particular session in order to develop their individual talents or fulfil actions on the PTP (cross reference D1 and D3). The after school enrichment activities will also ensure that pupils and parents are not inconvenienced by the early finish for pupils each Friday. Friday 'enrichment' will be compulsory from Year 2 upwards.

### **Learning beyond the school week:**

Learning beyond the school week will consist of two elements, the first being 1:1 tuition, as mentioned in D1, which provides 1:1 targeted teacher support for any pupil at risk of not meeting National Curriculum expectation. This will be optional, though in our current schools it has a proven track record of success with parents requesting additional places. If pupils are unable to attend these sessions, the school will facilitate their needs within the week. Booster sessions will also be held during the Easter, Summer and Christmas holidays, providing targeted support for vulnerable pupils. This will be especially focused towards Year 6 pupils in preparation for statutory assessment at the end of Key Stage 2. These too will be optional, but experience shows us that there is a high demand for these places.

The second element of learning beyond the school week will be the offer of places at Saturday Supplementary School (optional), which will focus on meeting the additional needs of our EAL pupils through the teaching of their first language and culture. We have much expertise in this area gained from provision at Park School. We understand that we will be unable to provide for every language within our school, but will aim to cover the most dominant ones. In conjunction with Park School we can cover the dominant three languages.

**D3: Set out a clear strategy for ensuring that the needs of pupils with**

## different abilities are met

**“We have a moral imperative, as the shapers of future generations, to encourage and enable *all* children towards the realisation of their own unique talents.” – Boston Free School Vision**

### Index:

- Equality and Diversity
- Pupils with Special Educational Needs and Disabilities
- More Able, Gifted & Talented
- Pupils from deprived backgrounds, including Free School Meals
- Those who are learning English with Additional Language
- Children who are in care
- Learners with social, emotional and behavioural difficulties

## EQUALITY AND DIVERSITY

Boston Free School will be a fully inclusive school available to all pupils regardless of race, ethnicity, gender or ability and with full regard to the Equality Act 2010. Essentially we will create a local school with a global outlook, a school which celebrates local heritage and encourages pupils to learn about their place in the wider world, beyond our school gates and beyond our shores. Our curriculum will incorporate knowledge and skills, foster global awareness through an outward looking perspective, and will provide an education that is tailored to the unique characteristics of our school community. (cross reference - section D1).

We are committed to the promotion of equality and diversity and this will extend to the Free School. We have proven experience in this area: **“All classes are twinned with a school in another country, which provides pupils with a first-rate understanding of the international community. They have an excellent understanding of similarities and differences between their own and other cultures, and have a strong sense of right and wrong. This is a very harmonious community where pupils’ spiritual, moral, social and cultural development is outstanding.” (Ofsted: Park Primary School - February 2011)**

In so doing, we recognise the valuable contribution which all members of the community can make to the school. Our policies and practices will be reviewed to take into account the different needs and contributions of pupils, staff, parents and governors (directors). We have chosen to combine these requirements into a single strategy for equality and diversity. The Equality and Diversity Strategy will clearly detail our commitments; describe our processes and sets out how we will deliver equality in schooling. Ofsted has recognised our ability to fulfil this:

**“Pupils are treated with great sensitivity, respect and kindness, helping them to grow in confidence and self-esteem as they mature. The pastoral and personal needs of each pupil, including potentially vulnerable pupils and those with special educational needs and/or disabilities, are well known to the school.” (Ofsted: Park Primary School - February 2011)**

In taking a strong approach to equality and diversity, we will make clear our specific duties across all areas of school life – admissions, attendance, curriculum, pupil behaviour, individual pupil needs (pastoral and academic), personnel (recruitment and continuous professional development). Our aim is to eliminate unlawful discrimination, and to promote equality of opportunity and instil good community relations. The Multicultural Liaison Manager will assume responsibility for the coordination of the whole school approach to Equality and Diversity Strategy. This will include our commitment to challenge any form of discrimination - any incidents relating to racially motivated abuse and hate crime will be reported to the appropriate service.

Boston Free School will ensure full provision for the following identified groups, and have in place policies and procedures to monitor and review practice in line with local strategy and national directives.

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN) AND DISABILITIES:**

### **SEN Aims and Approach**

Our guiding principles regarding our pupils with disabilities and special educational needs are that we will welcome and celebrate difference, diversity and individuality at Boston Free School. 'Inclusion' is a fundamental principle and, for us, this means making sure every member of our community can easily understand access, feel part of and benefit from all that our school will offer. Our practice and development of provision for our pupils will be informed by our equality and diversity policy (including our educational inclusion policy and disability equality scheme), our special educational needs policy and our accessibility plan (see appendix 12)

We will provide for equality of opportunity for our disabled pupils, and those with special educational needs. We recognise our responsibilities to our disabled pupils and we will ensure access to education and inclusion in every aspect of school life by protecting them from discrimination; planning strategically; ensure access to school premises to all users; access to the curriculum for pupils with disabilities; ensuring access to information, resources and support by providing auxiliary aids and written material in alternative formats.

The school will employ a Special Education Needs Co-coordinator (SENCo) who will be responsible for overseeing the day-to-day operation of the school's SEN policy and practice. The SENCo will coordinate provision for children with special educational needs and oversee their records. They will be the key reference point for all teaching and learning staff and liaison with external agencies. The SENCo will assume responsibility for identifying SEN training needs and auditing/replenishing resources. The SENCo will have managerial responsibility, as a member of the Senior Management Team. The SENCo will be accountable to the Vice Principal (Partnerships). The SENCo will have line management responsibility for teaching assistants employed to support children who have a Statement of Educational Needs. There will be a requirement for them to undertake a teaching commitment, as they will also have the managerial role for the Read, Write Inc. programme. In addition to their special educational need duties, the SENCo will also coordinate the whole school practice for More Able,



Gifted and Talented Children. (Cross Reference Section F for full details on the role and responsibilities of the SENCo).

Early identification of SEN is vital and the school will adopt a graduated response to children's needs, as outlined in the SEN Code of Practice, which recognises the continuum of special educational needs. The class teacher will make the initial identification and inform the SENCo and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher will collate evidence (work samples, Learning Support Assistant reports, test results) and if a lack of progress is evident, record their observations on an initial concerns checklist to be shared with the SENCo. The SENCo, together with the class teacher will then decide whether it is appropriate to place the child on the SEN register and what type of intervention is appropriate.

We acknowledge that the identification and assessment of the special educational needs of children for whom English is not their first language, requires particular care. Where there is uncertainty about an individual child, teachers will be encouraged to look carefully at all aspects of a child's performance in difference subjects. It is important to establish whether the problems they have in the classroom are due to limitations in their command of the language that is being used, or arise from a special educational need. When such a special educational need is identified we will strive to provide effective support and interventions to meet that need. We have a proven track record when it comes to achieving academic success with children who have SEND as recognised by Ofsted:

**“Pupils with special educational needs and/or disabilities and the few who are at the early stage of learning English make good and sometimes outstanding progress towards their individual targets” (Gosberton Primary School, Ofsted Inspection report, September 2011).**

### **SCHOOL ACTION**

The SENCo will take the lead in coordinating additional or different provision within school to enable the pupil to learn more effectively, working closely with parents, teacher and child to produce an Individual Education Plan (IEP) which will include short and medium term targets with regular review dates (at least 3 per year). The IEP will only record what is additional to, or different from, the differentiated curriculum and will focus upon up to five individual targets that match the child's needs and have been discussed with the child and the parents. Wherever possible, the child will also take part in the review process and be involved in setting the targets. It is also important to involve support staff as they are often in a position to notice when a small target has been achieved. Any other members of staff who may have contact with the pupil will also be given copies of the IEP. The child's progress will be carefully monitored and IEPs reviewed termly. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering the

individualised programme. Parents will always be consulted and kept informed of the action taken to help a child, and of the outcome of this action. We will have a range of resources and interventions available to us from which to draw and staff will be well trained in their use. We will ensure that only the most appropriate and effective resources are implemented to secure accelerated progress and that they are the most finely tailored to meet the pupils' needs. Some examples of interventions we will use are the 'Read Write Inc.' literacy phonic scheme, delivered in small groups at School Action and 'Read Write Inc.' phonics 1:1 tuition at School Action Plus level. We will use Alphasmart word processors to support written recording and use strategies from 'First Move' to plan for the development of fine and gross motor skills and handwriting. All staff will be trained in the use of 'dyslexia-friendly strategies' and will routinely employ them in their classrooms e.g. using a multi-sensory approach, mind-mapping, and the use of colour and text-marking to support access to text.

### **SCHOOL ACTION PLUS**

At the School Action Plus stage, external support services will usually be commissioned to assess the child so that they can advise teachers on new Individual Education Plans (IEPs) with updated targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and, in some cases, provide support for particular activities.

The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the child has continued to make little or no progress in specific areas over a long period despite the previous intervention and support.

Any external support services utilised will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions will be recorded in the IEP and this will continue to be the responsibility of the class teacher. Further examples of interventions that we will use at this level are Toe by Toe reading scheme, Wave 3 Maths Intervention, Beat Dyslexia, Catch Up literacy intervention, Talking Time (a Speech and Language intervention developed with the Speech and Language Therapy Service and Beam Maths materials. We will also use play-based intervention (based on principles of Theraplay) and small group work for social skills development (based on nurture principles) to support our pupils with behaviour, social and emotional difficulties. Social Stories will be used to develop the understanding of social conventions for pupils with Autistic Spectrum Disorder.

## **SCHOOL REQUEST FOR A STATUTORY ASSESSMENT**

The school will ensure that where a child's learning or behavioural, emotional and social needs require resources (those which cannot reasonably be provided by the school) then a case will be put forward to the Local Authority for statutory assessment. This is in order to clarify those needs, the provision required to meet them and how all children with statements of special educational needs will have short-term targets set for them. These will be established after consultation with parents and child and set out in an Individual Education Plan. Targets will be implemented, at least in part and as far as possible, in the normal classroom setting. Children who receive support through a Statement of Educational Need will access the same interventions and practical strategies as outlined above. However, in addition to this they will receive more intensive support/time e.g. a dedicated member of staff trained to deliver support in response to the need. The school will also identify specific equipment that is required e.g. ICT equipment to enlarge text for pupils with visual impairments; audio equipment to support the recording of ideas for children with hearing impairments. Equally our audio equipment will also be used for children with dyslexia and memory difficulties, thereby demonstrating effective use and value for money of all provision required for children with SEN or disabilities.

## **MORE ABLE, GIFTED AND TALENTED PUPILS**

The Boston Free School intends to support the raising of aspiration for all pupils and set high expectations of achievement and attainment. The pupils will encounter opportunities for enterprise and be encouraged to have an influence on strengthening their talent or gift.

We intend that able, gifted and talented pupils at Boston Free School will be inspired to reach their potential and will possess a desire to extend their knowledge and skills even further. We want them to have a breadth of knowledge and experience and will strive to provide them with an insight into the complex world around them, having gained excellent interpersonal and social skills. We will strive to support them to be confident in their own intellectual, social and personal abilities. In short we want our pupils to be equipped to meet successfully the challenges and opportunities of life.

We will work from the premise that;

“Making good provision for gifted and talented pupils is often about challenging ourselves, our beliefs about what pupils can achieve and aspire to - and our confidence in being able to help them to fulfil their potential. We need to keep an open mind, remove ‘glass ceilings’ and acknowledge that we may not have all the answers” (The Handbook for Leading Teachers for Gifted and Talented Education, 2008).

We are committed to challenging pre-conceptions and embedding inclusive approaches in our focus on the identification, support and development of provision for our more able, gifted and talented pupils. In doing so we believe this brings the energy and aspiration to unlock great potential.

## **How can we achieve this?**

At Boston Free School we will have high expectations; we want each and every pupil to reach their maximum potential. As an inclusive school we recognise that more able, gifted and talented pupils have specific needs and endeavour to tailor our provision to them.

We will seek to challenge and extend pupils, and provide a lively, stimulating education both within and outside the classroom. Pupils will be given a wide range of opportunities and introduced to new ideas, activities and challenges to enhance their skills.

### **Identification**

More able, gifted and talented pupils will be identified in our school by making a judgement based on an analysis of various sources of information. These will include: test scores, end of Key Stage levels, records of National Curriculum attainment levels, teacher nomination based on classroom observation, discussions with pupils, work scrutiny, parental nomination, reading ages, extra-curricular activities, team activities.

This information will be collated by the More Able, Gifted and Talented Co-ordinator and the Assessment Co-ordinator and made available to all staff and class teachers. The more able, gifted and talented register which will be specific to Boston Free School, will be regularly reviewed and updated (at least twice a year) and made available to all staff including subject leaders. Each cohort will comprise up to 10% of pupils on the register. Such relative ability changes over time and pupils will move on and off the register as appropriate, though such movement might be expected to reduce with age.

### **Terms**

**More able and gifted** pupils will be those who achieve or have the ability to achieve significantly above the average academically, when compared to other pupils in their year group.

**Talented** pupils will be those who achieve or have the ability to achieve significantly above the average in art, the performing arts or physical education.

### **In the classroom**

We will use the Classroom Quality Standards to audit provision for our more able, gifted and talented pupils in order to provide an on-going review and development of our practice. We believe in constantly challenging ourselves as well as our pupils.

The register will allow us to look closely at how we provide a personalised experience for our more able, gifted and talented pupils. Our main focus will be in the classroom where teachers will work hard to deliver inspiring lessons which are appropriately pitched to challenge high achieving pupils. We want them to be

engaged and enthused to learn. A combination of grouping according to ability and mixed ability groupings will be used.

We have a common understanding of, and will have a whole school commitment to, quality first teaching for all our pupils, and particularly so for our more able, gifted and talented pupils. Within the classroom teachers will focus and structure their teaching so that pupils are clear about what is to be learned and how it builds on what they already know. They will actively engage pupils in their learning so that they make their own meaning from it, systematically developing pupils' learning skills so that their learning becomes increasingly independent. They will use Assessment for Learning to help pupils reflect on what they already know, reinforcing the learning being developed and setting targets for the future. They will demonstrate high expectations of the effort that pupils should make and what they can achieve, making the learning motivating by well-paced teaching using stimulating activities matched to a range of learning styles and they will create a climate in which effort and success is valued and celebrated.

We will use range of resources, specifically with our more able, gifted and talented pupils in mind, yet because they are fully inclusive they will benefit all pupils. For example, Brain Academy Maths Challenges and Supermaths (published by Rising Stars/NAACE - National Association of Advisors for Computers in Education) promote the development of higher order thinking skills (i.e. evaluation skills, creative thinking, enquiry, reasoning and information processing) and the Wonder Wall posters will be used in every classroom to stimulate thinking using open-ended questioning to promote risk-taking, speculation and innovation.

Class teachers will be held accountable for the provision of effective teaching and learning within their classroom for all pupils, including the most able, gifted and talented pupils. There will be clear expectations that these essential characteristics of a good lesson will be regularly and consistently applied in all lesson planning and lessons. All staff will be expected to regularly employ a wide range of teaching strategies to maintain pace and actively engage the more able, gifted and talented pupils in lessons and plan for inclusion, taking into account the learning needs of this specific pupil group. It is expected that appropriate challenge is visible in all lessons and that planning allows pupils to make good progress. Planning will also take account of the need to use Assessment for Learning to make each pupil a partner in their own learning. A close, targeted and frequent scrutiny of teachers' planning and pupils' work will be used to monitor the impact of planning and teaching and a comprehensive programme of lesson observations to ensure quality and consistency.

Very regular tracking of more able, gifted and talented pupils' progress over time will be monitored against ambitious targets and tracked using a range of performance measures including on-going teacher assessment and test results. The teachers' response to the outcomes of monitoring and tracking and the setting of ambitious targets is key to achieving outstanding outcomes for our more able, gifted and talented pupils. Systems for sharing information about pupil attainment and rates of progress of individual and groups of pupils are well-developed and staff at all levels will be accountable for the progress of pupils.

## **Enrichment Activities**

We will organise enrichment activities and master classes, including outside visits from experts such as artists, scientists, musicians and authors. Recent examples within our Federation have been children attending events by authors Jacqueline Wilson and Michael Morpurgo, working with a visiting mosaic artist, participation in a Forensic Science Day and having visiting theatre companies and musicians to work with the pupils.

Concerts, drama productions and sporting opportunities will be a regular feature of school life. Examples of such activities that we have been involved with are participation in a county tennis tournament, attending an 'enrichment day' for specified sports at a local secondary school and participating in local singing and dancing performances and competitions.

The Federation has accessed local and national competitions, visited theatres and sporting events and the Free School will mirror this, e.g. the National Quiz Club championships, National Poetry Writing competition, the National Primary Mathematics Challenge, attended the School Proms at the Royal Albert Hall and Test Match cricket at Trent Bridge, Nottingham.

We will broaden the horizons of our children by a programme of national residential and international visits. These may include visits to Lincolnsfields Children's Centre (a living world war museum) and France (a modern foreign language visit). These will bring an appreciation and depth of understanding of others and their cultures thereby helping us to further develop Outcome 2, International Mindedness.

Opportunities will also be provided wherever possible for pupils to develop skills and experience through planning and executing activities in business enterprise weeks and in relation to planning events to raise money for charities.

## **Mentoring system**

More able, gifted and talented pupils will have a staff member specifically to encourage them and offer help and guidance. The mentoring system will run in addition to other provision in school, enabling pupils to be supported academically, emotionally and socially. The Free School SENCo will be the school's More Able Gifted & Talented coordinator and will take on the responsibility of mentoring these pupils. The coordinator will receive NACE (The National Association for Gifted Children) training in order to be able to deliver this effectively.

The mentor will meet with pupils to discuss their experience of learning within the classroom; what they are good at and what they could be even better at, what factors help them to progress and what holds them back, encourage them to observe and reflect on their progress and changes in their performance and provide opportunities to reflect on the small steps of progress as well as the big ones. The pupils will be supported to contribute to the setting of targets for their progress, to develop a pupil learning log to support their learning and to review their targets on a termly basis.

## **Reviewing provision for more able, gifted and talented pupils**

Provision for pupils on the register will be constantly under review. We will listen to pupils and parents. Questionnaires to parents of pupils on the register, and the pupils themselves will continually enable us to target our work more effectively and truly give our pupils' "the wings to fly".

## **PUPILS FROM A DEPRIVED BACKGROUND-MANY OF WHOM ARE ENTITLED TO FREE SCHOOL MEALS (FSM):**

We will actively seek to remove the barriers to learning and participation that can hinder or exclude individuals/groups of pupils. Boston Free School will consider that families entitled to FSM will receive an outstanding education for their children. The school will support families to access their entitlement to FSM. Children in receipt of FSM will receive a package of additions which will help enable them equal opportunity to achieve and attain. This will include free breakfast club (cross reference D2) as well as free non-residential educational visits and discounts on uniform. By offering such incentives, we aim to encourage people, who may not choose to access their free school meals despite their entitlement, (sometimes due to the perceived stigma attached to this) to take up the core offer. Having our own on-site kitchen (run by an external provider) means that we will be able to monitor that children receive at least one healthy and fulfilling meal each day. Brain research (L.WEINREB 2002: Health & Hunger published in Paediatrics Digest) shows that a child cannot learn at full capacity if they are hungry. We will ensure that any child, arriving at school hungry, is fed, whether they are entitled to FSMs or not. FSM children will be tracked as a group, potentially at risk of underachievement. Pupils identified through the school's rigorous assessment procedures (outlined in section D4: Measures of Success) will be programmed for additional support on the school's provision map. This may include them being targeted for Saturday School. Boston Free School will ensure that additional provision through FSM is a desirable benefit particularly in light of the enhanced food and drink on offer.

## **THOSE WHO ARE LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL):**

**"We will settle for nothing less than an exemplar school where world class education combines traditional and innovative learning strategies to maximise success for all pupils". - Boston Free School Vision.**

We recognise that speaking and listening in English is integral to learning in school. Research into the acquisition of a second language indicates that children can take up to two years to develop 'basic interpersonal communication skills' (school playground/street survival language) but it can take up to seven years, to acquire full fluency (Source: Complexity, Accuracy & Fluency in Second Language Acquisition published in the Applied Linguistic Journal Volume 30). We are also committed to raising the achievement of minority ethnic pupils who are at risk of underachieving. We will, therefore, identify individual pupil's language needs and facilitate appropriate provision, recognising the skills they bring to school, thus ensuring equality of access to the curriculum. The Phoenix

Federation has an outstanding reputation for its work in community cohesion, and the Free School will benefit from the expertise and systems that are already established in the town through the federation.

The school values the contribution that ethnic minority children make through bringing their culture and language to enrich the school environment. EAL children are the responsibility of all staff and the educational provision will enable them to access every area of the curriculum and raise their achievement. The school will provide the means for ethnic minority children to achieve their full academic potential and will endeavour to enable children to adapt, if necessary, to interact socially and to have access to a broad and balanced curriculum. We will develop a culturally inclusive curriculum which recognises and celebrates diversity. This will be achieved through the International Primary Curriculum. The Phoenix Federation has been identified as having 'outstanding' elements within the community and the provision for EAL children has been an area of strength: **“Those who are newly arrived at school with little or no English are given outstanding personal support and good academic support when in small group sessions, learning the basics of English language”**  
**(Ofsted: February 2011 Park Primary School)**

All pupils will be provided with a Welcome Pack in their first language, a communication fan (which is a visual aid for demanding basic commands as well as a survival tool for children to communicate their needs). The Boston Free School will help its EAL pupils to develop an understanding of the society in which they now live, whilst helping them to retain their heritage. An immersion class will be available for newly arrived children who have little or no grasp of English language, helping to prepare them for the school curriculum and enabling them to become confident and enquiring learners in our school. An assessment tool kit will be used to form an initial picture of the child's current ability in their home language and also in English and this will form a baseline assessment of their individual learning needs. In addition to the children's admission to school, parents will also undergo a process of assessment. This will include potential for wider family need, access to health services and their own learning needs. Where appropriate, parents will be signposted to relevant service provision in the town e.g. doctors, dentists, Citizens' Advice. It is envisaged that parents will become partners in their children's education and their own basic skills in literacy, numeracy and Information Technology will be supported within the school through extended service provision e.g. adult learning sessions and family learning sessions facilitated by established partnerships with Boston College of Further Education. The whole school approach to support learners with EAL (children and adults) will be coordinated by a Multicultural Liaison Manager. Park School has seven years' experience in this area of school development and our Multicultural Liaison Manager has been endorsed by the local authority's School Improvement Service to deliver high quality resources and training materials across the county of Lincolnshire. The local authority signposts other schools in the county to visit Park School as a centre of good practice for EAL provision.



The Multicultural Liaison Manager is a member of the Senior Management Team and is accountable to the Head of School.

Our EAL department will be allocated a budget to provide appropriate teaching materials. An audit of resources already available will take place termly, there will be consideration to different languages, cultures and faiths when purchasing items. The pupils will be supported to become independent learners by developing their proficiency in English to the highest possible standard. By using visual aids children will deepen their understanding of the subject being taught. These will include the use of the Interactive White Board, illustrations with words, videos and DVDs, photographs and artefacts. Writing support will be given by the use of vocabulary sheets with picture prompts and translated words, writing frames with sentence starts or connectives to join ideas and the use of modelled and guided writing showing how to order and phrase pieces of writing. Reading support will be given by use of picture clues, previous knowledge discussions to help with vocabulary and links to previous sessions and the use of simplified versions of texts to help children understand the main ideas. A designated buddy will provide much-needed support for the new arrival's early days. In the case of younger children, it may be beneficial to have two buddies, as younger children may find it difficult to sustain being a buddy throughout an entire day or over several days. The teacher will explain clearly what the role of the buddy entails-to help the new child navigate their way around the school, understand daily routines and ensure that the new arrival won't be left alone at lunchtimes and playtimes.

We will also draw on the skills of parents and the local community in producing resources e.g. the provision of books in a lending library, where a range of different texts can be accessed in a variety of languages. Parents will be invited to support the school through translations and by helping their child to pre-visit topics. Our school learning environment will provide dual language books and multi-lingual signage. Exploration will also be undertaken through different media e.g. computer software, the Internet, audio/video tapes, DVDs, CD-ROMs. Owing to the vast expertise of the schools in the Phoenix Federation, Boston Free School will benefit from the use of a variety of resources that have direct impact on the learning outcomes of the children.

The Ruth Miskin 'Read, Write Inc. programme will be used daily to ensure that children are secure in their acquisition of phonics and so gain an effective start to their emerging reading and writing development. BANSHO is a Mathematics programme which ensures that children can translate their mathematic understanding into everyday problem-solving situations. We believe this programme is instrumental in helping children to use mathematics in both their school education and externally in other everyday situations. The school will also ensure that the 'Non-Negotiables', (Focus Education), are tracked through rigorous assessment and monitoring procedures for all children including those with English as an additional language.

Our School Strategic Plan will incorporate action points with a review process to raise the achievement of EAL pupils.

## **CHILDREN WHO ARE IN CARE:**

Looked After Children are a highly vulnerable group of young people. Boston Free School is committed to understanding and providing a special kind of support for these pupils. Through no fault of their own they have a disadvantaged start in life and we believe that they deserve the very best education. Boston Free School, in conjunction with its external professional partners, is required to make provision for these children to have their learning and development needs appropriately met. The school will make a tangible difference in helping to provide the best possible education for Looked After Children.

Children frequently come into care at later stages, after starting statutory schooling. Being taken into care during these ages or stages is disrupting to educational development. It is our experience that the turbulence and insecurity involved serves to detract from, and limit, educational progress. Boston Free School will deliver an education to Looked After Children with the prime aim of ensuring that they become competent and happy learners who make rapid progress and gain maximum levels of achievement. They will enter into the school with a full induction, so understanding our expectation that they will work to their best efforts. Effective pastoral support will be in place: a 'Friendship Group' to ensure their integration, a named staff member who will be their 'Trusted Teacher' whose responsibility will be to make links between the child, other school staff, foster carers/parents and external professionals. We regard 'Trust', 'Care' and 'Stability' as vital ingredients for a Looked After Child entering our school roll.

Our Looked After Children will have access to their e-learning profile (Personal Education Plan) and will update their wishes, feelings, relationships and events that are important to them. This profile provides a realistic view of the child's understanding of their world. As part of their involvement in 'Rights Respecting' school practice, Boston Free School will ensure that Looked After Children will receive their rights as outlined in the Convention on the Rights of the Child (UNICEF).

We recognise the unique needs of Looked After Children and will follow the Local Authority's policy in order to guide our practice. They state that if a child is taken into care during the early years this can mean that language and literacy skills are underdeveloped. Such children are more likely to have missed out on opportunities for regular reading development at home with a parent or carer. As education professionals, we know that in a majority of cases 'good parenting' is synonymous with getting off to a good start in developing the essential core skills needed for accessing education and schooling. The school will offer support to foster carers and work with them on assisting the children's learning and enhancing educational opportunities. Foster carers/parents will receive a full induction by the school in how they can best support their child's learning needs. Boston Free School will encourage foster carers/parents to participate in all family learning sessions and this will strengthen the home/school relationship as well as providing parents with the knowledge and skills of best practice employed by the school. The Home/School Agreement will be the foundation of an effective

partnership with foster carers/parents. Strong commitments are outlined for children to achieve their very best in the curriculum, their learning including homework, behaviour, attendance, pride in personal appearance, equal opportunities and contribution to the community.

Boston Free School will support the Government's agenda for giving all Looked After Children the same life chances as any other child. There are 4 main groups or definitions of Looked After Children as identified under the Children Act 1989. These are:

- **Section 20** Children who are accommodated under a voluntary agreement with their parents.
- **Section 21** Children who are compulsorily accommodated; this includes children remanded to the local authority or subject to criminal justice supervision order with a residence order
- **Section 31** Children who are the subject of a care order or an interim care order known as Section 38
- **Sections 44 & 46** Children who are the subject of emergency orders for their protection

Privately fostered children will also be supported and tracked through our systems in supporting Looked After Children. Boston Free School will ensure that parents/carers and the local authority are informed of the procedures for responding to, supporting and recording a private fostering arrangement. Boston Free School will notify the Customer Service Centre, Lincoln, on becoming aware of a private fostering arrangement.

The Free School will benefit from the expertise of the staff employed within the Phoenix Federation who have undertaken responsibility for the safeguarding and development of Looked After Children, along with other vulnerable groups. This expertise has been held in strong regard by Ofsted:

**“All requirements for safeguarding pupils’ health and well-being are securely followed and exceed basic statutory requirements... Vulnerable children are promptly identified and the school works closely with parents and carers and outside support agencies to ensure excellent care and support. Safeguarding procedures are fully effective and welfare requirements are met.” (Ofsted: February 2011 - Park Primary School)**

We are aware that the Ofsted inspection framework will consider the provisions that we have put in place to support Looked After Children. We understand that a judgement will be made within the Ofsted framework in terms of how far this school is able to support Looked After Children. We will produce a formal report that will include comments about the progress and support provided to these vulnerable young people.

The Governors (directors) and Teachers of the Boston Free School will aim to:

- Make a real difference in helping to provide the best possible education for Looked After Children as much as any other.
- Seek to give our young people in care professional help, encouragement and support, so they find our school a welcoming and friendly place.
- Be fully inclusive and to challenge negative views and stereotypes.
- Offer support to and work with their foster carers on how to assist the young person's learning and enhance educational opportunities.

We will support the Government's agenda for giving all Looked After Children the same life chances as any other child. The Children Act 2004 places a duty on us all as corporate parents to work together to promote the educational achievement of Looked After Children. We recognise that schools and teachers are at the very heart of this process so that we can provide a good education in order to unlock a bright future and so increase life chances of this vulnerable group. We recognise our responsibilities as governors (directors) and teachers and we actively want to support the local authority in undertaking its statutory responsibility (under section 52 of the Children Act 2004). This is to help this vulnerable group to succeed in education, champion their needs, raise awareness and challenge negative assumptions at all levels.

### **Governor (Director): Role and Responsibilities**

The Governing Body will endeavour to raise expectations for achievement of Looked After Children and encourage them to do well by combining high expectation and standards with inclusion.

The governors (directors) will be aware that they can make a significant difference. They will recognise that they will have a key role and major influence to ensure that the needs of Looked After Children are considered through: improvement planning and policy level through to monitoring and evaluation of the outcomes.

The Governing Body will monitor procedures and will look closely at the progress that Looked After Children are making in our school, and identify barriers to their next steps of learning and progress. A Governor will be charged with 'Safeguarding' as a key area of school improvement. This role will also include oversight of Looked After Children. The governor will work closely with the Designated Teacher and the Site Manager to ensure that all aspects of safeguarding are fully implemented and monitored.

We will introduce a termly reporting cycle on the progress and performance of Looked After Children. This is to be presented to the full governing body by our appointed Designated Teacher as a standing agenda item (within Safeguarding).

The governing body will require the Designated Teacher to carry out the specific duties below in relation to the Looked After Children attending this school.

The Designated Teacher will undertake the recommendations set down in the statutory guidance entitled: The Role and Responsibilities of the Designated Teacher for Looked After Children 2009.

### **Designated Teacher: Role and Responsibilities**

Boston Free School will have a suitably experienced Designated Teacher who will be tasked to ensure that provisions and support are given to the looked after child in a fully coordinated and planned way across the school. This will be carried out sensitively and appropriately by raising the awareness of staff to key aspects and circumstance affecting learning and, where necessary, liaise appropriately for support with the services of the Local Authority.

The Designated Teacher will be the central point of contact at Boston Free School for all professionals and agencies working with and supporting the individual Looked After Children in the school.

They will take the lead role in the professional assessment and preparation of the educational targets and subsequent reviews to be recorded into the relevant sections of the child's Personal Education Plan (electronic for Lincolnshire children). The PEP will be established within a 10-school working day period for any looked after child starting on roll. This to include the gradual addition and updating of further information over time e.g. attendance, attainment and progress results.

They will attend relevant update training and cascade information for staff development and updating regarding Looked After Children.

They will ensure that personal information is handled carefully and sensitively and that the child's wishes and preferences are taken into account.

They will establish good working relationships and communications with Foster Carers, ensuring information is received and early notification is provided for them to attend meetings and reviews.

They will provide support and sanctuary to help settle a looked after child into the school, and at other times; ensure the looked after child feels safe, knows who to trust and who to go to if they feel the need for support, a 'Trusted Teacher.'

They will ensure the transfer of records if a looked after child moves school.

They will provide written information to assist planning, reviews and reporting as required.

They will seek and prioritise meetings with, and referrals to, appropriate external agencies in situations that require external support.

## **Teaching & Support Staff: Roles and Responsibilities**

All teaching staff will ensure the appropriate sensitivities and confidentiality are maintained.

They will be familiar with and respond appropriately to requests for progress and/or attainment information in order to compile the PEP and other documentation necessary for reviews.

They will respond positively to any request by a child to be the person they want to talk with.

They will ensure that no child in care becomes a victim of stigmatisation at any time and that any such attitudes are swiftly reported and eradicated.

They will positively promote the self-esteem of Looked After Children.

They will convey high aspirations for their educational and personal achievement.

## **Monitoring and Assessment**

We will consider and set appropriately challenging targets and, in so doing, facilitate the appropriate resources in order to support the child to reach those targets. We will monitor and evaluate the impact of our school provision, teaching and learning and support for Looked After Children. An annual reporting cycle will be introduced, which informs on the following key aspects of provision:

- The number of Looked After Children on roll
- Attendance statistics for any authorised and unauthorised absence
- The frequency, circumstance and reasons for any recorded exclusion
- How they are performing in core subjects, their progress and any value added measure when compared against initial baseline assessment
- The frequency of them taking part in extra-curricular activities
- The attainment relative to the targets set in core and foundation subject
- The provision arrangements for additional support identified to include 1:1 tuition at school and any externally added booster work provided in the care home
- The quality and updating of the educational targets recorded in the PEP

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

**“No matter what a child’s experiences outside the school gate each and every individual will be equipped to reach for the stars” - Boston Free School Vision**

Boston Free School will ensure that barriers to the success of these children, in terms of their socialisation, emotional and behavioural needs, will be addressed by a collective, community approach, Restorative Justice techniques will enable our children to learn that actions always have a consequence, positive or

negative. Furthermore Rights Respecting practice will also facilitate this - children have the right to an education but the responsibility to model positive behaviour. We expect that all children will be motivated learners who are well disposed to high expectations of personal conduct at all times. Our Behaviour for Learning Policy has clear aims which describe our community's insistence on developing and upholding positive relationships and responding to any shortcomings in tolerance and respect (Cross Reference D6).

Most children will be able adjust their conduct accordingly, but some will require a more specific approach to their learning and development. Many of these children will have been disadvantaged by their personal well-being and/or factors in the home environment. Others may have a learning, or social developmental condition, e.g. Asperger's Syndrome or an attention deficit disorder. On occasion these may have gone unidentified in previous settings and the child's learning needs may not have been catered for appropriately.

Boston Free School will be able to draw from the expertise that the schools in the Phoenix Federation have built over a number of years in educating children who have such complex needs. A firm reputation has been built in Lincolnshire and our schools are equipped to educate some very vulnerable children; many of whom have been excluded and have subsequently failed in other local mainstream schools. Behaviours exhibited have included violence, aggressiveness and significant disruption. The Local Authority and Teaching and Learning Centre recognise that the Phoenix has the understanding, talent and provision to settle these children and guide them into being responsive and engaged learners. We know that many of these children have been judged and labelled in other schools as 'naughty children', but our perception is that children can, and should, succeed in a mainstream setting and that it is a school's responsibility to enable this, without detriment to the learning of others. **"It is our fundamental belief that these pupils cannot help the circumstances that they have been born into and we will work tirelessly to ensure success for such pupils rather than passing the problem onto others"** - Boston Free School Vision

We are passionate about research-based practice and are currently investigating the impact of Complex Learning Difficulties and Disabilities (CLDD). We are focusing our attention on the work of Barry Carpenter, OBE, the [REDACTED]. Children's development is changing, as a direct result of health and development conditions being created pre-birth. An increase in the incidence of CLDD is being attributed to the consumption of alcohol, smoking and drugs use in pregnancy. The outcome of which is a generation of children being born with special educational needs, many of whom are born premature. We are keen to focus on how we need to adapt our pedagogy to ensure that all children can succeed, irrespective of barriers in the early years and those in place before birth. Boston Free School aims not only to monitor and support the attainment and progress of all traditional vulnerable groups, but will also look at Premature Births as a group within the vulnerable category.

Early Interventions

Strategies that have been used successfully in the Phoenix schools are underpinned by the inclusive principles of nurture. The aim of nurture work is to provide a restorative experience of early nurture in a learning session. This approach is particularly effective in working with children who experience complex difficulties in the home environment, where attachment with parents has not been secure. We have used the theoretical principles and practice from the Nurture Group Network, developed by [REDACTED]. The pastoral approach in our schools engages not only with the children on a therapeutic level, but also with their parents. It is vital that parents are committed partners in the process of supporting their child. While attachment is fundamental in the early years of children's development, we believe that it is never too late to begin the healing process. We understand that unless there is intervention within a family and in a child's life, there is a strong potential for such difficulties to be experienced in future generations. Boston Free School will therefore, engage parents in learning opportunities to parent effectively. Boston Free School will deliver the Families and Schools Together Programme (FAST), which targets parents whose children require therapeutic intervention and also those families who have observably positive and healthy relationships. Selecting such a range of families with differing parenting styles enables some peer-coaching to take place. However, FAST is offered to all families and as each programme comes to a close, another family will join.

Our decision to use FAST was decided following a research-based visit to Ottawa, Canada. The results of FAST have been far-reaching :

- Increased rates of progress/attainment of all children
- Improved attendance to school
- Increased satisfaction in parental survey/opinion
- Children say they feel happier in school
- Sustained and deepened relationships with families
- Wider parental involvement in the school e.g. contribution to fund-raising committee, voluntary support in school, FAST Leaders as Parent Advocates
- Increased parental attendance to school parent meetings
- Risk of exclusion significantly reduced or eradicated

In addition to our parent learning sessions, we also ensure that children's needs are directly supported by agencies and organisations in the community. This ensures that the school makes best use of specialist advice and assistance in the support of its pupils. Some pupils will need Individual Behaviour Plans and the support of school staff, parents and additional support services (Emotional Behavioural Support Service, Educational Psychologist Pupil and Child and Adolescent Mental Health Service). In such cases, the school will work proactively with parents and other agencies through the agreed Team Around the Child (TAC) process or through a single agency referral system. Our aim is to identify and respond to issues well in advance. The Free School will be open to leading on the TAC process, as we are already very well established with the range of agencies working in and around the local area that support children and their families. For children with SEN, see also the Special Educational Needs Section in D3)



The staff in the Phoenix have developed a seamless approach in supporting children with social, emotional and behavioural difficulties. There is a collective philosophy that all children receive the best, regardless of the complications that may arise in their conduct. The mentors employed by the federation have a key role in ensuring that such philosophy is practised wholeheartedly. They are the experts in their field of pastoral provision and can help children and families realise positive change, while the teachers can concentrate on the teaching and the learning of pupils. The success of pastoral and educational excellence is bridged through the effective deployment of staff. The Special Educational Needs Coordinator is integral in bringing together both aspects of the child's development in order to secure one holistic method of care and education. Boston Free School will be able to draw from the methods which have an outstanding record of proven success.

