

Storey's Field Primary School—The University of Cambridge Training School*

* Pending a final University of Cambridge decision on a school name, the main title is intended purely as a placeholder. It refers to the name of the location that forms part of the North West Cambridge Development site which provides for the construction of a school.

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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
- 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: **mainstream.fsapplications2014@education.gsi.gov.uk**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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.	X	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	X	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	X	<input type="checkbox"/>
<u>Section C</u> : Education vision	X	<input type="checkbox"/>
<u>Section D</u> : Education plan	X	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	X	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	X	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	X	<input type="checkbox"/>
<u>Section H</u> : Premises	X	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	X	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	X	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant Details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Faculty of Education University of Cambridge 184 Hills Road Cambridge, CB2 8PQ
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details: NA
7.	How you would describe your group: <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: A Higher Education Institution
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details: NA
11.	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	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: 1. The primary Headteacher of an Academy Teaching School, inspected in 2013 and ranked by Ofsted as Outstanding. This Headteacher is a National

	<p>Leader in Education (NLE), a member of the Eastern Region Ofsted Headteacher Reference Group, a trustee of the Teacher Development Trust and the school of which she is the Headteacher leads a Teaching School Alliance of 50 primary, secondary and special schools. This Headteacher provided two forms of advice:</p> <p>(i). Strategic advice on the role of primary schooling in national system-level leadership and learning improvement (ii). Strategic advice on partnership network-building for the enhancement of professional learning (ii). [In partnership with a recently retired primary school Headteacher colleague] Planning advice in respect of the formulation and implementation of Early Years and Foundation Stage curriculum, pedagogy and assessment.</p> <p>2. BDO LLP. BDO provided three forms of advice:</p> <p>(i). Strategic advice and guidance (ii). Quality assurance and hands-on practical assistance (iii). Technical advice and support</p> <p>BDO will assist with the set-up the school.</p>
Details of company limited by guarantee	
13.	Company name: UTS Cambridge
14.	Company address: The Old Schools, Trinity Lane, Cambridge,
15.	Company registration number and date when company was incorporated: 8557665; date of incorporation: 5 June 2013.
16.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes X No
17.	If Yes, please provide details: NA
Company members	
<p>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.</p>	
18.	Please confirm the total number of company members: One
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: The Chancellor, Masters, and Scholars of the University of Cambridge.
	2. Name:
	3. Name:
	4. Name:

Company directors	
<p>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.</p>	
20.	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: ██████████
	2. Name:
	3. Name:
21.	Please provide the name of the proposed chair of the governing body, if known: TBA
Related organisations	
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g., 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
23.	If Yes, please provide the following information about each organisation: their name: Hughes Hall, Cambridge their Companies House and/or Charity Commission number, if appropriate: Exempt Charity the role that it is envisaged they will play in relation to the Free School: Nil
24.	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).
	NA
Existing providers	
25.	Is your organisation an existing independent school wishing to convert to a Free School?
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes X No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes X No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	NA
29.	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:	NA
30.	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:	NA
31.	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:	NA
32.	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: Higher Education Institution (Common Law Corporation).	

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

X

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

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

Signed:

██████████

Position:

██████████

Print name:

██████████

Date: 24 June 2013

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:	<p>Storey's Field Primary School—The University of Cambridge Training School*</p> <p>Note on the use of "School": In this document, from this point forward, the following terms are used:</p> <p>1. The University of Cambridge Training School (or UCTS): This is the above sub-title and is the term that is most frequently used in this document. It refers to a new-build primary school that comprises two components: Base Primary School teaching provision and an additional group of distinctive University Training School functions. Occasionally, it is necessary in the document to discuss these two components separately (especially in respect of resourcing in Sections D, F and G).</p> <p>2. The Base Primary School (or BASE School). This component of baseline provision comprises a 3-Form Entry (3-FE) primary school with an intake of 630 children in which teaching is the core function.</p> <p>3. The University Training School (or UTS). This is the Secretary of State's term. It refers specifically to a component of the UCTS that is additional to its baseline provision of teaching (as indicated in Section C), and consists of the functions of research, training and professional development (or learning).</p>
2.	Proposed academic year of opening:	September 2015
3.	Specify the proposed age range of the school:	<p>X 4-11</p> <p><input type="checkbox"/> 4-16</p> <p><input type="checkbox"/> 4-19</p> <p><input type="checkbox"/> 11-16</p> <p><input type="checkbox"/> 11-19</p> <p><input type="checkbox"/> 14-19</p> <p><input type="checkbox"/> 16-19</p> <p><input type="checkbox"/> Other</p> <p>If Other, please specify:</p>
4.	Date proposed school will reach expected capacity in all year groups:	Please see Section E.

5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
.7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	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	
10.	If Yes, please specify the faith, denomination, etc. of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	The site is owned by [REDACTED]. The post code is: TBA
12.	Please tell us how you found this site:	The site forms part of a major development project of the University of Cambridge.
13.	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know? None of the above.
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	NA
15.	Local authority in which the proposed school would be situated:	Cambridgeshire County Council

16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	For the site please see Map 1 in Appendix 1. In respect of District and City Councils, part of the Development lies within the jurisdiction of the Cambridge City Council and part within the South Cambridgeshire District Council. However, the entire Development is within Cambridgeshire County Council.
17.	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. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: EDUCATION VISION

Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school

C1 The Proposal

C1.1 The proposal is for a purpose-built 3-FE primary school, the University of Cambridge Training School (UCTS), that comprises a Base Primary School (BASE School) component and a University Training School (UTS) component. The UCTS will form part of a residential and community development project to be provided by the University of Cambridge (see Map 1 in Appendix 1).

C2 The Concept

C2.1 The University of Cambridge is committed to a vision for the UCTS that aligns with its core mission, part of which is to “enhance the ability of students to learn throughout life” (University of Cambridge website, 2013). Visions that are achievable are more likely to build on or extend existing strengths and traditions, otherwise the risk is that they “blind” (Fullan, 1992). With these strengths and traditions in mind, the UCTS is intended to be an inspiring learning community centred on a research-informed approach which aims to provide a high quality and depth of education for children and families. The UCTS is intended to be a ground-breaking and innovative learning community with an explicit focus on exemplary teaching and learning practice. Through a research-informed approach to leading the way in respect of such exemplary practice, the UCTS aspires to achieve local, regional, national and international impact.

C2.2 Through its existing Early Years and Primary (EY&P) PGCE programme, which is ranked consistently by Ofsted as Outstanding, the University of Cambridge Faculty of Education has long been, and continues to be, strongly committed to a series of multi-faceted school-led partnerships, one strand of which is a model of HEI-involvement in the provision of Initial Teacher Education (ITE). This model operates in collaboration with over 200 early years settings and primary schools in the Eastern Region of England. At the same time, the Faculty of Education has responded to the thrust of the recent policy of the Secretary of State towards school-led ITE and professional development (Department for Education, 2010b). Because the Faculty of Education leads a partnership of this type, which has been regarded as outstanding and continuously innovating, it is well-positioned to sustain and advance such a policy.

C2.3 In respect of the UTS component of the UCTS, UTSs are required to provide research, teacher education and professional development, and teaching (<http://www.education.gov.uk/schools/leadership/typesofschools/a00210474/uts>, accessed 18 May 2013). The UCTS will include each of these functions. The unique ways in which these functions are likely to be configured at North West Cambridge is reflected in the UCTS’s overall aims (see Sub-section C6), curriculum design (Sub-sections C7.1 and Section D) and staffing profile (Sub-Section D19).