**“There are a number of outstanding features, including care guidance and support given to pupils, which is based on the strong, nurturing ethos evident...Pupils are treated with great sensitivity, respect and kindness, helping them to grow in confidence and self-esteem as they mature. The pastoral and personal needs of each pupil, including potentially vulnerable pupils and those with special educational needs and/or disabilities are well known to the school” (Ofsted: Park Primary School – February 2011).**

**D4 Tell us how your definitions and measures of success will deliver your aspirations for achievement**

**Index:**

- **Key Performance Indicators**
- **Self-Evaluation**
- **How will people be held to account for the success of the school?**
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- **Pupil Assessment and Tracking Systems**
- **How we will use this information to inform school improvement and ensure pupil progress**
  - **Pupil Progress Meetings**
  - **Target Setting and intervention mapping**
  - **Performance management**
  - **Professional Development**

**We have the highest aspirations of our children:**

**“Children will build the castles in the air; We will put the foundations under them.”**

**– Boston Free School Vision**

**We shall measure the strength of our foundations using the following performance indicators:**

**Key Performance Indicators (KPIs)**

KPIs will be developed by the Academy Trust in conjunction with the Principal and Leadership Team to set a framework of targets for improvement linked to constant improvement within the school and in line with our mission statement outcomes:

Outcome 1: Academic Success for All

Outcome 2: Internationally-minded pupils

Outcome 3: A lifelong love of learning

Outcome 4: Well-rounded citizens

Outcome 5: Children who have high aspirations

Outcome 6: Children who are well prepared for the next phase of their learning journey

We will define successful performance as:

- From the time our first cohort reaches Year 6, the Free School will not only meet, but exceed, National Averages for academic attainment at the end of Key Stage 2 (currently 81% and 80% for English & Maths respectively at Level 4+ & 29% and 35% respectively for attainment at Level 5+). This will be reflected in the school's position within performance league tables *Outcomes 1, 5 & 6*
- Pupils at Boston Free School will achieve greater progress, based on attainment on entry in Year 1 to the end of year 6 (Value Added): time scale as for previous KPI. We aim to maintain a value added measure in excess of 101 for all pupils and in excess of a 103 for those pupils who have English as an Additional Language and have been in our school since Foundation Stage. (100 is the national mean) *Outcomes 1, 5 & 6*
- Children with Special Education Needs (School Action, School Action + and Statemented), in receipt of Free School Meals, for whom English is an additional language and children in public care have a value added score at least in line with, or exceeding, the national average for similar pupils, as indicated by RAISE. When target setting for pupils who fall into this category national data from the previous year will be used as a benchmark to set challenging targets. (timescale as per previous KPIs) *Outcomes 1, 5 & 6*
- 80% of pupils (within a 3 year timescale) reach 'developing' level for their 'milepost' in the academic areas not measured by SATs, including 'international awareness skills' (recorded on the IPC assessment for learning data base) with at least 30% achieving 'mastering' level (above National Expectations) *Outcomes 1,2, 5 & 6*
- School attendance is above both the LA and National Average (within a timescale of 2 terms out of 6, effective from Year 1) *Outcomes 1, 3,4, 5 & 6*
- School is graded at least 'good' by Ofsted (within the first 2 years of opening) *All outcomes*
- 100% of Teaching is graded 'good' or better (by the start of

term 3 out of 6) *Outcomes 1,3,5 & 6*

- A minimum of 90% of pupils will achieve the challenging targets they have been set. For Foundation Stage pupils, this will equate to a minimum of 45 points progress from baseline (timescale, within 12 months of opening)  
*Outcomes 1,3 & 5*
- The views of a significant majority of parents show high satisfaction levels in terms of their child's enjoyment of school, they feel their child is making good progress at school and are kept informed about this. The school expects their child to do his or her best (from first parental survey onward; i.e. within 6 months of opening) *Outcomes 1, 3, 5 & 6*
- 100% of pupils feel safe, secure and happy at school, as evidenced in pupil and parent surveys (timescale as above)  
*Outcomes 1, 3, 4*
- Behaviour is graded by Ofsted as at least 'good' and behaviour/incident logs show a minimal numbers of incidents which might adversely impact upon learning(within 2 years of opening) *Outcomes 1, 3, 4, 5*
- There are zero permanent exclusions (From opening)  
*Outcomes 1, 3, 4, 5 & 6*
- There are no racist incidents recorded on the school's racist incident log (timescale – within 12 months of opening)  
*Outcome 2, 4 & 6*
- The school is awarded key 'Kitemarks' in recognition of the high standards set, including: Healthy Schools Award, International Schools Award, UNICEF Rights Respecting Award, Basic Skills Quality Mark, Eco-schools, Investors in People (within 3 years of opening) *Outcomes: 1, 2, 4, 5, 6*
- Every child graduates from Key Stage 2 (providing they have been in the school for at least 2 years) with their community baccalaureate (timescale - first cohort reaching Year 6)  
*Outcome: 2, 4, 5, 6*
- Surveys of the local community provide recognition that the school makes a positive contribution to the locality, e.g. through out-of hours learning, high level of community

involvement in the 'life' of the school (within 12 months of opening) *Outcome 4*

As a primary school we are laying the foundations for our pupils' academic success and will continue to take an interest in their achievements beyond their time with us. We aspire for all of our pupils to achieve highly with above national percentages attaining 5+ GCSEs A\* to C grade, including English and Mathematics and a high percentage (above national average – currently 80%) to continue their education post 16. *Outcome 1, 5,6*

### **Self-evaluation**

**“Excellence is the result of always striving to do things better.”**

We recognise that, in the best settings, self-evaluation is central to the culture of the schools and everyone in them is committed to it (Specialist Schools & Academies Trust; Maximising School Improvement via Self Evaluation). Self-evaluation is a continuous, on-going process, as part of which numerous performance indicators are used to make judgements about the effectiveness of the school and to track improvements made to date and to plan for future improvements. The rigorous cycle of analysing the school's strengths and weaknesses allows it to identify its next priorities and decide upon the strategies for improvement. At all stages, in our schools, self-evaluation focuses upon the impact of provision in terms of outcomes for pupils. The self-evaluation schedule and practices we currently use within our federation will extend to the Free School. (see appendix 4 - Annual Schedule for School Self Evaluation)

'Summative' Self-evaluation will mirror that of the Ofsted framework for inspection and will cover all areas that directly affect pupil outcomes.

This involves:

- the rigorous monitoring of attainment and progress (see Pupil Assessment & Tracking section);
- the monitoring of the quality of teaching and learning:

All judgements made with regards with the quality of T & L will be made in line with the new Ofsted guidance. Monitoring will come in many forms and will include Lesson Observations (both formal and 'drop in'), work scrutinies, planning scrutinies; other work sampling, pupil interviews and parent/pupil questionnaires. Judgements will be made on a 'triangulation' basis – using a variety of information-gathering sources - in order that the picture provided is broad and balanced. Performance Management will also be used as a key indicator of teacher performance along with the attainment & progress data (above). Essentially, our staff are facilitators of learning and as a 'learning focused' school we will regularly review all of the evidence gathered with regards to this to further refine practice in order that children's learning is optimised.

- Pupil attendance: we recognise that if pupils are not attending school regularly their ability to learn is severely impaired. As a result, pupil

attendance rates will be rigorously monitored (see 'Attendance' D6). The Federation has been recognised by Ofsted (Gosberton 2011) for best practice: **"Outstanding care, guidance and support has led to significant improvements in attendance, which is above average..."** Information gathered with regards to attendance and measures taken to address any issues will be regularly evaluated and strategies adapted to have further positive impact.

- Behaviour: if children don't behave, then teachers can't teach. This was emphasised by the Rt Hon Michael Gove (Secretary of State for Education): **"Teachers cannot teach effectively and pupils cannot learn if schools cannot keep order"** (April 4 2011). This impacts not only the child in question, but also the rest of the class. Hence, our 'no excuses culture'. (see 'Behaviour' D6) Leaders will work closely with the Pastoral Staff (mentors) in order to evaluate practice and procedures to minimise behaviours that will impact negatively on learning.
- Pupils' enjoyment of school: our vision is clear in its aim to **'...ignite within (children) a joy of both living and learning...'** We believe that best practice involves listening to the voice of our children. We will regularly consult with them in order to make judgements and plan improvements to our school. These will include pupil surveys, interviews, school council meetings. Their comments and ideas will contribute towards the School Strategic Plan. Pupil voice will often give us information that 'hard' data won't.
- Parents and carers attitudes: Similar to the 'pupil voice' the views of our parents and wider community members will also provide the school with feedback which pure 'facts and figures' won't. The school is the hub of the community and if we are able to unlock a child's full learning potential we need to work in partnership with parents and carers since they are a child's first educator. Views gathered (see Section D7 'Knowing your community') will regularly be reviewed by the school's leadership team. It will inform self-evaluation which in turn will enable the school to respond to the voice of its community.
- Budget Planning and Management: Our Vice Principal (Business) will play a key role in evaluating expenditure against outcomes. We are ever mindful of the fact that, as a school, we are spending public money and therefore must be able to assure all stakeholders that we are spending the budget wisely, this will be in line with the Schools Financial Value Standards. We will ensure best practice by benchmarking against other schools to ensure we are achieving value for money and maximise the educational experience and attainment of our pupils. Spending will be scrutinised in terms of its impact against pupil outcomes and as such will

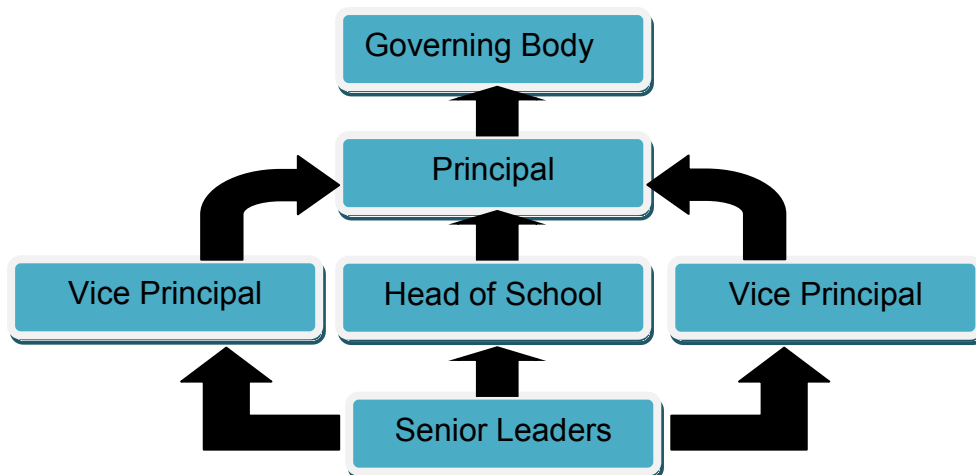
be 'driven' by the School Strategic Plan.

### **How will people be held to account for the success of the school?**

We recognise that simply defining our school's success will not mean it actually happens. Rather, the school has to have robust systems of monitoring, tracking and accountability. In order for accountability to work effectively, every person needs to be fully aware of the 'lines of accountability'. It is a Line Manager's responsibility to ensure all staff have clear job descriptions and are Performance Managed in order to give them responsibility for achieving the school's goals, as outlined in their Performance Management. All staff will undergo performance management at every level in order to ensure they are actively contributing towards the school's success and strategic direction. Boston Free School believes that Performance Related Pay will be a key motivator for teaching staff and leadership. Staff who meet the challenging targets set will progress to the next point on the pay scale (until a 'ceiling' is reached). Staff who make an exceptional contribution towards the success of the school and exceed targets set, will be recommended to the Governing Body to receive an honorarium. Those staff who do not meet targets will not progress on the pay scale and may be subject to disciplinary proceedings. (see below 'when performance is not good enough'.)

We will ensure that systems of accountability are open and transparent.

The following shows 'lines of accountability' within the Free School.



- The Governing Body: The Principal will be accountable to the Governing Body and, through them, the parents and pupils. We will use effective induction, training and support to ensure that the Governing Body understands its strategic role especially in terms of monitoring, evaluating and developing improvement strategies. We will appoint and support the very best Principal who, with the Governing Body, will set up a line management structure to ensure the accountability of every member of staff, measuring effectiveness against our KPIs, in particular

our pupil outcomes. Senior staff will play a crucial role in ensuring that provision is at least good and often better.

The Leadership structure within the school will be organised in order to achieve the maximum success for all pupils. The Principal's role will be in line with that of an Executive Headteacher and essentially they will oversee the strategic direction of the school, operating on a distributed leadership model – empowering and holding accountable other senior leaders.

- **The Principal:** The Principal is held to account by the Governing Body. The Principal will report to the Governing Body at each meeting, ensuring they are fully informed about, for example, standards, progress, quality of Teaching and Learning, attendance, safeguarding, vulnerable groups and finance. Annually, the Governors' (Directors') performance management committee will meet with the Principal and Professional Adviser to set targets for Pupil Performance, including attendance and exclusions, Whole School Development and personal areas for professional development. The Principal's Performance Management targets then feed directly into the Head of School's targets and those of the Vice Principals, who will be line managed by the Principal. A mid-year review will be held to ensure the Principal is on track to meet targets and/or to modify targets in line with any changes within the school.
- **Head of School:** The Head of School is responsible for the day to day running of the school and ensuring that the school's strategic plan, (including targets for attainment and achievement) and also the vision are implemented. They will have performance targets directly in line with the Principal, in order to implement the actions on a 'chalk face' level. The Head of School will line manage the Senior Leaders.
- **Vice Principals (across the federation):** As the Governing Body is responsible for achieving good value for money (measured using the financial benchmarking systems for similar schools); the Vice Principal (Business) will have delegated responsibilities and accountabilities for the school's finances. They will bring proven business expertise to ensure Value for Money and adequate resources to facilitate good quality learning. Targets will be set within their performance management in terms of both expenditure against results, including the generation of additional income for the school. This will be directly linked to the KPIs (as previously mentioned). The Vice Principal (Community, Partnerships and Pastoral) will take responsibility for behaviour (strategic level), pastoral issues, community engagement and the founding/sustaining of partnerships, thus promoting positive personal development and reducing barriers to learning.



- Other Senior Leaders, numbers of which will increase in line with the school roll, will have responsibilities for specific core-subjects and this will be reflected in their Performance Management targets. As with the Head of School, seniors leaders will have targets linked to pupil performance and whole school development (as outlined in the School Strategic Plan). They in turn will line manage other class teachers who, in turn, will line manage their classroom assistants.

### **Where performance is not good enough**

**Is 'satisfactory' good enough for our children? We don't think so.** With the high levels of vulnerable pupils within our forecast pupil demographic, 'satisfactory' teaching and learning will not lead to the good rates of progress required to 'close the gap'. Performance of teaching staff will be judged in line with their job description, performance management targets set, and other evidence gathered in relation to the quality of teaching and learning within their classroom (against national teacher standards/Newly Qualified Teacher standards if applicable). Where performance is not deemed good enough, the school's Competency and Capability policy will inform next steps. In the Free School there will be a 'stage' system to try to ensure a successful outcome for all parties concerned. These will be time limited and include clear targets being drawn up and agreed by all parties and an individualised package of support being tailored to their individual needs. For example, a teacher failing to deliver Quality First Teaching in a classroom might be offered 'team teaching' with an identified good practitioner, planning support and advice, subject knowledge development opportunities etc. These plans will have clear benchmarks for achievement and should these not be achieved the process will then be escalated in line with latest DfE advice. We make no excuses for poor performance at any level and will rigorously implement this policy as children's future successes are at stake.

### **Pupil Assessment and Tracking Systems:**

In order to ensure that our pupil progress targets are achieved or exceeded, the school will require robust assessment and tracking systems. The Federation has a tried, tested and proven assessment system, as recognised by Ofsted: (September 2011) commented upon the fact that, '...the school makes good use of assessment'.

### ***Formative Assessment (on-going, day to day assessment of all pupils) and Summative Assessment ('snap shot' in time, judgements in attainment)***

It is important that if pupils are to progress, they are clear about their next steps in learning. As mentioned previously (section D1) the school will have a clear focus upon using Assessment for Learning techniques (AfL). A core element of this will be the daily use of success criteria in all classes in order that both teachers and pupils will know what success looks like. We recognise that pupils, not just teachers, are responsible for their own success and AFL is a key part of this, as pupils need to be fully aware of their next steps in learning and how to

achieve these. Every child's work in the core subjects (with the exception of ICT) will be tracked using A Picture of Progress assessment systems (APP). APP is a 'small steps' approach to judge children's progress against National Curriculum levels of attainment. Each strand of Mathematics, English and Science is broken down into its component strands and within each strand there are several 'layered' steps which accumulate to form a level judgement. By using this system with all pupils, as opposed to just a sample (as in many schools), we are able to ensure that each individual's strengths and weaknesses are highlighted and we will use this as the basis of forming their Personal Tuition Plans (see Section D1). In the non-core subjects, and ICT, we intend to track pupils' progress via the use of the IPC's AfL data base. This tracks the development of core skills in a similar way to that of APP but for all other subjects, giving children a 'beginning', 'developing' or 'mastering' grade within each milepost – i.e. working below age-related expectations, in-line with national expectations and above national expectations.

In the Foundation Stage (EYFS) pupils progress will be assessed against the EYFS learning goals in all thirteen areas. These are formative judgements which are recorded in each child's profile. This profile builds up an 'evidence' portfolio showing small steps of achievement towards the Early Learning Goals. Parents are encouraged to contribute towards this and the majority of evidence gathered is based on child-initiated as opposed to adult-directed learning, thereby ensuring that it is a realistic picture. Upon entry to the school children will have an initial assessment against these profile points. Profiling is an on-going process, similar to that of A Picture of Progress (APP) for the rest of the school. Each half term the children's results will be gathered and tracked in a similar way to pupils from Year 1 upwards (see below for more details). Since we recognise that our pupils will potentially score low upon entry, progress targets will be set at a minimum of 45 points progress (39 points is deemed average) in order to close the gap at this early stage.

We believe that best practice should be a synthesis of both formative and summative assessment. After all, children are judged at the end of Key Stage 2 using summative assessments, i.e. testing. The information gathered as part of formative assessment, otherwise known as 'teacher assessment' will be validated via moderation systems, both internally and externally, in order to ensure that judgements are consistent and accurate.

Three times a year, the school will adopt an assessment week during which summative judgements will be made. From Year 2 upwards, in the summer term, these will take the form of optional and statutory SATs. We recognise our legal obligation to carry out statutory testing at the end of Key Stage 2, and prepare our pupils adequately for this.

### **Tracking systems**

The Free School will adopt systems in line with those operating within our current two schools. Pupils will be tracked, using both National Curriculum levels and Average Point Scores (the latter being used as it helps to see 'fine grade' movement). Each class will be tracked in the core subjects of Literacy, Mathematics and Science and their progress calculated on a termly, annually,

Key Stage and whole school life basis. The class results will also feed into a 'whole school' tracker for each of these subjects which will provide us with an overview of attainment across the whole school. The tracking systems we currently use adopt a 'traffic light' system which enable teachers to see, at a glance, pupils whose progress is above, in line with, or below expected progress levels. As we wish to 'close the gap' for our pupils these are currently set at 6 points per year at Key Stage 1 and 4 points per year at Key Stage 2. This equates to 'good' progress. Once whole class tracking systems have been updated termly, by class teachers (since this ensures that they have accountability and thorough knowledge of the progress of their class), the managers of vulnerable groups carry out tracking for these pupils. We will track the following vulnerable groups: gender, SEN, More Able G & T, EAL, FSM, Children with Safeguarding concerns, e.g. Subject to social care interventions, Summer born children, poor attenders and premature births. Their progress will then be compared to that of their 'non-vulnerable' peers in order to ensure that they are making similar rates of progress.

### **How we use this information to inform school improvement and ensure pupil progress**

Following each assessment the school's leadership team meets to assess the key messages about pupils' attainment and achievement. During this meeting, the percentages of pupils on track to meet and exceed age related expectations are explored, as well as the progress of individual groups. This information is then shared with the school's Governing Body. Within this report are summarised the key points for each cohort, and the whole school, as well as 'action points' for improving progress and/or attainment which have come out of Pupil Progress Meetings (PPMs).

### ***Pupil Progress Meetings (PPMs)***

A core feature of our school improvement system will be the regular Pupil Progress Meetings. PPMs are ultimately designed to be a supportive, rather than punitive, process facilitating a professional dialogue amongst colleagues which is focused on children's learning and progress. They are centred on teacher responsibility and linked accountabilities for the progress of the pupils in their care. During these meetings the progress of individuals, as well as that of groups, are explored in detail and strategies of classroom practice that have resulted in particularly good progress levels are identified, in order that they can be shared with others. Any areas highlighted as causing concern, e.g. the progress of a particular group or child, can be explored further and steps agreed to rectify this. Attached to each PPM is the development of an Action Plan for improvement which feeds directly into the School Development Planning framework. In order to ensure consistency in practice, a set format listing Key Questions for discussion is used each term (see appendix 5). PPMs will be held with the Head of School, in association with the School SENCo and the school's Multicultural Liaison Manager, who between them will also oversee the progress of poor attenders, children with social care interventions and Free School Meals pupils.

### ***Target Setting and Intervention Mapping***

At the beginning of each school year, the staff team will meet, as part of the target setting process, to set the challenging targets for each child within their class based on prior attainment and 'potential' tracking systems. (these track children's progress from the start to the end of a Key Stage, taking into account that more able pupils should make more rapid progress than a child, for instance, who has a Statement of Special Education Needs) These are then reviewed by the Head of School and the Principal in order to ensure that they are in line with the targets set for whole school performance by the Governing Body, in association with the school's Professional Adviser (external accountability). Following the agreement of these targets, the school's Intervention Map will be drawn up. This will identify any child who is at risk of not meeting National Expectations and will indicate additional interventions which will be programmed for that child during that academic year in order to help accelerate their progress. These will be reviewed termly, during PPMs, and all interventions will also be tracked in terms of their impact against their cost, thereby ensuring Value for Money. The teachers and/or teaching assistants delivering those interventions will be held responsible for the impact measure.

### ***Performance Management***

All of the information gathered from both assessment tracking systems and PPM will contribute directly to the performance management system of the teachers, Head of School and Principal, which in turn will inform the school's targets and Strategic Plan. At Boston Free School, we recognise that children receive only one primary school education and so, should assessment and tracking data, PPM minutes, etc. indicate that the quality of learning within a particular cohort is not of an acceptable standard, this information would be used as the basis of Formal Capability proceedings. This information would be 'triangulated' with the school's other assessment and monitoring systems such as lesson observations, work scrutinies and pupil interviews to ensure rigour.

### ***Professional Development***

Boston Free School recognises that the experiences its pupils receive will be directly affected by the quality of the teaching and support staff therein. Staff need to be kept up to date in order to further refine the skills necessary to do their job effectively and also to advance their careers. Professional development will play a key role within our school. As we are a Learning Focused School, all staff will be required to undertake professional development matched to their own needs and to the school's development, as agreed during Performance Management and PPMs. As their skills advance, they will also be expected to undertake Action Research as professionals in order to instil best practice within the school and beyond through, for example, presentations at teacher forums as well as during curriculum evenings. The Vice Principal will be responsible for monitoring the impact of Professional Development on pupil progress and also in association with the Vice Principal (Business) to ensure value for money.

**D5: Describe your admissions policy confirming commitment to fair and transparent admissions practices**

**Index:**

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  - **A School for all abilities and needs**
  - **Oversubscription Criteria**
  - **Definitions and Notes**
  - **Reserve List**
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  - **Statemented Children**
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  - **Fair Access**
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  - **Infant Class Size**
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**Boston Free School Admissions:**

**‘...A School for all abilities and needs’ – Boston Free School Vision**

We will effectively cater for the needs of all pupils, yet our potential demographic suggests high levels of pupils from identified ‘vulnerable’ groups.

Boston Free School will serve children aged 4 to 11. The Governing Body is the admission authority, all decisions about admissions are included in the policy and determined by the Governing Body. All allocations of places are determined by a Committee of the Governing Body with delegated powers. The Boston Free School’s proposed Published Admissions Number is 30 to remain in the guidelines of infant class size and teacher to pupil ratio. Boston Free School will join the Lincolnshire County Council co-ordinated admissions process from September 2013. In the event of late applications the mid-year process will be adhered to.

**Oversubscription criteria are in line with the law for admissions, the criteria has been decided by the committee members. We believe the criteria are fair, clear and support our vision for inclusion.**

1. Child in Public Care
2. Siblings
3. Children we believe have special, social or medical reasons for admission.

4. Staff
5. Distance

### **Definitions and Notes**

1. **Children in Public Care:** Also includes children who were in public care but who have ceased to be so because they have been adopted or become subject to a residence order or special guardianship order.
2. **Siblings:** A full brother or sister, whether or not resident in the same household. Step siblings, foster siblings, adopted siblings or other children permanently living at the same address where an adult in the household has parental responsibility as defined by the Children Act 1989. Or any child in the household where an adult in the household is defined as a parent for the purposes of Section 576 of the Education Act 1996.

**Multiple Births:** If the last pupil to be offered a place within the school's Published Admission Number (PAN) is a multiple birth or same cohort sibling, any further sibling will be admitted, even though this may raise the intake number above the school's PAN. The PAN will remain unchanged so that no other pupil will be admitted until a place becomes available within the PAN.

3. **Children we believe have special social or medical reasons for admission:** Applications made on social or medical grounds must be supported by a professional recommendation in writing from a registered health professional such as a doctor, social worker, or other appropriate professional. The supporting evidence should set out the particular social or medical reason(s) why the school in question is the most suitable school and the difficulties that would be caused if the child had to attend another school. We will not consider applicants under this criterion if the required documents have not been produced at the time of application.
4. **Staff:** Children of all contracted staff working at a school within the federation\collaboration for 2 years at the time of application or who are recruited to fill a vacant post for which there is a demonstrable skill shortage.
5. **Distance:** The nearest school is found by measuring the distance from the registered home address to all schools by driving distance along public highways. It is measured electronically along public highways using the post office address point of the home to the post office address point of the school. The school will obtain this information from the local authority.

***If the distance criterion is not sufficient to distinguish between two applicants for the last remaining place then a lottery will be conducted by an independent person at the local authority.***

### **Reserve List:**

If you do not get a place at your first preference school your child is automatically put on the reserve list for any of your preferred schools. This list is in the order

of the oversubscription criteria. Names can move down the list if someone moves into the area and is higher placed on the oversubscription criteria. The list is kept by the School's Admission Officer. The school will maintain the list for the particular school year. A child will remain on the waiting list for one year before being removed by the school. However, an extension can be agreed on the condition that the parent informs the school of their intentions. The waiting list will operate on a year to year basis.

### **Appeals:**

The procedures for appeals relating to admissions will be in accordance with all relevant legislation. They are independent and entirely separate from the admission system. The decision of the appeal panel is binding on all parties.

### **Statemented Children:**

The Governing Body will offer a place to a child with a statement of special needs that names the school. This is not an oversubscription criterion. This relates only to children who have undergone statutory assessment and for whom a final statement of special educational needs (SEN) has been issued.

### **Mid-Year Admissions:**

'Our curriculum will facilitate children to be equipped with a 'portfolio of skills' which they can then apply to infinite situations both in future schooling and beyond. This is also important due to our high mobility levels.' (see vision).

The governors (directors) will accept admissions into other year groups if there are places. If there are more applications than places then the oversubscription criteria will be used to decide who should be offered the place. If there are no places then parents will be told of the independent appeal system.

**'Outstanding arrangements ensure a very smooth entry to school and transition to secondary school, enabling pupils to settle in quickly.'**  
**(Ofsted: September 2011 Gosberton Primary School)**

### **Fair Access:**

We recognise the direct relationship between social and emotional well-being and academic attainment. We recognise that a location such as our proposed site can bring with it children with challenging behaviour. Our current expertise in this area is excellent. We operate a 'no excuses' approach to behaviour management because, in order that teachers are able to teach, behaviour needs to be exemplary.

**It is our fundamental belief that these pupils cannot help the circumstances that they have been born into and we will work tirelessly to ensure success for such pupils rather than passing the problem on to others.**

The local authority must ensure that all pupils are placed in schools as quickly as possible. It may therefore sometimes be necessary for a pupil to be placed by the local authority at our school even if there is a waiting list for admission. Such placements will be made in accordance with the provisions of any protocol approved by the Admission Forum, based on government guidance. If an

admission raises the number on roll above the PAN, no further pupil will be admitted from the waiting list until a place becomes available within the PAN.

**Children with challenging behaviour and those who have been excluded twice:**

The Governing Body will not refuse to admit children in the normal admission round on the basis of their poor behaviour elsewhere. Where a child has been permanently excluded from two or more schools there is no need for an admission authority to comply with parental preference for a period of two years from the last exclusion. The 'twice excluded' rule does not apply to children who were below compulsory school age at the time of the exclusion, children who have been re-instated following a permanent exclusion (or would have been, had it been practicable to do so), and children with SEN statements.

**Infant class size:**

The school will work within the law to maintain infant class sizes. Additional children may be admitted under very limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:

- Children with statements of special educational needs admitted outside the normal admission round.
- Looked After Children and previously Looked After Children admitted outside the normal admission round.
- Children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process.
- Children admitted after an independent appeals panel upholds an appeal.
- Children who move into the area outside the normal admission round for whom there is no other available school within reasonable distance.
- Children of UK service personnel admitted outside the normal admission round
- Twins and children from multiple births when one of the siblings is the last child admitted (as regards infant class size regulations).

**Admission of children below compulsory school age and deferred entry to school:** The Governing Body will provide for the admission of all children in the September following their fourth birthday.

- Parents can request that the date their child is admitted to school is deferred until later in the year or until the term in which the child reaches compulsory school age.
- Parents can request that their child takes up the place part-time until the child reaches compulsory school age.



**Admission of children outside their normal age group:** Parents of gifted and talented children, or those who have experienced problems or missed part of a year, for example due to ill health, can seek places outside their normal age group. The Governing Body will make decisions on the basis of the circumstances of each case, informing parents of their statutory right to appeal. This right does not apply if they are offered a place in another year group at the school.

**Children of UK service personnel (UK Armed Forces) and Crown Servants returning from abroad:** For families of service personnel with a confirmed posting to their area, the Governing Body will allocate a place in advance, if accompanied by an official government letter which declares a relocation date and a Unit postal address or quartering area address. The Governing Body will not refuse a service child a place because the family does not currently live in the area and the oversubscription criteria will be used if the class size exceeds PAN.

For late intake applications and mid-year applications we will aim to remove any disadvantage to UK service personnel by applying the school's oversubscription criteria. We will check to see if the address is within the distance of the last child admitted in the last admission round that was oversubscribed on offer day. If the address is within the distance the governors (directors) will consider admitting providing all children in public care and siblings have already been admitted. This will be irrespective of the fact that the school has had appeals heard or appeals currently being scheduled.

It may be that we still cannot admit because of organisational or curriculum difficulties within the school, if this is the case we will inform the Local Authority and ask them to consider second and third preferences.

**Children from overseas:** The Governing Body will treat applications for children coming from overseas in accordance with European Union Law or Home Office rules for Non-European Economic Area Nationals. Non-statutory guidance on this is available on the website of the Department for Education.

**Placement Offer:** Parents will receive an offer letter from the school advising them of a start date for their child. They will be required to complete a school admission form. Parents will need to provide proof of birth certificate or passport.

**D6: Describe how your approach to behaviour management, pupil well-being and attendance**

**Index:**

- **Behaviour Philosophy and Aims**
- **Behaviour: The Curriculum and Learning**
- **Behaviour: Classroom Management**
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- **Anti-Bullying Philosophy and Practice**
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**‘Our aim is to create and facilitate a safe and supportive environment...’  
- Boston Free School Vision**

**Behaviour Philosophy and Aims**

(Appendix 12 Behaviour For Learning Policy)

**We believe that all children should aspire to be the best they can be. Barriers to their success in terms of *their socialisation, emotional and behavioural needs will be responded by a collective, community approach, this is the stance held by Boston Free School.***

Boston Free School has developed these ‘Behaviour for Learning’ aims in partnership with our community to justify our commitment to true integration, harmony and success for all:

- Create an environment which encourages and reinforces the ethos of good behaviour for all community members - adult and child
- Promote self-esteem, self-discipline, respect and positive relationships
- To encourage the involvement of both home and the wider community in the implementation of the policy
- To ensure that the school's expectations and strategies are widely known and understood within the community
- Ensure that through effective self-management, pupils complete their assigned work to a high standard
- Define high standards of behaviour and regulate poor conduct promptly and effectively
- Encourage consistency of response to both positive and negative behaviour
- Prevent opportunities for bullying and readdress with potential for harmony and collaboration

The Boston town community know that there are challenges to be faced in terms of economy and socialisation factors. Above all they understand that there is a need for greater cohesion and aspiration which needs to be the basis for the betterment of Boston society and wider. Our community has listened, and has spoken about the need to develop improved life chances for the children of Boston. To this end, they have endorsed this application for a Free School and have trusted in us the responsibility to achieve it! ***We will engage with all members of our school community to promote a zero-tolerance approach to any form of discrimination and intimidation.***

Boston Free School will have a central role in the pupils' social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the pupils' developing ability to conform to our behavioural goals. We understand that the pupils will bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills; the school has full regard to its Admissions and Fair Access protocol in order to ensure inclusivity. Boston Free School will work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

### **Behaviour: The Curriculum and Learning**

***'Learning' is our prime focus and it will be cherished. Under no condition will our children's learning be compromised by any means.*** We believe that through an effectively structured curriculum, rapid and secure learning are enabled, and this in turn contributes to exemplary behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. The International Primary Curriculum is proven to engage with all learners and will drive our high expectations for excellent standards throughout the school. Boston Free School will benefit from the skill of the teachers from the Phoenix Federation, who have expertise in delivering the curriculum and are trained in effective behaviour management techniques:

**"Teachers manage behaviour well and relationships are good. This contributes to pupils working well at the tasks they are set" (Ofsted: February 2011 – Park Primary School)**

### **Behaviour: Classroom Management**

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave. Our classrooms will be organised to develop independence and personal initiative. Furniture will be

arranged to provide an environment conducive to on-task behaviour. Materials and resources will be arranged to aid accessibility and reduce uncertainty and disruption. Displays will help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom will provide a welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons will aim to develop the skills, knowledge and understanding which will enable the pupils to work and play in co-operation with others. It follows that lessons should have clear objectives, be understood by the pupils, and differentiated to meet the needs of pupils of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that the pupils' efforts are valued and that progress matters; it should be designed to scaffold pupils' educational development and confidence.

**“Pupil’s good behaviour contributes significantly to their learning as they remain focused on their activities. This is due to enthusiastic teaching, good use made of well-chosen resources and practical activities, excellent relationships and good management of behaviour”**

**(Ofsted: September 2011- Gosberton Primary School)**

### **Behaviour: Relationship with the Community and Proven Expertise**

Boston Free School will organise and lead a whole school behaviour review within the school community, utilising the considered thoughts and responses from a range of our community stakeholders. This will be conducted in a variety of ways: through survey, resident meetings, and social networking. We will also arrange parent/community activities which will promote positive behaviour e.g. parenting classes, community forums, so that the community has a shared understanding of how it contributes to positive behaviour. In addition to effective communication and partnerships in the community, Boston Free School will actively seek opportunities to learn more about positive engagement within and between different stakeholders. Training will be a requisite for any regular contributor to the school community. Our staff and volunteers will engage with proven courses/programmes in behaviour management. The ‘Teamteach’ approach (three-year certificate) has been adopted by the schools in the Phoenix Federation and has enabled staff to gain appropriate knowledge and skills to support children in difficulty. This training will be replicated in Boston Free School, along with other compatible systems to ensure that the safety of children and adults is paramount. Our policy and approach to deal with unsafe pupil behaviour has been aligned with governmental guidance, *‘Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies’* - DfE 2011. Rigorous induction and mentoring of staff and volunteers is essential. The expertise of Phoenix Federation staff has been well recognised by the local authority as a result of the positive practices employed by the school. Senior staff have secured the National Programme for Specialist Leaders in Behaviour and Attendance, with casework used by the National Strategies as examples of good practice. Our staff have also delivered behaviour workshops to local schools on request of the local Headteachers’ Network. Boston Free School will benefit from the expertise of the staff from the Phoenix who will streamline policy and

procedure into the new school. The Phoenix are well-respected by the local authority for providing full-time education to the most vulnerable children, many of whom have been permanently excluded from other primary schools. The Phoenix also has an established link with the Lincolnshire NHS Partnership Foundation Trust (LPFT: as a Trust partner on the Phoenix Co-operative Learning Trust). Where there are mental health issues within a community, this has direct influence on families and with children. Boston Town community is currently undergoing a comprehensive mental health consultation with LPFT and the Phoenix has contributed to this process. The Phoenix Federation also works proactively in Boston Town with other external organisations who have involvement in complex community needs e.g. The Chestnuts Teaching and Learning Centre (Pupil Referral Unit), Sure Start, HomeStart, Women's refuge, Children's Centre to name a few. Boston Free School (like that of the schools in the Phoenix) will be actively involved in collaborating with a range of agencies who are charged with stabilising and enhancing children, and their families life chances; this will be driven by the Vice Principal - Partnerships.

### **Behaviour: School Policy**

School policy on Behaviour for Learning will have direct correlation to a number of other school policies that are concerned with the well-being of children. Cross-references will be made clearly to these documents - e.g. Anti-Bullying, Safeguarding (incorporating Child protection, E-safety, Safer Recruitment), Care and Control of Pupils (incorporating the use of positive-handling techniques), Health and Safety, Allegations against Staff, Confidentiality and Complaints policies etc. The Behaviour for Learning policy will be reviewed on a two year-cycle or more frequently, should need arise. Our draft behaviour policy will include the most recent guidance and/or legislation as detailed in revised Department for Education publications (as a consequence of the Schools White Paper). We have made reference to the following publications: '*Behaviour and Discipline in Schools: A Guide for Headteachers and Schools Staff*', '*Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies*', '*Use of Reasonable Force: Advice for School Leaders, Staff and Governing Bodies*' (Department for Education 2011). Boston Free School is committed to ensuring current policy and practice is adopted. The Vice Principal – Partnerships, will review policies relating to the safety and welfare of pupils in light of legislative revisions, and in response to any enhancements which will benefit whole school practice. It is the responsibility of the Head of School to implement the policy into practice, ensuring high quality operational delivery. The Governing Body will consider, review, quality assure and ratify policy as required; policy review will be an established item on governor agenda.

### **Pupil Well-Being**

In the early years Personal, Social and Emotional Development (PSED) underpins a child's development in all other areas (cross reference D1). Every day will have dedicated PSED activities including daily circle time and the SEAD (Social and Emotional Aspects of Development) materials will be used as the basis of the PSED curriculum.

PSHEE (Personal, Social Health, Emotional and Economic education): from Key Stage 1 upwards the PSHEE curriculum will centre around the termly themes outlined in the SEAL materials. Nevertheless, elements of PSHEE will permeate all other curriculum areas in the form of the IPC Personal Learning Goals. Circle time will remain a key feature in all classes and outside professionals will be called upon to enhance our provision in this area for example the school nursing team.