C3 UTS Research

C3.1 The research function of the UTS component makes the UCTS distinctive. In respect of its exemplary learning and teaching practice, the research conducted at the UCTS is likely to be primarily on aspects of teacher learning, student learning and the inter-connections between them. No attempt is made here to pre-empt the details of the UCTS's specific learning and teaching research agenda. Full details of this agenda will be shaped collaboratively between Faculty of Education colleagues—in particular the Clinical Professor—and the Executive Headteacher and teaching staff (see Sub-section D19 for the staffing profile), with opportunities for consultation with, and input from, partnership schools and North West Cambridge families.

C3.2 Four key dimensions of research are envisaged for the UTS component:

1. A research centre with a focus on basic and applied research in education and learning, with the intention of facilitating the development, trialling, evaluation and modelling of research-driven classroom-level and school-level practices
2. A research centre that, in co-ordination with the Executive Headteacher and the Faculty of Education, facilitates research by colleagues from academic units in Cambridge with specialist research expertise and professional interests in the enhanced development and well-being of children
3. A research centre that, in collaboration with the Faculty of Education and school-led partners, exchanges and transfers basic and applied research knowledge of education and learning, with a view to building overall national capability for school improvement in primary education, and
4. A research centre that, in its utilization of research-derived knowledge of practice, provides, in collaboration with the Faculty of Education and school-led partners, a hub for teacher education programmes and the dissemination of professional knowledge, both in real time and virtual, that shapes national standards of teaching and learning practice.

C3.3 Taken together, these research functions are expected to provide a significant national and regional value-add, or educational dividend, for quality improvement in English schooling (for details, see Sub-section D22).

C3.1 UTS Research Dimension 1

A research centre with a focus on basic and applied research in education and learning, with the intention of facilitating the development, trialling, evaluation and modelling of research-driven classroom-level and school-level practices.

C3.1.1 UTS Research is likely to be evident in the following ways. First, families in the UCTS catchment who consider enrolling their children, and potential teachers who may wish to be recruited, will do so with the awareness and expectation that research on the improvement of teaching and learning is a distinct function of the UTS component and part of its rationale. Second, research in classrooms and in other parts of the UCTS will be evident in its daily routine and schedule, with such research being undertaken on a systematically organised basis and as part of a regular planned cycle. Third, a key feature of the research programme is that it will strive for a cumulative, as distinct from an additive, set of findings. It will build on existing bodies of teaching knowledge and teacher education knowledge (for

examples see Sub-section C5.4 below) as it seeks to advance knowledge in the field. The UCTS website will be one means of dissemination of such knowledge, and will be both a focus for, and an outcome of, this approach to teacher education.

C3.2 UTS Research Dimension 2

A research centre that, in co-ordination with the Executive Headteacher and the Faculty of Education, facilitates research by colleagues from academic units in Cambridge with specialist research expertise and professional interests in the enhanced development and well-being of children.

C3.2.1 The location of the UCTS at North West Cambridge as part of the wider University of Cambridge academic community affords it a potentially distinctive feature. This arises from the proposed engagement of a range of specialist researchers with professional interests in children's development in a way that is similar to that which occurs in other HEIs internationally (e.g., with dentistry, social work and psychology in conjunction with the Graduate School of Education in the Penn Alexander School of the University of Pennsylvania). The distinctiveness of the UCTS in this respect derives from its potential to integrate research around a whole series of factors that impact on early learning (e.g., cognition, family formation, child development, nutrition), although no attempt is made here to pre-empt this wider research agenda.

C3.3 UTS Research Dimension 3

A research centre that, in collaboration with the Faculty of Education and school-led partners, exchanges and transfers basic and applied research knowledge of education and learning, with a view to building overall national capability for school improvement in primary education.

C3.3.1 A key focus of this beacon school-style role for research at the UCTS will be school improvement: i.e., investigation of the effectiveness of innovative teaching and learning which leads to high quality school-based improvement. In addition, the research agenda is likely to encompass priorities from across the field of Education. The educational variation and diversity of practice instigated by the school-led thrust of recent policy is especially relevant in this connection. With variation and diversity there is always the potential for unintended policy consequences. One such risk may be a lack of clarity in respect of what counts as high quality learning provision and the optimum pathways to the achievement of such quality. Another risk may be the absence of agreed-upon system-wide research benchmarks by which to assess and sustain quality. In these circumstances, the University of Cambridge envisages a key national-level leadership role for its UCTS in modelling high quality English primary school improvement that draws on its UTS-tested and validated research knowledge.

C4 UTS Training Dimension

A UTS that, in its utilization of research-derived knowledge of practice, provides, in collaboration with the Faculty of Education and school-led partners, a hub for both teacher education programmes and the dissemination of professional knowledge, both in real time and virtual, that shapes national standards of teaching and learning practice.

C4.1 Initial Teacher Education

C4.4.1 The UCTS will be one of a few key early years and primary schools that will act as a partnership hub and make a significant contribution to the development of the high performing EY&P PGCE course at the University of Cambridge Faculty of Education. The Faculty is strongly committed to the provision of high quality research evidence-based education across all its programmes. The PGCE is accredited as half a Masters degree and many trainees subsequently complete the second year of the Master of Education (MEd) as serving teachers through a route with a focus on researching practice. The UCTS, therefore, would be joining an already highly successful, research-active PGCE-M partnership. Ofsted (2011, p. 5) drew attention to how “the enormous enthusiasm and very high levels of collaboration across the closeknit partnership” developed “a commitment to excellence among trainees”.

C4.1.2 A key pedagogical and ITE focus of the UCTS will be the development of an effective dialogic approach to teaching and learning in several ways. A dialogic approach refers to a classroom in which children play an active role in shaping spoken discourse. Its recent prominence contrasts with a tradition of research into classroom interaction in which teachers are shown to do the majority of the talking. Cliff-Hodges & Wolpert (in Pollard, forthcoming) describe a dialogic approach to teaching and learning as one which:

requires teachers and students to build actively on each other’s ideas, posing questions and constructing shared interpretations and new knowledge. For teachers, it involves using open-ended, higher-order questioning, feeding in ideas and reflecting on and interpreting students’ contributions to a lesson. For learners, it encourages articulation and justification of personal points of view, appreciating and responding to others’ ideas and taking turns in whole class and group interactions...

The Faculty of Education has substantial research expertise in dialogic teaching and learning (e.g., ██████████ and ██████████, and ██████████ and ██████████) and both funded research and successful classroom practices would be drawn on to embed this approach in classrooms.

C4.1.3 In respect of dialogic pedagogy, the UCTS will provide high quality teacher education for the full cohort of EY&P PGCE trainees by hosting day visits with this approach as the focus. The day would consist of a programme of activities including focused teaching provided as part of UTS component and Faculty colleagues. These activities would be followed by observations of lessons across a range of age groups which will model effective implementation of the dialogic approach. The day might also include a plenary session to discuss policy and implementation issues with key colleagues. This structure will further promote cohesion between school-led and centre-based ITE.

C4.1.4 The UCTS approach to this element of the curriculum aligns with the Professional Studies section of the EY&P PGCE course which is informed by key evidenced-based principles of teaching and learning generated by the Teacher Learning and Research Programme—TLRP (2000-08) and the Cambridge Primary Review (2006-10). (See Sub-sections C7.1.3 and C5.4 respectively.) The UCTS will also be one of a few key partnership schools that will provide opportunities for an

enhanced week-long placement for a group of ITE trainees. The focus for this will be on assessing children's learning, and monitoring and tracking the progress of groups of children in different age phases. In addition to such provision of access for ITE students across the programme, it is anticipated that the UCTS will provide extended serial and block placements for a group of trainees in each term in the academic year.

C4.1.5 The centrality of pupil voice in the UCTS's culture will allow PGCE trainees to explore the practical strategies that are in place to promote TLRP's principle 7: "observe how learners are encouraged to work with others, to share ideas and to build knowledge together. Consulting learners and giving them a voice is both an expectation and a right". As a feature of the Masters element of the course, trainees complete an empirical research assignment that requires them to investigate pupils' perspectives. Opportunities to observe practice within the UCTS will enhance their understanding of the importance of this principle and provide further cohesion between school-led and centre-based preparation. Outstanding and high quality research findings from trainees will form part of the UCTS website's knowledge network.

C4.1.6 The UCTS will also provide enhanced opportunities for developing communities of practice in relation to mentor training. The Cambridge Faculty of Education is strongly committed to mentor training and currently offers a Level 2 mentor course for experienced mentors who would like to extend and develop this area of professional practice. UCTS staff will have a proven track record of mentoring trainee teachers. For this reason, they will play a key role in the development of the mentor training course by supporting teachers from across the partnership, both in the neighbourhood of the UCTS and across the wider geographical region. This will include the use of a Lesson Study approach to develop effective mentoring strategies in all schools in the EY&P partnership. Mentoring and coaching will also be key strategies in professional development, and expertise from the Faculty of Education's mentoring programme will be used to develop effective approaches to teacher development.

C4.1.7 Staff from the UCTS will be involved at different levels in the direction of the EY&P PGCE course. The Executive Headteacher will be a member of the EY&P Partnership Standing Committee (which is responsible for course policy and monitoring quality assurance) and the Faculty Partnerships Committee (which takes responsibility for informing policy on University-School partnerships relating to ITE, PPD and research). UCTS staff will also be involved in trainee recruitment procedures, in examining trainees on school placements, in supporting trainees as partnership tutors, and in the delivery of some Faculty-based sessions.

C4.2 Professional Development

C4.2.1 A key feature of the Secretary of State's recent school-led policy thrust is teachers' professional development. This new initiative comes on the heels of the recent nationally commissioned investigation of professional development in England in which Faculty of Education colleagues acted as Co-Principal Investigators (Pedder, Storey & Opfer, 2008). A number of the research findings of this study identified fundamental limitations of existing English professional development practices and their resourcing. While the most effective CPD was found to be

context-specific and sustained over a long period of time, and collaborative and inquiry-based in approach, general patterns of professional development provision have been described as “brief, fragmentary and rarely sequential” (Ingvarson, 2013, p. 5). The UTS research centre, therefore, will also aim at the research and development of effective models of professional development.

C4.2.2 The significance of teachers’ professional development is that it is “one of the highest impact policy levers in education, with potentially transformational effects on both social and academic outcomes from the education system” (Timperley & Alton-Lee, 2008, p. 361). The UCTS in partnership with the Faculty of Education will play a lead role in realizing the full potential of professional development. The UCTS will be able to draw on a depth and breadth of experience in the provision of professional development, both in respect of content and mode of delivery. A major element of successful professional development is ensuring that day-to-day teaching reflects and builds on effective teaching strategies that are devised as part of professional development. The UCTS’s knowledge network approach places teachers firmly at the centre of professional development and ensures that they are responsible for the development of best practice.

C4.2.3 Subject to financial viability under the prevailing conditions for funding of professional development, the UCTS will be able to augment the existing pattern of provision in at least two key ways. First, because of its commitment to research evidence-based teaching and ITE provision, the UCTS will ensure that its in-house professional development includes dedicated time for collaborative inquiry-based professional development of staff, which engages with theory, and that its externally-commissioned professional development is intellectually robust in its understanding of teaching and learning. Second, as part of a network of partnership primary schools and through a broad strategy of “co-agency” with such partners and new potential collaborators (e.g., Teaching School clusters and alliances), the UCTS will also play a lead role in the provision of research value-added professional development and individually accredited study.

C4.2.4 The UCTS’s innovative and exciting approach to teacher education and professional development will provide a continuum of professional development from ITE through to school leadership. The UCTS would act as a hub for professional development so that local and partner schools and, in due course, schools nationally would be offered opportunities to share in best practices in professional development, and to do so as partners in the professional activity of developing teaching and learning. One such mechanism would be the establishment of a knowledge network of practitioner researchers, who, in conjunction with the Faculty of Education, would build a professional research culture for professional development. The Faculty of Education has a long and successful track record of such networks (with such colleagues as ██████████, ██████████ & ██████████). There is also potential for capturing the impact of highly effective professional development on exemplary classroom practice by establishing a website which, over time, builds on a knowledge sharing approach, by the use of video, audio and text examples of teachers’ research, and of their commentaries on those approaches. Once again, the Faculty of Education has considerable expertise, and has had extensive experience in, this field.

C4.3 Capability Building

C.4.3.1 The UCTS aims to have a national reach in terms of its contribution to capability building within the teaching profession. It is already well established that those who have engaged with the various teacher and researcher training programmes offered by the Faculty of Education often go on to become leaders in the profession. The introduction of the UCTS will enable the University of Cambridge to enhance and expand its contribution to such training. A particularly important aspect of this is the development of teacher mentors, which has already been touched on: establishment of the UCTS will provide significant new opportunities both to develop innovative strategies of mentor development, and to share these on a national basis. Finally, current ITE programmes nationally struggle to recruit staff who combine the requisite levels of professional expertise and experience with capability in conducting rigorous practice-oriented educational research. By building opportunities for systematic research training and doctoral study into its strategy of professional development, the UCTS will develop a significant flow of teachers fully capable of taking on demanding posts which combine the roles of professionally expert teacher trainer and practice-oriented educational researcher.

C5 The Vision Rationale

C5.1 This vision for the UCTS is anchored in, and builds on, a number of elements of existing and long-standing Faculty of Education provision and practice.

C5.2 The Faculty has a tradition of school-focused research on primary and secondary schooling. A significant proportion of this scholarship informs and shapes the Faculty of Education's existing PGCE programmes, and continues to shape its on-going research agenda and overall staff profile.

C5.3 The UCTS vision also capitalizes on the Faculty of Education's experience in pioneering a variety of extensive school-led partnerships. The selection, provision and management of these partnerships and networks with schools encompasses a number of areas of education, including: ITE, professional development, school improvement, leadership development, digital and blended learning, and a range of modes of practitioner-led research.

C5.4 Finally, the UCTS is uniquely placed in being able to draw on the findings of a landmark research study, the Cambridge Primary Review. This was a four-year (2006-10) investigation funded by the Esme Fairbairn Foundation. It comprised a team of Faculty of Education researchers, directed by [REDACTED], [REDACTED]. *Children, their World and their Education* is the most comprehensive analysis of English primary schooling since the Plowden Report (Central Advisory Council for Education (England), 1967)—*Children and their Primary Schools*. Over 4,000 research studies were cited in the 28 research surveys which form part of the evidence basis for the Review's extensive findings and recommendations.

C6 The Vision's Core Principles and Aims

C6.1 In respect of educational aims, the Cambridge Primary Review notes (Alexander, 2010, p. 175) that there is little point in prescribing aims unless these:

Comprise “a meaningful and viable statement” that commands reasonable support in a plural society, and
 Are “more than rhetorical” and really do shape what children learn at school.

C6.2 In its exemplary practice the UCTS will be creative, bold, free thinking and rigorous in its approach to learning. In the achievement of its learning outcomes the UCTS will be underpinned by a commitment to the values of excellence, equity and learner empowerment. In providing outstanding education for its students, the UCTS will engage and partner with other primary UTSs and contribute through its professional development activities to support primary schools working towards UTS status.

C6.3 The integrated and holistic vision of a learning community for children and adults at the UCTS is morally grounded and conduces to the attainment of a “good society”. Building on the Cambridge Primary Review framework’s three-fold grouping of aims (Alexander, 2010, pp. 197-200)—individual; self, others and the wider world; and learning, knowing and doing—the UCTS will seek to achieve 12 interdependent educational aims.