Our children will be encouraged to recognise that the school has a central role to play in their whole development, and we will enable them to become self-aware learners. Children will understand that their well-being is dependent on how they develop spiritually, physically, intellectually, creatively and emotionally. The Personal Learning Goals within the IPC will facilitate their understanding. Boston Free School will run the Healthy Schools award thus enabling children and the wider school community to take an active interest in healthy lifestyles. Through Healthy Schools, we aim that every child will have:

- Raised achievement
- Reduced health inequalities
- Widened social inclusion
- Developed healthier behaviours

Boston Free School will use the 'Healthy Schools Toolkit' (as cited on DfE website [\[REDACTED\]](#)). Healthy Schools is designed specifically to assist schools in a cycle of 'plan, do and review' for health and well-being improvements for children. Our work will centre on:

- Policy development
- Learning and teaching, curriculum planning and resources
- Enabling children to have a voice
- Provision of support services for children
- Staff continuing professional development, their needs, health and well-being
- Partnerships with parents, carers and local communities
- Accessing, recording and reporting the achievement of children

We will closely align our Healthy School plan with both local and national targets. We have already identified obesity as one area of focus and will therefore plan work around physical activity and diet. Healthy schools status involves a comprehensive review on the four following areas and we have outlined some prime areas of focus (but this is not an exhaustive list):

#### 1. Physical Activity:

In addition to the PE curriculum, our children will be able to participate in a range of physical activities throughout the school day and in extended service provision. Friday afternoons will provide opportunities for physical development with trained coaches & instructors. Children will be inspired to become physically active in morning lesson input through brain gym techniques, through playground games and a range of sports after-school clubs. Our children will also participate in activities and events that promote the journey to and from

school. We will strongly encourage walking to school as the preferred alternative to car, and will deliver Bikeability sessions to older children to ensure that they consider road safety and become proficient road users.

**“Pupils have a good understanding of the need for a healthy diet and enjoy taking part in exercise activities, such as football, netball, swimming and dance. Healthy schools status and the achievement of Activemark show the school’s commitment to encouraging this aspect of pupils’ development” (Ofsted: Park School – February 2011)**

## 2. Healthy Eating:

Practical applications will involve the provision of a ‘gold-rated’ food provider, enabling children to have a nutritious hot meal. Healthy snacks will be available at the morning breakfast bar and during playtimes. Water provision will be readily accessible throughout the school day. Children will be educated, along with parents on the importance of a balanced meal; this will also be monitored and promoted for those children taking a packed lunch.

## 3. Social and Emotional Well-Being:

Children will learn how to use protective behaviours and participate in a range of peer-support initiatives in the school e.g. prefects, playground buddies etc. We will encourage our school council to work towards the School Council Award which recognises good practice in participation, inclusion and outcomes. The Pyramid Programme will also be delivered in school to support children with low confidence or those who have issues with self-esteem; this is a 10 week programme delivered by the mentors who are trained in the pyramid approach. Children are screened for suitability onto the programme using a sociogram; it provides a basis for both planning and reviewing the end product of the work. Our mentors will deliver these sessions during critical times in the school year, for example transition between key stages and schools. In addition to this proactive work, our mentors will also work with a caseload of children who may have additional needs that require a multi-agency approach to their success e.g. through the Team Around Child process (TAC) this has greater mention later in this section –‘Additional Behavioural Support.’

## 4. Personal, Social, Health, Emotional (including Sex and Relationships and Drug Education)

As previously mentioned our curriculum across all phases has a strong focus on PSHEE. From Milepost 1 upwards pupils will have dedicated units of learning focused upon drugs, relationships and sex education. Dependent upon the age of the child and their developmental stage different aspects of these areas will be taught. The expertise of specialists will be drawn upon in order that the curriculum delivered is up to date for example: the local policing team will deliver elements of drugs education.

The schools in the Phoenix have already acquired Healthy Schools status and

are in the process of adopting the enhanced model.

As recognised by Ofsted both schools within the Federation are Outstanding in the area of Care, Guidance and Support including pupil wellbeing.

**14<sup>th</sup> February 2011**

**Dear Pupils,**

**We think yours is a very inclusive school, which means that you all get on very well together no matter which country you are from. We think this is a real strength and something to be proud of. We think you are very kind, behave well and are always willing to help others who are less well off than yourselves. You do lots for charity and to help people in the local community. You have an excellent understanding of communities around the world. You also have a good awareness of the importance of leading a healthy lifestyle and of how to keep safe. We think the adults in your school provide you with outstanding care, guidance and support. This is why those of you who are new to the school, and those of you who are worried or upset, quickly settle and enjoy school life. (Ofsted: Park School – February 2011)**

**28<sup>th</sup> September 2011**

**Dear Pupils,**

**Thank you for making us feel so welcome when we visited your school recently. We were impressed with your good behaviour and how well you were learning in lessons...You told us you go to a good school and you are right. I was most impressed by how thoughtful you were in assembly when you were considering the effects of discrimination on people. All staff provide outstanding care and guidance for you so that you settle into school quickly and feel safe at all times. - (Ofsted: Gosberton school – September 2011)**

### **Behaviour: Pupil Engagement and Empowerment**

Restorative justice techniques will enable our children to learn that actions always have a consequence, positive or negative. Furthermore, Rights Respecting practice will also facilitate this e.g. children have the right to an education but the responsibility to model positive behaviour. We expect that all children will be motivated learners who are well disposed to high expectations of personal conduct at all times. Our Behaviour for Learning Policy has clear aims which describe our community's insistence on developing and upholding positive relationships and responding to any short-comings in tolerance and respect.

**Children are expected to model excellent behaviour at all times, this is non-negotiable:** during school arrival/departure, within lessons, unstructured times and extra-curricular sessions. They will also be accountable for their behaviour during external visits and residential trips. Furthermore children will be guided to become 'model citizens' in the local community. The Free School will take an active interest in behaviour, positive or negative, that is reported off school site



(as outlined in '*Behaviour and Discipline in Schools: A Guide for Headteachers and Schools Staff DfE 2011*). Behaviour will have a reflection on the school's reputation. It is Boston Free School's ambition that the school will set the standard for other educational provisions to follow and will be held in high regard by Boston Town community.

We will encourage our pupils to play a positive role in contributing to the school and the wider community. In so doing, we will help their sense of self-worth. We will teach them how society is organised and governed. Our children will experience the process of democracy through participation in the school council. We will teach children both their rights and their responsibilities as part of the UNICEF Convention on the Rights of the Child. Our federated schools (Phoenix Federation) have adopted the Articles from the United Nations Convention on the Rights of the Child within their policies and procedures and this will be applied into Boston Free School. The pupils of Boston Free School will be instrumental in driving forward the aims within the United Nations Convention throughout their school life. They will engage in activities that enhance positive behaviour through class-based Rights Respecting Charters, 1:1 mentoring, group work to develop social skills, buddy systems, anti-bullying practice, prefects and school councils to empower pupils to exercise a positive influence on their peers.

The pastoral department, based within Park Primary School, will enable many of the behavioural initiatives in Boston Free School. Two mentors are employed to deliver a range of proactive strategies in order to reduce barriers to learning. They also take a lead on working intensively with identified children who require additional mentoring support e.g. to work on raising confidence and self-esteem, and other social and emotional difficulties (as referred to in D3: Children with social, emotional and behavioural difficulties).

### **Pupil Socialisation: Language and Communication**

Some children need to learn how to be kind and considerate, and how to demonstrate this to others. The Free School will ensure that children are exposed to positive influences. Our staff will model positive behaviour themselves, as well as harnessing the involvement of other pupils who consistently model exemplary behaviour through some of the mentoring activities mentioned above. This also harnesses the leadership potential of our model children. We strongly believe that positive affirmations are incredibly important in recognising children's achievements and reinforce them in becoming independent and motivated learners. This is particularly important in embedding an environment for mutual recognition and respect within our multi-cultural learning community. All children will participate in Circle Time activities on a weekly basis, learning skills of co-operation (particularly through the use of guidance/resources by [REDACTED]). The appropriate use of language is fundamental for both learning, self-expression and self-management and this will be encouraged by our staff throughout the learning day – lesson, play and lunchtimes. Lunchtimes are a particularly important time for our children to develop their conversational and social skills. Our children will be exposed to 'talktime' as an essential part of dining etiquette and friendships, but also to reflect on their learning experiences. Staff and peer leaders will facilitate positive

talk during both structured and unstructured 'talktime' sessions. Effective communication is regarded as an 'essential' and will be instrumental in our approach to children's learning and development.

Children will be tracked and supported through the implementation of the Behaviour Wall Approach. This approach centres on the stages of emotional development for children. Our staff will adopt the principles of Behaviour Wall to support children to develop and refine their self-esteem, attachment and social skills, which all have a bearing on behaviour. All programmes used by the Free School will have a proven strong theoretical foundation with guarantees of positive outcomes for children's learning and behavioural development.

### **Anti-Bullying Philosophy and Practice**

Boston Free School will ensure that a truly collaborative approach will be developed with the school community. We will look beyond the school gates to share and engage with children, their families, residents and external agencies.

#### **Aims**

- To make clear to children, staff, parents and guardians that bullying is unacceptable, will be challenged and eradicated
- To encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying
- To provide a clear framework for dealing with incidents of bullying
- To educate children in resisting bullying
- To support those being bullied and a framework within which those bullying others may recognise and reform their behaviour
- In accordance with the school's ethos to instill in all members of the school community a sense of caring and kindness for one another
- To ensure that as a result of staff being respectful towards children at all times, children will internalise and model these human encounters and so treat each other respectfully
- To ensure that the adults in the children's world do not endeavor to diminish children so that they lose respect amongst their peer group, but rather enhance them so as to continue to develop their self-esteem
- To promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others

We have developed our Anti-Bullying policy to reflect all legislative requirements and have referred to the publication '*Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies*': DfE 2011. Taking into account the Equality Act 2010, Safeguarding Children and Young People, Criminal Law, Bullying Outside School Premises. (as outlined in following sections in D6)

Education and Inspections Act 2006 (Section 89):

- Provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents
- Gives Head Teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff

The Equality Act 2010:

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act.

A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Schools are now required to comply with the new Equality Duty.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. (In England and Wales)

The Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools. Although bullying in itself is not a specific criminal offence in the United Kingdom, it is important to bear in mind that some types of harassing or threatening behaviour

– or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If we feel that an offence may have been committed we will seek assistance from the Police Service.

Boston Free School will be committed to maintain full regard to the legislative practices that help to prevent and counteract bullying behaviour. (Publication *'Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies'*: DfE 2011)

### Safeguarding Children and Young People

Boston Free School will address any bullying incident as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (under the Children Act 1989). Where this is the case, the school staff will report their concerns to Lincolnshire Children's Services. Even where safeguarding is not considered to be an issue, we may consider the need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying. Publication *'Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies'*: DfE 2011

### Bullying Outside School Premises

Boston Free School will ensure that the Head of School will be obliged to use the specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This will relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head of School will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. Publication *'Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies'*: DfE 2011

### The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils will be made aware of all types of bullying and be involved in how the school coordinates its anti-bullying practice. While the school will hold an official Anti-Bullying Policy, our pupils will also be involved in developing 'pupil-friendly' versions. Therefore, key points on the types of bullying, responsibilities of

children and staff will be developed into an abridged version, through poster campaigns, video-clips on the school website. They will also be required to work collaboratively with other local schools for 'pupil voice', with focuses on behaviour and other general areas in school improvement. There are already very positive links with local schools, particularly through the Boston Network Learning Community. The Federated schools are currently lead schools in developing the primary student voice in Boston, their focus 2011-13 being Anti-Bullying. The Anti-Bullying project is raising awareness throughout the primary sector in Boston and will on completion be celebrated in the Boston Community. Pupils from Boston Park School and Gosberton Primaries have in the last two years been awarded the Princess Diana Award in recognition of their individual efforts against bullying. Therefore, Boston Free School will benefit hugely from this network of primary collaboration and indeed have a pivotal partnership with Boston Park and Gosberton Primaries.

### Identification of Bullying: Understanding Signs and Symptoms

The staff at Boston Free School have a duty to protect all children and will abide by the school's systems for behaviour and anti-bullying procedure. Our staff will be aware of the signs and symptoms of a bullied child and will investigate on any of the following signs:

- Changes their usual routine e.g. deviates from usual route to/from school
- Becomes school phobic, begins to truant
- Becomes withdrawn, anxious, frightened or lacking in confidence
- Starts stammering
- Uses harmful language about themselves
- Feels ill in the morning
- Standard of school work falls
- Clothes/possessions damaged or " go missing"
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Eating habits change
- Lack of eye contact

These signs and symptoms could indicate other problems, but bullying will be considered a possibility, and will be investigated. Parents will also be advised to inform staff if they identify any new behaviours which may indicate victimisation. Equally school community members will also use their observation and sound judgment to consider whether a child is a perpetrator of bullying behaviour.

### The Role of Parents:

Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school
- Allow the school to resolve the problem with the bully/ies and their parents. All parents are strongly requested that they do not involve

themselves in any investigation into bullying

- Encourage their child to behave responsibly on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying
- Contact the Head of School if they are not satisfied that their concerns have been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem
- Follow the school's Complaints Policy, if they remain dissatisfied
- Ensure that their child arrives and leaves the school site safely
- Ensure that their child continues to attend school regularly and punctually

#### The Role of the Teacher and Support Staff:

All staff in the Free School will take all forms of bullying seriously, and seek to prevent it from taking place.

The ethos and working philosophy of our school is that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour will be regularly acknowledged and rewarded. Children will be actively involved in the prevention of bullying. The school will work towards 'Rights Respecting' practice (UNICEF Convention on the Rights of the Child) and children will be encouraged to utilise their rights and responsibilities as part of our pursuit for global citizenship. Class charters will be apparent in all classes and demonstrate our active commitment to anti-bullying practice.

#### Preventative Strategies

- School Vision: promotes a shared climate of trust and respect for all.
- Curriculum: Uses a range of methods to promote anti-bullying practice: drama, role-play, stories etc. Social and Emotional Aspects of Learning (SEAL) will be provided as a recognised programme to promote and educate our children to become responsible citizens now and in the future. It is a whole school approach to promote skills that underpin effective learning and positive behaviour.
- Circle time: Used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- Peer Support Systems: Buddies encourage cooperative play and friendships School Council monitor anti-bullying systems in school e.g. worry box, pupil surveys
- Well-Resourced Play Opportunities: All children have equal access to

school equipment and play areas

- Staff Vigilance: Staff to be aware of potential for bullying and have close regard to their own supervision of children
- Staff Training: All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. They will also involve children in opportunities for positive play during free-time, in order to reduce opportunity for inappropriate behaviour; all duty staff will receive training in positive play/games promotion

### Reactive Strategies

Staff have the responsibility to:

- Investigate and where appropriate, report an act of bullying to the Head of School
- Produce a written report of all incidents that occur in the in/around the school site
- Where a member of staff becomes involved in an incident, they will make the appropriate means to support the victim/s and challenge, sanction and support where necessary, the perpetrator/s
- Where a child is being bullied, and after consultation with the Head of School, the parents of all children will be contacted in order to find resolution
- In more extreme cases, e.g. where these initial discussions with parents have proved ineffective, the Head of School may contact external support agencies, e.g. Community Police, Anti-Social Behaviour Coordinators, Social Care professionals

The Role of the Head of School:

Responsibility to:

- Set the school climate of mutual support and praise for success, so making bullying less likely
- Implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying
- Report to the governing body about the effectiveness of the anti-bullying policy on request
- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Draws the attention of children to this fact at suitable moments e.g. assembly
- Refer that all staff receive sufficient training in order to be equipped to identify and deal with all incidents of bullying

### The Role of Governors (directors):

The governing body supports the Head of School in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

Responsibility to:

- Monitor incidents of bullying that do occur, and reviews the effectiveness of this policy annually. Governors (directors) analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs
- Require the Head of School to keep accurate records of all incidents of bullying, and to report to the governors (directors) on request, about the effectiveness of school anti-bullying strategies
- Respond to parental dissatisfaction with the way the school has dealt with a bullying incident. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head of School, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body

### Recording and Monitoring of Bullying Incidences

An incident file will be maintained to record all instances of bullying occurring on, and in the transfer to/from the school site. Any adult who witnesses an act of bullying should record this as soon as is practicable and pass on to the Head of School, who monitors the file.

### Resolution of Bullying Incidences

- The parents of the perpetrator and also the victim, may be questioned about the incident or about their general concerns
- The bully will be asked to genuinely apologise and make recompense to the victim
- The bully will be sanctioned but also supported, in response to the incident/s; this will be decided by the school leadership team and shared with the parents involved and the victim
- In some cases, outside agencies may be requested to support the school or family in dealing with bullying
- If possible, the pupils will be reconciled
- After incident/s have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place



**“Behaviour is good and pupils from all backgrounds and nationalities mix well together. They enjoy responsibilities such as school councillors, play leaders and being a part of the peer partnership system, aimed at supporting those recently arrived in school. Pupils demonstrate empathy, high levels of compassion and look after each other well”.**

**(Ofsted: February 2011 – Park Primary School)**

### **Behaviour: Links to Safeguarding Practice**

If the behaviour of a pupil gives cause to suspect that a pupil is suffering, or is likely to suffer significant harm, safeguarding policy and procedure comes to the fore. We will consider whether persistent disruptive behaviour might be the result of unmet educational or other need. At this point, the school will decide whether a multi-agency assessment is necessary, the Designated Officer for Safeguarding will be informed at the earliest opportunity. Furthermore, it is vital that staff are protected from harm. All staff will receive a thorough induction which includes reference to behaviour, safeguarding policy, emergency evacuation procedures and practice, and how to record and report incidents. They will also be fully trained to TeamTeach philosophy and strategies (refreshed on a three-year cycle). Additional support in refreshing knowledge and skills will be reviewed on an annual basis. Our training ensures that staff are well-equipped to deal with identifying potential harmful situations, reducing risk and responding to situations whereby good order is compromised.

**The Boston Free School has good regard to the document ‘Ensuring Good Behaviour in Schools’ – Department for Education 2011.** Its Behaviour For Learning Policy taking full regard to all conditions. We have also referred to the ‘Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies’ and ‘Dealing with Allegations of Abuse Against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools’, Department for Education 2011. This has already been implemented into the Federation’s Behaviour and Care and Control and Allegations Against Staff policies. Therefore staff employed by the Free School will be reassured that in addition to their training, they have a legal power to use force and lawful use of the power will provide defence to any related criminal prosecution or legal action. Senior school leaders will support the staff when they use this power. It is important that staff feel supported throughout the process of an incident. The Senior Leadership advocate that staff will need space, reassurance and guidance following an incident. The school will support that all staff do join a trade union in support of their employment rights. The school will advocate that suspension should not be an automatic response when a member of staff has been accused of excessive force. Publication ‘Dealing with Allegations of Abuse Against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools’, Department for Education 2011.

### **Behavioural Code of Conduct: Rewards and Sanctions**

The school will have a central role in the pupils' social and moral development. Our rules and procedures will be designed to make clear to the pupils how they can achieve acceptable standards of behaviour. Each class will follow the school's 'Golden Rules' which will be displayed in each classroom and across the school as a whole. The rules will be readily understood by all children irrespective of age, ethnic background or special educational need. It is expected that all children and staff will remember each rule. The Golden Rules will also be included in the Home/School Agreement; therefore all parents will be aware of expectations. Our children and adults will understand the consequences that follow as a direct result in not upholding the Golden Rules. Classroom Charters set the standard for each class to personalise their understanding of rights and responsibilities. Therefore the children are encouraged to decide how they should self-manage and also take responsibility for the outcomes. We are firmly committed to empower our children through their active participation in the life of the school; our children are the heart of our work. Behavioural conduct is very much a shared approach to raising standards of behaviour, attendance and so impacting learning outcomes.

### **Reward System**

School based rewards are one tool that will be used to inspire pupils to reach and fulfil their academic and social potential at Boston Free School. The rewards system will reward pupils for achievements in both school based and extracurricular activities falling into the categories of:

- SUCCESS
- TEAMWORK
- EXCELLENCE
- PARTICIPATION

Merit Marks can be issued by all staff. Examples are highlighted below of what staff may issue Merit Marks for.

### **Success**

- If a pupil achieves success in a key task/lesson
- If a pupil achieves success, in relation to their target level or grade in an exam/test or other form of assessment
- If a pupil achieves success in an exam/test or other form of assessment outside school e.g. a karate belt or passing a musical instrument test (in this instance evidence needs to be shown to staff)
- If a pupil receives a good result in a sporting competition
- 100% attendance, excellent punctuality or adhering to the uniform code. In these circumstances merits can be given at the end of a half-term

### **Teamwork**

- If a pupil work well in a class group/team situation
- If a pupil works well as part of a team in a curricular situation
- If a pupil works well as part of a team in an extra-curricular situation
- If a pupil puts a lot of effort into a team situation
- If a pupil helps another pupil in a caring manner

### **Excellence**

- For an excellent mark/result in an internal/external test, exceeding target grade
- For an excellent mark/result in a test out of school
- If a pupil does something 'extra' in school e.g. helps at an open evening
- Several Merit Marks may be awarded for pupils gaining a Headteacher's Award for an excellent annual report

### **Participation**

- For participation in a lesson (taking a very active part etc.)
- For putting a lot of effort into a task in a lesson (regardless of result)
- For putting a lot of effort into something outside a lesson e.g. skills days
- For taking part in a sports team
- For participating in any community events in Boston, or any school production
- For taking part in any extracurricular activity

*NB The number of Merits issued for participation must be proportionate to the amount of commitment shown to the activity*

<b>Stage</b>	<b>Descriptions of Behaviour</b>
<p><b>Stage A (Always):</b></p> <p><b>0 Merit</b></p> <p>This is the conduct that is <b>expected</b> of all of our children at <b>all times</b>. It is a minimal standard</p>	<p>Punctual to morning/afternoon registers and lessons</p> <p>Taking pride in personal appearance in line with school policy</p> <p>Following the Golden Rules</p> <p>Knowing your Class Charter and your behaviour reflects this</p> <p>Saying please and thank you consistently</p> <p>Use of appropriate language at all times</p> <p>Following the school's Behaviour/Anti-Bullying practices</p> <p>High levels of effort in all lessons</p> <p>Always hold doors open for adults</p> <p>Always being polite</p> <p>Greeting one another with good manners</p> <p>Rise to greet visitors and Principal/Vice Principals</p> <p>General behavioural conduct reinforces the</p>

	school's good reputation in the community
<p><b>Stage B (Bravo)</b></p> <p><b>1 Merit: Behaviour demonstrated is recognized as going above the behaviours usually expected within the school day.</b></p>	<p>Offer to help adults with jobs</p> <p>Offer to help other children with their work</p> <p>Effort in class has exceeded desired expectation for academic achievement</p> <p>To take the lead in developing a team approach in making the school a better place</p> <p>Being a 'good friend'- e.g. demonstrating acts of kindness</p> <p>Being an advocate for anti-bullying practice</p> <p>Donate/joining in with fundraisers and charity events</p> <p>Perform duties requested by an adult to a high standard e.g. through Prefect, Buddy, School Council roles and responsibilities</p>
<p><b>Stage C (Commendation)</b></p> <p><b>2 Merits earned: Exemplar behavioural conduct is demonstrated, worthy of commendation to Senior Leaders</b></p>	<p>Demonstrating a selfless act to aid others e.g. missing out on a playtime to help someone</p> <p>Looking after a new child to the school, ensuring that they are completely settled</p> <p>Comforting a sick or unhappy child</p> <p>Taking the lead in a project that empowers other to be respectful e.g. Anti-Bullying/Racism campaign</p> <p>Volunteer to represent the school- e.g. quiz, event outside school grounds</p> <p>Where conduct in the community has brought pride to the school</p>
<p>As the list above is in no way exhaustive, Merits can also be issued in any situation not listed which a staff member feels appropriate.</p> <p><b>The Value of Merit Marks</b> As part of the Boston Free School Rewards Scheme, each Merit Mark has a</p>	

value.

Marks will be exchanged for a badge, which children will collect in the End of Term Awards Assembly

Bronze - 25 Merits

Silver - 50 Merits

Gold - 100 Merits

Platinum – The top boy and girl in KS1 and KS2 (in excess of 100 Merit Marks).

### **The Issuing of Merit Marks**

Staff issue Merit Marks by signing and dating the appropriate pages in the pupil planner. If a pupil loses their Pupil planner they also lose their Merit Marks. If a pupil forgets their planner, meaning the member of staff is unable to sign, the pupil forfeits their Merit Mark. This should encourage pupils to bring their planners to school and keep them up to date:

**‘Teachers maintain excellent relationships with their pupils, who listen, show respect and follow instructions.’  
(Ofsted: Gosberton – September 2011)**

### **Sanctions**

Behaviour monitoring systems will be implemented to ensure that incidents are recorded and responded to appropriately, this includes stringent anti-bullying practice (a separate Anti-Bullying Policy will be implemented). The Free School will adopt a stepped-system which assesses behaviour exhibited rather than ‘label’ an individual child.

<b>Stage</b>	<b>Descriptions of behaviour</b>
1	Interrupting adults Disturbing other pupils Avoiding work tasks Does not accept responsibility for behaviour Attention-seeking Moving around class without permission Unwilling to work cooperatively with peers e.g. turn-taking, sharing Lies
2	Throws objects Refusal to follow an adult request Physically inappropriate Intentional harm towards another pupil Incites peer conflict Damaging or taking property

	Refusing to enter/leave class Leaving class without permission Verbal abuse towards member of staff Absconding (remaining within the school grounds)
3	Uses inappropriate sexual behaviour Fighting (persistent) Bullying Seriously hurting another pupil Serious and deliberate damage to school/others property Physical assault on a member of staff Criminal damage Bringing offensive weapons/illegal substances into school Absconding (leaving the school site) Using abusive/racist language/behaviour

Staff are expected to use their professional judgement when ascertaining Stages of Behaviour. Consideration needs to be given to the individual and the circumstances surrounding poor behaviour.

### **Operation of Sanctions**

All staff will apply sanctions towards inappropriate behaviour in a consistent and measured way (in agreement through staff training.)

1. Low level disruptive behaviour (Stage 1 Behaviour) will be dealt with accordingly by a member of staff, through appropriate classroom management techniques; this may include verbal warnings and time out.
2. Persistent inappropriate behaviour at (Stage 1 / Stage 2) will result in a loss of a playtime, this can be conducted within the classroom or inclusion room under the supervision of a member of staff who will decide the length playtime lost. Loss of playtimes aims to promote the reflection of inappropriate behaviour with a solution-focused method of avoiding further conflict. There is an expectation that an apology will be offered to those affected by the incident. At this stage, children will also be placed on 'report'.
3. Where unacceptable behaviour persists (Stage 2 or an escalation to Stage 3) despite the response of appropriate classroom management practice: the pupil will be referred immediately to the Inclusion Room for

‘Reflection Time.’ Once Reflection Time has been completed satisfactorily, the aim is to return the pupil back to class ready to access the remainder of the lesson. In extreme circumstances, it may be considered appropriate for the pupil to stay in the Inclusion Room to undertake study; this will only be possible if staff are available.

4. Stage 3 offences, in which serious and deliberate levels of violent behaviour are conducted, will necessitate an immediate referral to the pupil’s parent/s. The procedure for such behaviour may result in a period of inclusion (5 days maximum) in the Inclusion Room with a member of staff. Inclusion serves as an on-site ‘exclusion’ whereby children continue to access their education in isolation, without privilege. Inclusion will be negotiated between staff involved in the incident, and the Head of School. Parents will be fully informed of their pupil’s inclusion before it is applied. The aim is to provide an inclusive environment within the school, so that the pupil receives his/her full entitlement of education. At this stage, the school and parents may need to negotiate the potential of a managed move to a partner school. (The procedure for Inclusion is contained within the Behaviour for Learning Policy)
  5. Where the pupil does not respond to the support of the school/family/other agency, and Stage 3 behaviour persists, it may be decided that a period of fixed term or permanent exclusion will be arranged, but this is a last resort measure and undertaken in consultation with the Senior Leadership Team and ultimately the Principal who will form their judgement based on a comprehensive review of the historical context of the child’s behaviour and other extenuating circumstances.
- Both of the schools in the federation have enjoyed longstanding records of zero permanent exclusion and fixed term exclusions are extremely rare. It is expected that the Free School will also realise such success with exclusion being an historical strategy.

**“Pupils say they feel safe and this is reflected in very few incidents of bullying, which are dealt with very effectively, and the lack of exclusions” (Ofsted: September 2011 – Gosberton Primary School).**

#### **Additional Behavioural Support**

We will ensure that behaviour support is obtained from a range of outside agencies at the earliest opportunity, so that the school makes best use of specialist advice and assistance in the support of its pupils. Some pupils will need Individual Behaviour Plans and the support of school staff, parents and additional support services (Emotional Behavioural Support Service, Educational Psychologist Pupil and Adolescent Mental Health Service). In such cases, the school will work proactively with parents and other agencies through the agreed Team Around the Child (TAC) process, with the expectation to identify and respond to issues well in advance. The Free School will be open to leading on the TAC process, as we are already very well established with the

range of agencies working in and around the local area who support children and their families. For children with SEN, see also the Special Educational Needs Section in D3)

### **Behaviour: Parental Partnership**

**‘...Boston Free School will admit families, not just children’**

#### **- Boston Free School Vision**

We will give high priority to clear communication within the school and to a positive partnership with parents, since this is crucial in promoting and maintaining high standards of behaviour. All parents will confirm their support to the school by way of the Home/School Agreement. The agreement summarises the partnership in promoting expectations for the children relating to:-

Curriculum (including homework), Behaviour and Code of Conduct, Equal Opportunities and Attendance and Punctuality.

Equally the Home/School Agreement will outline the school’s promise to parents and their children to secure an excellent educational provision. Parents will sign up to the agreement while their children are registered on the school roll. Parents will be given every encouragement and support to work in partnership with the school. It is vital that they understand and value the high expectations placed on their children in order to attain and achieve. The school will give every effort to secure this partnership, and will both support and where necessary challenge parents who are not sharing our **vision of co-operation**. Where there is non-engagement with parents we will reinforce our **no excuses approach**, holding to account those who are failing their children in the eyes of the community. Parents will understand our contractual approach to their children’s learning and development.

The school website will include a section dedicated to Behaviour and Attendance, which will highlight essential information on many aspects relating to these core areas of school development and current policy (all essential policies will be available for parents to view). It is expected that the website will be an interactive tool whereby parents will be able to leave their feedback and/or comments for continued improvement. We will incorporate parental feedback and suggestion, where appropriate, into our School Strategic Plan.

#### **As we will be a ‘learning focused school’ – Boston Free School Vision,**

‘Learning together’ will also be a strong feature of our engagement with parents. The Phoenix Federation has facilitated a number of parenting programmes over the years to promote parental engagement in their children’s behaviour and learning. It is envisaged that *Families and Schools Together (FAST)* will be delivered in the extended school hours at Boston Free School. This programme places centrally the relationship between parent figures and child, with the school facilitating vital interactions between the family unit as a whole. The outcomes of this particular programme are multi-faceted in terms of increased attachment and engagement socially within the family, strengthened relationships between home and school and enhanced learning and development outcomes for the child. Additional parenting packages which have



been used are *Strengthening Communities, Strengthening Families* which is essentially a parenting programme running over a 13 week period; parents receive a certificate at the end of the course. Boston Free School will offer to facilitate these sessions on behalf of the local Children's Services Teams and open up to both Boston Free School and other families in Boston. *Family Learning* will also engage our parents specifically in their children's education. This programme engages parents in their children's learning at first-hand experience, in a classroom, with the lead of an experienced teacher. We believe that opening up a variety of ways to link with our parents is vital to ensure their contribution in the life of the school.

While we will work tirelessly on engaging our parents and expect that there will, in the majority be harmony, we have also planned for those occasions where support is needed.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. This participation is more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Where there are concerns identified in the Home/School relationship, a swift response will be made by the school by way of a review of the Home/School agreement and any other 'contract' written to support the learning and development needs of the child. The Head of School will check that all elements required in the parenting contract have the opportunity to be reviewed and resolved; where appropriate this may also involve the Vice Principal-Partnerships. Should any further negation of the contract arise (on the parents part), it will be necessary to involve the school governors (directors). The Chair and/or Vice Chair will take a lead in finding resolve. It is not envisaged that Boston Free School will experience a lack in parental engagement, as our clear expectations will be obvious to parents who have chosen Boston Free School as their preferred first choice school.

Again our record with parental engagement has been received well by recent inspections:

**"They (the parents) appreciate the way their children enjoy school and feel safe". (Ofsted: February 2011 – Park Primary School)**

This Behaviour for Learning approach has been established in the federation for some years and continues to receive complimentary feedback by Ofsted:

**"During the inspection, no inappropriate behaviour was observed and pupils reported that teachers deal effectively with any misbehaviour if it does occur" (Ofsted: February 2011 – Park Primary School)**

**Extract taken from Boston Free School Home/School Agreement (draft):**

## BEHAVIOUR

### *THE SCHOOL WILL:*

Make sure children are familiar and comply with school rules;

Use rewards and sanctions fairly;

Make sure that school staff always set a high standard of personal behaviour;

Respect the views of children and parents, acknowledging the different circumstances that exist.

### *I INTEND (THE PARENT/CARER):*

To help my child understand and follow the school rules;

To encourage my child to care for school property both at school and at home;

To behave in a way that sets my child/ren a good example when I am on school premises and in the community

## ATTENDANCE & PUNCTUALITY

### *THE SCHOOL WILL:*

Start classes promptly at 8.45

Maintain an accurate record of attendance

Keep parents informed of their child's attendance

Work with families and other professionals to ensure children's right to an education

Recognise your child's commitment in attending school promptly and on time

### *I INTEND (THE PARENT/CARER)::*

That my child attends school regularly and on time

I understand that holidays should not be taken in term-time

To make sure that my child is collected on time

To contact the school promptly when my child is absent

### **Behaviour and Attendance: Achievement of Outcomes**

We will ensure that our approach to Behaviour, Attendance and pupil well-being can be carefully tracked through internal processes. It is important to us that we can monitor and evaluate the robustness of our systems and have quantifiable measures, as well as the more soft measures through qualitative feedback. Our children's outcomes will be measured (as outlined in D4). Key performance indicators will provide explicit data to describe successful outcomes on our aims and objectives.

In summary we will track the following:

1. The number/response to all incident reports in the following categories: racist, bullying, behavioural
2. Pupil, parent and community satisfaction surveys
3. Ofsted Grading: Behaviour and Safety of Pupils at the School
4. Zero exclusion rate
5. Whole school attendance rate 97%

Our KPI have been developed in line with our Boston Free School mission:

Outcome 1: Academic Success for All

Outcome 2: Internationally minded pupils

Outcome 3: A lifelong love of learning

Outcome 4: Well-rounded citizens

Outcome 5: Children who have high aspirations

Outcome 6: Children who are well prepared for the next phase of their learning journey.

### **Attendance**

Appendix 12: Attendance Policy

### Our Rationale, Aims and Experience

**“If children do not attend school, they will not learn to their full potential. Boston Free School will strive to ensure that pupils attend school regularly and punctually in order that we as educators, can nurture and develop their capacity and desire to learn” – Boston Free School Vision**

We expect that our school ethos will lead to exceptionally high attendance levels; whole school attendance targets will be set above national average as it is our aim to exceed the norm – for 2013 we envisage this to be 97%. Our rationale behind setting high attendance targets is directly linked to those pupils who fall within a band of children who are absent ‘occasionally.’ Occasional absenteeism has a marked impact on children’s educational outcomes:

**‘...the number of children who are absent for slightly smaller percentages – 15 and 10 per cent – of school is dramatically higher. There are nearly half a million children who miss 10 per cent of school – three weeks. Of course some of these children will be pupils with long-term sickness. But many will also be children who can and should be in schools. Much of the work children miss will never be made up and they will be left at a considerable disadvantage for the remainder of their school career. Not being in school means their education and life chances are being damaged.’ (cited from Reducing absence - ensuring schools intervene earlier: Department for Education 2011)**

Boston Free School will gain from the experience and systems practised in the Phoenix Federation which has a good work ethic for early intervention, so ensuring that critical levels of absenteeism are avoided before they become entrenched. The on-going success of whole school attendance is reliant on the combined effort of all staff, children, families, and wider community. It is advocated that we all have a role to play in promoting regular and prompt school attendance.

**“Rigorous and highly effective procedures for monitoring and promoting good attendance have had a strong impact on attendance levels”. (Ofsted: Gosberton Primary September 2011)**

Attendance systems have been streamlined across the Phoenix Federation; this has proven extremely effective for the Gosberton School community. Boston Park also benefits from the school’s determination to meet targets. However, it serves the Witham East Ward of Boston, high in population of migrant families to the area. There is on-going challenge in ensuring our children with English as an additional language attend school as regularly as the indigenous population. The contributing factor being extended holidays taken in their country of origin. Boston Free School will serve a similar demographic to Park School and will adopt the same strategies as employed by the Phoenix Federation.

Note: Boston Park has continued to work effectively on whole school attendance and is currently in line with national average, a testament to the challenges presenting.

The strategies used to counter extended holidays:

- A travel scheme with the Boston Co-operative Travel Agency, who have agreed discounted vouchers for airfares taken in school holiday periods
- School term times have also been altered to provide 2 weeks holiday in October, for families to take cheaper trips abroad and so reduce the number of holidays taken in the school term time
- The school has also worked hard in making certain that parents are fully aware of the necessity for regular school attendance, as this has not always been a priority for some parents new to the country. Key personnel, particularly those who speak the first language have been extremely useful in helping to reduce the barriers in translation and increase understanding of the English education system

Incentive scheme are made available for all of our families regardless of culture or background. Equal opportunity is a vital ingredient to our pursuit in supporting the cohesion agenda.

The Home/School Agreement developed by Boston Free School will make clear the expectations of regular and prompt school attendance. Parents will be required to sign and return the agreement which has a firm stance on the conditions required to ensure high attainment and achievement for our children. The Home/School Agreement will be translated into home languages for all families in order that a full understanding and commitment is secured. In

addition, all parents will receive an update on their children's attendance in the Autumn, Spring and Summer terms; this will be linked to a 'Traffic Light' system (as below).

Note: This system will be implemented for all children in Reception Year, including those who have not yet reached compulsory school age. Boston Free School wishes to instil strong habits in parents and children in regular and prompt school attendance from children being admitted onto roll.

### Attendance Monitoring

Attendance will be rigorously monitored with immediate response, where there is concern that our children's right to an education is being reduced or prevented.

#### Traffic Light System:

Green Card: 97-100%
To celebrate achieving above national average.
Amber Card: Attendance 91-96% and below
To prompt parents to acknowledge that the school is monitoring attendance 96% (over a 1 term period - 12 weeks) and below. Some investigation into absence will be explored between home and school with expectation for an immediate and marked improvement.
Red Card: (90% and below)
The school will implement a targeted response to improve, with immediate effect, a child's attendance. This will involve meetings with parents and other professionals (as required) to develop an agreed plan of action. The school will make referral to the Education Welfare Officer where there is a lack of engagement on the part of parents to work with the school.