For each individual member of the UCTS learning community:

- Emotional and physical well-being and welfare that maximizes learning and achievement
- Active, willing, creative and enthusiastic engagement in learning
- Development of agency to facilitate learning empowerment—for which building design and space are key enablers, and
- Autonomy as a basis for nurturing and achieving personal aspirations, independence, critical judgement, creativity and imagination.

For the individual in her/his relationships with others and the wider world:

- Encouragement of respect and reciprocity as part of civilised relations
- Promotion of understanding of human interdependence and sustainable relations with the natural world
- Development of children as active citizens for full participation in decision-making, locally, nationally and globally, and
- Understanding and celebration of commonalities and diversity in human culture and community.

For each individual’s learning, knowing and doing:

- Induction into, and exploration of, the range of diverse human ways of learning, knowing, understanding and making sense of the world
- Fostering the key skills of oracy, numeracy, literacy, IT and problem-solving
- Development of a capacity for human empathy and imagination, and
- Facilitation and appreciation of learning as an interactive process in which dialogue is central.

C6.4 These aims are evident in the three core components of teaching and learning: Pedagogy, Curriculum and Assessment (James & Pollard, 2012).

C7 The Vision's Curriculum, Pedagogy and Assessment

C7.1 This Sub-section articulates broad statements of principle, commitment and approach in respect of these components, that will be evident in the UCTS.

C7.1 The Curriculum

C7.1.1 The UCTS will build on and extend the National Curriculum. In doing so, it will be mindful in two respects of the analysis of the Cambridge Primary Review: first, that the existing version of the National Curriculum (i.e., prior to the 2013 foreshadowed changes) is “overcrowded, unmanageable and in certain respects inappropriately conceived” (Alexander, 2010, p. 237); second, that within the framework of a national curriculum there is a need for local responsiveness (Alexander, 2010, p. 262). (The precise details of the curriculum are explained more fully below in Section D.)

C7.1.2 The UCTS will strive for curriculum breadth, balance and coherence. It will also facilitate curriculum innovation, with such innovation grounded in research evidence-based knowledge of curriculum developments in primary education. Such developments may derive from research conducted within the UCTS itself, research conducted in collaboration with partners or the wider national and international research community. Provision of the UCTS curriculum will also facilitate the “voice” of children in relation to what and how they learn (Ruddock & McIntyre, 2007; Burke & Grosvenor, 2003).

C7.1.3 In both respects, the UCTS approach to curriculum aligns with two key evidence-informed principles of teaching that were generated by the TLRP—a £43m, ESRC-funded project (James & Pollard, 2012). TLRP Principle 2 says that:

Effective pedagogy engages with valued forms of knowledge. Pedagogy should engage learners with the big ideas, key skills and processes, modes of discourse, ways of thinking and practising, attitudes and relationships, which are the most valued learning processes and outcomes in particular contexts. They need to understand what constitutes quality, standards and expertise in different settings.

TLRP Principle 6 says that:

Effective pedagogy promotes the active engagement of the learner. A chief goal of learning should be the promotion of learners' independence and autonomy. This involves acquiring a repertoire of learning strategies and practices, developing positive learning dispositions, and having the will and confidence to become agents in their own learning.

C7.1.4 Because of its unique nature (as a provider of teaching, teacher education and professional development, and research), the UCTS in its promotion of school improvement will be able to strive for a breadth and balance of the curriculum that promotes high quality learning. This emphasis will include all areas of the curriculum, including environmental learning. Learning outcomes from curriculum innovation

provide a platform for engagement with, and dissemination to, a range of UCTS partners.

C7.2 The Pedagogy

C7.2.1 Historically, the concept of pedagogy has been a missing feature of English schooling in a way that has been less true of Europe. This absence was noted by the historian Brian Simon (1981) in “Why no pedagogy in England?” and has been debated (e.g., Hamilton, 1999; Alexander, 2004). Nevertheless, pedagogy is at “the heart of the enterprise” of high quality learning (Alexander, 2010, p. 307).

C7.2.1 Pedagogy means an approach to teaching and learning which is grounded, philosophically, in an imaginative and comprehensive view of education. It is the interplay between teachers’ knowledge and understanding of what is being learnt, the professional craft of their teaching and their responsiveness to specific classroom situations, all informed by theory and research (Pollard, forthcoming). Such an approach is distinct from a narrow instrumental or mechanical perspective on teaching. The pedagogical approach of UCTS teachers, therefore, will emphasize research evidence-based critical enquiry, innovation, creativity and diversity. The teaching itself will aim at outcomes that combine excellence with a rounded view of student learning.

C7.2.3 With its commitment to exemplary practice, the UCTS’s approach to pedagogy will entail the fostering of teacher learning, children’s learning and their inter-relationship (Bakkenes, Vermunt & Wubbels, 2010). Here, the pedagogical approach will draw, particularly, on the research capability of Faculty of Education colleagues and the professional expertise of partner schools, and may also seek input from cultural arts organisations, local groups and the North West Cambridge community. Where appropriate, there may be additional opportunities for input from local and regional businesses, and professionals in sectors allied to education. On this point, TLRP Principle 9 notes that:

Effective pedagogy depends on the learning of all those who support the learning of others. The need for lecturers, teachers, trainers and co-workers to learn continuously in order to develop their knowledge and skill, and adapt and develop their roles, especially through practice-based inquiry, should be recognised and supported.

The UCTS will therefore expect its teachers to be fully committed to on-going professional development and research both within the Faculty of Education and through active involvement in the work of national subject associations.

C7.3 The Assessment

C7.3.1 Generally in education, assessment refers to “the making of judgments about pupils’ attainments” (Alexander, 2010, p. 311). A common distinction in educational circles is between formative and summative uses of assessment data. Formative assessment, known as assessment for learning (AfL), is the gathering of information to facilitate learning and, in particular, to help pupils understand how to progress their own learning. Summative assessment, on the other hand, records the results of learning which have been assembled for various purposes. (See also Sub-sections D10.10, D16.4 and D16.5.)

C7.3.2 The UCTS will be committed to formative modes of classroom assessment which rely on teachers' judgements. These provide sound guarantees of accurate diagnosis of the strengths and weaknesses in children's learning, facilitate achievement of overall quality learning, and are consistent with the idea of a broad curriculum. On this point, TLRP Principle 5 notes that:

Effective pedagogy needs assessment to be congruent with learning. Assessment should be designed and implemented with the goal of achieving maximum validity both in terms of learning outcomes and learning processes. It should help to advance learning as well as determine whether learning has occurred.

C7.3.3 As part of its formative assessment approach, the UCTS will utilize dialogue, and dialogic teaching and learning. As has been suggested, a dialogic approach is consistent with the commitment to pupil voice and facilitates the scaffolding of children's learning and cognitive development (Mercer & Hodgkinson, 2008).

C8 The Ethos

C8.1 Ethos refers to the overall hallmark character of a school from which its distinctiveness derives. Sometimes referred to as a school's culture, ethos will be evident in the UCTS's overall approach to its planning, aims, structure, management and practice. The inclusive ethos of the UCTS will be evident in the design of the built environment, and the integration of buildings and grounds.

C8.2 The teaching and learning ethos of the UCTS enshrines two key attributes. On the one hand, from the perspective of the pupils, the UCTS will endeavour to realize "what matters to children" (Burke, 2013; and see Burke & Grosvenor, 2003)—the spirit of what the noted English architect of schools, Mary Beaumont Medd (1907-2005), strove to capture in her design of schools, but which applies equally as a description of schools as environments for learning. On the other hand, from the perspective teachers, the UCTS's benchmark will be to act as an innovative professional learning community.

C8.3 In the development of the overall visionary emphasis of the UCTS on effective and exemplary practice, the key attributes will include:

- A strong sense of teacher, trainee teacher and student agency

- High quality teaching

- High quality school leadership

- High quality governance

- Innovative, reflective teaching practice

- A collaborative strategy of professional knowledge-building

- A strongly developed community of practice

- High quality relationships

- A systematic approach to the integration of a range of forms of teacher knowledge, including: subject (or discipline) knowledge, curriculum knowledge, assessment knowledge, pedagogical content knowledge (PCK), pedagogical (or teaching) knowledge and knowledge of learning (Timperley & Alton-Lee, 2008)

A design of the learning and teaching environment that enables and promotes through the characteristics of in-built variety and flexibility, teachers' and pupils' agency in re-configuring these spaces

A strong emphasis on local community perspectives, pupil voice, a sense of inclusiveness in respect of pupil and family needs, and a focus on the fulfilment of learner aspirations, and

Ambitious and active links with individuals, businesses and institutions in Cambridge and beyond that foster learning in its widest and most meaningful sense.

C8.4 The ethos of the UCTS, therefore, will be defined by a shared sense among the teaching staff of belonging to a research and teacher education community both within the school itself and as part of the wider University of Cambridge Faculty of Education partnerships. These partnerships link centre-based and school-based ITE in an exceptionally cohesive and integrated manner, thus enabling trainees to reflect critically and to link the theory and practice of teaching extremely effectively in their practice (Ofsted, 2011). In common with other schools which are pivotal in the Cambridge partnership, the UCTS would provide serial and block placements for groups of trainees, generate school-based and practice-based research which inform teaching and learning, provide professional development for all staff within the UCTS and other neighbouring schools, and develop and disseminate educational research.

C8.5 A significant aspect of the ethos and structure of the UCTS is its organisation into an Early Years Foundation Stage (EYFS) and a Primary Phase, with the EYFS comprising Nursery, Reception and Year 1 classes. This extension of the pedagogical principles and practices of early years education for children up to six years of age will offer a developmentally appropriate learning environment, with time both to establish positive attitudes to learning, and develop the language and study skills essential to later progress. This structure is consistent with the findings and recommendations of the Cambridge Primary Review (Alexander, 2010). (See Sub-section D8 for further information about the UCTS Foundation Stage curriculum.)

Section D: CURRICULUM PLAN

Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.

D1 Rationale

D1.1 The rationale for the adoption, and the approach taken to the implementation, of the UCTS's version of the National Curriculum have been summarized in Sub-section C7.1.

D2 Curriculum Offer and Pupil Outcomes

D2.1 Adoption by the UCTS of the National Curriculum will provide an opportunity for its trainee teachers, Faculty of Education partner schools and other primary schools nationally to ascertain what can be achieved in terms of enlightened and creative pedagogy. The National Curriculum at the UCTS will be modelled in such a way that it does not represent the entirety of the curriculum experience for children. Rather, provision will enshrine the timetabled 70 per cent—30 per cent teaching allocation

recommended by the Cambridge Primary Review. This time allocation reflects the significance of key national and local components, and ensures that each school week is enriched by learning that is of direct relevance and importance to the North West Cambridge community.

D3 Anticipated Pupil Intake Needs

D3.1 The catchment for the UCTS draws on two main pupil intakes. The first is children and families within the North West Cambridge Development. The second element is children and families within the City of Cambridge. (This dual component catchment composition is explained in detail in Section E.) These sources constitute a diverse enrolment profile for which there are likely to be equally diverse student needs. From within the Development, for example, the families of children of University key workers are likely to accord education an especially high priority and significance. In addition, given the typical pattern of postgraduate study at the University of Cambridge, the children of students are likely to be international in background and the duration of their residency will be about three years.

D4 Subject Specialism

D4.1 The UCTS curriculum will be taught by highly qualified practitioners whose exemplary classroom practice embodies the range of specialist teacher knowledge elaborated in Sub-section C7.2. The teaching profile of UCTS senior staff appointments will accord a high priority to specialist knowledge of English, mathematics, science and computer science, and to those teachers' active involvement in and contribution to wider subject communities (e.g., subject associations). The design of the UCTS will reflect the challenge of integrating subject areas to promote innovation and creativity, and collaborative teaching across subject boundaries and in spaces designed with this in mind.

D4.2 In order to maximise learning impact through collective teaching expertise, the UCTS will also capitalize on individual teachers' particular curriculum strengths. Each primary curriculum domain (see Sub-section D11) will have an allocated leader. The UCTS's Senior Leadership Team (SLT) will be committed to building a culture of learning for adults as well as for children. In addition, the potential for close liaison with University of Cambridge faculties and departments offers a unique opportunity for young learners at the UCTS to be inspired by the world's leading thinkers.

Show how you will use Digital Technologies, other agencies and partners' resources to support the learning and achievement of pupils of varying abilities and needs

D5 Digital Technology

D5.1 Digital technology is at the heart of much innovative teaching and effective learning. Classroom-based digital technologies will enable UCTS teachers to enhance, extend, and transform learning through the use of current hardware and software. Digital technology will develop pupil independence in learning and will be integrated into day to day classroom practices, with the aim of extending children's existing technological understanding. Varied uses of digital technology are envisaged to suit a range of learning needs, and for assessment (both formative and summative) and teacher data collection on pupil progress.

D5.2 The strong emphasis in both the EYFS and Primary Phase on learning through digital technologies may include the classroom use of both interactive whiteboards (IWBs) with peripherals such as visualisers, and such hardware as tablets and Raspberry PI computers. This powerful combination offers the opportunity for whole class or group interaction with, and collaborative creation of, multimedia resources and artefacts, and the valuable flexibility of smaller, mobile devices for “anywhere, anytime learning”. The peripherals to which children may have access include digital cameras and film making equipment for multimedia work, as part of a wide and varied curriculum that encompasses the appropriate use of blogs, social media and various digital publications.

D5.3 Computer science and digital literacy will be integral parts of the curriculum but will not be taught as discrete de-contextualised subjects. All forms of digital technology use will be purposeful, and firmly embedded in subject teaching and cross-curricular projects and pedagogies. Children can learn to create simple computer programmes in the course of engaging in science and technology enquiries, for example, photo-stories which present their creative writing or outcomes of a geography field trip or, mathematical investigations using GeoGebra software on mobile devices. The UCTS will be very well placed to seek innovative partnerships with colleagues at the University. It will aim, particularly, to develop science, technology, engineering and mathematics through the use of computers, but technology use will pervade the whole curriculum.

D5.4 Digital technology use may be further developed for professional development opportunities nationally. Teachers, for example, will be exposed to innovative, highly interactive uses of IWBs which specifically support the UCTS’s dialogic teaching approach, and professional development materials and video exemplars recently developed by Hennessy *et al.* (in press) through partnership with dialogic practitioners. Teachers will critique exemplars and develop their own practices. This pioneering approach to use of IWBs could also be shared with other schools.

D5.5 In due course, digital technologies could be used to bring about intra-class shared curriculum work that positions pupils as powerful learners, an element that is integral to the UCTS’s ethos. Digital technologies will also be used to strengthen links between home and school, including the provision of advice on useful websites to support learning in school. These technologies could also facilitate children’s links to their families during the school day, along with links between teachers and teacher colleagues beyond the UCTS, and links between classes in different schools or experts in a particular field. This possibility includes international communication with schools and experts through skype conferencing. Opportunities to link with the education facilities of major institutions such as NASA, for example, will enhance and enrich the curriculum in ways which make learning real and relevant, with exciting prospects to place the school at the centre of digital learning.