The Traffic Light system will be overseen by a dedicated member of staff (Attendance Officer) responsible for the daily management of school attendance e.g. monitoring completion of registers, lateness and 'Home-Calling'. Home-Calling involves phone call contact with families if a child has not attended school without prior explanation; this serves as a safeguarding measure. The Attendance Officer will also work directly with families who require some intervention by the school or other service provider e.g. Education Welfare Service. The Attendance Coordinator will be required to take part in 'Team Around the Child' forums (a multi-agency team approach in supporting children and their families). The Attendance Officer will contribute to local area truancy patrols.

They (Attendance Officer) will report to the Vice Principal-Partnerships each half term (6 weekly) to discuss the data recorded from daily registers along with an update on caseload, whereby children are being monitored. Boston Free School

consider that attendance is intrinsically linked to academic attainment but also to welfare and safety concerns. There will be close monitoring of absentee children to the school child protection records. Where there are concerns about an absentee child that warrants cause for concern, referral will be made immediately to the Designated Officer for Safeguarding.

The Attendance Officer will require the full support of all staff and school community in order to realise the ambitious targets set for attendance.

**“Outstanding care, guidance and support has led to significant improvements in attendance, which is above average, behaviour, and the progress made by pupils whose circumstances may make them most vulnerable”. (Ofsted: Gosberton Primary September 2011)**

#### Attendance: Communication, Practice and Strategy

The school will create an effective and efficient system of communication with pupils, parents and appropriate agencies to provide information, advice and guidance. Strategies to ensure prompt arrival to school will include the provision of a ‘Breakfast Bar’ an hour prior to lessons starting; this is a tried and tested approach already utilised in the Phoenix schools. Through our incentives package (Free School Meal eligibility) a free breakfast will also be provided to give the best start to the day for our children. Pupils and parents will receive a termly (3 times a year) newsletter which will have a dedicated section related to Behaviour and Attendance. The newsletter will serve as a prompt to remind parents and children about the shared commitment to regular and prompt school attendance – it will present the current whole school attendance figure to include them in our aspirational target. The website will be regularly updated with a specific section on Behaviour and Attendance, again highlighting ‘need to know’ information e.g. term times, and other advice for instance the importance of night-time routines, signposting to relevant family and child support sites Family Action, NSPCC etc.

The parents and their children, who are identified as having low rates of school attendance, will be invited onto the Families and Schools Together Programme (as detailed in D3: Learners with Social Emotional and Behavioural Difficulties). We will instil in our parents their own love for learning and engaging with their children, in an environment outside of the family home. We understand that parents too may need to learn themselves how to parent and provide appropriately for their children. We know that children delight in having their parents engaged with the school, and this programme will engender increased rates of well-being for our children, with the expectation that attendance rates rise.

#### Attendance: Rewards

**Our vision is to inspire children’s life-long love of learning** so it is vital that we harness their engagement to Boston Free School and the opportunities it can offer. Through our dynamic International Primary Curriculum, we will give our children every chance to flourish as they want to engage in school learning: during the school day, extra-curricular and in homework sessions. We understand that children who have responsibility for their own learning and who

set their own rules for behaviour are much less likely to truant.

The school will establish an effective system of incentives and rewards to acknowledge the efforts of pupils in maintaining high levels of attendance. Our pupils will have their attendance recognised within the school rewards system through the collection of Merits and Badge System. The school will use a variety of means to encourage and celebrate attendance: Award Assemblies, Certificates for Green Card Attainment and Display in the school environment and acknowledgement on the school's website. 'Bobby Bear' (a mascot) will attend school each term to engage children in their school attendance. In the Phoenix Schools, Bobby has been used to welcome children at the school entrance and to issue certificates for prompt school attendance.

#### Attendance: Low Rates of Attendance Including Persistent Absence

The Traffic Light System (above) will be well understood by our children and their families and is the method through which we will monitor school attendance and include parents in the partnership. Parents will be informed from entering the school through prospectus, Home/School Agreement and newsletter, that non-attendance to school should be a rare occasion. Where there are concerns held relating to a parent's engagement to the policy on attendance, there will be swift action on the part of the school.

The school will buy in (as a traded service) Education Welfare. Where appropriate, Education Welfare will assist the school in making home visits to make checks on absenteeism. They will undertake the legal processes in holding parents to account, on behalf of the school.

Attendance Meetings will be convened to discuss the issues and to restate the school's stance. Our meetings will be designed in three forms:

- Informal meeting:

Where concerns are being noticed, an exploratory meeting will be held to ascertain the issues that prevent a child's school attendance. The Attendance Officer and Class Teacher will preside at the meeting. At this point, the school may identify that there are legitimate and reasonable reasons, our response may be to support by way of a Team Around the Child. A calculation will be made to ensure that the parents can be advised of their child's predicted school attendance for the academic year (should no further days be taken absent) – and that this is expected to be matched. A record of the meeting including attendance and pupil attainment targets and expectations will be issued with the requirement that the parent signs to agree their commitment and understands the next steps if their support is not forthcoming. They will also be re-advised of the Home/School Agreement and given a copy of the Attendance Policy.

- Formal meeting

Where the school has just reason and evidence to suspect that parents are not engaging with the conditions requested, a formal meeting will take place. The Attendance Officer and Head of School will preside at the meeting. A record of 'Home Calling' and evidence of low-parental engagement will be discussed.

Attendance/Attainment targets will be revisited and parents will be requested to sign a contract to abide by the schools policy. Targets will be set to ensure that an increase in their child's percentage will be expected and tracked at the end of each month. An Education Welfare Officer will also attend where the persistent absence criteria has been reached.

- School Attendance Panel Meeting:

The Education Welfare Officer will present all information to the parents and other professionals meeting. School representation will include the Attendance Officer and Head of School. The Chair of the Governing Body will also be present. An agreement will be made at this meeting as to whether legal steps will be made against the parent/s.

### **Attendance Policy**

Our policies (Behaviour and Attendance) will comply with statutory policies and inter-relate to Anti-Bullying, Safeguarding, Care, Control and Guidance policies amongst others. They will be developed on the basis of best practice and adopted through consultation with all key stakeholders – staff, governors (directors), parents, children and wider community members. The policies will be supported with clear guidance setting out:

- Clear lines of accountability
- Standards expected including a Code of Conduct and the use of positive language
- Clear and just rewards and sanctions
- Information and active support for parents and carers who want to know more about how to help their children do well

All policies will be within the school's document control system. Policies will be clearly marked with title, status, and responsible person/post, date of operation and review date. Governors (directors) will have policy reviews planned into their annual calendar of business.



**and your plans for sharing facilities with other school and the wider community**

**Index:**

- **Community Rationale, Demographic and Needs Analysis**
  - **Heightened Aspirations**
  - **Address Cohesion from the Roots**
- **Community Feedback**
- **Legislation: The Equality Act 2010**
- **Boston Free School: Our Experience, Our Expertise in the Community**
- **Our Children**
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- **Cohesion Kitemarks**
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  - **UNICEF Rights Respecting School**
  - **International School Award: Gold**

**“Our Objective is to create a school which is a ‘mosaic of cultures’ in which children retain their own cultural identity and live in harmony with each other...” - Boston Free School Vision**

### **Community Rationale, Demographic and Needs Analysis**

Every member of our school community is welcomed and valued as an individual and we will work collaboratively to offer an education tailored to their personal needs, which will enable them to realise their own unique talents. Boston Free School will home children, their families, staff and community members from a ‘mosaic of cultures’ who will be joined by one common community purpose – to instil the international understanding and celebration that such diversity brings.

For the purpose of this application we wish to strongly impart to the scrutiny panel, the unswerving support and commitment of the Boston town community to establish a Free School in its centre. Through our pursuit to engage with all stakeholders, a sound rationale for its creation soon became very clear. We have listened to our community and their voice has sown the seed to make Boston town a viable place for education, employment - and existence! Our community needs a Free School in order to:

**1) *Heighten aspiration for all members, adult and child, to have a***

***pronounced impact on the future of the town and wider.*** Therefore high academic standards, with exemplary behaviour being instrumental to this proposal.

2) ***To address cohesion from the roots.*** Our children are the start and end point in stabilising the community dynamic. The complexity of the recently arrived migrant community, where there have been, and continue to be, tensions across the town.

The Management Committee has ensured that a comprehensive review of community opinion has been sought. In addition to the Evidence of Demand (for pupil places at Boston Free School), Boston Town has been approached in a variety of ways; this is to harness as much opinion as possible about the school's development and, indeed, the wider issues. It has become apparent that only is there a lack of school places, but in particular a lack of primary education sufficiently robust to fully engage learners to whom English is an additional language. The management Committee have engaged with the community directly:

- The local neighbourhood committee: Witham East Neighbourhood Action Group
- Facebook: promotion and engagement of opinion
- A Community Interest Survey has been circulated
- Community Consultation evenings held at Boston Park
- Parent Coffee Afternoons at Boston Park School
- Phoenix Federation Website:
- Discussion with local organisations and business in town
- Individual visits with other 'feeder' education settings
- Radio interviews on Radio Lincolnshire and Lincs FM (██████████ as Boston Free School lead)
- Press releases with feedback opportunities in local press (Boston Target and Boston Standard)

### **Community Feedback**

From the feedback received, we would suggest that Boston Free School will be located in the heart of the central Boston community, which has an established core of residents and businesses. It will also serve a more transient group that commute in to use the town's services. Furthermore there is a newly arrived community recently arrived in the UK (the majority of which are Eastern European) who face the challenge of establishing themselves as part of the community, owing to socio-economic deprivation and language acquisition factors. We will strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. The school will ensure that all groups of children will have their progress and attainment monitored in line with national expectations taking full regard to their ethnicity, gender, age, special educational need, socio-economic group. It is our expectation that any gaps in attainment will be closed for all children. These are the key features our community wishes us to develop in the free school.

## **Legislation: The Equality Act 2010**

Boston Free school will take strong regard to The Equality Act 2010. We will ensure that our policies and practices cover the duties for race, disability and gender, age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will comply fully with the new Equality Duty and its aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools. Although bullying in itself is not a specific criminal offence in the United Kingdom, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If we feel that an offence may have been committed we seek will assistance from the Police Service.

## **Boston Free School: Our Experience, Our Expertise in the Community**

Boston Free School firmly believes in having a focal role in contributing to a society in which there is a common vision and sense of belonging by all communities. A society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. Boston Free School will provide an education for all, acknowledging that the society within which we live is enriched by diversity. We are fortunate to be able to make true and real these statements about our core moral and social beliefs. We are already a well-established committee who have direct links to the community we serve.

The Phoenix actively participates in plans to address tensions within the cohesion agenda, as part of a multi-agency response. We were recently invited, and participated in, research requested by the Home Office at the 'Identifying the Social Impacts of Migration Workshop/Meeting' (November 2011). The Phoenix also contributes to a steering group which has a focus on the oversight and delivery of 'Good Relations' work (Centre for Good Relations as commissioned through Boston Borough Council).

Our contribution to the local community (as well as wider community) is reflected in the recent Ofsted reports for both schools in the Phoenix Federation. However, commentary for Boston Park Primary is the most fitting owing to the demographic of community served.

**“The promotion of community cohesion is a real strength of the school. There are not only very effective links within the local community, including good partnership working, but also nationally and internationally”. (Ofsted: Boston Park Primary – February 2011)**

**“Good luck with all of your fantastic international work ...Park has always been one of the most creative and innovative primary schools we have worked with...” [REDACTED] (The British Council)**

### **Our Children**

Our children will feature highly in our contribution to the community, local and wider. We will draw on the expertise from the Phoenix Federation in opening up opportunities for our children to be openly involved in the eyes of our **local school community**. The ‘Community Baccalaureate’ (cross reference section D1) will also facilitate this. Through their Rights Respecting practice, children will drive opportunities for change e.g. having a voice in the Boston Network Learning Community’s ‘United Kids’ Council’, participating in projects through the local neighbourhood residents committee and housing association. Again our success in this regard has been recognised and celebrated in local newspapers and by Ofsted:

**“Pupils are proud of their school and take an active part in decision-making through their many responsibilities. The school council is instrumental in bringing about change. It takes an active role in promoting the school within the local community.” (Ofsted: Boston Park Primary – February 2011)**

In addition to supporting the local community, Boston Free School pupils will look outwardly into **national and international dimensions**. The International Primary Curriculum lays the foundation for our children to develop the skills and secure knowledge for the rapidly changing landscape in modern society. Our children will be exposed to activities which will stimulate ideas about the world and events that may have direct or indirect impact on them. These types of opportunities will involve links with businesses and churches. Such links are already established and are described further on in this section. The outcomes of which have received the following recognition through the Phoenix Schools:

**“Provision for personal development is good and the emphasis on the learning about global communities enables pupils to develop a very secure awareness of, and respect for, other cultures. Enrichment activities are good with good partnership working, effectively enhancing the provision.” (Ofsted: Boston Park Primary – February 2011)**

<b><i>Ofsted Grade for Pupils’ Outcomes</i></b>	
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***The extent to which pupils' contribute to the school and wider community***

**1 - Outstanding**

## **Our Families**

***We implicitly believe that parents, as the first educators of their children, should be partners in our children's learning journey.*** The Free School will centre on parental engagement in order to harness best outcomes for achievement and attainment. Furthermore intergenerational work with extended family members will also be valued; ***the school will advocate that families are admitted to our school community, not just the children.***

Parents and family members will be expected to support their children's learning in a variety of ways, such as regular homework with a particular focus on reading, writing and mathematics. They will support the school with its provision of additional learning beyond the school week e.g. homework groups, weekend educational classes. Family members will be encouraged to engage in a volunteering capacity, through supporting children directly with their learning in school e.g. reading practise. They will also have opportunity to contribute to the wider life of the school through school fund raising events and governance. It will be strongly urged that all parents attend all parent meetings. They may also be identified as learners themselves and engage in school learning workshops (to understand strategies for learning), Parenting courses (Families and Schools Together and Strengthening Families, Strengthening Communities programmes – refer Section D6). Adult Learning Classes (with emphasis on their own level of basic skill) will also be offered through the provision already in existence with Boston College of Further Education. At the root of our partnership with parents, is the Home/School Agreement which sets out the school's code of conduct for a mutually beneficial partnership.

The Free School will also be committed to supporting the children and families of other educational settings (for families with children aged 0-19) and also alternative educational provisions. The Free School Committee has already established links with a number of local schools in the Boston District and South Holland areas of Lincolnshire along with the Boston Teaching and Learning Centre (formerly known as a pupil referral unit for children and young people unable to access fulltime mainstream education). The Phoenix has a very positive relationship with the Teaching and Learning Centre in ensuring that the most vulnerable children receive their full entitlement of education and Boston Free School will benefit from the expertise of professionals already networking closely with the Phoenix. It is envisaged that the Free School will also join the Boston Network Learning Community, which currently includes 16 primary schools, including a special school. Joint ventures are held annually and involve pupils, staff and parents across all schools working towards enhanced learning opportunities. It is our intention that the Free School will provide the venue for additional services that can be accessed by local families. These will include learning, enjoyment and enrichment sessions e.g. arts classes, cultural pursuits, community cohesion events, IT/language/ basic skills learning workshops,

parenting classes, health and well-being classes.

### **The Free School Committee**

We will seek to build relationships with all sections of the community, using a range of different methods to promote an active contribution to British society and promote good community relations. The Free School Committee is an established group of professionals who already engage with all stakeholders in our community. Families (both indigenous and newly arrived) will be fully engaged with the school in order to support the children's holistic needs. This will include our established links within the voluntary and statutory sectors in social care e.g. local community groups, Children's Services – to ensure children's safety, wellbeing and academic success is realised.

### **Transition in/between Phases of Education – Partnerships**

The Free School believes that it has the responsibility to ensure that superior education begins in the early years and primary education should then flow into the secondary sector seamlessly. Firm relationships will be cemented with a range of pre-school settings that represent Boston town. Through the Phoenix schools these links are already in place, as exemplified in the community consultation process for this application. As the school wishes to establish its own kindergarten (separate to this application), there will also be wide consultation and collaboration with the local authority's Early Years Service and other local pre-school settings.

Boston Free School will be proactive in guaranteeing that transition into Year 7, when secondary education begins, is established with all secondary settings in the locality. Our children will be well prepared for the prospect of secondary education. The package of transition will include regular visits to the schools. A partnership between primary and secondary education will be brokered to enable staff from both settings to deliver lessons across sites. Guest speakers, through assembly and open evenings, will also assist the process of transition. With anticipated above average mobility levels, we will also work in partnership with schools receiving our pupils mid-way through their primary schooling and also, where possible, with schools previously attended by our children newly arrived at Boston Free School mid-way through their primary schooling. This will help to ensure the best possible transition arrangements and minimise disruption to pupils' education.

**“Pupils who join the school at times other than the normal point of entry are given excellent pastoral support to enable them quickly to feel part of the community.” - (Ofsted: Boston Park Primary – February 2011)**

### **Religious Groups/Faiths**

Boston Free School has identified that there is ample opportunity to widen our children's horizons in our community, and this will have a significant impact on breaking down barriers in what has been an insular community. The greater awareness of spiritual faith is now an area for active participation. The Church of England, Methodist and Catholic Churches all serve Boston community and as the Free School Committee already has a close association, it is expected that

the school will benefit from these links. Our school community will be active members of the churches, supporting services, choirs and festivals and their charitable aims where appropriate. Charitable events will feature highly in the school, throughout the school year, with chosen charities supporting local, national and global causes. The children in the Phoenix Federation have been fortunate, and rightly so, to engage in opportunities for learning, self-reflection and community celebration. They have experienced the local Mosque, Methodist and Church of England Churches.

**“This is a very harmonious community where pupils’ spiritual, moral, social and cultural development is outstanding...They (the pupils) raise funds for those more disadvantaged, for example supporting charities such as Action Aid, Jeans for Genes, Red Nose Day and Children in Need.”**  
**(Ofsted: Boston Park Primary – February 2011.)**

<b><i>Ofsted Grade for Pupils’ outcomes</i></b>	
<b><i>The extent of pupils’ spiritual, moral, social and cultural development</i></b>	<b><i>1 - Outstanding</i></b>

### **Learning Organisations**

The Committee also has formal links with other learning organisations - Boston College of Further Education and Bishop Grosseteste University College, Lincoln and the Co-operative College. Through these connections it is expected to develop informal and formal adult learning for:

- Community members not in education or employment into basic learning skills programmes
- Student placement opportunities for foundation, degree, and post graduate levels
- Staff mentoring and shadowing across settings.

### **Community Interest Groups/Organisations**

The school will also work proactively with other local community interest groups to mutual benefit in serving the community. Members of the committee are already active members on local resident and agency partnership committee groups and would look to involve the Free School in the work of these groups which are predominantly focussed on needs of community: enhancing or maintaining physical environment / addressing local service provision for community members / responding to local authority targets through Children’s and Young Person Plan, Big Society agenda, poverty issues etc. Social enterprise organisations will be sought as partners in the school community, and the Co-operative movement is one which will be sought for mutual benefit; its longstanding values and principles are aligned to the ethos of our school vision. The Free School will be proactive in supporting Fair Trade initiatives in partnership with the local Co-operative stores in Boston town.

Representatives from the Management Committee also have established contacts on a variety of committees with local council representatives who work actively with the community we intend to serve. The Free School will make every effort to work with local councillors and our local MP, Mark Simmonds (Boston and Skegness).

### **Monitoring and Evaluation**

In order to ensure that positive relationships are formed and sustained within and across the Boston community, the Free School will monitor and evaluate its commitment to cohesion through a framework of audit, review and evaluation using the themes of Teaching, Learning and the Curriculum, Equity and Excellence, Community Engagement and Extended Services. Through the school's own development plan, the place of 'Community' will have high prominence in order to support our educational aims and make a difference for the children and their families.

**“There are a number of outstanding features, including the care, guidance and support given to pupils, which is based on the strong, nurturing ethos evident. The effectiveness of the school’s promotion of community cohesion, and the extent to which the pupils contribute to the school and wider community are also outstanding.” (Ofsted: Boston Park Primary – February 2011)**

<b><i>Ofsted Grade for Pupils’ outcomes</i></b>	
<b>The Effectiveness of Care, Guidance and Support</b>	<b><i>1 - Outstanding</i></b>

Boston Free School will have at its heart a team of professionals that is determined, inspired and motivated to achieve continual success for the children of Boston through its partnership with all community members. Our record of achievement in community cohesion received wide acclaim.

### **Cohesion Kitemarks**

✓ **Times Educational Supplement (TES Award)**

Shortlisted (Final 6): Primary School of the Year 2009 - Park; Outstanding Community Involvement in a Primary School 2009 – Park; Outstanding Primary School of The Year 2011 - Gosberton

Park School was recognized for both awards in 2009, for its pioneering work in the community, the school was recognised for both awards, for its commitment to provide high learning experiences to a significantly increasing pupil intake of learners with English as an additional language, which rose from 5 per cent to 44 per cent in three years. Park school also engaged with families new to the town to ensure they received appropriate support for welfare and with their own language needs. In 2011, Gosberton was also shortlisted for Primary School of the Year with strong recognition of its work on developing pupils’ international thinking. Another achievement for Park included being a community lead in



Personal Histories - A Celebration of Childhood Memories: a project to develop cohesion in the multinational community, subsequently launched nationally. Park School was regarded as a school with true community cohesion at its heart.

✓ **UNICEF Rights Respecting School**

Boston Park School was awarded the mark of being a 'Rights Respecting School' in December 2009. The mark demonstrates the participation of the school community towards the UNICEF Convention on the Rights of the Child. Boston Park was the first primary school in Lincolnshire to gain this award. Park children, staff and visitors actively support Fairtrade and a range of other eco-projects to show commitment to those within our local and wider communities.

✓ **International School Award: Gold level**

The award is an accreditation for schools that have a curriculum-based approach to internationalism and for instilling a global dimension into the learning experiences of all children. The award recognised that Park School was the first primary school in Lincolnshire to receive this award for:

- An international ethos that was embedded throughout the school.
- The majority of pupils within the school were impacted by and involved in international work.
- International curriculum based work across a range of subjects.
- Year round international activities.
- Ongoing involvement with partner schools both in the UK and abroad.

## Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e  $D = ((B+C)/A) \times 100$ .

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	30	39		130	30	43		143.3
Year 1					30	39		130
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	30	39			60	82		

## **Section E: Evidence of demand and marketing – part 2**

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

**E1: Provide evidence of demand from parents with children of the relevant ages for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.**

**Index:**

- **Evidence of Parental Commitment – Why does Boston need 'Boston Free School'?**
- **Questions within the leaflet**
- **Evidence of Demand – Excel Table**
- **What did the parents say?**
- **Parental and Community Support**
- **Boston Free School: Community and Trust Survey**
- **Lincolnshire School Organisation Plan Update**
- **Capacity Analysis**
- **Current Primary and Free School Provision**
- **Admission Patterns**
- **Demand for Additional Places**
  - **Are there enough children to justify additional places?**
  - **National, Regional and Local population trends**
  - **Consultation and Equality of Opportunity**
- **Future Communications and Marketing Strategy**
  - **Communications and Marketing Plan**
- **Success Measures**
- **Summary**

**Evidence of Parental Commitment - Why does Boston need 'Boston Free School?'**

Early indications confirm a high level of support for the Boston Free School as indicated below. This data has been collated primarily through a translated leaflet, which describes the outline proposal to set up a free school for children aged 4 – 11 in central Boston. There have been many opportunities to discuss issues arising in both English and with native speakers translating, in a variety languages.

Questions asked within this leaflet were:

**Question 1**

**Would you support the creation of a new Community Free School in Boston offering high quality education in your local community? (please tick)**

**Yes**

**No**

**Maybe**

**Question 2**

**Do you support the ethos & objectives of Boston Free Primary School? (please tick)**

**Strongly Agree**

**Agree**

**Disagree**

**Question 3**

**Would this school be your first choice for your child/children? (please tick)**

**Yes**

**No**

**Maybe**

**Number of children between 0 - 11:**

**Please provide dates of birth for each child:**

**Please provide your Name:**

**Postcode:**

**Any additional comments you would like to make on why you would welcome a Free School in Boston:**

**Evidence of Demand – Excel table**

The table shown in Appendix 6 highlights the level of demand for a Free School in the Boston.

**What did parents say?**

Parents and other residents were very supportive of the proposal and the need for a Free School within central Boston was apparent through feedback given.

**Parents Comments:**

'A Free School in Boston is essential due to the significant rise in population in recent years in this area and the severe shortage of spaces within the existing schools'

'If it's as good as Park School it will be an extremely welcome addition to Boston'

'The addition of a Free School with independence from the LEA means that hopefully the parent will be heard'

'A free school would be better for the children'

'We will be moving to Boston in the summer and hearing of the shortage of places in local schools is giving us cause for concern. The proposed launch of a Free School is helping to put our minds at ease'

'The Free School will be excellent for building multicultural community relationships'

'The addition of the Free School would mean other schools would benefit from smaller class sizes and this would help improve the education of all children in Boston'

'This Free School would be great for the local community and reduce the shortage of spaces at good schools'

## Parental and Community Support

The Boston Free School will be fully inclusive and will use its admissions policy to offer places. (The Boston Free School will not choose its children – children and families will choose the Boston Free School). With this in mind the school has contacted **ALL** community members to enable fair access to the school. The school has done this in a number of ways:

- A **translated leaflet** delivered to every household in Boston (25,000), thus enabling the migrant community members' opinions to be included.
- [REDACTED] ([REDACTED]) has publicised the plans for the Boston Free School on **BBC Lincolnshire and Lincs FM radio**.
- The Boston Free School has a **website page** [REDACTED] the page gives the viewer information about free schools and you can leave your opinion about the Boston Free School.
- The Boston Free School has a page on **Facebook and Twitter** for gathering thoughts about the proposal.
- Representatives from the Free School committee visited a number of local **Nursery Schools** to share information about the idea of a free school in the locality.
- A **community comments survey** has been undertaken by canvassing in the town centre, all comments have been recorded.
- **Posters and leaflets** have been displayed in the local library, health centres, shops and businesses.
- **Display and information stand with canvassers** in the town's supermarket.
- A **coffee afternoon at Park School** made information available to local community stakeholders.
- **Polish community** – Free School information and evidence of demand leaflets were shared with members of the Polish Saturday School by a bilingual (Polish/English) community support worker and members of the St Mary's Church.
- **Local primary and secondary schools** have been consulted through primary Headteachers' network.
- **Boston Borough Council** - support for our application was sought and received from our local MP, Mr Mark Simmonds.

- **Press release featured in the Boston Target and the Boston Standard below:**

The proposed Boston Primary Free School was announced today as one of 20 groups nationally that will benefit from a new specialist support programme, designed to help navigate the way through the process of setting up a new school.

Run by national charity the New Schools Network, the Development Programme has been made available to groups who show high potential and want to open new schools in areas where they are most needed. In this first year, the initiative will support 20 groups – covering mainstream secondary schools, Special Schools and Alternative Provision schools - from across the country.

██████████, ██████████ said:

“We are delighted to have been selected for the Development Programme. We want our new school to serve the population of central Boston, with a 1<sup>st</sup> class education for all. Primary school places in Boston are over-subscribed, with many children not being offered their 1<sup>st</sup> school of choice. We very much hope to redress this balance and provide parents with a high class provision. However, in order for the school to become a reality, parents must let the Department for Education know that they would consider sending their children to the school. This can be done by completing and returning the pre-paid form posted through every letterbox in Boston or by completing the on-line form, please go to [www.bostonparkcommunity.co.uk](http://www.bostonparkcommunity.co.uk) and follow the link. The deadline for returning the forms is 31<sup>st</sup> January 2012. We will be working closely with the New Schools Network over the coming year to make that vision a reality for local families.”

██████████:

“In addition to the work we do with all groups coming forward to set up new schools, we are delighted to be able to offer additional specialist support to a select number of Free Schools Groups, and were particularly impressed by the proposed Boston Primary Free School and their commitment to establishing a good local school.

“In joining the Class of 2013, the proposed Boston Primary Free School will receive specialist support from our panel of experts, bespoke training seminars and mock interviews, and we very much look forward to working with ██████████ and the team over the coming months as they move towards setting up a new school for Boston.”

The school will serve children from 4-11 although a pre-school provision is also planned to run on site. Each year group will accommodate 30 pupils & will be fully inclusive i.e. all pupils of Boston welcomed.

**Admission information** and support from the Local Authority was gained.

**Lincolnshire School Organisation Plan Update January 2012**

Overall, Lincolnshire is experiencing significant population growth, particularly in urban areas with increasing impact on the availability of school places (source: Lincolnshire County Council). This contrasts with declines in pupil population in other areas of the county, particularly rural areas. (Source: Lincolnshire Observatory) The Regional Spatial Strategy (RSS) has identified Lincolnshire as an area scheduled for very significant new housing allocations which will create corresponding increases in pupil numbers, again focused on urban areas.

There has been a recent trend nationally of increased birth rates which is evident now in admission applications to reception classes, increased pupil numbers overall and in the pupil forecasts for many individual schools.

In January 2012 Lincolnshire had some 275 primary schools (including 13 within an academy), 57 secondary schools, 21 special schools, 4 nursery schools, 4 pupil referral units, 1 study support centre and 14 externally operated sites offering alternative Key Stage 4 provision. (Source: Going to Primary School in Lincolnshire – LCC publication 2010- 2011)

**Live Births 2004 - 2010** (Source: Lincolnshire Observatory)

	Boston	East Midlands	England
Jan 2010 – Dec 2010	831	55,232	723,165
Jan 2009 – Dec 2009	859	53,746	671,058
Jan 2008 – Dec 2008	833	54,192	672,809
Jan 2007 – Dec 2007	753	52,482	655,357
Jan 2006 – Dec 2006	711	50,717	635,748
Jan 2005 – Dec 2005	683	49,080	613,028
Jan 2004 – Dec 2004	644	48,246	607,185

In recent years, significant numbers of families have moved in to Central Boston, mainly from Eastern Europe with the majority from Poland. The nearest primary schools - Park Primary, Carlton Road Primary, Staniland Primary and St Mary's RC Primary are all full, with Tower Road Primary almost at capacity. Many of the primary age children from these families living in Central Boston are currently provided for at Boston West Primary School some 1.8 miles away (measured from Tunnard Street, former Conway School and Nursery site) and Boston Hawthorn Tree Primary School, 2.3 miles away. Families living on the other sides of Central Park will have even further to travel. Routes to both schools involve main roads and crossing a river. Public transport is not available and children are transported from home to school twice a day by taxi, minibus or private vehicle, all adding to local congestion at peak times. (Source: Lincolnshire County Council)



## Capacity Analysis

The Audit Commission established trigger points when a review of capacity should occur in primary and secondary places. Those trigger points indicate that where the spare capacity within an area falls to below 4% or exceeds 16% of available capacity a review should be conducted. The logic being at less than 4% it is unlikely that parental preference and mid-year entry can occur effectively i.e. new pupils arriving may find vacancies are only in certain year groups or at schools that are, possibly, considerable distance away.

Overall, surplus capacity fell 14% in the last year; **in Boston primary rolls rose almost 6% in a year.** This upward pressure on school places has continued due to further housing developments, inward migration particular from Eastern Europe to central Boston, and rising birth rates.

### Brief note on primary aged pupil numbers in Boston

#### Source: NHS GP Registrations by postcode

There are 9 primary schools in Boston. For September 2011 6 out of 9 of those primaries were oversubscribed. There were 476 1<sup>st</sup> preferences in Boston for a combined PAN of 440 places. The LA were able to over-offer at Boston West (+20) and Hawthorn Tree (+20) due to the expansions at both schools which has led to a combined PAN of 480. This allowed the LA to provide sufficient places for the September 2011 intake, although there are expected to be an unknown number of late applicants, for which Boston has a history, or from migrant families turning up expecting a place on the first day of term, having made no application.

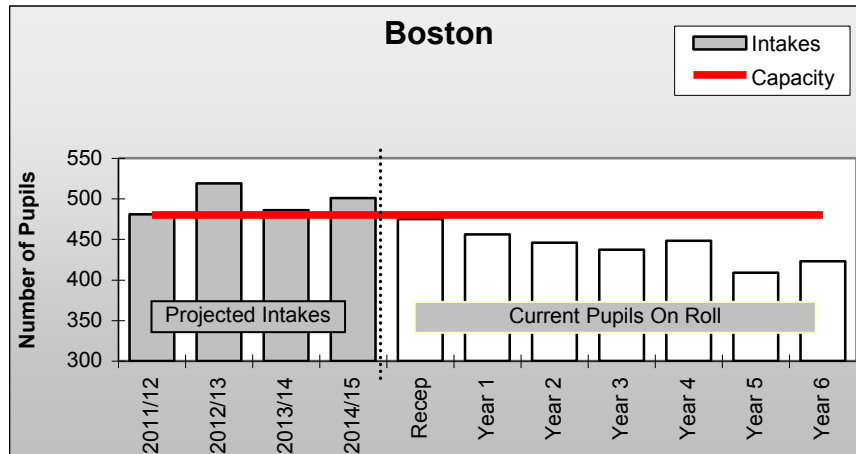
For September 2013 it is projected that there will be a significantly greater number of pupils requiring places compared to 2011. NHS GP data shows that within the Boston parish boundary there are 510 pupils of 2013 reception age, compared to 466 for this 2011, a 9% increase. The cohorts for 2013 and 2014 are also considerably higher than current numbers in schools. This is shown by the following Boston Parish data:

Intake Year	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
School Age	0	1	2	3	4	5	6	7	8	9	10	11
Pupil Count	531	517	510	529	466	417	409	374	373	338	329	373

Based on information from the Office of National Statistics, combined with local NHS birth data, there is expected to be a long term requirement of at least 30

additional places per year group in the area. The latest NHS data showing the number of pupils in Boston that will be entering primary education in 2015/2016 indicates even higher numbers than the data for the years shown in the graph above. A permanent sustainable solution is needed to accommodate these extra children.

Projected intake versus capacity in Boston.



(source: LCC consultation document January 2012)

### Current Primary and Pre-School Provision

The map below shows the location of primary schools in Boston and the preferred proposed location of Boston Free School. The proposed site was formerly used by Conway School and Nursery (independent) which closed some years ago. More recently the accommodation was used by an independent school which closed in the summer of 2010. This site on [REDACTED], [REDACTED], is ideally located at the heart of Central Boston and much more convenient for families with young children at Boston West Primary and Boston Hawthorn Tree Primary.



### Admission Patterns

The impact of the pressures of live births, inward migration and housing developments is clearly evident in the oversubscription in admission applications for Reception places in 2011 to all of the nearest primary schools in Boston.

The nearest schools from the Central Park area of Boston are all full with many of them oversubscribed several times over. Lincolnshire County Council has published statutory notices to increase the admission number at Boston West Primary and Boston Hawthorn Tree Primary which can only be accessed along main roads and involve crossing the river. It is proposed that the additional capacity will be met provided through temporary classrooms. The proposals require families from this area to travel further resulting in additional cost and time

to attend provision largely in temporary accommodation.

The admissions information published for parents confirms that all of the schools below are full and this is summarised in the table below. Many of the schools filled from 1st preference applications.

Primary School	Status	Age Range	Admission Number	Total Preferences 2011 /12	Distance from [REDACTED]
Carlton Road	C	3 - 11	60	70	0.7 m
Boston Staniland	C	3 - 11	60	101	1.3 m
Boston West	C	4 - 11	40	131	1.8 m
Hawthorne Tree	C	4 - 11	40	123	2.3 m
Boston Park	C	4 - 11	30	52	0.6 m
Tower Road	F	4 - 11	90	184	1.5 m
St Mary's RC	VA	4 - 11	30	109	1.7 m
St Nicholas CE	VC	4 - 11	30	37	1.8 m
St Thomas CE	VC	4 - 11	60	131	2.4 m

Source: Going to Primary School in Lincolnshire 2011/12. Lincolnshire County Council

### **Demand for additional places**

#### **Are there enough children to justify additional places?**

There is a deficit of primary places in this area and our proposal is supported by Lincolnshire County Council (see Letter of Support, Appendix 7).

In addition to the evidence we have collected, there are currently within Boston 79 children who are transported to schools out of area at a cost of [REDACTED] per day which equates to [REDACTED] per academic year (190 days) to the local authority. (Source: Lincolnshire County Council transport)

### **National, Regional and Local Population Trends**

(Source: Lincolnshire Observatory)

The population in England is projected to grow from 51.5m in 2008 to 55.3m in 2018 and continue growing to 59.1m by 2028.

East Midlands had one of the fastest growing populations between 2001 and 2011. Above-average growth is projected to continue, with particularly large growth rates in the older age groups.

The population of the East Midlands was 4.5 million in mid-2010, 8.6 per cent of the population of England.

The population of the East Midlands increased at the second fastest rate of any English region between 2001 and 2010, rising by 7.0 per cent compared with 5.6 per cent for England. The 2008-based projections suggest that the region may have 5.2 million residents by 2030, 16.4 per cent more than in 2010. The projected increase for England is 14.4 per cent over the same time period.

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

The evidence of demand gathered to date is strong. We understand that Governors (directors) are required to carry out further formal consultation described in legislation and guidance. If our proposal is approved we propose to carry out a statutory consultation as set out in Section 10 of the Academies Act 2010.

We expect to consult on a question along the lines of:

*Do you agree that we should enter into a funding agreement with the Secretary of State for Education to allow Boston Free School to open in September 2013?*

The Governing Body will confirm the strategy and time frame subject to DfE approval. It is anticipated that we will consult with:

- Parents and carers across the local area most likely to be affected
- Local primary and secondary schools
- Early Years providers
- Boston District Council
- Lincolnshire County Council
- Parish Councils
- Community groups

The basis of the consultation will be a detailed description of the proposal for Boston Free School. This will include education vision and ethos, summary of the education plan, admission arrangements, location, key dates and other relevant details.

The documentation will describe how responses should be made, the deadline for submission and address for responses. We will make all of the information available on [www.bostonfreeschool.co.uk](http://www.bostonfreeschool.co.uk) with alerts posted in the local newspapers, libraries, health centres and other public facilities. In addition information will be made available via hard copy where necessary.

We will allow sufficient time for people to learn about our proposal, raise questions and formulate a considered response. For example, we will circulate advance

notice of the consultation period, arrange meetings where possible at the start of the period and allow a total of six weeks for people to read the information, raise any questions and prepare considered responses. All meetings will be recorded and all correspondence logged and retained. The Governors (directors) will publish a report on the consultation, the responses received and any changes the Governors (directors) may wish to make. The information from the consultation will inform the Governing Body's decision regarding proceeding with the proposal and entering into a Funding Agreement with the Secretary of State.

The informal stage of the consultation has been on-going for several months as parents become more aware of the proposal and the details. The timetable for the next stage is set out below.

Advance Notice of Consultation on website, and in local media after DfE Approval	4 weeks	Requires time to arrange venues and prepare documentation and website
Consultation period including issue of consultation document and guidance, public meetings, other meetings	6 weeks	Meetings, responding to questions
Analysis of consultation responses	2 weeks	Data analysis, preparing report
Governing Body Decision	2 weeks	Time to consider report, discuss and decide

Our strategy will fully comply with the requirements of relevant legislation including the Academies Act, guidance and established good practice.