D5.6 The intention at both the EYFS and Primary Phase is also to foster children’s sense of agency and learning, particularly in the arts along with the tools for making and creating potential online communities of arts practice (Burnard & Murphy, 2013). Current computing, both desktop and mobile, is inspiring new arts practices that integrate sound, image, touch, and video as the medium and method of arts

expression. Innovations in new media and digital technology, for example, inspire children in their creative play, and in their arts engagement at home and in school. There will be opportunities for UCTS pupils, as well as teachers, to be producers, designers and creators through new pedagogical practices.

D5.7 In addition to support of the teaching function of the UCTS, digital technologies will be used to support the ITE students. These will also be available for use as part of the research role of the UCTS, with research protocols ensuring that use of digital technologies is always discreet and ethical, and does not detract from classroom learning. As teachers will be part of this research community, they will also be involved in effective professional development through practitioner research.

D5.8 A technician will be employed, initially in a part-time role, to provide support for digital technology. It may also be possible for the UCTS to draw upon the expertise of the University and the wider school community to provide technical advice. In addition, the UCTS aims to develop links with local businesses, especially those with a digital technology emphasis at the Cambridge Science Park. The UCTS knowledge network website will be central in capturing and disseminating examples of such practices for national and international engagement. It is anticipated, therefore that experts in the field of digital technology will be drawn to contribute to, and further develop, the website as the UCTS and the Faculty of Education deem appropriate.

D6 Industry Partnerships

D6.1 In its recent report on education, *First Steps*, the Confederation of British Industry—CBI (2012) signalled its belief in the importance of industry partnerships at primary school level. The benefits of industry partnerships are many. Such partnerships, for example, offer a potential local curriculum enhancement. Also worthy of note is industry and curriculum co-agency, especially in science, technology, engineering and mathematics. Such co-agency refers to a shared, mutually beneficial relationship in which the UCTS might benefit from potential access to resources, and increased awareness of the impact of engineering and industry. For their part, firms and industry acquire an informed understanding of young people and their aspirations. The UCTS is well-placed to take advantage of potential local curriculum enhancement through collaboration with *2020 Vision*—a University of Cambridge-based forum comprising representatives of industries, companies and schools, Cambridge academics and semi-retired academics. Such partnerships will be enhanced through opportunities to contribute to the UCTS knowledge network website, where co-agency can be effectively supported and developed.

D7 Transition

D7.1 Transition in schooling refers to annual pupil mobility between phases of learning, with such phases normally differentiated on the basis of chronological age. As a stage of learning, primary education is located between EYFS and Secondary schooling. To facilitate progression and to avoid a “backwash” of secondary curriculum influences, primary education, as noted by the Cambridge Primary Review (Alexander, 2010, p. 264), “attends to today, as well as tomorrow, to development no less than to preparation”. For this reason, the UCTS curriculum will provide simultaneously for learning that is intrinsic to the Primary Phase along with learning

which is developmental in emphasis and facilitates transition. ITE trainees will be supported in gaining an understanding of phases of development.

D7.2 In common with all English primary schools, the UCTS expects to provide high quality primary educational experiences for the children and families of North West Cambridge. Part of the additional distinctiveness of its learning provision, however, will be an opportunity, commencing with the Nursery years, to integrate the all-age learning of young people, with the intention of ensuring ease of transition across levels of learning and the transition to secondary schooling. This opportunity stems from the planned provision of three nurseries as part of the overall North West Cambridge Development. Their co-location with the UCTS affords a unique opportunity to integrate early childhood education and care provision with primary education, in a way that differs from the typical English national pattern of fragmentation, discontinuity and inconsistency which is often disruptive and ill-conducive to early years learning. Integration through design of the building and grounds will be critical to underpin this commitment to close involvement across the sectors.

D7.1 Children's Centre

D7.1.1 On the National Institute of Agricultural Botany (NIAB) site—which is adjacent to, but does not form part of, the North West Cambridge Development—provision has been made for a Children's Centre. The intention is to provide a high quality support and information service for families with young children. In order to try to ensure optimum learning and developmental support for very young children and their families, the UCTS will try to optimize collaboration with the Centre. Moreover, a multi-agency approach will be at the heart of the UCTS. This means that it will ensure that a close liaison is developed with agencies and services that, for example, provide speech therapy and health visitation, and with local GP surgeries, social services and the police. These connections will enable the UCTS to support and understand better the issues which affect school catchment families.

D7.2 Nurseries

D7.2.1 The 3-FE structure of the UCTS will include nursery classes for children in their pre-Reception year. Although the nurseries or day care settings planned for the Development will not be a part of the UCTS, one of them will be immediately adjacent to the UCTS building. This location allows for the development of a close relationship with the UCTS's shared vision and ethos. The effect will be to enable very young children to settle quickly and confidently into the UCTS and to provide them with continuity in learning provision and assessment. The UCTS will also liaise closely with the other two feeder nursery providers. One means of doing so will be through provision of early years professional development at the UCTS which can also be extended to child-minders.

D7.3 Secondary Transition

D7.3.1 A key priority for the UCTS will be to facilitate pupil transition between Years 6 and 7. Seamless pupil transition, therefore, will require close collaboration with secondary schools in Cambridgeshire. The UCTS is well-placed for such collaboration through access to the Faculty of Education's PGCE school-led partnerships, in particular the Secondary PGCE Partnership Standing Committee, and more widely through collaboration with a range of secondary partners (e.g.,

Teaching School alliances) represented on the Faculty Partnerships Committee of the Board of the Faculty of Education. There will be regular liaison with secondary destination schools to plan pupils' transition needs and on-going liaison over the curriculum, assessment and pedagogy. For teachers there is also scope for jointly-sponsored professional development programmes of lectures, seminars and learning-related events. Knowledge network website links with local secondary receiving schools will act as bridges (using, for example, schools' blogs) so that pupils become familiar with, and part of, an on-going discourse about learning which spans the primary-secondary transition.

Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

D8 Early Years Foundation Stage (Nursery, Reception, Year One)

D8.1 In accordance with the recommendations of the Cambridge Primary Review, the UCTS will be organised into two phases: EYFS and Primary.

D8.2 Children in the Nursery and Reception years will be allocated to class groups for the purposes of registration and administration. This area of the school, however, will operate as a whole unit with continuous all-day provision. There will be planned opportunities for small group and whole-class activities, but the curriculum will be co-constructed around structured play, dialogue and observation. Each child will be allocated an early years key worker (i.e., an early years practitioner or teacher) so that all children have a familiar adult to whom to relate. This person will also be responsible for liaison with parents and carers, and for ensuring that Learning Journey documentation is completed for each child in their group.

D8.3 Children in Year 1 will be taught separately in classrooms adjacent to the Nursery and Reception classes, and with shared access to outdoor provision. The curriculum for Year 1 children will build upon the EYFS but will also offer an ambitious beginning to the Primary Phase by incorporating, as a minimum, versions of all of the National Curriculum programmes of study.

D8.4 UCTS EYFS teachers will be outstanding practitioners trained in early years policy and practice. This ensures that the complex tasks of teaching and learning, and formative assessment with the youngest children in the school are conducted with both expertise and a high degree of professionalism.

D9 Primary Phase (Year Two-Year Six)

D9.1 The Lower Primary section will comprise Years 2 and 3, while the Upper Primary section comprises Years 4 to 6.

D9.2 Primary Phase class groups will comprise a maximum of 30 children. It is acknowledged that, as the UCTS enrolment increases, there may be a necessity for mixed year groups in order for class sizes to be viable and so that an appropriate number of staff can be appointed. This is expected to be an interim measure, however, and as soon as the UCTS has sufficient numbers the organisation of classes will be in year groups. Although the children will be organised in traditional age-based year groups, there will be other opportunities for extended learning such as mixed-age activities (see Sub-sections D9.6 and D9.7).

D9.1 Democratic Weekly Circle Meeting Groups (Year 1-Year 6)

D9.1.1 These meetings give expression to the idea of voice (Peacock, 2012). They will provide a forum for all children and adults to share ideas and take decisions about the school. The meetings will be run by the oldest children and adults will participate as equal members. Meetings are expected to last for about 15 minutes and will be scheduled at the same time each week, thereby ensuring continuity and an on-going commitment to democratic engagement. All children will be expected to attend, and the curriculum and pedagogy of the UCTS will prepare them with the necessary skills, values and attitudes to participate.

D9.2 Thematic Learning Projects and Cross-Curricular Linkage

D9.2.1 Primary curriculum domains will have fluid boundaries in terms of flexible timetabling. The intention is to support teaching and learning across as well as within domains. There will be creative planning of lessons and extended projects that simultaneously develop knowledge and skills in more than one domain. Cross-curricular work will also aim to develop such skills as problem-solving, collaboration, creativity, critical thinking, independent learning, and communication. The outcomes of such work might themselves be communicated within classes and year groups, and to the entire school or community through themed assemblies and performances that cross domain boundaries.

D9.2.2 Cross-curricular practice at the UCTS that is strongly rooted in arts participation will engender a creative and critical orientation that engages learners emotionally and physically, as well as intellectually. In particular, the arts offer significant potential for cross-curricular linkages, generate new skills and knowledge along with a sense of belonging, motivation, enjoyment and satisfaction (Craft, Cremin & Burnard, 2008).

D9.2.3 On a regular basis several times a year, there will be opportunities for UCTS children across more than one year group to engage in a detailed investigation or study. Such an activity will facilitate learning across age groups and provide additional opportunities for children to appreciate and celebrate their peers' learning. Thematic learning may involve collapsed timetable days and, perhaps on an annual basis, whole weeks off-timetable (e.g., an Arts week or a Science week) that entail outside visits or expert visitors on-site.

D9.3 Community Learning

9.3.1 There will be opportunities for the UCTS to develop programmes for all children which build on established partnership, and such University of Cambridge facilities as museums, galleries and the Botanic Gardens. These opportunities may be enhanced by links formed through the Faculty of Education's suite of international projects. Such links will have a presence on the UCTS knowledge network website.

D9.4 Peer Mediation

D9.4.1 In the interests of ensuring a harmonious learning community, children will be trained and supported to engage in conflict resolution.

D9.5 Peer Mentoring

D9.5.1 An important aspect of formative assessment is acquired when peers are trained to self-assess and to provide feedback to others against agreed learning criteria. This skill will be developed throughout the UCTS school community for both children and adults.

D9.6 Optional Study Groups (Beyond the School Day and School Term)

D9.6.1 The UCTS will offer a wide range of additional study options beyond the traditional school day. Examples might include astronomy, geology, drama, museum detectives and young authors. The location of the UCTS within the wider Cambridge University community offers an exceptional opportunity for children and families to engage in additional study in a wide range of subject disciplines. It is anticipated that adults (including parents) as well as children will become involved in these activities.

D9.7 Relations with Other Schools

D9.7.1 The UCTS will also work in close partnership with neighbouring primary and secondary schools. Virtual learning facilities and class blogs will facilitate communication within the UCTS, and with other children both locally and across the world. The knowledge network website will be one of the means of bringing about sustained communication.

D10. The EYFS Curriculum (Nursery Year and Year 1)

D10.1 The UCTS will follow the revised EYFS curriculum (2012). The children will be supported by early years practitioners who are highly expert in developing learning skills in young children so that they are able to make the transition into the Primary Phase (Year 2) and ready to continue to develop these vital skills. As structured and child-initiated play are key vehicles for learning, the UCTS teaching staff will be skilled in diagnostic observation as a means of rigorous assessment of pupils' learning needs. As Whitebread (2010) notes, free play permits children to use their imagination and creativity, while also developing their physical, cognitive and emotional strengths. Learning will be largely experiential within a structured and well-planned play-based curriculum.

D10.2 As part of this emphasis on play, early years children at the UCTS will also experience a rich learning environment based on Forest Schools principles and adventurous play. According to the Forest Schools website (www.forestschoools.com):

The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences over an extended period of time.

D10.3 These principles have been chosen because they provide a structured, problem-solving approach to children's meaningful and responsible engagement with the natural environment. The importance of this kind of adventurous play is emphasised by Bartlett (2002): activation of children's potential for learning occurs in play and is encouraged by diverse and stimulating environments. Moreover, the developmental benefits of play for children relate directly to the availability and variety of stimulating objects and opportunities. In this view, play is not a special event but should be available to children daily and on an on-going basis.

D10.4 Primary school children themselves emphasize the vital importance of free play (see Burke & Grosvenor, 2003). Outside spaces at the UCTS will provide for imaginative, creative and stimulating play. Possibilities include a vegetable garden (with a view to promoting children's interest in healthy eating) and nature areas for science fieldwork.

D10.5 As noted by the Cambridge Primary Review (Alexander, 2010, p. 305), early years experts know that spoken language or oracy is "the cornerstone of all that they do". Likewise, the communications charity / CAN promotes communication skills as the foundation for all learning. The UCTS will develop language and communication skills through structured play activities which promote dialogue and problem-solving. The new EYFS curriculum singles out oracy (from literacy) and acknowledges it as key to future achievement in children. The UCTS early years teachers will ensure that oracy is accorded a high priority, thereby building on research evidence which shows that children require opportunities to play, reflect, repeat, and talk to peers and adults as part of the enhancement of their cognitive capacity (Sylva *et al.*, 2004).

D10.6 In addition to dialogic teaching, UCTS teachers will also provide a curriculum and a pedagogy which develop children's ability to self-regulate in both the EYFS and the Primary Phase. This skill is recognized as not only promoting well-being but also as the foundation for the transition from informal to formal learning. Children who have been provided with opportunities to talk to one another and support each other through language, and who have also experienced dialogue with, and questioning from, adults who require them to think through problems and solve them, are known to make significantly better academic progress. Furthermore, the ability to self-regulate has been shown to promote learning readiness and to support schools in narrowing the attainment gap for more vulnerable children.

D10.7 UCTS staff will understand the importance of supporting children's cognitive, emotional and behavioural self-regulation. With respect to the preparation of children for school learning, this is a key predictor of success. Whitebread (2010) has noted that the consequences of the development in young children of early metacognitive and self-regulatory abilities have been shown to be profound. He cites Blair & Razza's (2007) study of 3 to 5 year-old children from low income families in the USA which showed, when tested a year later, that aspects of self-regulation accounted for variation (independent of general intelligence) in early mathematics and reading.

D10.8 Likewise, Rojas-Drummond & Mercer (2004) have outlined the ways in which teachers can use questioning and dialogue in the most supportive way. The most effective teachers, they point out:

rely on question and answer sequences, rather than merely testing knowledge, to guide the development of children's understanding
do not merely teach subject content, but also problem-solving and making sense of experience, and
treat learning as a social, communicative process.

Children who have experienced this kind of adult support in their learning in the early years are much more able to focus their attention on tasks, maintain concentration and keep in mind the goals of tasks. All these skills are vital for children's future

learning. The learning outcomes of the UCTS's dialogic approach will be shared with partner schools and beyond.