### **Future Communications and Marketing Strategy**

Our approach has targeted residents in central Boston and received a very positive response. We have met with officers of Lincolnshire County Council who are very supportive of our proposal (see Appendix 7) and are providing practical support with data and other information. We are working with Lincolnshire Children's Services to validate our data sources and to ensure our proposal can offer the additional benefits to other providers, particularly neighbouring primary schools and villages. Further meetings and communications with the Council has enabled sharing relevant data on admission patterns, pupil forecasts at school level, housing developments and other demographic data.

The Trustees of our preferred site, the Church of St Botolph's, are also very supportive. We understand the need to continue to communicate our proposal actively as we recognise that many parents would like to know the proposal is going to become a reality before making a commitment. We will continue to actively market the proposed school in order to secure further evidence of demand. We hope to receive DfE approval by the time Lincolnshire County Council's advice to parents on admissions to Reception 2013 is issued.

We have taken account of the experience from other free school groups and feedback on their proposals. Our Proposal Form was reviewed by **New Schools Network** and their comments have been incorporated into this proposal.

We believe our proposal will achieve the vision and benefits set out in other sections of our proposal and meets the general requirements of Lincolnshire County Council in improving provision for children, young people, families and their communities.

Following our current marketing strategy (securing evidence of demand), the next phase of marketing is planned post approval of our proposal and as parents consider their options for admissions to primary schools for September 2013

Our Communications and Marketing Plan is set out below.

### **Communications and Marketing Plan**

<b>Title</b>	<b>Objective</b>	<b>Method</b>	<b>Deliverable</b>
General School Marketing	Stimulate continuous awareness in the community and child admissions	Brochure, Radio Interviews, Public Meetings, Local Events and Newsletter	Increased School Admissions  Effective parent, child and community awareness of the school on an enduring basis
Evidence of Demand	To continue information sharing to gather evidence of demand for the Boston Free School	Regular supermarket stall & market stall within the town engaging with local community stakeholders including the use of several translators including Polish, Latvian, Russian, Portuguese.	Increased awareness and increased evidence of demand.  Increased community awareness.
Business Links Marketing	Stimulate financial sponsorship and deliver curriculum commitment on How it's Made	Direct and Targeted Campaigns to local businesses.  School visits to	Sponsorship revenues from local businesses.  Delivery of Business Links  Curriculum on How it's

	and How it Works	and presentations from local business owners about what their business does and how they do it, initial focus will be on manufactured goods or farmed produce.	Made and How it Works
Parent Links	Stimulate parent involvement in overall school performance and continuous improvement	Establish a forum for parental feedback to measure how they view the school is performing	Parental feedback will drive continuous improvement initiatives
Child Links	Stimulate child involvement in school continuous improvement and ideas for curriculum activities in their school	Through informal targeted feedback and dialogue which engages the child in providing feedback, influencing & participating in school curriculum activities	Child feels part of the school events, activities and curriculum and can add value to their school
Seasonal Events Calendar	Stimulate local community involvement in school activities on an enduring basis	Annually published calendar of school events sent to local households, parents and business links to encourage on-going participation with	Positive local community participation in school events and activities

		the school	
Website	Maintain parent, child and community awareness of school offerings and capabilities	An interactive website capability detailing all school staff, facilities, services, admissions, school performance, holiday calendar, newsletters and events  Use of Facebook Page & Twitter to provide regular updates.	Website provides a low cost and effective communication mechanism with community and parents
School Interlinks	To develop a coordinated approach to sharing experiences, resources and activities between local schools	Setting up and marketing a series of inter school activities and events which extends and enhances the child's social awareness and inter school participation	Extends and enhances the child's social awareness and inter school participation.  Delivers an effective and value add teacher network including resource pooling and sharing
Adult Links	To foster local adult interest in further education	A series of marketed lectures and classes around popular adult subjects and themes, languages, ICT, the Arts etc.	Adult participation in further education classes, school is recognised for offering value added services for Adult education.  Additional financial revenue contribution to school from class revenues
Charity Links	To stimulate parent and child	A series of marketed events	Local charities receive benefit from school and



	engagement and contribution to charities.	integrated into the curriculum, which deliver measurable value to local charities. School visits to and presentations from charities combined with fund raising events	child has increased awareness of the value and role of charities in the community
Language Links	To stimulate child participation in other cultures and languages	A series of curriculum led events and presentations with foreign nationals to provide insight into cultural diversity and languages (country history and facts, letter sounds, dialect, word pronunciation, alphabet etc.)	Child has increased awareness and appreciation of diverse languages and cultures.  Greater child participation in the language curriculum and resources
Performing Art Links	To stimulate child/community awareness and participation in performing arts	A series of marketed events for external artists to not only deliver a performance but to present how the performance was created, rehearsed, refined and produced.  A series of marketed school	Child has increased understanding and participation in performing arts.  Community benefits from local performances and productions.  Increased revenue opportunities from out of hours productions

		<p>events with child participation in various productions throughout the year</p> <p>Use of the premises out of hours for amateur and professional performers to stage productions</p>	
Teacher Links	In addition to Inter School Links, establish a programme of teacher development initiatives which enhance teacher expertise and capabilities on an enduring basis	<p>A series of structured programmes and links with educational specialists and forums which provide further development of our teachers.</p> <p>Links with educational research institutes where teachers can gain insight and expertise on best practices and new innovations</p>	<p>Our teachers are regarded as the best in their field and consider themselves to be fully equipped to deliver our educational commitments.</p> <p>In terms of recruitment our school attracts the best teaching professionals.</p>

All marketing and communication activities will be planned, approved and quality assured by the Principal Designate and the Chair of Governors (directors) or other responsible governor. Any public announcements or interviews will where possible be scripted, rehearsed and quality assured to the same extent as a marketing activity prior to being delivered.

Live radio or TV interviews will be delivered by the Principal Designate or Chair of Governors (directors) and we will ensure appropriate media training and guidance is provided.

## **Success Measures**

We will measure the success of our marketing campaign in terms of receiving:

- At least 30 applications for Reception places in September 2013
- Expressions of interest in supporting Boston Free School from local business, charities and other organisations
- Support for working with local primary schools and secondary schools
- Positive links with early years providers
- Positive media coverage
- Smooth transition through the processes required to set up and open the school.

## **Summary**

There are sufficient children in the area to justify a new free school in Central Boston. A new school with an admission number of 30 and projected capacity of 210 places for children aged 4 – 11 is sustainable and would create additional choice and diversity for local parents. In addition, Boston Free School leaders have proven expertise in teaching pupils with English as an Additional Language and also pupils from backgrounds of social and economic deprivation. It is anticipated that this will be our pupil demographic.

**E2: Demonstrate how you intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths & abilities.**

### **Index:**

- **Our Philosophy**
- **Curriculum**
- **A School for the Community**
- **Listening to the Local Community**
- **Liaison with the Local Authority**

**“The most basic and powerful way to connect to another person is to listen, just listen” - Chinese proverb**

## **Our Philosophy**

The Boston Free School believes that every child, regardless of social class, faith, culture, ethnicity, ability, needs and language barriers can, with the right teaching and environment achieve highly. Due to our pupil profile and after listening to our community, we will focus on a 'depth before breadth' curriculum in order to ensure that children master the fundamentals first, with an emphasis on Literacy, Numeracy, Information Technology and Science. Pupils need to be both literate and numerate in order to function effectively in society and to provide a foundation for access to the whole curriculum. Quality First Teaching is the single most important factor in raising pupil achievement and there will be a strong emphasis on high quality recruitment, delivery and accountability. We have a proven expertise in reducing barriers to learning associated with such locations. *(cross reference to Vision)*

The pupils and parents of the school will benefit from the expertise of the Multicultural Liaison Manager, due to the high level of migrants settled within Boston. Translators will be available for initial meetings, children's assessments and parental consultations.

An experienced SENCo will offer strategies to children who require additional support and those who are gifted and talented.

The Vice Principal will take a lead on community cohesion, working with a range of community stakeholders. Locally these will include; parents/families, preschools, health services, religious settings, businesses and the wider community. The school will have links to other schools and establishments throughout the UK and abroad – this will further extend children's' knowledge.

### **Curriculum**

Due to our pupil profile and after listening to our community, we will focus on a 'depth before breadth' curriculum in order to ensure that children master the fundamentals first, with an emphasis on Literacy, Numeracy, Information Technology and Science. Pupils need to be both literate and numerate in order to function effectively in society and to provide a foundation for access to the whole curriculum. Quality First Teaching is the single most important factor in raising pupil achievement and there will be a strong emphasis on high quality recruitment, delivery and accountability. *(cross reference to Vision)*

### **A School for the Community (cross reference D7)**

The Governors (Directors) of Boston Free School believe the school plays an important part in the community and as such will ensure that the premises will become a hub for many local activities and organisations. We will also encourage letting part of the premises out to groups to promote community education and entertainment that aspire to further develop an individual.

The school will work with organisations that offer services to families and community members. These activities will include:

- Adult skills (Literacy, Numeracy and ESOL – English for Speakers of Other Languages), the school will link with the Boston college for delivery of these sessions.
- Information Technology skills- the school will link with Taylor Itex (a local IT business) to run community classes (basic to advanced sessions).
- Family learning – families invited to partake in understanding the school's curriculum, through group working.
- Parenting initiatives – Families and Schools Working Together (FAST).
- Dads, lads and lasses – to include fathers in their child's learning and development.
- Voluntary Supplementary School – the school will support children having migrated to the area. They will retain their first language, culture and religious beliefs. This will be run by community and school staff volunteers.
- Fitness activities – the committee members have established links with Boston United Football Club, local secondary schools and additional private fitness providers – activities will run in term time, after school, weekends and holidays.
- Fund raising events – we will establish a Parent, Teachers, and Friends Association (PTFA) to support with fund raising events and ideas for both the school and the wider community.
- The school will work alongside professionals from local businesses, health team, churches to assist in providing any additional groups that may be required.

The letting of the school's premises will be in line with the Letting Policy and in line with health and safety procedures. We anticipate an annual income of approximately [REDACTED] will be generated from this.

### **Listening to our Community**

The Free School has engaged with a wide range of establishments to reach its community members. This has been to ensure all stakeholders are aware of the intentions of the Boston Free School; a fully inclusive school that meets the needs of the whole child and extends to family members. Through sharing the vision of the school, the community are better informed to make any decisions about the idea. The committee members of the Free School have worked within the community, this has been in a variety of locations:

- Sure Start centres - to reach families from low socio-economic backgrounds
- Play groups/ Pre-schools, the Free School has reached a wide range of families with young children from all backgrounds
- Churches, to reach Christian and non-Christian faiths for both English and migrant families within the town
- Local supermarkets - this enabled our group to reach all groups of people
- The local library - this mainly reached English community members.
- Local Social Services - to reach children who are receiving support through Children's Services - this includes children of Team around the Child (TAC), Children in Need (CIN), Child Protection Plan (CPP) and Looked After Children (LAC)
- Health centres - this has enabled our group to share information with families who have young children of varying abilities (including special educational needs and gifted and talented)

### Community Response Data

#### BOSTON FREE SCHOOL – COMMUNITY INTEREST SURVEY

Dear Community Member,

Thank you for taking an interest in the proposed development of a Boston Primary Free School. You have received a copy of our school flyer and had the opportunity to discuss the development with a member of Park Primary School's leadership team. Your comments regarding Boston Free School are very important to us:

POSTCODE	Why does Boston need 'Boston Free School?'			
	International Curriculum	Behaviour	Language	Community Involvement
[REDACTED]	X	X	X	X
[REDACTED]	X	X	X	X
[REDACTED]	X	X	X	X
[REDACTED]	X	X	X	X
[REDACTED]	X	X	X	X







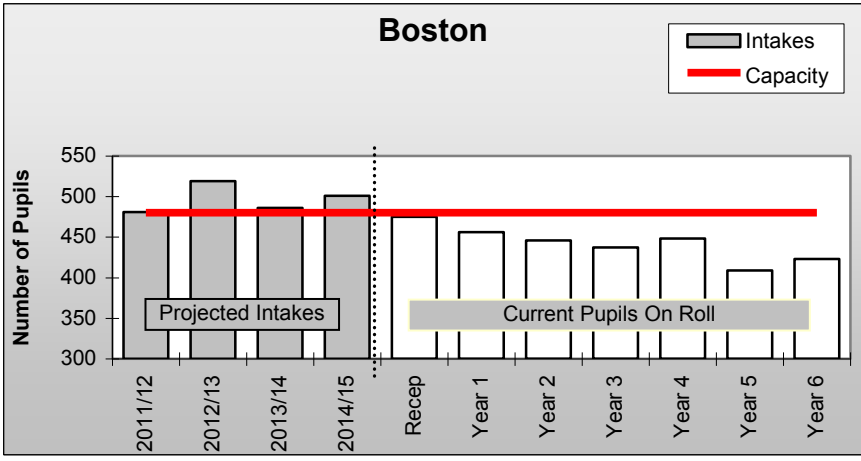
- ██████████ 'A Free School is the ideal opportunity for community involvement'
- ██████████ 'Improving community relations'
- ██████████ 'Park are a great team and Boston would greatly benefit from a Free School run by them'
- ██████████ 'It is important the needs of local children are met and this Free School would provide that'
- ██████████ 'The local children need a high standard of education and this school could provide it'
- ██████████ 'The addition of this Free School would provide parents with a great choice within Boston and meet the needs of both the children and the local community'

**Liaison with the Local Authority**

The Boston Free has liaised with the local authority who are in support of the Boston Free School application. The information below has been supplied by the local authority:

National birth rates, mostly concentrated in towns and cities (urban areas); have been steadily rising in recent years. This increased birth rate, combined in some areas with migration and housing development, is now starting to have an impact at primary school age putting significant pressure on schools across the country where there is a shortage of Reception places.

Boston is one of the urban pressure points in Lincolnshire where there will be a shortage of available places if capacity in the town is not increased further in addition to the current expansion of Boston West Primary School and Boston Hawthorn Tree School. The graph below shows the known pupil numbers across all Boston primary schools of children aged 0-3 that will be needing primary places in the current year and years ahead (shaded columns), compared to existing pupil numbers aged 4+ already in Boston schools (non- shaded columns).



**Data includes extra places available at Boston West Primary School and Boston Hawthorn Tree School from September 2012. Data updated at October 2011 School Census**

## Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

### **F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision**

#### **Index:**

- **Overview**
- **Roles, Responsibility and Accountability**
- **Time Commitments**

**“There will be a strong emphasis on high quality recruitment, delivery and accountability to ensure academic success for all.”**

**- Boston Free School Vision**

#### **Overview**

Within our group we have individuals who have extensive experience in opening, running and governing schools within Local Authority, Diocesan and independent settings. This experience, along with new ideas arising from the Free Schools programme and elsewhere, has shaped the structure of our proposals and model. Our structure has been developed to ensure clarity of roles, lines of accountability and delivery of our education vision. We have identified the key skills, knowledge and experience required to:

- Develop all aspects of the proposal to complete the application
- Progress the business case and set up the operations required for education delivery and management
- Run the school including oversight of the management and performance.

#### **Roles, Responsibility and Accountability**

Over the last few years parents resident in Boston Central have become increasingly concerned about the lack of primary school places in the town. Access to places in the nearest primary schools and provision for children of pre-school age is more difficult each year due to demographic and other factors described in Section 5 Evidence of Demand. The Free Schools' programme offers a real opportunity for us to make a significant difference in our area. Initial discussions between parents and teachers evolved into a proposal for a new primary school as part of a wider development that would have educational and many more benefits for Boston town.

Our **Project Steering Group** was set up early in the process with [REDACTED], [REDACTED]; [REDACTED], [REDACTED], with colleagues, [REDACTED], Vice Principal (business): [REDACTED], Vice Principal (partnerships & pastoral); [REDACTED] Senior Manager for English as an Additional Language provision (Multicultural Liaison Manager).

- Campaigning and establishing demand for the school
- Developing the vision, ethos and educational plan for the school
- Technical Advice on the accommodation required
- Identifying key tasks required for the education delivery and management of the school prior to opening and for long term operation.

The project steering group established the **Company Limited by Guarantee** and identified 3 Members with relevant skills in Education, Finance and Business. The DfE Model Memorandum and Articles of Association has been carefully considered as part of the process of identifying who should be involved in setting up and running the Boston Free Primary school. The Directors of the Company have been selected on the basis of their individual and collective skills, capacity and commitment to secure the delivery of our educational vision and proposals.

We have identified in our proposal to open Boston Free School the following individuals who have the skills and expertise necessary to set up and operate the school:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

██████████.

██████████.

██████████.

██████████.

██████████.

██████████.

### **Time Commitments**

#### Pre-Opening Phase:

The Management Committee are working on the development of the Free School Proposal in their personal time. They have each committed to a minimum of 20 hours per week in the pre-opening phase.

#### Main responsibilities prior to opening

██████████

- Act as public spokesperson for the Free School.
- Ensure all policies & procedures are in place to ensure the effective opening of the school.
- Support the Principal and Head of School in the appointment of suitable high quality staff.
- To plan for the establishment of the schools governing body.
- To ensure that the schools finances are managed appropriately.
- To ensure the curricular plans are in place to fulfil the schools educational vision (including the setting of targets for pupil achievement).
- To oversee the drawing up of the Free School initial School Development Plan.

██████████

- Appointment of key staff and to ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through Performance Management.
- To ensure that the newly-formed leadership team is both empowered and able to support the smooth operation of the school as it opens.
- To draw up the schools initial School Development Plan and policies.
- To oversee the management of Finance and HR in order to achieve the school's educational goals and priorities.
- To translate the Vision into clear objectives to promote and sustain school improvement.
- To create the organisational structures that reflect the school's values and enables all systems, structures and processes therein to work effectively and in line with legal requirements.

- To forge effective working relationships with the Governing Body.

- To assist the Principal in recruitment of high quality staff.
- To develop and implement robust systems in key areas such as curriculum planning, assessment and monitoring etc.
- To establish creative and effective approaches to teaching and learning, responsive to the needs of the pupil demographic.
- To create a purposeful, vibrant and safe learning environment.
- To ensure that the school has adequate high quality resources both human and physical in order to deliver its educational vision.

- To lay the foundations for the welfare of our future pupils ensuring that safeguarding is promoted in line with current best practice and policies e.g. safer recruitment.
- To develop effective strategies and procedures for the induction and professional development of staff.
- To develop an ethos across the community that enables everyone to work collaboratively for the benefit of the school.
- To embed positive & purposeful relationships across and beyond the school that benefit children, families and local communities.
- To cooperate with relevant agencies and partners to ensure the wellbeing of children.
- To support the Principal and Head of School in the building of a school culture and curriculum reflective of the diversity of the school community.

- To ensure smooth admissions for all pupils.
- To ensure that the learning experience and environment for pupils are linked to and reflective of the community on a local, national and global scale.
- To create & promote positive strategies for challenging prejudice and ensuring equality.
- To coordinate with translators in order that the parents of pupils whose first language is not English are supported in understanding the schools admissions arrangements, policies and practices.

If the scheme is given approval, The Principal will take up post (0.35fte) two terms in advance opening. In addition, [REDACTED], currently [REDACTED] (one of the schools within the federation) will be Head of School with effect from 1 January 2013, two terms in advance of the school opening.(0.50fte) This arrangement has been considered and agreed in principle by the Phoenix Federation Board of Governors (Directors) and, together with The Principal, they feel that this will be the most effective deployment of time in order to ensure a successful school set up and opening.

Post-Opening Phase:

Once the school is opened, the Principal and the Vice-Principal Business will be appointed on a 0.35 FTE. The Vice-Principal Partnerships will be appointed initially on a 0.2 FTE rising to 0.35 FTE once the school reaches capacity. The Multi-Cultural Liaison Manager will be appointed initially on a 0.2 FTE basis, rising to 1 FTE. The Head of School will be employed in a full-time position 1FTE.

██████████ as Free School Lead has assumed the daily oversight of the work in order that timescales can be monitored and maintained. Directors (██████████, ██████████ and ██████████) have each committed 10 hours a week to their roles.

## **F2: Show how you will access appropriate and sufficient expertise to manage your school budget**

### **Index:**

- **Overview**
- **Financial Expertise**
- **Financial Audit**

The Members / Directors of the Company will, on signing the Funding Agreement, become the Academy Trust and formally appoint the Governors (Directors). **They will be directly accountable to the Secretary of State for Education.** Meetings will be held as often as required during the initial period of opening and establishing the school. Once established there will be an Annual general Meeting and a cycle of Governing Body meetings every three months with Committee meetings on a similar cycle. The project steering group has overseen the process of identifying and engaging key individuals with the required skill sets, knowledge, and experience to serve as effective members of the Academy Trust and Governors (Directors). The Members of the Company will exercise their overall responsibilities through delegation to the Directors on the Governing Body.

### **Financial Expertise**

██████████.

██████████.

Pre-opening Responsibilities: ██████████ and ██████████ have both committed 20 hours per week in pre-opening phase.

During this phase ██████████ main responsibilities will be:

- To be the main point of contact for Project Management of premises.
- To assist with the recruitment and deployment of staff.
- To ensure that resources are acquired and deployed in order to achieve value for money.
- To plan for the use of financial resources in order to achieve the school's educational goals.

- To ensure the school and its resources are organised and managed in such a way as to provide an efficient, effective and safe learning environment.
- To ensure that the organisation works in line with legal requirements.
- Marketing the school in the locality in order to ensure a sustained roll in conjunction with the Lincolnshire County Council Admissions Authority.

During the Pre Opening stage [REDACTED] will assist [REDACTED] with all the above duties drawing upon her [REDACTED].

Post Opening responsibilities: [REDACTED] will be employed by the Free School, as Vice Principal Business on a 0.35 FTE basis.

[REDACTED], Member, will be appointed as a Director and has committed at least 10 hours of the working week to support.

[REDACTED]

[REDACTED].

[REDACTED].

[REDACTED]

[REDACTED].

[REDACTED].

### **Financial Audit**

Since schools are public agencies and are therefore liable for the appropriate use of public funds, the Directors will appoint a firm of auditors upon confirmation of the proposal. This will ensure that all finances are managed appropriately from the outset. Auditors will ensure: management and company accounts are prepared to required time scale; that monies are distributed appropriately in accordance with the goals and objectives of the school; make recommendations about how to improve the schools financial status; streamline practices therein and secure probity to prevent fraud.



**F3: Show how you will access other relevant expertise to manage the opening and operation of the school**

**Index:**

- **The Management Committee**
- **Time Commitments**
- **Access to Additional Expertise**
  - **Legal**
  - **Facilities Management**
  - **Financial Audit**

**The Management Committee**

██████████

**Member**

██████████

██████████

██████████

██████████

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**Time Commitments**

Pre-Opening Phase:

The Management Committee are working on the development of the Free School in their personal time. They have each committed to a minimum of 20 hours per week in the pre-opening phase. If the proposal is approved, we would envisage the Principal working .35fte and The Head of School working .5fte, for two terms in advance of opening.

Post-Opening Phase:

Once the school is opened, the Principal and the Vice-Principal Business will be appointed on a 0.35 FTE. The Vice-Principal Partnerships will be appointed initially on a 0.2 FTE rising to 0.35 FTE once the school reaches capacity. The Multi-Cultural Liaison Manager will be appointed initially on a 0.2 FTE basis, rising to 1 FTE. The Head of School will be employed in a full-time position 1FTE.

Directors ( [REDACTED], [REDACTED] and [REDACTED] ) have each committed 10 hours a week to their supportive roles.

### **Access to additional expertise**

After undertaking a skills audit, (Appendix 9) we recognise that we will need access to further expertise particularly in the areas of:

#### Legal

We will engage the services of the local authority legal services department to advise on any matters requiring professional expertise e.g. land and assets.

#### Facilities Management

We will buy in to a properties maintenance agreement with the local authority's approved supplier.

#### Financial Audit

The Directors will appoint a firm of auditors to ensure that all finances are managed appropriately.

We have received advice to date from the New Schools Network (NSN) as part of their development programme. If our proposal is approved we will procure access to the required expertise and follow government procurement advice.

### **F4: Show how your staffing structure will deliver the planned curriculum**

**Index:**

- **Proposed Staffing Structure**

- **Principal**
- **Vice Principal (Business)**
- **Vice Principal (Partnerships)**
- **Head of School**
- **Teachers**
- **Special Educational Needs Co-ordinator**
- **Teaching Assistants**
- **Multicultural Liaison Manager**
- **Administrator**
- **Caretaker**
- **Midday Supervisors**
- **Clerical Assistant**
- **Mentors**
- **Tutors**

Our proposed staffing structure is planned to deliver the vision and curriculum model set out earlier.

**“Executive Headship & Strategic Leadership has...much to offer in terms of school improvement to schools working in close collaboration”**

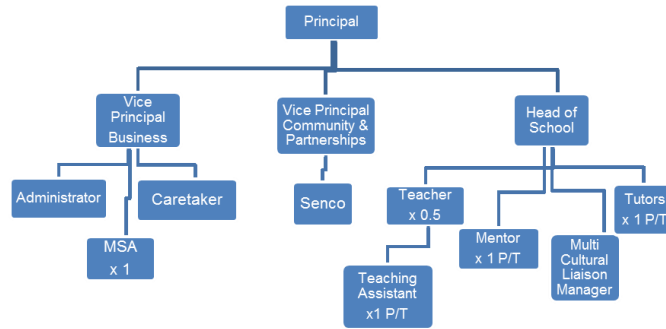
**(source: NCSL Research ‘Primary Executive Headship’  
██████████ 2006)**

Boston Free School will benefit from a unique yet proven model of leadership which enables greater opportunities for all pupils and maximises all children’s potential in terms of both achievement and attainment.

Our leadership model ensures that the Free School will have a Head of School (operational) whose core purpose is to raise the quality of teaching and learning, ensuring the very best outcomes for pupils. The Head of School will benefit from the strategic leadership, support and experience of the Principal and the Vice Principals (Business & Partnerships).

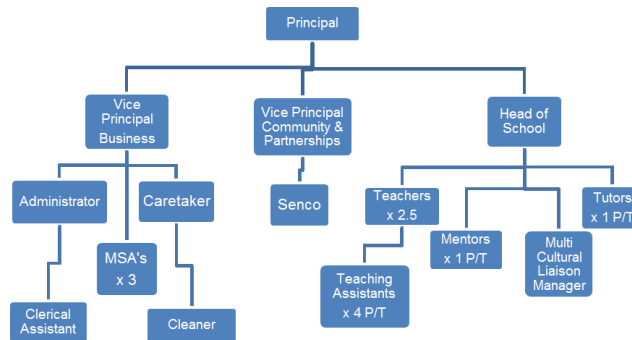
The development of the staffing structure is also planned to take account of the transitional period from the opening of the school through to it being full. We are committed to driving continuous improvement and professional development will be a key feature of realising our vision and delivering the required outcomes.

Hierarchy showing staffing at September 2013



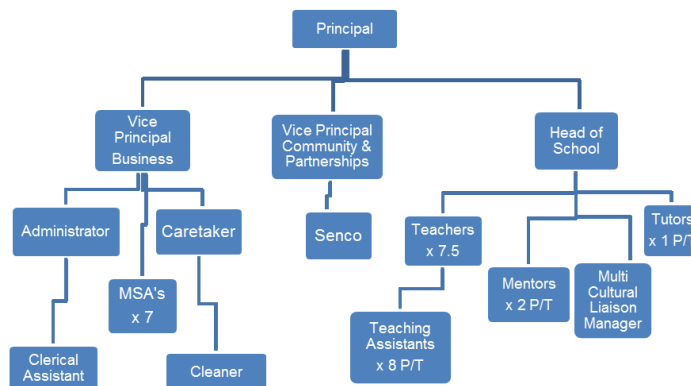
This chart shows the staffing structure on opening in 2013. At this point there will be one class of 30 pupils in Reception. The Head of School (0.5 teaching commitment) and the 0.5 teacher will teach the class with one part time Teaching Assistant.

Hierarchy showing staffing at September 2015



This chart shows the staffing structure as at September 2015. This shows how the increase in numbers of Teachers, Teaching Assistants and Midday Supervisory Assistants increase as the pupil numbers increase. At this stage there will be 90 pupils in total in Reception, Year 1 and Year 2.

Hierarchy showing staffing at full capacity from September 2019 onwards



This shows how the increase in numbers of Teachers, Teaching Assistants and Midday Supervisory Assistants increase as the pupil numbers increase. At this stage the school will have reached capacity of 210, with 30 pupils in each year group. This will be our staffing structure from 2019 onwards.

Chart showing the build-up of staffing 2013 to 2020/1

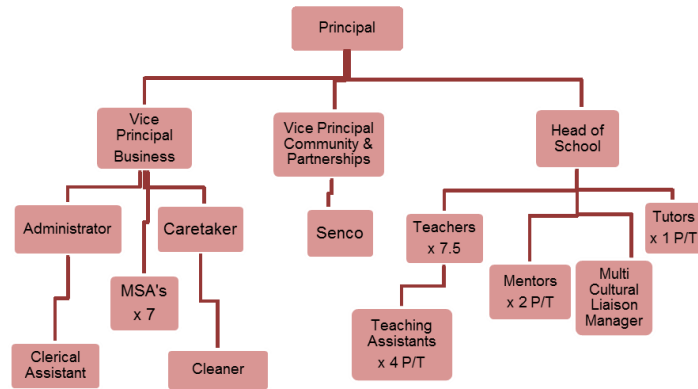
<b>Role</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Principal	0.35	0.35	0.35	0.35	0.35	0.35	0.35	0.35
Head of School	1	1	1	1	1	1	1	1
VP - Business	0.35	0.35	.35	0.35	0.35	0.35	0.35	0.35
VP- Partnerships	0.2	0.2	.25	0.3	0.3	0.3	0.35	0.35
Teachers	0.5	1.5	2.5	3.5	5.5	6.5	7.5	7.5
Teaching Assistants	0.75	2	3	3.75	4.5	5.25	6.0	6.0
Administrator	0.5	0.7	0.7	0.8	0.8	0.8	1	1
Caretaker	0.7	0.7	0.7	0.8	0.8	0.8	1	1
Midday Supervisors	0.12	0.24	0.36	0.48	0.6	0.72	0.84	0.84
Cleaner	0	0	0	0.25	0.25	0.25	0.5	0.5
Multicultural LM	0.2	0.4	0.6	0.8	0.8	1	1	1
Clerical Assistant	0	0	0	0.25	0.25	0.25	0.5	0.5
SENCo	0.2	0.3	0.3	0.4	0.4	0.6	0.7	0.7
Mentors	0.4	0.6	0.8	0.8	1	1.5	1.5	1.5
Tutors	0.1	0.3	0.4	0.6	0.6	0.6	0.8	0.8

The Senior Leadership Team of the Principal, 2 Vice Principals and Head of School will be established immediately.

The administration and caretaker's positions will be implemented immediately, as will the Multi-Cultural Liaison Manager and SENCo; all of which will be part-time.

The number of teachers, teaching assistants (TA) and midday supervisory assistants (MSA) will increase as the school grows. Full staffing will be reached in 2019 (As shown in the above charts)

This staffing structure has been drawn up based on pupil numbers and is appropriate to deliver our educational vision. The Senior Leadership Structure is based upon a significant amount of research into models of leadership. It is currently the model used by the Phoenix Federation to great success and it is designed to accommodate the Free School. Our previous experience in serving the Boston Community has provided the knowledge and skills in determining the required staff team.



This chart shows the proposed staffing structure that would be in place based on our sensitivity analysis, which assumes 90% occupancy, therefore 27 pupils in each class and a total on roll of 189. It is also based on a lower percentage of entitlement to Free School Meals and no grant income being received from local trusts. The financial templates in Section G, show that the school will still be financially viable with this staffing structure, and our ability to deliver the vision will not have been compromised.

#### Role Descriptions

##### **Principal**

Accountable to Governing Body / Lead of Senior Leadership Team

**Purpose of Role:** Extract from Headteachers' pay and conditions document.

##### **51.1 A head teacher shall carry out his/her professional duties in accordance with and subject to:**

- (a) the provisions of the Education Acts;
- (b) any orders and regulations having effect thereunder;
- (c) the instrument of government of the school of which s/he is head teacher;

##### **51.2 A head teacher shall carry out such duties in accordance with and subject to the following (to the extent to which they are not inconsistent with paragraphs 54 to 57):**

- (a) in the case of a school which has a delegated budget:
  - (i) any rules, regulations or policies laid down by the governing body under their powers as derived from any of the sources specified in paragraph 55.1; and
- (b) in any other case, any rules, regulations or policies laid down by his/her employers; and
- (c) the terms of his/her appointment.

**51.3 In carrying out his/her professional duties, including in particular his/her duties under paragraph 54.3.1, a head teacher shall have regard to the desirability of teachers at the school being able to achieve a satisfactory balance between the time required to discharge their professional duties including in particular, in the case of teachers to whom paragraph 64 applies, their duties under paragraph 64.7 and the time required to pursue their personal interests outside work.**

### **General functions**

**52.** Subject to paragraph 55.1 a head teacher shall be responsible for the internal organisation, management and control of the school.

### **Consultation**

**53.** In carrying out his/her duties a head teacher shall consult, where this is appropriate, with the governing body, the staff of the school and the parents of its pupils.

### **Professional duties**

**54. The professional duties of a head teacher shall include:**

#### **54.1 School aims:**

formulating the overall aims and objectives of the school and policies for their implementation;

#### **54.2 Appointment of staff:**

participating in the selection and appointment of the teaching and non-teaching staff of the school;

#### **54.3 Management of staff:**

54.3.1 deploying and managing all teaching and non-teaching staff of the school and allocating particular duties to them (including such duties of the head teacher as may properly be delegated to a deputy head teacher, assistant head teacher or other member of the staff) in a manner consistent with their conditions of employment, maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere;

54.3.2 considering, in particular in relation to such allocation of duties, how far the duties of the head teacher may be delegated to any deputy head teacher or assistant head teacher;

54.3.3 Ensuring save in exceptional circumstances that for foundation and the other core subjects and religious education a teacher is assigned in the school time-table to every class or group of pupils.



54.3.4 ensuring that the duty of providing cover for absent teachers is shared equitably among all teachers in the school (including the head teacher), taking account of their teaching and other duties;

54.3.5 ensuring that teachers at the school receive information they need in order to carry out their professional duties effectively;

54.3.6 enabling Advanced Skills Teachers to fulfill their outreach duties under paragraph 54.2 by taking reasonable steps to arrange or permit such work -

(a) in the case of such teachers at the school, at the school or elsewhere; and

(b) in the case of such teachers from other schools working with teachers from the school, at the school or elsewhere;

58.3.7 reporting to the chair of Governors (Directors) annually on the professional development of all teachers at the school;

58.3.8 advising the governing body on the adoption of effective procedures to deal with incompetent teachers; and

58.3.9 keeping the governing body informed of the general operation of such procedures;

**54.4 Liaison with staff unions and associations:**

maintaining relationships with organisations representing teachers and other persons on the staff of the school;

**54.5 Curriculum:**

54.5.1 determining, organising and implementing an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school; and his duty under sections 351(4), 357(1), and 390(4) of the Education Act 1996(71) and section 69 of the School Standards and Framework Act 1998 (72);

54.5.2 securing that all pupils in attendance at the school take part in daily collective worship in pursuance of his/her duty under section 70 of the School Standards and Framework Act 1998;

**54.6 Review:**

keeping under review the work and organisation of the school;

**54.7 Standards of teaching and learning:**

evaluating the standards of teaching and learning in the school, and ensuring that proper standards of professional performance are established and maintained;

#### **54.8 Appraisal, training, development and induction of staff:**

54.8.1 supervising and participating in arrangements made in accordance with regulations made under section 49 of the Education (No.2) Act 1986(73) for the appraisal of the performance of teachers in the school; participating in arrangements made for the appraisal of his/her performance as head teacher, and that of other head teachers who are the responsibility of the same appraising body in accordance with such regulations; participating in the identification of areas in which s/he would benefit from further training and undergoing such training;

54.8.2 ensuring that all staff in the school have access to advice and training appropriate to their needs, in accordance with the policies of the governing body;

54.8.3 ensuring that newly-qualified teachers and those returning to teaching after a break in service have access to adequate support in their first year of service or resumed service;

54.8.4 being responsible for the supervision and training of teachers during their induction periods in accordance with the Induction Regulations, and making a recommendation at the end of such induction periods as to whether such teachers have met the prescribed induction standards as required by those Regulations;

54.8.5 ensuring that teachers serving induction periods under the Induction Regulations do not teach for more than 90% of the time a teacher at that school who does not receive a management allowance under paragraph 23 would be expected to teach;

#### **54.9 Threshold assessment**

54.9.1 assessing whether a teacher at the school who applies for a threshold assessment has passed the threshold;

54.9.2 explaining to a teacher who makes an application for a threshold assessment the reasons for the outcome of his/her application and giving him/her advice about the aspects of his/her performance which would benefit from further development;

54.9.3 The professional duties of a head teacher under paragraph 56.9 shall not be delegated to a deputy or assistant head teacher, although pursuant to paragraph 58.3 they may be exercised by a deputy head teacher in the head teacher's absence from the school.

#### **54.10 Advanced skills teacher assessment**

54.10.1 where requested by him/her to do so, completing under paragraph 30.3.2 the application for a certificate of eligibility for appointment to an advanced skills teacher's post of a teacher at the school or a teacher who was last employed at the school;

54.10.2 where requested by him/her to do so, providing assistance to an assessor in relation to advanced skills teacher assessments at the school;

54.10.3 the professional duties of a head teacher under paragraph 58.10 shall not be delegated to a deputy or assistant head teacher, although pursuant to paragraph 60.3 they may be exercised by a deputy head teacher in the head teacher's absence from the school.

**54.11 Management information:**

providing information about the work and performance of the staff employed at the school where this is relevant to their future employment;

**54.12 Pupil progress:**

ensuring that the progress of the pupils of the school is monitored and recorded;

**54.13 Pastoral care:**

determining and ensuring the implementation of a policy for the pastoral care of the pupils;

**54.14 Discipline:**

54.14.1 determining, in accordance with any written statement of general principles provided for him/her by the governing body, measures to be taken with a view to promoting, among the pupils, self-discipline and proper regard for authority, encouraging good behaviour on the part of the pupils, securing that the standard of behaviour of the pupils is acceptable and otherwise regulating the conduct of the pupils; making such measures generally known within the school, and ensuring that they are implemented; and

54.14.2 ensuring the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere;

**54.15 Relations with parents:**

making arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, so as to promote common understanding of its aims;

**54.16 Relations with other bodies:**

promoting effective relationships with persons and bodies outside the school;

**54.17 Relations with the governing body:**

advising and assisting the governing body of the school in the exercise of their functions, including (without prejudice to any rights s/he may have as a governor of the school) attending meetings of the governing body and making such reports to them in connection with the discharge of his functions as they may properly require either on a regular basis or from time to time;

**54.18 Relations with other educational establishments:**

maintaining liaison with other schools and further education establishments with which the school has a relationship.

**54.19 Resources:**

allocating, controlling and accounting for those financial and material resources of the school which are under the control of the head teacher;

**54.20 Premises:**

making arrangements, if so required by the governing body for the security and effective supervision of the school buildings and their contents and of the school grounds; and ensuring (if so required) that any lack of maintenance is promptly reported to the governing body;

**54.21 Absence:**

arranging for a deputy head teacher or other suitable person to assume responsibility for the discharge of his/her functions as head teacher at any time when s/he is absent from the school;

**54.22 Teaching:**

participating, to such extent as may be appropriate having regard to his/her other duties, in the teaching of pupils at the school, including the provision of cover for absent teachers.

**Vice Principal (Business)** - Member of Senior Leadership Team

Accountable to Principal

### **Purpose of Role**

To be responsible for all strategic planning aspects including all financial implications and ensuring that the school makes the best use of resources available.

To be responsible for the majority of the disciplines of Finance, Personnel Management, Estate Management, Administration, all general training and development of staff and all matters within the management of the school which are supportive to but do not involve the teaching function.

To be responsible for effective risk management for example in health and safety and in the management of any third party contracts.

### **Main Responsibilities**

#### **Finance**

To be responsible for the strategic planning aspects at the school, including all financial implications, prepare the school's annual budget and monitor spend against the budget taking corrective action where necessary. Preparing and presenting the management accounts for the Governing Body.

To act as the main financial consultant and adviser to the Governors (Directors) and Principal advising on the financial policy and development of the long term financial strategy.

Manage the school accounting function ensuring its efficient operation according to agreed procedures and maintain those procedures by conducting an annual review.

Negotiate, manage and monitor contracts, tenders and agreements for the provision of support services. Approve all purchase orders prior to expenditure being committed and ensure best value in all purchases.

To arrange the purchase of all supplies and services for the school, ensuring that optimum value for money is achieved. To obtain quotations, place orders and check deliveries and deal with the full tendering procedure in some cases.

Manage the school fund ensuring that a full bank reconciliation is undertaken monthly. Prepare the account for audit and liaise with the auditors.

Prepare all financial returns for the DfE and other central/local government agencies within statutory deadlines.

To secure bid based competitive funds by the use of bidding systems and contacts.

Maximise lettings income from out of school activities including promoting the facility and negotiating rates.

Act as central point of contact for external bodies with regard to gifts, donations and other fund raising. Generate ideas for fund raising and carry them through to fruition.

### **Personnel Management**

Recruit all support staff including preparation of job descriptions, person specifications, press adverts, interviewing and contracts and assist in the recruitment process of teaching staff as required.

To be responsible for general HR matters providing general HR support and guidance to the SLT for example advice on salaries and terms & conditions of employment, disciplinary and grievance matters.

Update school's staff handbook and develop and implement performance management system for all support staff

Provide general HR support and guidance to the SLT.

### **Whole School Administration**

Manage the administrative function including ICT, school office and reception, support for curriculum areas, reprographics, records and telephones.

Responsible for the systems and general management of the school's administrative and financial computer network and the implementation of appropriate management information systems.

Act as correspondent for the DfE and to be responsible for the records and returns.

Responsible for obtaining the necessary licenses and permissions and ensuring their relevance and timeliness e.g. entertainment license, data protection, copyright, etc.

Act as a "bridge" to facilitate closer working relationships between teaching and support staff.

Ensure parent complaints/queries are handled effectively and appropriate records kept.

### **Estate Management**

Acquire and dispose of land/buildings as authorized by the Principal and Governing Body including drawing up outline specifications for new buildings, obtaining tenders, obtaining planning permission, liaison with building contractors and architects.

Project manage all refurbishments from idea generation through to completion including managing contractors, liaison with building inspectors and sign off.

Working with the asset management plan and suitability survey, ensure that the school's maintenance expenditure including devolved capital spend is targeted to priority areas.

Prepare and update the school's disaster recovery plan ensuring that all staff are aware of their role within it.

Responsible for the security of the school site including installation and maintenance of intruder alarm, CCTV, etc.

Manage all contracts for supply/services including contract negotiation, drafting/agreeing of SLA's.

Ensure the school has adequate insurance and manage the policies/claims for all areas.

### **Health & Safety**

Formulate, monitor and implement the school's safety policy to comply with all relevant H&S legislation and conduct risk assessments for routine and project work. Act as school's Health & Safety Coordinator and Fire Officer.

To be responsible for the maintenance of the school site and buildings. Maintain an inventory and arrange for the maintenance, repair or replacement of the equipment including furniture and fittings.

**Vice Principal (Partnerships)** - Member of Senior Leadership Team  
Accountable to Principal

### **Purpose of Role**

To lead the school's practice in pastoral care and organisation

To support the Principal and Governors (Directors) in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity

Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and how these link with National and local initiatives

Contribute to the identification of key areas of strength and weakness in the school.

Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues

Promote a culture of team work, in which views of all members of the school community are valued and taken into account

Contribute to the self-evaluation of the school

- **Leading Learning and Teaching**

Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted

Provide whole school approach for Continuous Professional Development

Promote the active involvement of pupils in their own learning

Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the school.

Support strategies to promote high standards of behaviour

Contribute to the development of a broad and rich curriculum which meets the needs of the range of pupils in the school

Support the development of an effective assessment framework

- **Developing self and managing others**

Promote and safeguard the safety and welfare of children and young people

Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount

Support the development of collaborative approaches to learning within the school and beyond

Support the induction of staff new to the school

Set high expectations for own performance and that of others

Engage in relevant professional development activity as necessary



- **Managing the organisation**

Contribute to a regular review of the organisation of the school to ensure it meets statutory requirements

Develop action plans in specified areas of responsibility, in order to bring about improvements

Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities

Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money

- **Securing Accountability**

Support the governing body in meeting its responsibility to account for the performance of the school

Work alongside the Principal to secure improvement through Performance Management; take responsibility for the performance management of identified staff

Support staff in understanding their own accountability, and develop approaches to its review and evaluation

Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes

Contribute to the reporting of the performance of the school to parents, carers, Governors (Directors) and other key partners as necessary

- **Strengthening Community**

Contribute to the development of the school within the community; strengthening partnerships with other schools and services

Gain an understanding of the diversity of the school community

Contribute to policies and practices which promote equality of opportunity and tackle prejudice

Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community

Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement

**Head of School** - Member of Senior Leadership Team  
Accountable to Principal

## **Purpose of Role**

The appointment is subject to the current conditions of employment for deputy headteachers contained in the School Teachers' Pay and Conditions Document, the Education Act 2002, the required standards for Qualified Teacher Status and other current legislation.

IN ADDITION TO THE REQUIREMENTS OF A CLASS TEACHER, AREAS OF RESPONSIBILITY AND KEY TASKS:

### **Strategic Direction And Development Of The School - In Co-Operation With, And Under The Direction Of, The Principal:**

Support the vision, ethos and policies of the school and promote high levels of achievement;

Support the creation and implementation of the School Strategic Plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it;

Support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing schemes of work;

Support the evaluation of the effectiveness of the school's policies and developments;

Ensure that parents are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement.

### **Teaching And Learning**

Develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline;

Take responsibility for the development and monitoring of a curriculum area(s) or whole school curriculum aspect(s), as agreed from time to time;

Support the Principal in the monitoring of the quality of teaching and children's achievements including the analysis of performance data;

Support the Vice-Principal in developing links with parents, other schools/colleges, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development.

### **Leading And Managing Staff**

Support the Principal in developing positive working relationships with and between all staff and provide and sustain motivation;

Support the Principal in fostering and maintaining a culture in which pupils, staff and parents feel confident in raising concerns relating to the welfare or safety of children and that those concerns will be heard and dealt with consistently;

Lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes;

Support the Principal in the implementation of the school's performance management policy.

### **Effective Deployment Of Staff And Resources**

Support the Principal in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities;

Manage the school effectively;

Support the Principal in the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met;

Work with the Principal and Governors (Directors) in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money.

### **General**

Act as "critical friend" and provide effective professional challenge and support to the Principal;

Provide information and advice to the Principal and governing body and support proper accountability processes throughout the school.

### **Teachers**

Accountable to Head of School

#### **Purpose of Role**

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum and school policies.

To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.

To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.

### **Accountabilities**

To plan work for the class in accordance with national and school curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.

To ensure a close match between the learning experience offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.

To make appropriate educational provision for children with Special Educational Needs and those learning English with an additional language (with support from the SENCo and Multi-Cultural Liaison Manager)

Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.

To provide children with opportunities to manage their own learning and become independent learners.

To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.

To foster each child's self-image and esteem and establish relationships which are based on mutual respect.

To maintain a high standard of display both in the classroom and in other areas of the school.

To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.

To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.

To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.

To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.

To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.

To liaise with support staff both school based & from other external bodies as required.

To take responsibility for the management of other adults in the classroom.

To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.

To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

To take responsibility for a curriculum subject area as agreed with the Head of School as detailed below (this will not be a core subject):

Promote the teaching of the agreed subject throughout the school, according to the requirements of the National Curriculum /Schemes of work and any other new initiatives from the Department for Education.

In conjunction with the Head of School or other senior staff, be responsible for the implementation and management of the school's policy for the agreed subject area

Review the policy and adapt it as appropriate

Develop a scheme of work for the subject suitable to the needs of a primary school catering for 4 – 11 year olds

Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility. To consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the Head of School

### **Special Educational Needs Coordinator (SENCo) – Member of the Leadership Team**

Accountable to Vice Principal - Partnerships

The SENCo, with the support of the Head of School and Governing Body, will take responsibility for the day-to-day operation of provision made by the schools for pupils with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

#### **Have knowledge and understanding of:**

The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used

to support pupils with SEN;

How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;

Relevant research, national inspection evidence and legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;

The requirements to communicate information effectively to the Governors, external agencies, parents and other schools or colleges on transfer;

How to contribute to the professional development of other staff in relation to pupils with SEN; including how to recognise and deal with stereotyping in relation to disability or race;

The purpose of individual education plans, including leading their formulation and planning their implementation and review.

### **Planning and setting expectations:**

Analyse and interpret relevant national, local and school's data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.

Work with pupils, subject leaders and class teachers to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN.

### **Teaching and managing pupil learning:**

Identify and disseminate the most effective teaching approaches for pupils with SEN.

Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEN.

Support the development of improvements in literacy, numeracy and information and communication technology skills, as well as access to wider curriculum. Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.

Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEN transfer.

### **Assessment and evaluation:**

Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.

Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN in relation to the school's SEN policy.

Provide regular information to the Head of School and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review.

**Pupil Achievement:**

Support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement.

Monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.

Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN.

**Relations with parents and wider community:**

Develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress.

Develop effective liaison with external agencies in order to provide maximum support for pupils with SEN

**Managing own performance and development:**

Chair reviews, case conferences and meetings effectively.

Judge when to make decisions and when to consult with others including external agencies.

Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.

Take responsibility for their own professional development.

**Managing and developing staff and other adults:**

Encourage all members of staff to recognise and fulfill their statutory responsibilities to pupils with SEN.

Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN and provide support and training to trainee and newly qualified teachers in relation to pupils with SEN, understanding their needs and

importance of raising their achievement.

Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEN across the school.

Support staff in developing pupils' understandings of the duties, opportunities, responsibilities and rights of citizens.

Support staff in developing constructive working relationships.

**Managing resources:**

Establish staff and resource requirements to meet the needs of pupils with SEN, advise the Head of School, Leadership Team and Governing Body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies to maximise pupils' achievements and to ensure value for money.

Deploy, or advise the Head of School on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.

Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.

Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school. Ensure that there is a safe working & learning environment in which risks are properly assessed.

**Strategic leadership:**

Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.

Ensure the objectives of the SEN policy are reflected in the school improvement plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.

Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.

**Teaching Assistants**

Accountable to Class Teacher



**Purpose of Role:**

To work with individual children having special or particular needs, in accordance with the child's statement where appropriate and/or groups of children as directed by the teacher. To provide support to the teacher across a range of child centred activities to promote child development and learning.

**Main Responsibilities:****School Related:**

Act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.

Assist with the planning and preparation of activities, and in the delivery of local and national initiatives e.g. literacy and numeracy strategy

Participate in the preparation of the classroom

Monitor children's needs and reporting these to a designated person.

Keep records as required by the school

Have familiarity with all relevant statements of special educational needs specific to the child.

**Child Related:**

Promote development and learning (physical, emotional, educational and social). Foster growth, self-esteem and independence, observe and record development

Support those with special needs

Carry out reasonable daily personal care/hygiene duties and administer basic first aid

Assist with the movement of children in and around the school

**Behaviour Mentor**

Accountable to Head Of School

**Purpose of Role:** The role of the Behaviour Mentor is to target help and support as part of a coordinated response by the school and other agencies for identified "at risk" pupils where behaviour and attendance issues are the causal factors of concern. The intention being to bring about sustainable changes with individual pupils and contribute to the improvement of behaviour and attendance throughout the school as part of the whole school strategies.

To support the effective transfer of pupil information for “at risk” within school and across schools.

To participate in the assessment of all pupils entering or returning to school in order to identify all those who need extra help in overcoming issues relating to attendance, behaviour and following a period of exclusion.

To work in partnership with others in drawing up and implementing an action plan for each pupil who needs mentor support.

To take the role of named “key worker” as part of a school based system of allocating all pupils “at risk” to a named adult.

To develop a 1:1 mentoring relationship with pupils receiving support, aimed at achieving the goals defined in their individual action plan.

To secure positive family support and involvement by maintaining regular contact with families/carers of pupils receiving support (this is at the direction of the line manager).

To develop knowledge and appreciation of the range of programmes, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for “at risk” pupils.

To join in networking and training opportunities with other Mentors.

To work closely with school staff with responsibility for “at risk” pupils, seeking to meet their needs and change those behaviours and attitudes that inhibit their progress at school.

To comply with all the requirements of Health and Safety legislation and school policy taking appropriate action where necessary. (NOTE: The term “at risk” refers to those pupils whose behaviour, attendance and/or criminal behaviour has been identified by the school and other supporting agencies as a cause for concern)

### **Multicultural Liaison Manager - Member of Management Team**

Accountable to Head of School

#### **Purpose of Role:**

A member of the Senior Management Team deployed to raise standards of pupils’ achievement. Working with the whole school community to obtain maximum benefit for the pupils on academic and personal levels. Developing partnerships with families of pupils who have English as an Additional Language and the wider EAL community. Maximise opportunities for successful pupil intake and coordinate admissions and appeals procedures.

#### **Teaching and Learning:**

Working under direction of the Head of School to oversee the provision of education for EAL pupils. This will entail planning and delivering lessons to small groups of pupils and subsequent monitoring and assessment in consultation with the SENCo.

To administrate Global Community Links; maintaining International School Award across the collaboration.

**Community:**

To be the key liaison for external partnerships with voluntary and statutory agencies, who have a focus on migrant communities.

To raise the profile of the schools in regard to its cultural acceptance within the communities and with the principle aim to increase pupil intake and publicity of the schools' specialised provision.

Serve as press officer across the federation, including coordination of newsletter and website; internal display will also be a main focus of the role.

**Administration:**

To coordinate policy and procedure for EAL including racism, equal opportunities and diversity.

To be responsible for the administration of school admissions, involving all parental enquiries, making and delivering tests as necessary, compiling reports for internal use and external agencies.

To work closely with the Governing Body in implementing the coordinated admissions scheme, ensuring school policies are published for consultation and utilising the county web site to share and transfer information effectively.

To coordinate the schools' admissions appeals procedures in line with legal framework. This will entail completion of required documentation and representing the school at appeal panel review.

**Health and Well-Being:**

As a named safeguarder to carry out duties associated with this under the direction of the Head of School

To act as point of contact/referral between the Head of School and parents in dealing with students or critical school issues.

**Administration Assistant**

Accountable to Vice Principal – Business

**Purpose of Role:**

To assist the administration team in the provision of clerical and administrative duties.

**Main Responsibilities:**

To carry out telephone, reception and messenger duties. To provide administrative support, including filing, word processing and reprographics work and data input.

To open, distribute incoming mail, record and send outgoing mail. Receive incoming goods and check against orders as required.

To assist the arrangement of routine in school activities such as medical/dental examinations, school photographs, induction evenings etc.

To assist with the general administration of work experience, school trips etc.

To assist in the compilation of such reports and records, and assessment of data as may be required by the school, Governors (Directors), DfE.

To assist in the compilation, maintenance and analysis of registers.

To maintain such records as may be required, including admissions, leavers, staff and student records.

To liaise with parents as directed regarding issues relating to individual pupils, including investigating absences.

To handle cash in line with the schools finance policy, which may include collecting money from pupils and parents.

To input data onto computerized systems e.g. SAP/Integris (or other database software) as required.

**Caretaker**

Accountable to Vice Principal - Business

**Purpose of Role:**

To provide an on-site cleaning/caretaking service

**Main Responsibilities:**

To be responsible for the ordering, cleaning equipment and materials and the secure storage thereof.

To be responsible for the cleaning of a specified area in accordance with the County Council's current standards and methods.

To report to the Vice Principal-Business all matters relating to the premises, cleaning equipment and materials.

To carry out caretaking duties as directed by the Vice Principal-Business as outlined on the job information sheet. E.g. minor repairs to fabric of building and/or equipment.

To be a key holder for the school premises where it is considered necessary by the Vice Principal-Business.

To be responsible for the routine and non-routine (e.g. emergencies) opening and closing of the premises.

To be responsible for the regular checking and testing of the fire alarm warning system sounders in line with Lincolnshire County Council guidance contained in the Health and Safety manual, recording the event and any issues arising. Checking heating, water and testing battery banks for emergency lights where relevant.

Regular checking and recording the condition and safety of tools and equipment in line with the Provision and Use of Work Equipment Regulations. Reporting any failures to Vice Principal-Business.

To ensure that all external areas, paths and drives remain free from litter and hazardous materials and that all drains and gullies are free flowing and clean as appropriate. To clear pathways of snow and apply salt when required keeping records of this action.

To deal with lettings as agreed with the Vice Principal-Business.

### **Midday Supervisors**

Accountable to Vice Principal - Business

#### **Purpose of Role:**

To be responsible to the line manager for the supervision of children during the midday break.

#### **Main responsibilities:**

Supervise children during the meal, in the playground, classrooms, corridors, cloakrooms, toilets, etc. and escort children between premises where necessary.

Where applicable may also be required to prepare rooms for dining, including setting out tables and chairs or desks covers, as appropriate.

Distribute meals and serve water where required.

Clear tables and collect rubbish, wash and stack away tables, chairs, water jugs and covers and clean dining area as required.

**F5: Provide realistic plans for recruiting a high quality Principal Designate, other staff and Governors (Directors) in accordance with your**

## **proposed staffing structure and education plans.**

**“...The right people are the single most important factor in raising pupil achievement.”**

**- Boston Free School Vision**

### **Index:**

- **Principal Designate**
- **Other Staff**
  - **Interview Process**
  - **Teaching Staff**
  - **Support Staff**
- **Candidate Suitability**
  - **Candidate Qualities**
- **Members and Governors (Directors)**
  - **Members**
  - **Governors (Directors)**
  - **The Governing (Directors) Body**

If the scheme is given approval, [REDACTED] currently [REDACTED] (of [REDACTED]) will be Principal Designate with effect from 1 January 2013, two terms in advance of the school opening.(0.35fte) This arrangement has been considered and agreed in principle by the Phoenix Federation Board of Governors (Directors).

- Led one of the schools out of the Ofsted Category 'Notice to Improve' in October 2007
- First primary schools in Lincolnshire to achieve the International Schools Award Gold Level (2008)
- Winner in the Times Education Award for Outstanding Financial Team; shortlisted (final 6) in the categories of: Primary School of the Year, Outstanding Leadership Team and also Outstanding Contribution to the Community
- Ofsted graded as 'Good with Outstanding Features' September 2011 and that the senior leadership is 'Outstanding'

[REDACTED]  
- [REDACTED] CV).

If the scheme is given approval, [REDACTED], currently [REDACTED] (one of the schools within the federation) will be Head of School Designate with effect from 1 January 2013, two terms in advance of the school opening (0.50fte). From opening [REDACTED] will assume a full time post at the Free School. This arrangement has been considered and agreed in principle by the Phoenix Federation Board of Governors (Directors) and, together with The Principal, feel that this will be the most effective deployment of time in order to ensure a successful school set up and opening.

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(See appendix 11 - )

The appointment process for the Principal Designate, Head of School and other members of staff will be as follows. This process will begin in September in anticipation of approval so that the recruitment process can begin as early as possible in the Autumn of 2012 ensuring the best chance of a successful appointment for January 2013. The Governing Body will jointly set up an appointments committee to oversee the appointment. The appointment of ██████████ as Principal Designate and ██████████, Head of School will be subject to formal ratification by the Governors (Directors) of Boston Primary School and the Phoenix Federation. We have extensive experience of recruiting and developing Headteachers, the process will be based on the leadership competencies set out for serving Headteachers. In addition, other Federation staff identified specifically in the proposal will extend their responsibilities beyond the Phoenix Federation to include The Boston Free School. All these staff have a track record of success in their field and have undergone a rigorous recruitment process.

Other appointments will follow in 2013, following the appointment of the Principal. A rigorous recruitment and selection process will ensure high calibre candidates are selected for both teaching and non-teaching posts: national advertisement / local adverts / long- listing / interview before ratification by the Governing Body. Every opportunity will be given to recruit staff from the Central Boston area wherever possible. It is particularly important that the Principal Designate and other staff appointed share a vision and philosophy which is fully aligned with our education vision and that they have the expertise to lead the school in achieving expected outcomes.

We will seek to appoint experienced teachers and support staff where possible and our financial template has been completed on this basis.

### **Interview Process**

Appointments for each successive academic year will be planned within a specific timeframe where possible.



<b>Timescale</b>	<b>Recruitment, Selection and Induction</b>
Term 3 2013	Advertise for vacancy , seek references, interview, appoint
Term 4	Induction Starts (informal)
Term 1 2013	Induction Week 1 (formal)
Term 2	Induction (1 month review)
Term 3	Induction complete

### Teaching Staff

Candidates who have been selected from a shortlisting process, will be required to plan and teach a lesson during the morning which will be observed by the Head of School, Governor and SENCo. Successful candidates will be invited to a formal interview in the afternoon/following day where they will be assessed by the interview panel.

### Support Staff

Candidates who have been selected from a shortlisting process, will be required to attend a formal interview before a panel with key personnel.

### Candidate Suitability

The recruitment and selection of staff will be a rigorous process. We will set out our expectations for all appointments through a considered approach at all stages. Advertisements will be composed to attract the right calibre of candidate; if required this will be extended to national advertising such as Times Educational Supplement. Local candidates will be sought through the Lincolnshire County Council job site, 'LinLine' and local press (Boston Target, Boston Standard, Lincolnshire Free Press). Candidates will receive full information of post requirements, through the 'essential' and 'desirable' skills, qualities and experience outlined in the person specification. All staff will be subject to an Enhanced CRB (Criminal Records Bureau) check and clear references will be taken from previous employment.

### Candidate Qualities

In general, all candidates will need to be enthusiastic, dedicated and passionate about children's education (irrespective of their role). They will want to work in an exciting and innovative, learning-centred school. The school will have a preference to employ staff who are suitably qualified according to post. In return we will expect a firm commitment to the highest standards of pupil achievement & behaviour. A commitment to inclusion as the school will have a high percentage of pupils with English as an Additional Language. A positive approach to managing behaviour and the ability to work as part of a team.

In summary, Boston Free School will seek to appoint 'outstanding' individuals who will have the skills, capacity and ability to make a difference to life-long learning.

### **Members and Governors (Directors)**

A range of key individuals have agreed to serve as Members and Governors (Directors) during the critical phases of developing the proposals, application, business case and operations. Other positions such as staff, parent and LA Governors (Directors) will be recruited through nomination or election before the school is open.

#### **Members**

Three members of Company Limited by Guarantee have been appointed and one will also serve as a Governor (Director). They have the relevant skills, capacity and commitment. They have all agreed to commit the time required to establish and run Boston Free School.

### **Governors (Directors)/Directors**

The Board of Governors (Directors) should have members offering a range of experience and expertise in the following areas:

- Finance
- Education
- Business
- Industry
- Human Resources

We will seek to appoint high calibre individuals to the governing body by ensuring the relevant processes are conducted in a robust manner. Boston Free School upholds that the most important quality of a governor is the desire to make a difference to children's lives through education. In addition to this, attributes that make a good school governor include:

- The ability to work as part of a team.
- A desire to help the local community.
- An external perspective.
- A willingness to change assumptions.
- The time to get involved.

Governors (Directors)/Directors will participate in a full induction and training programme to familiarise themselves with their roles and responsibilities. They will also work towards obtaining the Governor Mark (award) as part of their

quality assurance. The Governor Mark is a quality standard for School Governing Bodies in England.

As a result of these processes Boston Free School will ensure that its Governors (Directors) have the necessary skills to run a school.

### **Governing Body**

<b>Governor Type</b>	<b>Proposed</b>
Local Authority	1
Parent	2
Staff	3
Community	3
Trust/Foundation	2
Total	11
Associate Governor	As required

The Members of the Academy Trust will appoint the Governing Body. One of the 3 Members will be Governors (Directors)/Directors for the duration of their time as members of the Company regulated by the Articles referred to above. Parent Governors (Directors)/Directors will be elected by parents of children at the school. Staff Governors (Directors)/Directors will be elected by staff employed at the school. LA Governors (Directors)/Directors will be nominated by the LA. The Principal will be an ex-officio Governor/Director. There will also be provision for co-opting Governors (Directors)/Directors for specific roles and periods.

Most of the Governing Body business will be conducted through committees to ensure focus on relevant areas. The constitution, membership, terms of reference, Chair and clerking arrangements will be decided by the Governing Body. Committees will report to the Governing Body. Decision making arrangements for the Governing Body, Committees and individual Governors (Directors) will be determined by the Governing Body and documented appropriately. It is envisaged that a Strategic Committee will oversee:

- Finance and General Purposes
- Curriculum and Standards
- Personnel

The governing body will achieve its vision through agreed policies reviewed regularly. Responsibility for day to day leadership and management will be through the Principal. Responsibilities and duties will be set out for the Principal who will be directly accountable to the Directors/Governors (Directors).

The successful performance of roles of Directors/Governors (Directors), Principal and staff will be monitored through a simple, transparent performance management system as explained in section D4.

**F6: Demonstrate a clear understanding and describe the respective roles of the company members, Governing Body and Principal Designate in your school.**

**Index:**

- **Members**
- **Governors (Directors)**
- **Conflict of Interest**
- **Obligation to declare any pecuniary interest**
- **Principal**
- **Accountability**

### **Members**

The company currently has three members. [REDACTED], [REDACTED] and [REDACTED]. The members of the academy are its legal owners and they have a strategic role in running the school. They have ultimate control over the company. Members appoint the Governors (Directors), who oversee the day to day management of the school by challenging and supporting the Principal.

The majority of members will not be directors to ensure clear lines of accountability between the directors and the members. The members of the academy trust shall comprise:

### **Governors (Directors)**

- ensure the quality of educational provision
- challenge and monitor the performance of the academy
- manage the academy trust's finances and property
- employ staff

The Governors (Directors) have responsibility for raising school standards through their three key roles of setting strategic direction, ensuring accountability and acting as a critical friend to the Principal. The Governors (Directors) will also have a key role in upholding the school vision and ensuring its ethos and aims are embedded. They will also be tasked with rigorous monitoring of school progress. This will include the setting of ambitious and aspirational targets for the school's performance and for the Principal (and ensuring that the Principal sets targets for other staff). The Governors (Directors) will also act as their own admissions authorities. In such schools the governing body sets the admissions policy, makes admissions decisions and defends admissions appeals.

Our governors (directors) will hold the Principal to account through Performance Management, governor monitoring and governor meetings. They will determine, support, monitor and review the school policies on curriculum and teaching and learning. In particular they will:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment (benchmark national average achievement and attainment in Literacy, Numeracy and Science);
- Ensure that staff development and performance management policies promote good quality teaching and learning (benchmark, Ofsted gradings);
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the Principal's reports to governors (directors). The Governing Body will work in close association with the school's professional adviser (as an outside independent body) working with the school leaders in order to ensure that their practice is well informed;
- The Governors (directors) are responsible, together with the Senior Leadership Team, for the drawing up of and ensuring the implementation of the School Strategic Plan (also taking into account financial implications), the key document which drives forward school

improvement;

- The Governing Body is responsible for communicating the school's success to the wider community on an annual basis by publishing the school's data. As well as an annual report to the community, the governors (directors) will regularly communicate messages regarding performance and overall 'good news' through the school's website and termly newsletter.

### **Conflict of Interest**

Members and Governors (Directors) will declare openly and immediately any conflict of interest arising from a matter before their relevant body or from any other aspect of Governorship. A register of business interests will be maintained. In the event of an issue arising the Chair will follow due legal process.

The Education (School Government) (Terms of Reference) (England) Regulations 2000 (SI 2000 No. 2122) lay down the requirement for governing bodies to have terms of reference that reflect these principles:

'in exercising their functions, the governing body shall have as their terms of reference the principles that they shall:

- (a) act with integrity, objectivity and honesty in the best interests of the school; and*
- (b) be open about the decisions they make and the actions they take and in particular shall be prepared to explain their decisions and actions to interested persons'*

These principles set out the obligations of Governors (Directors)/directors, principals/ headteachers and all school staff in respect of personal or private interests that could be seen as affecting decisions of the school for which they work. It is important to note that the appearance of a conflict of interest could be as damaging as the existence of a real conflict and all those holding a public position should do their utmost to ensure that in all their activities, professional and private, the appearance of a conflict does not arise.

### **Obligation To Declare Any Pecuniary Interest**

The Education (School Government) (England) Regulations 1999 Schedule 6 contains the requirements for declaring pecuniary interests:

'if a relevant person has any pecuniary interest, direct or indirect, in any contract, proposed contract or other matter and is present at a meeting of a school at which the contract or other matter is the subject of consideration, he shall at the meeting, and as soon as practicable after its commencement, disclose the fact and withdraw from the meeting during the consideration or discussion of the contract or matter and he shall not vote on any question with respect to the contract or matter'

A '*relevant person*' is a member of the governing body or a member of a committee.

An '*indirect pecuniary interest*' arises when:

- (a) the person is a member or employee of a corporation or other body with which a contract is to be made, or which has a pecuniary interest in the matter being considered.
- (b) the person is a partner, or is employed by a person with which a contract is to be made or who has a pecuniary interest in the matter being considered (NOTE: a person need not be considered to have an interest, if the interest is because of membership or employment by a public body, or membership of a corporation or other body if he / she has no financial interest in that body).

Although the law with respect to governing bodies talks about 'pecuniary interests', it is easier to use the term 'personal interests' because this covers any benefits seen to accrue to the individual, rather than purely any financial benefits. In fact the Code of Conduct relating to Elected and Co-opted Members talks of 'personal interests' rather than 'pecuniary interests'.

Legislation also sets a requirement that a permanent record of the business interests of Governors (Directors) and the Principal/Head Teacher be maintained by a school. The Office for Standards in Education (Ofsted) and the Audit Commission have jointly produced a publication entitled "Keeping your Balance" regarding the standards for financial administration in schools, and in this report there is reference to each governing body having a register of pecuniary interests. The standard set by this publication is as follows:

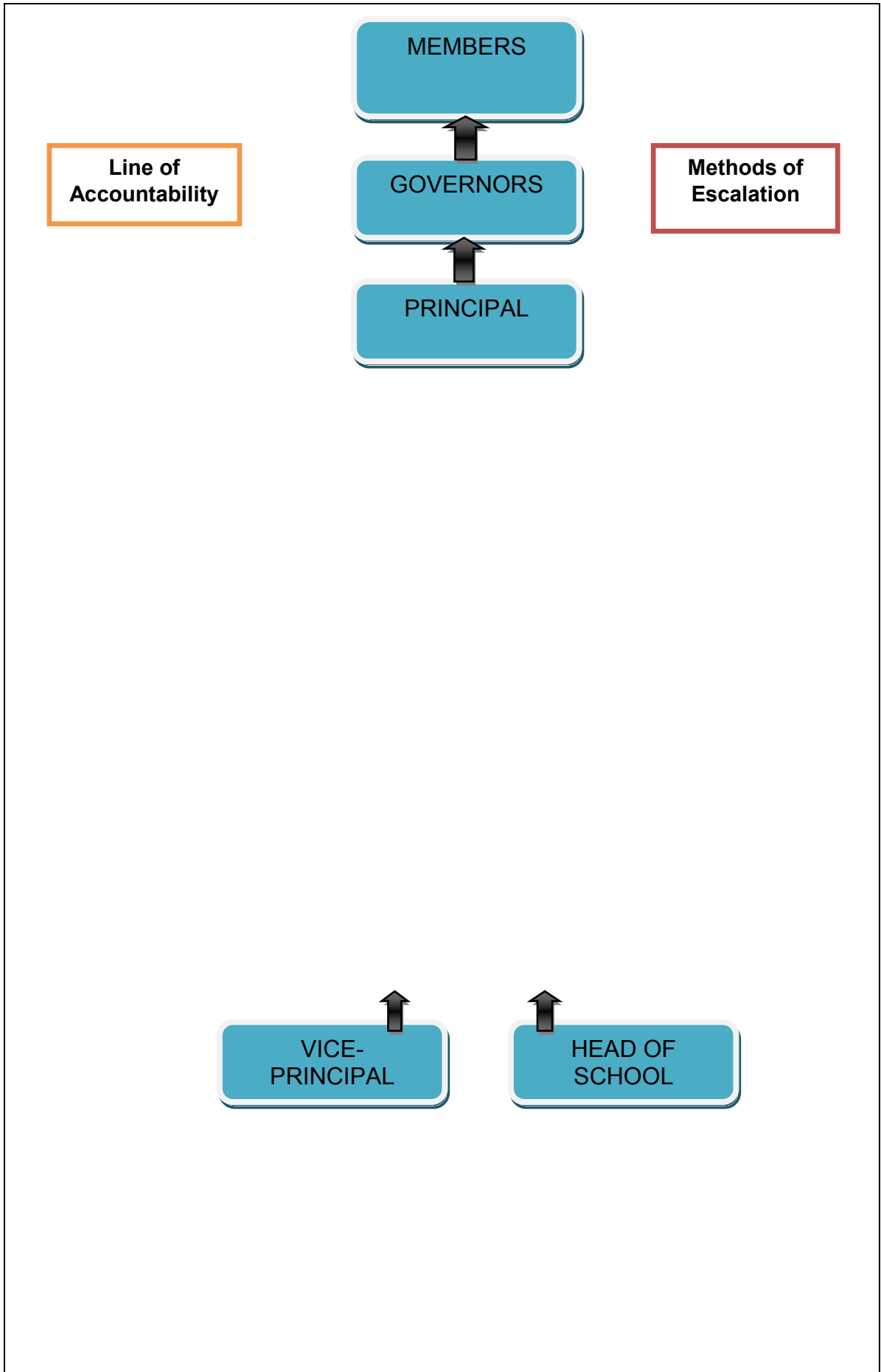
*"The Governing body should establish a register of pecuniary interests for the Governors (Directors) and staff which should be open to inspection. For example, Governors (Directors) and staff should declare any links they have with local firms from which the school may wish to buy goods or services. It is important for anyone in spending public money to demonstrate that they do not benefit personally from decisions they make".*

### **Principal**

The role of the Principal is a strategic one, setting and working to realise the vision with a strong emphasis on distributed leadership and empowerment of staff. A key part of the role will be to increase capacity to ensure attainment and achievements are outstanding.

### **Accountability**

The principal will be accountable to the Governors (Directors)/directors; they in turn will be accountable to the members, who have ultimate control of the company.





## Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

### **G1. Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year.**

We are senior leaders and governors all associated with The Phoenix Federation. We have extensive experience in running and governing schools within Local Authority, Diocesan and Independent settings. Our experience has led us to firmly believe that with number comes strength. If a school stands alone and experiences difficulties, who is there to help it? Within a federation, everyone works for the good of all schools and all pupils. The Phoenix Governing Body has committed to expand the federation, due to the core belief that the sum of our organisation is greater than its parts. The Governors are committed to ensuring that the Free School will become a strong partner within the Federation at the earliest opportunity and there is great excitement about its potential.

The team preparing the finance plans to deliver our vision have extensive knowledge of finance in schools. We currently successfully run two primary schools in and around the Boston area. [REDACTED] works as [REDACTED] and [REDACTED], an [REDACTED], [REDACTED].

Both financial plans have been completed to ensure we can deliver our vision and income exceeds expenditure in all years (2013/14 to 2020/21).

At a New Schools Network Boot Camp in January we were advised that we could complete the spread-sheet in a slightly different manner, to ensure we could deliver concise and accurate data. As our proposed staffing structure involves, in some cases, the graduated increase in FTE as the school builds to capacity we have entered in to each year the FTE of that post. For example the SENCo starts in the first year on a 0.2 FTE, rising to 0.7 FTE as the school reaches capacity. The spread-sheet does not lend itself to this and had we completed it in the way suggested in the guidance notes there would have been five lines entered for this one post.

We have minimised the need for start-up funding through our innovative staffing structure, which shows the FTE of a number of posts increasing, as the school builds to capacity. The total requirement will be [REDACTED] over the first four years. The post of Principal is the only post we are seeking Staff Diseconomy Funding for and this would be for only the first two years of operation; this amounts to [REDACTED].

The Principal will be employed on a 0.35 FTE basis. The role is strategic with emphasis on how the Free School will collaborate with the other schools in the federation and also in the Boston network of schools.

<b>Role</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Principal	0.35	0.35	0.35	0.35	0.35	0.35	0.35	0.35
Head of School	1	1	1	1	1	1	1	1
VP - Business	0.35	0.35	.35	0.35	0.35	0.35	0.35	0.35
VP- Partnerships	0.2	0.2	.25	0.3	0.3	0.3	0.35	0.35
Teachers	0.5	1.5	2.5	3.5	5.5	6.5	7.5	7.5
Teaching Assistants	0.75	2	3	3.75	4.5	5.25	6.0	6.0
Administrator	0.5	0.7	0.7	0.8	0.8	0.8	1	1
Caretaker	0.7	0.7	0.7	0.8	0.8	0.8	1	1
Midday Supervisors	0.12	0.24	0.36	0.48	0.6	0.72	.84	0.84
Cleaner	0	0	0	0.25	0.25	0.25	0.5	0.5
Multicultural LM	0.2	0.4	0.6	0.8	0.8	1	1	1
Clerical Assistant	0	0	0	0.25	0.25	0.25	0.5	0.5
SENCo	0.2	0.3	0.3	0.4	0.4	0.6	0.7	0.7
Mentors	0.4	0.6	0.8	0.8	1	1.5	1.5	1.5
Tutors	0.1	0.3	0.4	0.6	0.6	0.6	0.8	0.8

The Head of School will be employed on a 1 FTE basis and will have a 0.5 teaching commitment from start up to full capacity. Therefore in the first year, we will employ only one 0.5 FTE teacher to share the first year's intake of 30 reception children with the Head of School. The number of teachers then rising per year as the school increases in role as outlined in the table below.

#### Staffing: Phased Increase to Full Capacity

All other posts are shown as starting on a part-time basis increasing in hours or in numbers of staff as the school roll grows. (Cross reference: Section F4)

The school will offer value for money by ensuring that the money spent provides the pupils with a good quality and effective education. We will ensure best practice by benchmarking against other schools to ensure we are achieving value for money. We will also seek to collaborate with the other schools of the federation and beyond, to share good practice, and ensure value for money is obtained. We will investigate opportunities for collaboration to procure good value services, in all areas of expenditure including training, HR, Payroll, Legal etc. The governing body will sign up to a Best Value Statement (see below).

#### Best Value Statement

The Governors of The Boston Free School are committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school.

Governors will apply the four principles of best value:

- Challenge – is the school's performance high enough? Why and how is a service provided? Do we still need it? Can it be delivered differently? What do parents want?
- Compare – How does the school's pupil performance and financial performance compare with all schools? How does it compare with LA and other schools? How does compare with similar schools?
- Consult – How does the school seek the views of stakeholders about the services the school provides?
- Compete – How does the school secure efficient and effective services? Are services of appropriate quality, economic?

We will strive to ensure that the school is using its resources effectively to meet the needs of pupils.

We will submit our Best Value statement at the same time as the annual budget plan. The progress of the annual budget plan and the Best Value statement will be monitored with the School Development Plan in order to determine the extent of continuous improvement.

The school has in place a strategy and a set of guidelines, updated annually, which will ensure that Best Value will be reviewed and demonstrated: Cross-Ref: D4 – Vice Principal Business) All expenditure will be linked into delivering the school's vision as set out in the application form.

## **G2: Show how the school will be financially sustainable once there are pupils in each year**

Owing to a shortage of school places in central Boston and the fact that Park school is popular and regularly over-subscribed, the evidence of demand strongly proves the need for this Free School. Our first financial plan demonstrates that income exceeds expenditure once the school is no longer eligible for Start-Up Funding. Our finance plans clearly show that once the school has pupils in each year group the school will be financially viable; in fact we are only seeking Start-Up Funding for the first 4 years of operation.

Below are the assumptions made in preparing the first financial plan.

### Assumptions to accompany Finance spread sheet at 100% occupancy

We are senior leaders and governors all associated with The Phoenix Federation. We have extensive experience in running and governing schools within the Local Authority, Diocesan and Independent settings. Our experience has led us to firmly believe that with number comes strength. If a school stands alone and experiences difficulties, who is there to help it? Within a federation, everyone works for the good of all schools and all pupils. As a wise man once said: 'if one falls down, his friend can help him up.' (King Solomon) The Phoenix Governing Body has committed to expand the federation, due to the core belief that the sum of our organisation is greater than its parts. The Governors are committed to ensuring that the Free School will become a strong partner within the Federation at the earliest opportunity and there is great excitement about its potential.

Park Primary School has often been used as the benchmark for preparing this financial data (cross reference: G5) The Boston Free School will be located within the same urban town and will be consistent in size and demographic to Park School, as such Park is an ideal school against which to benchmark. Approximately half of the pupils originate from Eastern Europe and Portugal, many of which arrive in the very early stages of learning English.

All expenditure will be based on achieving best value. The Directors will sign up to a Best Value Statement, which will clearly state their intent (cross reference: G1)

### **Pupil Numbers Tab**

These figures assume that the school will be a one form entry school of 30 pupils per year group. The school will open with 30 pupils in Reception in its first year; increasing by a further 30 pupils each year to reach full capacity of 210 in 2019/20. We have evidence of demand in section E that supports this assumption. (Cross Ref: E1 & Appendix 6 Evidence of Demand)

Free School Meals- Line 20

We have assumed that 16% of the pupils that enrol in to the free school will be eligible

for Free School Meals. This is based on actual data for Park Primary School Boston, a school that takes pupils from the same area. The local authority have provided data showing primary schools in Boston have free school meal percentages of between 8% and 26%. It is felt that Park's percentage is the most accurate available. (Cross-Reference: D3)

Special Educational Needs-Line 21

It is expected that 20% of the pupils will be at School Action or School Action Plus; this assumption is based on the actual numbers on roll at Park School, which is a school based in close proximity to the proposed free school. (Cross-Reference D3)

Service Children-Line 22

Boston is located 11 miles from the nearest RAF base and Park Primary School has no service children on roll. Therefore we have assumed no service children, yet should we receive applications from any these will be supported in line with the admissions code of practice outlined in section D5.

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Parent Teachers Friends Association (PTFA)-Line11

It is believed that a strong PTFA will easily be able to raise the sum of ██████████ per class per year by holding various functions and activities throughout the academic year. This has been evident over a period of years at Park School (cross reference: E2)

Lettings-Line 12

We have assumed that we will be able to raise ██████████ per week based on a 40

week year. The rooms will be let for a variety of activities to include exercise classes, language classes and higher adult education. This is based on data from Park Primary School (cross reference: E2)

### **Payroll Tab**

At a New Schools Network Boot Camp in January we were advised that we could complete the spread-sheet in a slightly different manner, to ensure we could deliver concise and accurate data. As our proposed staffing structure involves, in some cases, the graduated increase in FTE as the school builds to capacity we have entered in to each year the FTE of that post. For example the SENCo starts in the first year on a 0.2 FTE, rising to 0.7 FTE as the school reaches capacity. The spread-sheet does not lend itself to this and had we completed it in the way suggested in the guidance notes there would have been five lines entered for this one post.

The staffing structure of the Free School is based on the Principal and Vice-Principals working across the new Free School, in addition to the current two schools of The Phoenix Federation.

Following the staffing model that we have proposed and previously discussed in section F4 our assumptions are as follows:

#### **Principal-Line 17**

Our staffing model identifies that the Principal will be employed on a 0.35 FTE from opening through to capacity. Therefore, the costs have been allocated based on this percentage of her gross annual costs; which is based on L24 of the leadership scale. We have assumed that the Principal will be required to be in place prior to opening due to the need of her strategic involvement at an early stage which will continue year on year.

#### **Head of School-Line 18**

This position will be appointed on a full time basis. The costs have been calculated using L7 of the leadership scale; which we deem a suitable salary for a school of this size. This position will include a 0.5 FTE teaching commitment.

We have assumed that the Head of School will be required to be in place prior to opening due to the need of her operational involvement at an early stage which will continue year on year.

#### **Vice Principal – Business-Line 19**

As with the role of Principal, this appointment will be 0.35 FTE of the contracted hours per week. Therefore, the costs have been allocated based on this percentage of his gross annual costs; which is based on L5 of the leadership scale. We recognize the need for financial expertise prior to opening and beyond.

#### Vice-Principal – Partnerships-Line 20

We have assumed that this appointment will start at 0.2 FTE in the first year rising to 0.35FTE by the time the school reaches capacity in line with the increase in pupil numbers. This appointment is based on L5 of the leadership scale.

#### Teachers and Teaching Assistants-Lines 21 & 22

Our staffing model is based on appointing teaching staff as specified in the following table:

Academic Year	No. of Teachers In Post	P/T Teaching Assistants in Post	Midday Supervisors
2013/14	0.5	1	1
2014/15	1.5	3	2
2015/16	2.5	4	3
2016/17	3.5	5	4
2017/18	5.5	6	5
2018/19	6.5	7	6
2019/20	7.5	8	7
2020/21	7.5	8	7

The teachers' salaries are based on point 4 of the teachers' main pay scale, a likely average cost.

The teaching assistants' salaries are based on G3 of the Lincolnshire County Council (LCC) pay spine.

#### Administrator-Line 23

A part-time position initially which will start at 0.5 rising to 1FTE by the time the school reaches capacity. The salary is based on G3 of the LCC pay spine.

#### Caretaker-Line 24

Will be employed on a part-time basis initially, starting at 0.7 FTE, rising to 1 FTE once the school reaches capacity. Salary based on G4 of the LCC pay spine.

#### Midday Supervisors-Line 25

Part time positions to cover lunch time arrangements. Numbers employed per year as per the above table. Salary based on G1 of the LCC pay spine.

#### Cleaner-Line 26

A part-time cleaner will be appointed from 2016/7 at 0.3 FTE rising to 0.5 FTE once the school reaches capacity. Salary is based on G2 of the LCC pay spine.

#### Multi-Cultural Liaison Manager-Line 27

This will be a part-time appointment initially starting at 0.2 FTE, rising to 1FTE by the

time the school reaches capacity. The salary is based on G6 of the LCC pay spine.

#### Clerical Assistant-Line 28

A part-time appointment from 2018/19 to assist the administrator once the school is approaching capacity. The salary is based on the LCC pay spine.

#### Special Needs Co-ordinator (SENCo)-Line 29

The SENCo will be a qualified teacher. Starting at 0.1 FTE this will rise to 0.7 FTE by the time the school reaches capacity. The salary is based on the teachers' upper pay scale.

#### Mentors-Line 30

The school will open with one part-time mentor based on 0.4 FTE, rising to two part time positions once the school reaches capacity. The salary is based on G4 of the LCC pay spine.

#### Tutor-Line 31

A qualified teacher will be employed on a part-time basis at 0.1 FTE rising to 0.8 FTE. This will enable us to offer 1:1 tuition and booster classes to individual children and small groups.

#### TLR payments-Line 32

Two TLR payments to teachers have been added from 2019/20. It is felt from this point two teachers would take on the roles of Key Stage co-ordinators. This estimated cost is based on the lower end of the TLR 2 teachers' pay scale.

#### Performance Pay

Any costs associated with performance pay are included in the costs for that group of staff. i.e. teachers.

### **Other Payroll costs Tab**

#### Sickness Insurance-Line 10

This figure assumes the Free School will purchase sickness cover for all teaching and support staff, apart from Midday Supervisors. Costs are based on the school buying into the Local Authority scheme.

#### Supply Teachers

No supply teaching costs have been entered here as due to the flexibility offered by our staffing model it is felt sickness absence cover will be covered with staff already on the payroll.



## **Non-payroll costs Tab**

All the costs shown here are based on actual spends incurred by Park Primary School during the last three years, amended where appropriate to take account of the nature of the new premises that the Free School will occupy.

Educational Materials, Books, supplies- Line 10.

This budget has been drawn up based on the known budget and expenditure of Park Primary School. This area of spend covers the Teaching & Learning requirements needed by the school in order to deliver its educational vision as outlined in section D. Our experience indicates that it is best practice for a central fund to be established for the Head of School, rather than smaller amounts to be allocated to each class and subject area. This ensures money is spent on the most important items rather than being spent for the sake of using up individual budgets.

Extended School Activities-Line 11

(Cross-Reference D1)

A budget for delivery of extended school activities as described in the application. This figure is based on current rates of pay for specialist services / coaches.

Management Information System-Line 12

(Cross-Reference: F4 – Vice Principal Business Job Description)

Budget figure for the purchase and training costs associated with school management information such as SIMS. It is envisaged the cost could be split over four years. We have received a quote from Capita for this item.

Property Repairs & Maintenance (internal)-Line 13

This budget is for materials and labour associated with the maintenance of the interior of the building, with most work being undertaken by the caretaker. Based on known costs in Park Primary, with an adjustment made for the free school being newly refurbished.

Insurance-Line 14

Costs for employer's liability insurance, public liability insurance, contents and premises insurances. Budget is based on the known costs incurred by Park Primary School who currently purchase insurance through Mouchel\*.

Business Rates-Line 15

This budget is based on the known cost of rates payable to Boston Borough Council by Park Primary School which is a school of similar size in very close proximity.

#### Water and Sewage-Line 16

The budget is based on charges incurred by Park Primary School from Anglian Water.

#### Cleaning Materials-Line 17

Budget for materials used by the caretaker, based on known costs from Park Primary School.

#### Staff training & Development-Line 18

(Cross-Reference: D1&D3)

Budget for all costs associated with the training and development of staff. Including course costs and any associated expenses such as travel costs. This also covers the cost of external challenge based on estimated costs of using Lincolnshire Cfbt trust.

#### Telephones-Line 19

A budget for telephone charges, based on the actual spend of Park Primary School through BT with adjustments made for numbers on roll.

#### Postages- Line 20

Based on the actual costs incurred by Park Primary School.

#### Photocopying-Line 21

All costs associated with photocopying, including lease costs, based on actual spend in Park Primary School, with adjustments made for numbers on roll.

#### International Primary Curriculum-Line 22

(Cross Ref: Section C – Educational Vision & D1)

This cost is for the purchase and the on-going charges associated with the International Primary Curriculum. The main expense will be incurred in the second to fourth year of operation. Estimates have been obtained from suppliers, Fieldwork Education.

#### Licences-Line 23

Budgeted costs for licences for music and performances, based on actual costs for the same licences at Park Primary School.

#### Gas-Line 24

Charges have been estimated on the actual situation in Park Primary School, and

adjustments made for the roll increasing year on year.

#### Electricity-Line 25

Charges have been estimated on the actual situation in Park Primary School and adjustments made for the roll increasing year on year.

#### TV Licence-Line 26

Annual cost of TV licence

#### Depreciation-Line 27

All fixed assets include computer and other IT equipment and has been depreciated from year one of purchase on a 25% per year straight line arrangement.

#### IT Hardware and software-Line 28

(Cross-Reference D1 – ICT)

Budgeted costs for the provision of IT equipment in the offices and classrooms. Based on the current costs for items such as laptops, desktops, interactive white boards. These costs have been based on estimates received from Ark ICT solutions, a Lincolnshire County Council approved supplier.

#### Read Write Inc./ Maths Makes sense resources-Line 29.

(Cross-Reference D1 – ‘Laying the Foundations’ / ‘The Core Curriculum’ / ‘Keys to Learning’ & D3)

Budget for materials and costs specifically associated to the delivery of Read Write Inc. package and Maths Makes Sense packages. Based on estimates from the suppliers Ruth Miskin and knowledge of what is required through working at Park Primary School.

#### Out-sourced costs

#### IT Support- Line33

(Cross-Reference D1 – ICT)

These costs are based on using a local IT provider that specialises in schools IT being bought in at a cost of £30 per hour. Supplier is an approved LCC vendor and is currently used by a number of schools in the Boston area.

#### HR, Finance, Payroll, MIS Support- Line 34

These costs are based on estimates from Mouchel\* to provide the school with support packages, as already supplied to Park Primary School and most schools in Lincolnshire.

#### School Meals-Line 35

Based on purchasing meals from an outside provider at £2.50 per meal, and assuming there is 30% take-up, this is based on actual data from Park Primary School.

#### Professional Fees, Audit etc.-Line 36

Based on an estimated cost from a local firm of auditors, this is felt to be the likely costs of preparing accounts and undertaking audits.

#### Learning Support Service-Line 37

(Cross-Reference: D3 – Pupils with Special Educational Needs and Disabilities)

This is based on purchase of hours from the local authority service at a cost of £50 per hour.

#### Music Support Service-Line 38

(Cross-Reference: D1 – Enrichment)

Based on costs of buying in to the local authority music service at an hourly charge of [REDACTED].

#### Repairs & Maintenance (External)-Line 39

This budget figure is to enable Boston Free School to buy in to a repairs and maintenance service with Mouchel\*. Park Primary School and many other schools buy in to this service which provides service and maintenance for heating, lighting and the exterior fabric of the school.

#### Enrichment-Sports Coach/Arts- Line 40

(Cross-Reference: D1 – Enrichment)

A budget figure for the hiring in of sports coaches and arts facilitators to provide enrichment activities, based on the requirement as set out in the educational plan.

\*Mouchel is an infrastructure and business services group that provides design, managerial, engineering and operational services to support modern society. It has for a number of years worked in partnership with Lincolnshire County Council to provide services to schools in Lincolnshire. It now also offers these services to Academies.

#### **Start-up Grant Tab**

Based on pupil numbers and our proposed staffing plan Boston Free School will require [REDACTED] of start-up funding. We have made a deduction to ensure this will be in the first four years only. For the first two years, only senior staff diseconomies funding for the Principal will be required. This is because we have assumed the Principal needs to be in post for 0.35 FTE from the opening of the school and

continuing at this rate to capacity and beyond.

### **Income & Expenditure account Tab**

All the prior assumptions and budgets show the school to be a viable proposition. A modest surplus/carry forward has been shown each year.

The financial plans have built in to them an element of flexibility that would allow us to cope with any unexpected financial pressures. For example, due to the nature of our proposal and the close working relationship with the Phoenix Federation, we will have the ability to address issues with staffing costs more easily. We will ensure when issuing employment contracts that we build in an element of flexibility. For example a part-time employee may be offered a percentage of their hours on a contracted basis; with a top up of hours offered on a claim basis should this be necessary. We have extensive experience of managing school finances this way. Flexibility has not been achieved by building up large surpluses as we believe the income should be spent on the pupils in the year that it is received.

### **G3: Show how the school will be financially resilient to reductions in income**

Our sensitivity analysis shows how the school will be able to effectively manage its finances, if it were to be affected by a 10% reduction in numbers. We have experience of managing this, as it is a situation that has occasionally arisen in both schools of the Phoenix Federation. By careful management of staffing levels and appropriate reductions in non-staffing costs we can reduce overall spend without compromising on the quality of education. Our association with the two other schools in the Phoenix

Federation will give us more flexibility with staffing than would be the case for one school standing alone. In the sensitivity analysis we have also reduced the number of children entitled to Free School Meals to 8%, the lowest figure in any Boston primary school. (Source: Lincolnshire County Council). In addition we have removed the [REDACTED] per year grant from the local educational charity and the income from the Parents, Teachers, and Friends Association. We believe this is a situation that would be very unlikely to occur, but should this be the case we have shown in the financial plan how the school will respond. Under our proposed model a 90% roll (of 189 pupils) will attract a lower proportion of senior leadership costs. The allocation for the Principal and the Vice-Principals (Business & Partnerships) have been reduced, in line with the reduction in pupil numbers (Their wage being proportioned differently across the collaboration of schools). This is purely a financial reduction due to the fact that traditionally a head teacher's salary is set on pupil numbers, not their time commitment. Therefore, the amount of time spent at the Free School will not be altered. **In our collaboration the proportion of time senior leaders allocate to each school is directly influenced by need of individual schools.** Reducing costs in this manner will enable the number of teachers to remain unaffected, therefore allowing standards to be maintained. Moreover, there will be only a small reduction in the number of Teaching Assistants.

Below are the assumptions made in preparing the second financial plan.

### **Boston Free School- Sensitivity Analysis**

#### **Assumptions to Accompany Finance Spread-sheet at 90% Occupancy**

We are senior leaders and governors all associated with The Phoenix Federation. We have extensive experience in running and governing schools within Local Authority, Diocesan and Independent settings. Our experience has led us to firmly believe that with number comes strength. If a school stands alone and experiences difficulties, who is there to help it? Within a federation, everyone works for the good of all schools and all pupils. As a wise man once said: 'if one falls down, his friend can help him up.' (King Solomon) The Phoenix Governing Body has committed to expand the federation, due to the core belief that the sum of our organisation is greater than its parts. The Governors are committed to ensuring that the Free School will become a strong partner within the Federation at the earliest opportunity and there is great excitement about its potential.

Park Primary School has often been used as the benchmark for preparing this financial data. The Boston Free School will be located within the same urban town and will be consistent in size and demographic to Park School, as such Park is an ideal school against which to benchmark. Approximately half of the pupils originate from Eastern Europe and Portugal, many of which arrive in the very early stages of learning English.

All expenditure will be based on achieving best value. The Directors will sign up to a Best Value Statement, which will clearly state their intent. (cross reference G1)

## **Pupil Numbers Tab**

These figures assume that the school will be a one form entry with a capacity of thirty but that the school only fills 27 places per year group. The school will open with 27 pupils in Reception in its first year; increasing by a further 27 pupils each year to reach 189 pupils at capacity in 2019/20.

### Free School Meals- Line 20

We have assumed that only 8% of the pupils that enrol in to the Free School will be eligible for Free School Meals. The local authority have provided data showing primary schools in Boston have free school meal percentages of between 8% and 26%, so for this sensitivity analysis we have used the lowest figure. (cross reference G5)

### Special Educational Needs-Line 21

It is expected that 20% of the pupils will at School Action or School Action Plus; this assumption is based on the actual numbers on roll at Park School, which is a school based in close proximity to the proposed free school. (cross reference D3 & G5)

### Service Children-Line 22

Boston is located 11 miles from the nearest RAF base and Park Primary School has no service children on roll. Therefore we have assumed no service children, yet should we receive applications from any, these will be supported in line with the Admissions Code Of Practice, outlined in Section D5.

## **EFA Grant Income Tab**

### Insurance-Line 25

These figures are based on the expenditure on the non-payroll costs tab. Costs for employers liability insurance, public liability insurance, contents and premises insurances. Budget is based on the known costs incurred by Park Primary School who currently purchase insurance through Mouchel\*.

### Rates-Line 26

These figures are based on the expenditure on the non-payroll costs tab. This budget is based on the known cost of rates payable to Boston Borough Council by Park Primary School which is a school of similar size in very close proximity to the proposed free school site.

## **Other Income Tab**

### School Meals-Line 9

The planned income is assuming that there is a 30% take up on the school meal provision as detailed on the non-payroll costs tab. This is based on actual data for

Park Primary School.

Local Educational Grants-Line 10

For this sensitivity analysis we have removed any grant income.

Parent Teachers Friends Association (PTFA)-Line11

For this sensitivity analysis we have removed any income from PTFA.

Lettings-Line 12

For this sensitivity analysis we have removed any income from lettings.

### **Payroll Tab**

At a New Schools Network Boot Camp in January we were advised that we could complete the spread-sheet in a slightly different manner, to ensure we could deliver concise and accurate data. As our proposed staffing structure involves, in some cases, the graduated increase in FTE as the school builds to capacity we have entered in to each year the FTE of that post. For example the SENCo starts in the first year on a 0.2 FTE, rising to 0.7 FTE as the school reaches capacity. The spread-sheet does not lend itself to this and had we completed it in the way suggested in the guidance notes there would have been five lines entered for this one post.

The staffing structure of the Free School is based on the Principal and Vice-Principals working across the new Free School, in addition to the current two schools of The Phoenix Federation.

Following the staffing model that we have proposed and previously discussed in F4 our assumptions are as follows:

Principal-Line 17

Our staffing model identifies that the Principal will be employed on a 0.3 FTE from opening through to capacity. Therefore, the costs have been allocated based on this percentage of her gross annual costs; which is based on L24 of the leadership scale. We have assumed that the Principal will be required to be in place prior to opening due to the need of her strategic involvement at an early stage which will continue year on year. For this sensitivity analysis the FTE has been reduced by 0.5 reflecting the reduced numbers on roll. (cross reference G3)

Head of School-Line 18

This position will be appointed on a full time basis. The costs have been calculated using L7 of the leadership scale; which we deem a suitable salary for a school of this size. This position will include a 0.5 FTE teaching commitment. We have assumed



that the Head of School will be required to be in place prior to opening due to the need of her operational involvement at an early stage which will continue year on year.

#### Vice Principal – Business-Line 19

As with the role of Principal, this appointment will be 0.3 FTE of the contracted hours per week. Therefore, the costs have been allocated based on this percentage of his gross annual costs; which is based on L5 of the leadership scale. We recognize the need for financial expertise prior to opening and beyond. As with the Principal's position the allocation has been reduced by 0.5FTE to reflect the reduced numbers on roll.

#### Vice-Principal – Partnerships-Line 20

We have assumed that this appointment will start at 0.15 FTE in the first year rising to 0.3FTE by the time the school reaches capacity in line with the increase in pupil numbers. This appointment is based on L5 of the leadership scale. For this sensitivity analysis we have made a small reduction in the FTE allocation, based on the reduced numbers on roll.

#### Teachers and Teaching Assistants-Lines 21 & 22

Our staffing model is based on appointing teaching staff as specified in the following table:

Academic Year	No. of Teachers In Post	P/T Teaching Assistants in Post	Midday Supervisors
2013/14	0.5	1	1
2014/15	1.5	2	2
2015/16	2.5	2	3
2016/17	3.5	3	4
2017/18	5.5	3	5
2018/19	6.5	3	6
2019/20	7.5	4	7
2020/21	7.5	4	7

For this sensitivity analysis we have reduced the number of part-time teaching assistant posts, however, we this will not affect our ability to deliver our vision. We have not reduced the number of teaching posts.

The teachers' salaries are based on point 4 of the teachers' main pay scale, a likely average cost.

The teaching assistants' salaries are based on G3 of the Lincolnshire County Council (LCC) pay scale.

#### Administrator-Line 23

A part-time position initially which will start at 0.5 rising to 1FTE by the time the school reaches capacity. The salary is based on G3 of the LCC pay spine.

#### Caretaker-Line 24

Will be employed on a part-time basis initially, starting at 0.7 FTE, rising to 1 FTE once the school reaches capacity. Salary based on G4 of the LCC pay spine.

#### Midday Supervisors-Line 25

Part time positions to cover lunch time arrangements. Numbers employed per year as per the above table. Salary based on G1 of the LCC pay spine.

#### Cleaner-Line 26

A part-time cleaner will be appointed from 2016/7 at 0.3 FTE rising to 0.5 FTE once the school reaches capacity. Salary is based on G2 of the LCC pay spine.

#### Multi-Cultural Liaison Manager-Line 27

This will be a part-time appointment initially starting at 0.2 FTE, rising to 1FTE by the time the school reaches capacity. The salary is based on G6 of the LCC pay spine.

#### Clerical Assistant-Line 28

A part-time appointment from 2018/19 to assist the administrator once the school is approaching capacity. The salary is based on the LCC pay spine. For the sensitivity analysis the FTE has been reduced for this post, to reflect the lower numbers on roll.

#### Special Needs Co-ordinator (SENCO)-Line 29

The SENCO will be a qualified teacher. Starting at 0.2 FTE this will rise to 0.3 FTE by the time the school reaches capacity. The salary is based on the teachers' upper pay scale. For this sensitivity analysis the FTE has been reduced to reflect the reduction in numbers on roll, some administration support will be offered by the Administrator.

#### Mentors-Line 30

The school will open with one part-time mentor based on 0.1 FTE, rising to two part time positions of 1.5FTE once the school reaches capacity. The salary is based on G4 of the LCC pay spine. For the sensitivity analysis the FTE have been reduced.

#### Tutor-Line 31

A qualified teacher will be employed on a part-time basis at 0.1 FTE in 2015/6 rising to 0.4 FTE once the school is at capacity. This will enable us to offer 1:1 tuition and

booster classes to individual children and small groups.

TLR payments-Line 32

Two TLR payments to teachers have been added from 2019/20. It is felt from this point two teachers would take on the roles of Key Stage co-ordinators. This estimated cost is based on the lower end of the TLR 2 teachers' pay scale.

Performance Pay

Any costs associated with performance pay are included in the costs for that group of staff. i.e. teachers.

### **Other Payroll costs Tab**

Sickness Insurance-Line 10

This figure assumes the Free School will purchase sickness cover for all teaching and support staff, apart from Midday Supervisors. Costs are based on the school buying into the Local Authority scheme. For the sensitivity analysis it has been reduced to reflect the slight reduction in FTE staff.

Supply Teachers

No supply teaching costs have been entered here as due to the flexibility offered by our staffing model it is felt sickness absence cover will be covered with staff already on the payroll.

### **Non-payroll costs Tab**

All the costs shown here are based on actual spends incurred by Park Primary School during the last three years, amended where appropriate to take account of the newly refurbished premises.

Educational Materials, Books, supplies- Line 10.

This budget has been drawn up based on the known budget and expenditure of Park Primary School. This area of spend covers the Teaching & Learning requirements needed by the school in order to deliver its educational vision, as outlined in Section D. Our experience indicates that it is best practice for a central fund to be established for the Head of School, rather than smaller amounts to be allocated to each class and subject area. This ensures money is spent on the most important items rather than being spent for the sake of using up individual budgets.

Extended School Activities-Line 11

A budget for delivery of extended school activities as described in the application. This

figure is based on costs incurred by Park Primary School. (cross reference D1)

#### Management Information System-Line 12

Budget figure for the purchase and training costs associated with school management information such as SIMS. It is envisaged the cost could be split over four years. We have received a quote from Capita for this item. (cross reference F4, Vice Principal Business job description)

#### Property Repairs & Maintenance (internal)-Line 13

This budget is for materials and labour associated with the maintenance of the interior of the building, with most work being undertaken by the caretaker. Based on known costs in Park Primary, with an adjustment made for the free school being newly refurbished.

#### Insurance-Line 14

Costs for employer's liability insurance, public liability insurance, contents and premises insurances. Budget is based on the known costs incurred by Park Primary School who currently purchase insurance through Mouchel\*.

#### Business Rates-Line 15

This budget is based on the known cost of rates payable to Boston Borough Council by Park Primary School which is a school of similar size in very close proximity.

#### Water and Sewage-Line 16

The budget is based on charges incurred by Park Primary School from Anglian Water.

#### Cleaning Materials-Line 17

Budget for materials used by the caretaker, based on known costs from Park Primary School.

#### Staff training & Development-Line 18

Budget for all costs associated with the training and development of staff. Including course costs and any associated expenses such as travel costs. This also covers the cost of external challenge based on estimated costs of using Lincolnshire Cfbt trust. For this sensitivity analysis we have reduced the budget to account for the slight reduction of FTE staff. (Cross reference D1 & D3)

#### Telephones-Line 19

A budget for telephone charges, based on the actual spend of Park Primary School through BT with adjustments made for numbers on roll.

#### Postages- Line 20

Based on the actual costs incurred by Park Primary School.

#### Photocopying-Line 21

All costs associated with photocopying, including lease costs, based on actual spend in Park Primary School, with adjustments made for numbers on roll.

#### International Primary Curriculum-Line 22

This cost is for the purchase and the on-going charges associated with the International Primary Curriculum. The main expense will be incurred in the second to fourth year of operation. Estimates have been obtained from suppliers, Fieldwork Education. (Cross reference C, educational vision and D1)

#### Licences-Line 23

Budgeted costs for licences for music and performances, based on actual costs for the same licences at Park Primary School.

#### Gas-Line 24

Charges have been estimated on the actual situation in Park Primary School, and adjustments made for the roll increasing year on year.

#### Electricity-Line 25

Charges have been estimated on the actual situation in Park Primary School and adjustments made for the roll increasing year on year.

#### TV Licence-Line 26

Annual cost of TV licence

#### Depreciation-Line 27

All fixed assets include computer and other IT equipment and has been depreciated from year one of purchase on a 25% per year straight line arrangement.

#### IT Hardware and software-Line 28

Budgeted costs for the provision of IT equipment in the offices and classrooms. Based on the current costs for items such as laptops, desktops, interactive white boards. These costs have been based on estimates received from Ark ICT solutions, a Lincolnshire County Council approved supplier. No reduction has been made in the sensitivity analysis as the school will still require sufficient ICT resources. (cross reference D1 – ICT)

#### Read Write Inc./ Maths Makes sense resources-Line 29.

Budget for materials and costs specifically associated to the delivery of Read Write

Inc. and Maths Makes Sense packages. Based on estimates from the suppliers Ruth Miskin and knowledge of what is required through working at Park Primary School. (cross reference D1 – 'laying the foundations'/'the core curriculum'/'keys to learning' & D3)

Out-sourced costs

IT Support- Line33

These costs are based on using a local IT provider that specialises in schools IT being bought in at a cost of [REDACTED] per hour. Supplier is an approved LCC vendor. No reduction included for the sensitivity analysis as these costs are not directly related to pupil numbers. (Cross reference D1)

HR, Finance, Payroll, MIS Support- Line 34

These costs are based on estimates from Mouchel\* to provide the school with support packages, as already supplied to Park Primary School and most schools in Lincolnshire. No reduction included for the sensitivity analysis as these costs are not directly related to pupil numbers.

School Meals-Line 35

Based on purchasing meals from an outside provider at £2.50 per meal, and assuming there is 30% take-up, this is based on actual data from Park Primary School. (cross reference G5)

Professional Fees, Audit etc.-Line 36

Based on an estimated cost from a local firm of auditors, this is felt to be the likely costs of preparing accounts and undertaking audits. No reduction included for the sensitivity analysis as these costs are not directly related to pupil numbers

Learning Support Service-Line 37

This is based on purchase of hours from the local authority service at a cost of £50 per hour. (cross reference D3 – pupils with SEND)

Music Support Service-Line 38

Based on costs of buying in to the local authority music service at an hourly charge of [REDACTED]. (cross reference D1, enrichment)

Repairs & Maintenance (External)-Line 39

This budget figure is to enable Boston Free School to buy in to a repairs and maintenance service with Mouchel\*. Park Primary School and many other schools buy in to this service which provides service and maintenance for heating, lighting and the exterior fabric of the school.

#### Enrichment-Sports Coach/Arts- Line 40

A budget figure for the hiring in of sports coaches and arts facilitators to provide enrichment activities. (cross reference D1, enrichment)

\*Mouchel is an infrastructure and business services group that provides design, managerial, engineering and operational services to support modern society. It has for a number of years worked in partnership with Lincolnshire County Council to provide services to schools in Lincolnshire. It now also offers these services to Academies.

#### **Start-up Grant Tab**

Based on pupil numbers and our proposed staffing plan Boston Free School will require [REDACTED] of start-up funding. We have made a deduction to ensure this will be in the first four years only. For the first two years, only senior staff diseconomies funding for the Principal will be required. This is because we have assumed the cost allocation of the Principal will be reduced to 0.3 FTE from the opening of the school and continuing at this rate to capacity and beyond. For the sensitivity analysis a small decrease in the amount of start-up funding required is forecast, due to the reduction in FTE of the Principal. (cross reference G3)

#### **Income & Expenditure account Tab**

All the prior assumptions and budgets show that the school, even at 90% capacity is a viable proposition. This takes into account very conservative numbers entitled to free school meals, and no external grant aid being available. A modest surplus/carry forward has been shown each year. This is possible due to the nature of our proposal in that our senior leaders allocations can be reduced, based on pupil numbers. (cross reference G3)

#### **G4. Provide realistic financial plans that are consistent with other aspects of your application**

First Plan:

The application form and the first financial plan have been prepared side by side. The numbers and assumptions that are made in this plan have been prepared to ensure that the educational vision of Boston Free School can be realised (Cross-Ref Section C: Educational Vision). For example, based on our proposed pupil numbers, (Cross-Ref Section E1) we have formulated a staffing structure to deliver our vision of a high performing primary school (Cross Ref: F4). This will involve strategic leaders and also operational staff in teaching and learning and pastoral care. This structure will ensure innovation and has been developed to cater for the specific needs of our community e.g. the role of Multicultural Liaison Manager to oversee EAL provision and the role of Mentors to ensure quality pastoral provision (Cross-Ref: D3).

Our first plan also includes all the costs associated with providing the resources and delivering Ruth Miskin Phonics, Maths Makes Sense and the International Primary Curriculum (IPC). It also provides for Extended Provision and Enrichment that has such a key role in our proposal. (Cross Ref: D1)

#### Second Plan:

In our sensitivity analysis we have been able to show that even in the unlikely event of a reduced budget, the school will still be financially viable and will be able to deliver a superior quality primary education. (Cross Ref: G3) The plan clearly shows that all aspects of our vision can still be delivered even in the light of reduced pupil numbers; this is evidenced by only minor reductions in the budget allocated for Extended Provision, Ruth Miskin, Maths Makes Sense, IPC and Enrichment, which take account of the reduced level of resources required. As outlined in section G3, savings will mainly be made at a strategic level and will be purely financial as opposed to time savings, thereby ensuring that teaching and learning staff ratios remain strong as we recognise that this is the single most effective method of raising standards.

Both plans directly correlate to the Staffing Structures detailed in Section F4.

#### **G5. Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure.**

We have ensured that all required fields in the two template spreadsheets have been



completed correctly.

We have included as an annex to both financial plans, documents that clearly state and evidence the assumptions that we have made. These two sets of assumptions are also included in Sections G2 and G3.

As we are currently involved in the running of two successful primary schools, we have built up a wealth of knowledge and experience of how to successfully manage school finances. The budgets of both our existing schools are well managed and operating with positive surpluses. Both schools had achieved the previous financial quality mark of FMSIS (Financial Management Standards In Schools) and the governing body has completed registration for the new SFVS (Schools Financial Value Scheme) one year earlier than is required. Boston Free School will sign up to SFVS and maintain the highest financial standards.

For this process, we have benchmarked against Park Primary School. We have used this school because:

- It is based in central Boston within the immediate locality of the preferred site
- Both schools will draw pupils from the urban areas of Boston Town
- The Free School is likely to have a similar percentage of FSM (Free School Meals)
- The number of children with Special Educational Needs is predicted to be similar
- The percentage of children with English as an additional language is likely to be comparable
- Park's current PAN (Pupil Admission Number) is 210, the same as the proposed Boston Free School
- We have extensive and successful experience in managing Park School's budget
- The school operates the same senior leadership structure as is proposed for Boston Free School

Due to all these factors of this it is felt that benchmarking against Park gives us a much more accurate set of assumptions. This has enabled us to use accurate details of income and expenditure to set robust financial plans for Boston Free School. Benchmarking against a broader selection of schools would not have provided us with the same level of comparison.

Lincolnshire County Council have provided information on other schools in the Boston area which has been useful in validating our data, such as Free School Meal entitlement (see table below) and percentage of EAL pupils on roll. This has proved that many other schools operating in the area do not experience the particular set of circumstances that Park School and the proposed Free School will share. They have also provided data on pupil numbers, which clearly indicates the need for further primary school places in Boston and have provided a letter in support of our application (Appendix 7).

Boston Free School Meals Entitlement: January 2011

DCSF Number	School Name	% FSM
9252094	Kirton Primary School	14.%
9252113	Boston Hawthorn Tree School	8.%
9252116	Boston West Primary School	10.%
9252234	Boston Carlton Road Primary School	19.%
9252237	Boston Park Primary School	13.%**
9252239	Boston Staniland Primary & Nursery School	16.%
9253085	St. Thomas' C.E. Primary School	8.%
9253086	Fishtoft School	22.%

\*The county average in primary schools was 12%:

(Source: Lincolnshire County Council School)

The above table evidences level of FSM entitlement in Boston. **\*\*Please note Park School percentage has since increased to 16% (January 2012) and this is the figure we have used for our calculations.**

Special Educational Needs Statements (By School)

Table 32: Special	Number of	School Action or Early Years	School Action+ or	SEN Statement	Total SEN
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<b>Educational Needs Statements (By School) Area</b>	<b>Pupils on Roll</b>	<b>Action</b>	<b>Early Years Action +</b>		
Boston	9,165	1,145	694	212	2,051
East Lindsey	18,033	2,361	1,661	780	4,802
Lincoln	12,831	1,478	1,072	790	3,340
North Kesteven	16,706	1,765	1,018	366	3,149
South Holland	11,771	1,399	846	491	2,736
South Kesteven	18,578	2,242	1,129	621	3,992
West Lindsey	12,441	1,541	961	492	2,994
<b>Lincolnshire</b>	<b>103,228</b>	<b>11,931</b>	<b>7,381</b>	<b>3,752</b>	<b>23,064</b>

Source: Lincolnshire County Council, Children's Services, 2009

The table above indicates that 22% of pupils in Boston are registered in schools as having a special educational need. This further strengthens our assumption that 20% of pupils at Boston Free School will have SEN. Boston Park School is currently at 20%.

## Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

### Suitable Site - Steps taken to identify a potential site

#### Index:

- **Steps Taken to Identify Potential Site**
- **Brief description of the Preferred Site including size and the proposed pupil numbers**
- **Map of proposed location**
- **Description of the site**
- **The site including size and the proposed pupil numbers**
- **Availability of the site and the nature of the tenure**
- **Other available site**
- **Capital Investment**
- **Free Schools in public and government buildings**

We carried out a review of potential sites in the local area/size based on D1 sites and a range of other property and land searches. We have developed our site appraisals based upon the information available from the New Schools Network website, plus any sites which we are aware of locally that could be considered as part of this appraisal. The criteria used for option appraisal are:

- **Location:** The location of the Free School is of paramount importance and should be situated in the area of central Boston.
- **Capacity:** For around 210 children aged 4 - 11. BB98 calculations have been used as a guideline with an area reduction of 5%.
- **Suitability:** The premises need to provide high quality flexible and adaptable spaces.
- **Condition:** Premises should offer a viable structure for conversion into educational facilities without excessive expenditure on structural alteration and /or remedial works.
- **Cost:** Premises should be provided within a mitigated budget and identify capital expenditure required before the development starts.
- **Outcomes:** Premises should enable the educational outcomes referred to in this proposal.

Central Boston is an urban area with very few sites of the area required. There is one larger site in the area which is a public park and would be very difficult with regard to acquisition and planning consents.

We have identified two suitable sites in central Boston. The preferred premises were used as a school for over 100 years previously as the former Conway School and more recently as an independent language school.

**Brief description of the preferred site including size and the proposed pupil numbers:**

The Tunnard Street site is our preferred option for a number of reasons:

- It has until recently been used as a school
- The central location is at the heart of the most vulnerable community and where the shortage of school places is most acute - it is in **exactly the right area** to ease the current shortage of places in Boston.
- The building could be returned to operational standards with moderate investment

There is strong emotional attachment within the local area to this site and the trustees would be delighted to see the buildings used, once again, for their original purpose.

**Map showing the proposed location of the preferred site (Blue circle) along with the other primary schools in Boston (Red circles)**



**Address of the site**

The address is

[Redacted], [Redacted], [Redacted] [Redacted]



**Description of the site**

The site is approximately 1900 m<sup>2</sup>.

- Pupils of the site also have use of the public park adjacent to the school.
- Due to the very central position of the school, which is in the centre of a densely populated area, it is envisaged many children would be able to walk to school, rather than having to go in cars or in school buses to schools on the outskirts of the town. There are no industrial businesses nearby.
- The building is locally listed and alterations will need to be carried out in conjunction with the Local Authority. It is not anticipated that this will create any difficulties for refurbishment and internal configuration.

The freehold of the land is currently owned by the Trustees of St Botolph's Church, Boston, Lincolnshire

**The site including size (in sqm) and the proposed pupil numbers**

The overall site area is approximately 1900 m<sup>2</sup> and the existing gross building area is approximately 900 m<sup>2</sup>. It is envisaged that replacing some of the temporary wooden accommodation on site with a more modern alternative would enable the site to accommodate 210 pupils. A range of surveys will be required to determine the structural condition of the building and the extent of repairs required. A report was commissioned in the recent past but new surveys will be required subject to DfE approval of the application.

### **Availability of the site and the nature of the tenure.**

The former [REDACTED], is owned by the Trustees of St Botolph's Church and is currently unoccupied. The Trustees have confirmed in writing that they are prepared to wait for the outcome of the Free School application before pursuing other options for the site. The site is currently available to lease, the trustees have indicated they may be willing to discuss the sale of the freehold. A report on the likely cost of refurbishment was produced some years ago but a full survey is required. We will follow DfE procurement requirements in all aspects including tendering for required works.

### **Other Available Site**

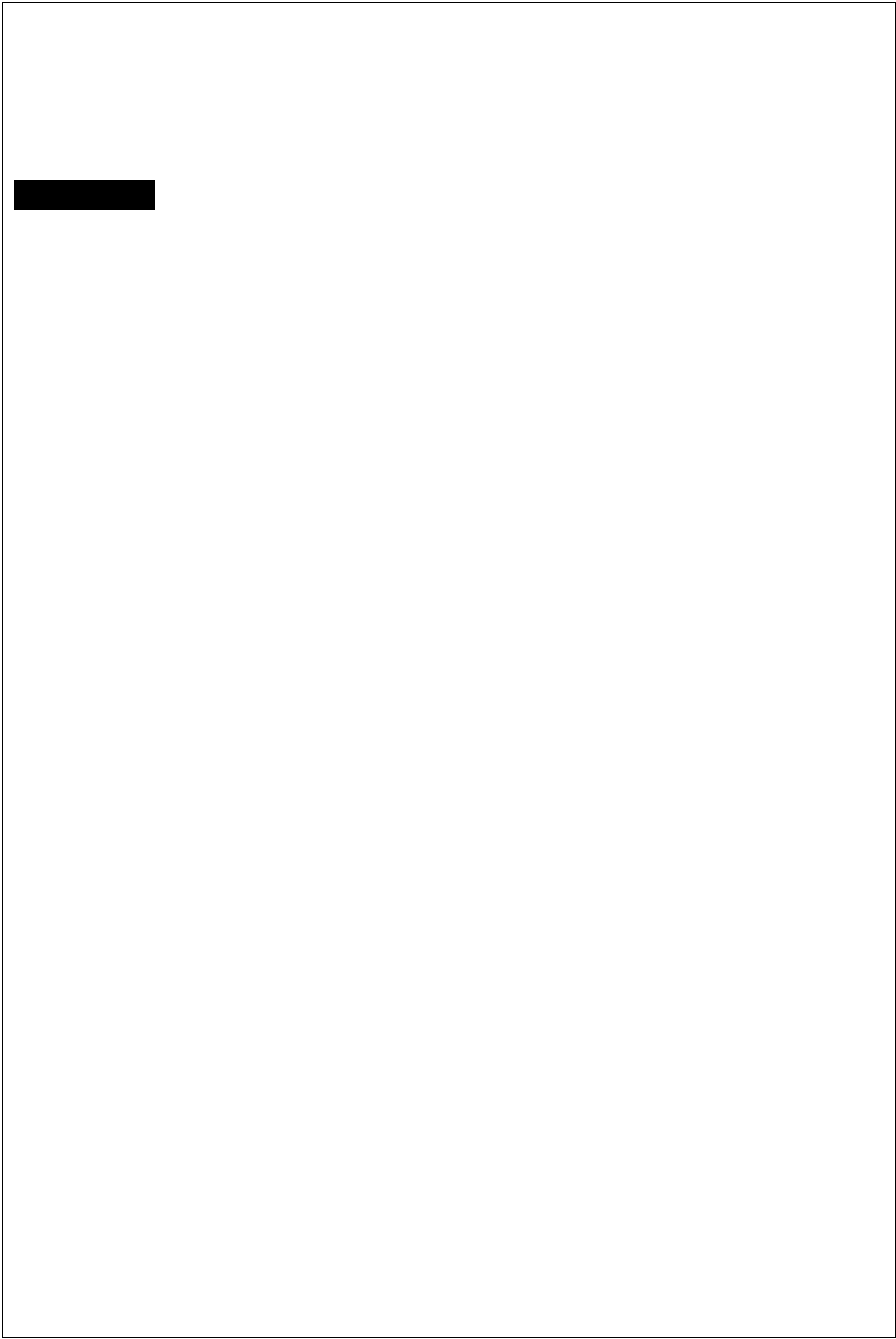
We have identified another possible site in central Boston. It is a former [REDACTED]. The address is [REDACTED], [REDACTED]. The site is currently vacant and available for sale or to let. The site extends to 0.59 hectares and has building space of around 1900 m<sup>2</sup>. This site is not our preferred option as it is felt significant investment would be required to enable the site to be used for educational purposes. In addition the location is not as central as our preferred option. (Location map on following page).

### **Capital Investment**

The group does not have any funding available to support site acquisition.

### **Free Schools in Public and Government Buildings.**

We have been in contact with Lincolnshire County Council and Boston Borough Council but have been unable to identify any suitable sites.



## Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

### Appendix Documents

Appendix 1	Pupil Tracking Evidence
Appendix 2	League Table Results
Appendix 3	BANSHO
Appendix 4	Annual Schedule for School Self Evaluation
Appendix 5	PPM Template
Appendix 6	Evidence of Demand Table
Appendix 7	LCC Supporting Letter
Appendix 8	Community Evidence
Appendix 9	Skills Audit
Appendix 10	██████████ Curriculum Vitae
Appendix 11	██████████ Curriculum Vitae
Appendix 12	Proposed Policies & Accessibility Plan



# Appendix 1 - Pupil Tracking Evidence

**Park Community Primary School (URN: 120501 DfE No. 9252237)  
Progress Measures Value Added**

School Score	Boys	Girls	Gifts (Low)	Gifts (Middle)	Gifts (High)	Boys (Low)	Boys (Middle)	Boys (High)	FSM	Non FSM	Child looked after (CLA)	Not looked after	CLA or FSM	Not CLA or FSM	First Language - English	First Language - Other	First Language - Undescribed	Non-SEN	SEN School Action	SEN School Action Plus / Stat	
Cohort for VA	27	14	13	3	7	3	8	6	0	4	23	0	27	4	23	21	6	0	17	4	6
School Score	102.8	103.1	103.3	103.3	103.9	102.2	103.9	102.1	-	103.0	103.3	-	103.2	103.0	103.3	102.5	105.7	-	102.8	107.2	101.7
95% confidence interval	0.8	1.8	1.5	12.0	1.5	3.6	3.2	1.7	-	7.2	1.1	-	1.1	7.2	1.1	0.9	4.1	-	0.9	3.8	3.3
Group national mean	100.0	100.0	99.9	100.0	99.9	99.8	100.2	100.0	99.7	99.7	100.0	-	-	-	-	99.8	100.8	99.5	100.2	99.5	98.8
Significance from national average for group	Sig+	Sig+	Sig+		Sig+		Sig+	Sig+	-	Sig+	-	-	-	-	Sig+	Sig+	-	Sig+	Sig+		
Significance from overall national average	Sig+	Sig+	Sig+		Sig+		Sig+	Sig+	-	Sig+	-	Sig+		Sig+	Sig+	Sig+	-	Sig+	Sig+		

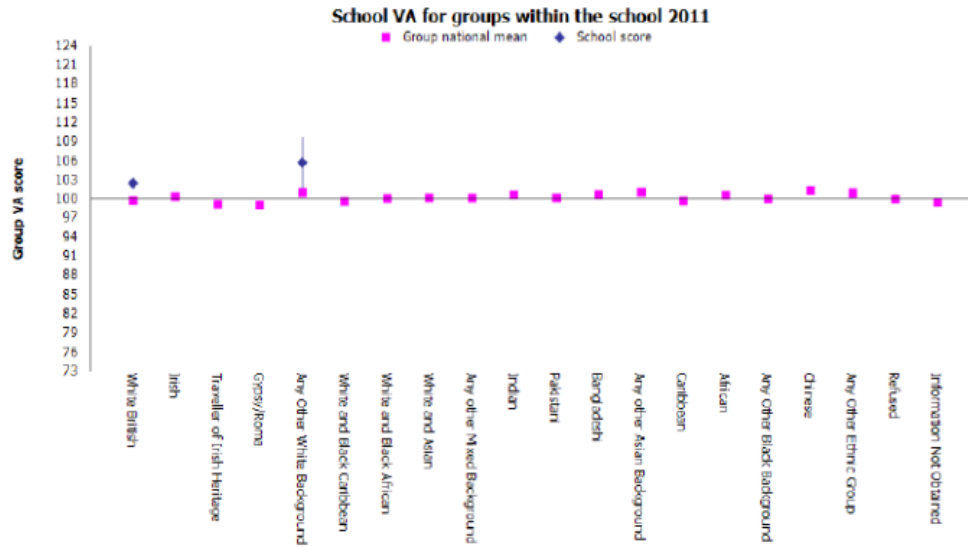
The definitions of low, middle, high are based on the Key Stage 1 results attained by pupils on completion of the key stage.  
Low attaining are those below Level 2 at Key Stage 1 (APS<12). Middle attaining are those at Level 2 at Key Stage 1 (12≤APS<18).  
High attaining are those above Level 2 at Key Stage 1 (APS≥18).

**Park Community Primary School (URN: 120501 DfE No. 9252237)  
Progress Measures Value Added**

**Chart 5.6.9 and Table 5.6.10: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - ethnic backgrounds**

### Overall value added

This report provides the overall value added score for particular ethnic groups within the school relative to both the national mean of 100 and the national mean for each group. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.



**Park Community Primary School (URN: 120501 DfE No. 9252237)**  
**Progress Measures Value Added**

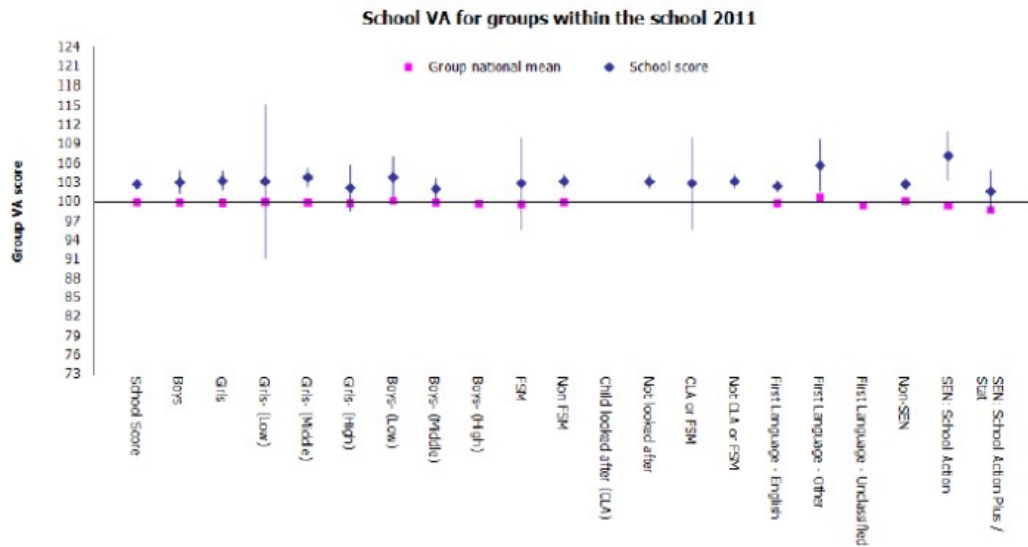
	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained	
Cohort for VA	21	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Score	102.5	-	-	-	105.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
95% confidence interval	0.9	-	-	-	4.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Group national mean	99.8	100.4	99.2	99.1	101.1	99.7	100.1	100.2	100.2	100.6	100.3	100.7	101.1	99.7	100.6	100.1	101.3	101.0	100.0	99.6	
Significance from national average for group	Sig+	-	-	-	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Significance from overall national average	Sig+	-	-	-	Sig+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Park Community Primary School (URN: 120501 DfE No. 9252237)**  
**Progress Measures Value Added**

Chart 5.6.11 and Table 5.6.12: Key Stage 1 to Key Stage 2 fine grades value added: performance of groups within school - pupil characteristics

**Overall value added**

This report provides the overall value added score for particular groups within the school relative to both the national mean of 100 and the national mean for each group. Significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national values, sig+ or sig- is shown. This can also be seen on the graph where confidence intervals do not cross the national average line.



## Appendix 2 - League Table Results

Schools in Boston	Value Added	English & Maths at Level 4	English & Maths at Level 5	Expected Progress in English	Expected Progress in Maths	Rank by Average Point Score
<b>Park Primary</b>	<b>102.9</b>	<b>85</b>	<b>39</b>	<b>97</b>	<b>100</b>	<b>29.1</b>
Wyberton Primary	101.6	86	34	100	93	29.1
Staniland Primary	101.6	84	28	86	89	28.9
Tower Road Primary	100.3	81	26	92	87	28.4
Boston West Primary	100.2	88	17	85	90	28.1
Carlton Road Primary	103.9	73	13	100	96	27.6
Kirton Primary	100.9	75	24	98	81	27.6
St. Mary's Primary	100.1	83	13	73	93	27.5
Hawthorn Tree Primary	100.5	71	14	83	90	26.7
St Thomas's Primary	99.9	57	6	90	77	25.5
St. Nicholas's Primary	101.1	43	4	100	93	24.4

School	En%L4	En%L5	Ma%L4	Ma%L5	Eng/Ma l4+ Combined
<b>Gosberton Primary School</b>	<b>100</b>	<b>21</b>	<b>95</b>	<b>26</b>	<b>95%</b>
Donnington Cowley Endowed Primary School	92	56	100	56	92%
The Pinchbeck East Church of England Primary School	88	34	93	54	88%
Quadring Cowley & Brown's Primary School	100	50	88	44	88%
Surfleet Seas End Primary School	87	38	88	63	88%
Lutton St Nicholas Primary School	93	50	86	43	86%
Weston Hills CofE Primary School	95	50	85	45	85%
The Spalding St John the Baptist Church of England Primary School	90	35	89	45	84%
Gedney Drove End Primary School	100	33	83	33	83%
St Norbert's Catholic Primary School, Spalding	90	24	86	38	81%
Holme-upon-Spalding Moor Primary School	89	26	86	46	80%
Fleet Wood Lane School	76	14	86	48	76%
Whaplode Church of England Primary School	79	17	83	45	76%
Deeping St Nicholas Primary School	75	13	75	0	75%
Gedney Hill Church of England	75	25	83	50	75%
St Bartholomews CofE Primary School	83	25	75	42	75%
John Harrox Primary School, Moulton	84	44	79	37	74%
The Spalding Monkshouse Primary School	81	26	79	26	74%
Holbeach Primary School	76	27	80	33	71%
Clough and Risegate Primary School	80	30	70	20	70%
Holbeach Bank Primary School	83	33	67	17	67%
Long Sutton Primary School	75	33	75	37	65%
Sutton Bridge Westmere Community Primary School	83	17	74	30	65%
Holbeach William Stukeley Church of England Voluntary Aided Primary School	78	20	61	15	59%
The Spalding Parish Church of England Day School	62	16	75	33	56%
St Paul's Community Primary and Nursery School, Spalding	70	27	57	17	53%
Moulton Chapel Primary School	71	14	50	21	50%
Shepeau Stow Primary School	63	0	75	13	50%
Sutton St James Community Primary School	60	13	60	7	47%
Cowbit St Nicholas Primary School	55	9	55	9	45%
Gedney Church End Primary School	64	14	36	21	36%



## **Appendix 3 – BANSHO**

Bansho (Board Writing)

### **Collective Knowledge Production in Ontario Mathematics Classrooms**

The Ontario curriculum emphasizes that students learn through problem solving and that problem solving lies at the core of an effective mathematics program (Ministry of Education, 2005, p. 11). In classroom practice, however, questions of application arise. As students solve the lesson problem are they learning mathematics? How is this new learning consolidated? And what do teachers, need to know and do in order to develop students' mathematical understanding?

In order to address these questions, this monograph revisits bansho, a powerful instructional strategy for mathematical communication and collective problem-solving (Literacy and Numeracy Secretariat, 2010). Following a brief overview, it outlines how bansho can be used to plan, prepare and implement an effective three-part problem-solving lesson in the mathematics classroom.

### **Origins in Japanese Mathematics Lessons**

Japanese teachers refer to the use and organization of the chalkboard as “bansho” or board writing. Such board writing is derived from and for the development of students' individual and collective mathematical thinking. For bansho, students' solutions and strategies are recorded on a large-size chalkboard or dry-erase board using mathematical expressions – numbers, letters and mathematical symbols, figures, graphs, algorithms and labelled diagrams (Shimizu, 2007; Stigler & Hiebert, 1999; Takahashi, 2006; Yoshida, 2002). Japanese teachers refrain from erasing what they have written on the board because they have strategically selected and recorded mathematical details and annotations that capture the mathematical thinking of the students for the bansho.

Please see pdf document for full details.



## **Appendix 4 – Annual Schedule for School Self Evaluation**

**Boston Free School  
Annual Schedule for School Self Evaluation**

<b>Month</b>	<b>Senior managers</b>	<b>Middle managers – note all actions for Middle Managers to report to SLT</b>	<b>Governors</b>
July & August	<ul style="list-style-type: none"> <li>• Initial analysis of Key Stage 1 (KS1) teacher assessments, Key Stage 2 (KS2) SAT results including vulnerable groups</li> <li>• Initial analysis of progress and attainment data for all other year groups</li> <li>• Holding of end of year Pupil Progress Meetings based on above date.</li> <li>• Performance management reviews of staff leaving school</li> <li>• Review of whole school performance against school improvement performance priorities (School Strategic Plan review) including budgetary evaluation in terms of cost v outcomes</li> <li>• SLT to review results of Leadership review and address any issues raised via School Strategic Plan</li> <li>• SLT, middle managers and governors draw up priorities for new school strategic plan, based on all monitoring evidence to include: inspection reports, data and judgements made against Ousted evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Subject co-ordinator teams to meet to compose initial analysis for review by senior leaders</li> <li>• Key middle managers involved in Pupil Progress Meetings</li> <li>• Unit analysis of latest assessment results in order to identify areas for improvement &amp; focus of layered targets for next academic year</li> <li>• Core subject lesson observations</li> <li>• Work and planning scrutinies</li> <li>• Class teachers to conduct individual target reviews with pupils prior to reporting to parents</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and evaluation of actions in School Strategic Plan</li> <li>• M &amp; E of parents/pupils views from surveys</li> <li>• To procure the services of outside agency to conduct leadership review</li> <li>• Report to governors on assessment week findings, including a report on vulnerable groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Spending priorities from within budget allocation are linked with the School Strategic Plan</li> <li>• Analysis of additional interventions in terms progress v cost</li> <li>• Initial analysis of EYFS data from attainment on entry baseline to final scores</li> <li>• SLT review second parent and pupil questionnaire of the academic year</li> </ul>		
September	<ul style="list-style-type: none"> <li>• Performance Management of senior managers</li> <li>• SMs to hold tracking review meetings with Class Teachers</li> <li>• Individual children target setting</li> <li>• Whole school provision mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Performance management of other teaching staff</li> <li>• Subject co-ordinators draw up subject action plans in line with whole school strategic plan with clearly measurable criteria and timescales</li> <li>• Middle Manager in charge of Awards to meet with designated governor to discuss 'Kitemarks' linked with School Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Management committee carry out Principal's Performance Management including: monitoring and evaluation of KS1 &amp; 2 data, M &amp; E of progress in each class and approval of initial priorities for school improvement plan</li> <li>• Review of progress towards 'Kitemark' awards</li> </ul>
October	<ul style="list-style-type: none"> <li>• SLT monitors core subjects, with focus on areas identified for improvement link with middle managers as appropriate</li> <li>• Analyse</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Week to review progress in all year groups and vulnerable groups, from June or entry to present</li> <li>• Core subject work scrutiny</li> </ul>	<ul style="list-style-type: none"> <li>• Governor(s) join monitoring of core subjects</li> </ul>



	<p>assessments, including vulnerable groups and draw up report to governors</p> <ul style="list-style-type: none"> <li>• Lesson observation of teachers for Performance Management purposes</li> <li>• Pupil progress meetings held</li> <li>• Moderation meetings to verify teacher judgements and ensure consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Core subject planning scrutiny</li> <li>• Core subject lesson observations</li> <li>• Intervention impact tracking and amendments made to provision map</li> </ul>	
November	<ul style="list-style-type: none"> <li>• Report to governors on October assessment week (overview of attainment and progress across the school)</li> <li>• SLT (in association with middle leaders) to review key messages upon publication of RAISE and ensure all areas highlighted are adequately addressed within the School Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure action plans from PPMs are implemented</li> <li>• Subject coordinators carry out unit analysis to identify areas for targeting via layered targets</li> </ul>	<ul style="list-style-type: none"> <li>• Governor monitoring of non-core subjects</li> <li>• Meeting held to discuss assessment week overview</li> <li>• Meeting of finance committee to review budget planning and management</li> </ul>
December	<ul style="list-style-type: none"> <li>• Core subject lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>• Non-core subject book scrutinies and planning scrutiny</li> <li>• Subject leaders to conduct pupil interviews</li> <li>• Set targets for Performance Management of non-teaching staff in preparation for Spring Term</li> </ul>	<ul style="list-style-type: none"> <li>• Continue governor monitoring of non-core subjects</li> <li>• Governors to review school performance in light of DfE annual performance table publication</li> </ul>

Ongoing:

- Amendment of School Strategic plan in light of findings of monitoring activities
- Termly 'summative' monitoring (6 terms per year) of pupil attendance by attendance officer; report given to SLT and to Governing Body. Governor with responsibility for Attendance, to review policy and make recommendations as appropriate
- As per Attendance, Behaviour will be continually monitored and reviewed as per Attendance

Month	Senior Leaders	Middle managers	Governors
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January	<ul style="list-style-type: none"> <li>Lesson observations of non-core subjects</li> <li>Monitoring and evaluation of targets in School Strategic Plan</li> <li>SLT reviews results of pupil/parents' questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Work and planning scrutiny for core subjects &amp; reports given to SLT</li> <li>pupil interviews identifies priorities for improvement</li> <li>Middle Manager in charge of Awards to meet with designated governor to discuss 'Kitemarks' linked with School Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>Vulnerable groups monitoring</li> <li>Community governors work with SLT to analyse questionnaires and identify priorities for improvement</li> <li>Review of progress towards 'Kitemark' awards</li> </ul>
February	<ul style="list-style-type: none"> <li>SLT monitors core subjects, with focus on areas identified for improvement link with middle managers as appropriate</li> <li>Analyse assessments and draw up report to governors</li> <li>Pupil progress meetings held</li> <li>Moderation meetings to verify teacher judgements and ensure consistency</li> <li>SLT meet to agree budget setting priorities</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Week to review progress in all year groups from June or entry to present</li> <li>Non-core subject work scrutiny</li> <li>Non-core subject planning scrutiny</li> <li>Non-core subject lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>Governor(s) join monitoring of core subjects</li> </ul>
March	<ul style="list-style-type: none"> <li>Ensure action plans from PPMs are implemented</li> <li>Review of School Strategic Plan</li> <li>Conduct 'community survey' and report findings to governors</li> </ul>	<ul style="list-style-type: none"> <li>Implement action plans from PPMs</li> <li>Review subject action plans in light of assessments</li> <li>Report to SLT on progress within subject area</li> </ul>	<ul style="list-style-type: none"> <li>Governors monitor and evaluate pupil progress</li> <li>Meeting of finance committee to review budget planning and management</li> <li>Community governors to meet with SLT to review findings of community survey and progress towards 'community baccalaureate'</li> </ul>
April	Whole school mini-review, in association with Professional Adviser, covering all elements of Self-evaluation. PAFs report to governors (together with SLT) to report findings		

Month	Senior managers	Middle managers	Governors
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<p>May &amp; June</p>	<ul style="list-style-type: none"> <li>• SLT reviews progress of all cohorts and draw up report to governors</li> <li>• SLT to monitor any underperforming subject\classes</li> <li>• Moderation meetings held</li> </ul>	<ul style="list-style-type: none"> <li>• Statutory assessment weeks</li> <li>• Non-statutory assessment weeks</li> <li>• PPMs held and action plans drawn up</li> <li>• Review of subject action planning in light of assessment data</li> <li>• End of year pupil interviews held</li> <li>• Middle Manager in charge of Awards to meet with designated governor to discuss 'kite marks' linked with School Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Report to governors on end of year assessments</li> <li>• Meeting of finance committee to review budget planning and management and to agree budget for the next financial year</li> <li>• Review of progress towards 'kite mark' awards</li> </ul>
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## **Appendix 5 – PPM Template**

### Pupil Progress Meeting Discussion Template

Cohort:

Teacher:

Interviewers:

Details of conversation?

What are you most pleased with this term?

What is the progress picture looking like for reading?

What are the reasons for this?

What is the progress picture looking like for writing?

What are the reasons for this?

What is the progress picture looking like for your numeracy?

What are the reasons for this?

Can you identify specific examples of pupils who have made better than expected progress? What has contributed to this?

How do you intend to build upon / extend this accelerated progress?

Can you identify examples of where children groups have not made expected progress? What are the reasons for this?

What are you going to do to help ensure increased progress for these pupils?

What can the school do to support you in this?

Vulnerable group progress:

What is the progress picture for members of vulnerable groups: FSM, poor attenders, 'at risk', etc.

What is being done to address any issues with regards to specific groups?

What needs to be done?

SEN referrals / concerns raised:

Any other things related to pupil progress you would like to discuss:

Agreed actions:

<b>Issue highlighted</b>	<b>Action to be taken</b>	<b>Responsibility / time line for review</b>

## Appendix 6 – Evidence of Demand

### Reception Class - 2013

D.O.B	01.09.07 to	01.09.08 to	01.09.09 to	01.09.10 to	01.09.11 to	QUESTION 1			QUESTION 2			QUESTION 3			Post
	31.08.08	31.08.09	31.08.10	31.08.11	31.08.12	Yes	No	Maybe	Strongly	Agree	Disagree	Yes	No	Maybe	
	Yr 1	Rec	Rec -1	Rec -2	Rec - 3				Agree						
23/01/2009		1				1			1			1			PE21
20/10/2008		1				1			1			1			PE21
15/11/2008		1				1			1			1			PE21
03/01/2009		1				1			1			1			PE21
03/10/2008		1				1				1		1			PE21
21/06/2009		1				1			1			1			PE21
11/11/2008		1				1			1			1			PE21
18/12/2008		1				1			1			1			PE21
04/02/2009		1				1			1			1			PE20
15/07/2009		1				1			1			1			PE21
06/09/2008		1				1			1			1			PE11
02/10/2008		1				1			1			1			PE21
17/08/2009		1				1			1			1			PE21
17/08/2009		1				1			1			1			PE21
17/07/2009		1				1			1			1			PE21
30/06/2009		1				1				1		1			PE21
02/07/2009		1				1			1			1			PE21
07/03/2009		1				1			1			1			PE21
25/07/2009		1				1			1			1			PE21
03/03/2009		1				1				1		1			PE21
07/08/2009		1				1			1			1			PE21
20/03/2009		1				1			1			1			PE21
16/06/2009		1				1			1			1			PE21
25/09/2008		1				1			1			1			PE21
19/08/2009		1				1			1			1			PE21
16/05/2009		1				1			1			1			PE22
01/05/2009		1				1			1			1			PE21
09/03/2009		1				1			1			1			PE21
28/04/2009		1				1			1			1			PE21
20/05/2009		1				1			1			1			PE21
21/03/2009		1				1			1			1			PE25
21/08/2009		1				1				1		1			PE21
12/10/2008		1				1			1			1			PE20
28/04/2009		1				1			1			1			PE25
23/09/2008		1				1			1			1			PE21
01/11/2008		1				1			1			1			PE21
10/09/2008		1				1			1			1			PE22
17/07/2009		1				1			1			1			PE22
15/12/2008		1				1			1			1			PE21
07/08/2009		1				1				1				1	PE21
17/07/2009		1				1			1					1	PE21
21/09/2008		1				1			1					1	LN4
04/01/2009		1				1			1					1	PE21
28/01/2009		1				1			1					1	PE21
05/03/2009		1				1			1					1	PE21
08/09/2008		1				1			1					1	PE21
10/07/2009		1				1			1					1	PE21
30/03/2009		1				1			1					1	PE21
17/05/2009		1				1			1					1	PE21
27/06/2009		1				1			1					1	PE21
21/06/2009		1				1			1					1	PE21

## Reception Class – 2014

D.O.B	QUESTION 1					QUESTION 2			QUESTION 3			Pos			
	31.08.08	31.08.09	31.08.10	31.08.11	31.08.12	Yes	No	Maybe	Strongly Agree	Agree	Disagree		Yes	No	Maybe
	Yr 1	Rec	Rec -1	Rec -2	Rec - 3				Agree						
06/08/2010			1			1			1			1			LN2
18/06/2010			1			1			1			1			PE22
05/03/2010			1			1				1		1			PE21
03/04/2010			1			1			1			1			PE21
13/05/2010			1			1			1			1			LN4
07/03/2010			1			1			1			1			PE21
17/02/2010			1			1			1			1			PE22
30/05/2010			1			1			1			1			PE21
19/05/2010			1			1			1			1			PE21
12/11/2009			1			1			1			1			PE21
12/10/2009			1			1			1			1			PE22
08/12/2009			1			1			1			1			PE20
26/11/2009			1			1			1			1			PE21
14/09/2009			1			1			1			1			PE21
29/01/2010			1			1			1			1			PE20
29/11/2009			1			1			1			1			PE22
29/01/2010			1			1			1			1			PE21
21/04/2010			1			1			1			1			PE21
19/09/2009			1			1			1			1			PE21
09/09/2009			1			1			1			1			PE21
09/11/2009			1			1			1			1			PE11
16/07/2010			1			1			1			1			PE21
21/01/2010			1			1			1			1			LN4
26/11/2009			1			1			1			1			PE21
03/08/2010			1			1			1			1			PE21
25/12/2009			1			1				1		1			PE21
21/01/2010			1			1			1			1			PE21
16/01/2010			1			1			1			1			PE20
21/04/2010			1			1			1			1			PE21
20/01/2010			1			1			1			1			PE20
14/08/2010			1			1			1			1			PE21
21/09/2009			1			1			1			1			PE21
16/12/2009			1			1			1			1			PE21
30/09/2009			1			1			1			1			PE21
30/09/2009			1			1			1			1			PE21
22/07/2010			1			1			1			1			PE22
31/08/2010			1			1			1			1			PE25
25/12/2009			1			1			1			1			PE21
25/04/2010			1			1			1			1			PE21
27/01/2010			1			1			1			1			PE21
09/09/2009			1			1			1			1			PE21
01/02/2010			1			1			1			1			PE21
07/04/2010			1			1				1		1			PE20
01/11/2009			1					1		1				1	PE21
08/01/2010			1			1			1					1	PE21
07/11/2009			1			1			1					1	PE21
21/07/2010			1					1						1	PE21
07/01/2010			1					1		1				1	PE21
04/07/2010			1			1			1					1	LN4
10/08/2010			1			1			1					1	PE21
19/02/2010			1			1			1					1	PE21
27/03/2010			1			1			1					1	PE21
24/05/2010			1			1			1					1	PE21
29/07/2010			1			1			1					1	PE21
17/10/2010			1			1			1					1	PE21
08/07/2010			1			1			1				1		PE21
26/09/2009			1			1				1			1		PE21
09/03/2010			1			1				1			1		PE21

## Reception Class – 2015

D.O.B	01.09.07 to 01.09.08 to		01.09.09 to 01.09.10 to		01.09.11 to		QUESTION 1			QUESTION 2			QUESTION 3			Post
	31.08.08	31.08.09	31.08.10	31.08.11	31.08.12	Yes	No	Maybe	Strongly Agree	Agree	Disagree	Yes	No	Maybe		
	Yr 1	Rec	Rec -1	Rec -2	Rec - 3				Agree							
02/02/2011				1		1				1		1				PE21
10/10/2010				1		1			1			1				PE21
01/10/2010				1		1			1			1				PE21
08/01/2011				1		1			1			1				PE21
02/10/2010				1		1			1			1				PE21
04/06/2011				1		1			1			1				PE21
12/04/2011				1		1			1			1				PE21
13/02/2011				1		1			1			1				PE21
09/12/2010				1		1			1			1				PE21
04/07/2011				1		1			1			1				PE21
24/09/2010				1		1			1			1				PE21
22/10/2010				1		1			1			1				LN4
30/04/2011				1		1			1			1				PE21
14/02/2011				1		1			1			1				PE21
18/12/2011				1		1			1			1				PE21
01/06/2011				1		1			1			1				PE21
03/03/2011				1		1			1			1				PE21
27/01/2011				1		1				1		1				PE21
25/05/2011				1		1			1			1				PE25
15/10/2010				1		1			1			1				PE21
19/04/2011				1		1			1			1				PE21
19/08/2001				1		1			1			1				PE21
17/01/2011				1		1			1			1				PE21
23/09/2010				1		1			1			1				PE21
25/03/2011				1		1			1			1				PE22
10/07/2011				1		1				1		1				PE21
02/01/2010				1		1			1						1	PE21
19/12/2009				1		1				1					1	PE21
20/03/2011				1		1			1						1	PE22
25/10/2010				1		1				1					1	PE21
15/04/2011				1		1				1					1	PE21
12/04/2011				1		1			1						1	PE21
08/06/2011				1		1			1						1	PE21

## Reception Class – 2016

D.O.B	01.09.07 to 01.09.08 to		01.09.09 to 01.09.10 to		01.09.11 to		QUESTION 1			QUESTION 2			QUESTION 3			Post
	31.08.08	31.08.09	31.08.10	31.08.11	31.08.12	Yes	No	Maybe	Strongly Agree	Agree	Disagree	Yes	No	Maybe		
	Yr 1	Rec	Rec -1	Rec -2	Rec - 3				Agree							
27/10/2011					1	1			1			1				PE21
24/11/2011					1	1			1			1				PE21
19/11/2011					1	1			1			1				PE21
07/01/2012					1	1				1		1				PE21
09/01/2012					1	1			1			1				PE21
30/12/2011					1	1			1			1				PE21
10/10/2011					1	1			1			1				PE22
16/09/2011					1	1			1			1				PE21
30/10/2011					1	1			1			1				PE21
29/10/2011					1	1			1			1				NG34
04/02/2012					1	1			1			1				PE21



## **Appendix 7 – Lincolnshire County Council – Letter of Support**

Please see attached PDF document.







		X	X	X
		X	X	X
		X	X	X

## **Appendix 9 – Skills Audit**

See attached PDF Document



Appendix 10 – [REDACTED] Curriculum Vitae

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Curriculum Vitae

[REDACTED]  
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]  
[REDACTED] • [REDACTED] • [REDACTED]

---

Personal Details

Name: [REDACTED] Previously: [REDACTED]  
Date of birth: [REDACTED]  
Marital Status: [REDACTED]  
Dependants: [REDACTED]

---

Work Experience

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

- 
- 

[REDACTED]

[REDACTED]

[REDACTED]

- 
- 
- 

[REDACTED]

[REDACTED]

[REDACTED]

- 
- 

[REDACTED]

[REDACTED]

[REDACTED]

- 
- 

[REDACTED]

[REDACTED]

---

## Research

- 
- 
- 
- 
- 
- 
- 

[REDACTED]

---

## Education

[REDACTED]:

[REDACTED]

[REDACTED]:

[REDACTED]

## Further Education:

[REDACTED]

## School:

[Redacted]

---

**Hobbies & Interests**

[Redacted]

---

**References**

[Redacted]

[Redacted]

[Redacted]

[Redacted]



## Appendix 11 – [REDACTED] Curriculum Vitae

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### Curriculum Vitae

[REDACTED]

---

#### Personal Details

Name: [REDACTED]

Date of birth: [REDACTED]

Marital Status: [REDACTED]

Dependants: [REDACTED]

---

#### Work Experience

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

---

**Research**

[REDACTED]



## Appendix 12 – Proposed Polices & Plans

██████████:

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