D10.9 To further promote a stimulating and learning environment, early years UCTS children will be involved in creative activities such as art, music, drama, dance and play. These activities may be supported by visiting artists. A comprehensive approach to the arts and arts learning will align with early childhood developmentally appropriate practice that combines exploratory, play-based and materials-based approaches which nurture imagination and creativity. Community involvement in the UCTS will be encouraged and visits by those with expertise to share with the children. There will be spaces for reflection, role play and dialogue with peers and adults, a variety of outside learning spaces, construction and technology areas, places for making music and listening to music, and spaces for movement and engagement with books, stories and poems.

D10.10 Assessment in the EYFS will be conducted through observation and dialogue, and will be recorded in digital learning journeys—an online record of observations and photographs that document the child's experience of the EYFS. Such documents will be accessible to families on a regular basis. Assessment observations will be used as the basis for professional dialogue about each child and to inform the daily provision of teaching. The children and their families will be encouraged to be involved in the completion of this journey documentation. Parents and carers will also be encouraged to share their children's interests and achievements from home with the UCTS early years staff, so that these can be properly recognised and built upon in the school (Swann *et al.*, 2012).

D11 The Primary Curriculum Domains (Year 2–Year 6)

D11.1 As suggested in Sub-section C7.1, the curriculum to be taught at the UCTS will be informed by the National Curriculum as the foundation for its curriculum domains. The eight timetabled curriculum domains—as recommended by the Cambridge Primary Review (Alexander, 2010, pp. 265-274)—accentuate the natural connections between subjects, and ensure consistent and coherent learning progression for every child. The bases of the curriculum domains will be the anticipated National Curriculum programmes of study for 2014 (currently in draft form). Adaptation of these will ensure that children are offered the richest possible curriculum experience. This measure will enable the UCTS to provide an opportunity for PGCE trainee teachers and colleagues engaging in professional development to view the National Curriculum as a springboard for educational excellence. Each domain will have an allocated leader to ensure continuity and quality of experience across phases and years.

D11.1 Arts and Creativity

D11.1.1 This domain includes the arts and the imagination, with particular reference to art, music, culture, drama and dance. While these arts subjects are indelibly creative and develop imagination, these attributes are not confined to the arts. Imagination, for example, is an integral part of developments in mathematics, sciences, politics, business and all aspects of everyday life. It is very important, therefore, that children should be given opportunities to use their imagination to solve problems and that they should learn to respond in creative ways.

D11.1.2 Specifically in respect of the arts domain, all UCTS children in the Primary Phase will be offered individual or small group music instrumental tuition. UCTS children will also have regular opportunities to be involved in drama, dance and art, and will benefit from the skills of specialists in these areas. Children will study Shakespeare, and the history of art and music while also engaging in performance. They will also be given daily opportunities to use their imagination and creativity to solve problems in other curriculum areas. (See D9.2.1.)

D11.2 Citizenship and Ethics

D11.2.1 This domain includes the values, moral codes, civil customs and procedures by which humans act, co-exist and regulate their affairs. The domain has local, national and global components. Citizenship will be taught both as a discrete subject alongside Personal and Social Education but will also be a lived experience for every child and family. The principles and practices of democratic engagement will form a central part of the ethos of the UCTS and will facilitate genuine dialogue about issues that concern children and their parents, and inform the leadership of the school in the widest sense. This will be achieved, for example, through mixed age weekly meetings of children and staff. The UCTS's culture of pupil voice will inform curriculum planning and assessment. Behaviour is expected to be exemplary as a result of the shared values and moral code, as operationalized through behaviour management policy and practice.

D11.3 Faith and Belief

D11.3.1 This domain is informed by the aims of interdependence and sustainability, respect and reciprocity, culture and community and citizenship. The UCTS will adopt the curriculum recommended by the Cambridgeshire Standing Advisory Council for Religious Education. The agreed local syllabus will inform the UCTS's daily act of worship. The UCTS shall actively seek engagement and involvement with a diverse range of faith groups to ensure enhanced tolerance and respect.

D11.4 Language, Oracy and Literacy

D11.4.1 This domain includes spoken language, reading, writing, literature, wider aspects of language and communication, foreign language and digital literacy. Alexander (2010, p. 271) notes that "if language unlocks thought, then thought is enhanced, challenged and enlarged when language in all its aspects...is pursued with purpose and rigour". International evidence of other high performing jurisdictions (Department for Education, 2010a) demonstrates that there is frequently a strong focus on language learning until the age of seven. This contrasts with the typical English approach of according equal space and time to English and mathematics. At the UCTS, increased time will be spent on the development of spoken language and literacy teaching from the early years onwards. This priority typifies the innovative research evidence-based approach adopted by the UCTS as part of its school improvement commitment.

D11.4.2 The Cambridge Primary Review also recommends utilisation of appropriate specialist teaching (e.g., subjects, aspects of children's development). For this reason, in respect of language development a range of opportunities for all children to engage in talk and sustained dialogue from their earliest days will be encouraged. Children's development will be celebrated. This emphasis will require UCTS support for all families to understand the links between language and cognition. In respect of

oracy, in particular, the UCTS will draw on the research findings of Alexander (2004) and Mercer & Hodgkinson (2008) on the development of a dialogic pedagogic approach. Drama in all its forms will also be an integral part of the oracy teaching throughout the school. For English, the UCTS will take the detailed National Curriculum programmes of study and build upon them to ensure that all children are avid readers and are able to communicate powerfully their ideas in writing that is technically correct, fluent and creative.

D11.4.3 As children are known to be highly receptive to languages, this receptiveness might be maximised from Nursery onwards through the teaching of at least one additional language. The pedagogical approach adopted will focus on practical and interactive teaching. In line with growing research evidence of the positive impact of an early start to foreign language learning, the UCTS will meet the requirement for provision of languages at Key Stage 2 in the draft of the new National Curriculum programmes of study by developing innovative approaches to foreign language teaching at this level. In doing so, the UCTS will draw on the established expertise in this area that exists in local schools, the Faculty of Education, and the University more widely (for example the University Language Centre). Furthermore, as previously mentioned, a significant component of the enrolment composition at North West Cambridge is expected to be international and many UCTS children are likely to be bilingual. The syllabus will celebrate their home languages, and thereby provide a rich source of additional expertise and experience on which for the entire body of students may draw. With this in mind, and depending on the levels of language interest and demand among UCTS families, there may be opportunities for extension classes in additional specific languages.

D11.4.4 Central to language development will be the UCTS library. All UCTS children, families and staff are expected to embrace a love of reading. The aim will be to ensure that children read competently and enjoy the widest possible range of texts—including a rich variety of children’s literature—from the earliest age. The ability to read widely and deeply and to enjoy reading is crucial for young people’s learning and development. The UCTS library will include a community emphasis through inclusion of a range of material written and published by children and their parents. This community emphasis will include digital literature, with all children encouraged to write for a wide range of authentic purposes and to have their work available online via the knowledge network website. This initiative will be designed to ensure that UCTS children achieve the highest standards in creative output while also ensuring that their technical skills are of the first order.

D11.5 Mathematics

D11.5.1 This domain includes numeracy and wider aspects of mathematics, including the real-life application of mathematics and financial literacy. Problem solving and enquiry are at the heart of mathematical thinking. The UCTS proposes to work in partnership with the National Centre for Excellence in Teaching Mathematics (NCETM) as a lead school for Mathematics professional development. Once again, the UCTS’s location as part of the University of Cambridge community provides it with a unique opportunity to work in harness with mathematicians and colleagues from industry, with the aim of ensuring that application of mathematics truly brings this subject to life. UCTS teachers will share their expertise widely with other colleagues both nationally and internationally. The UCTS’s equally strong focus on

language skills should also contribute significantly to the children's growth in relation to mathematics. This is because problem-solving in one medium of communication enables acquired skill transfer to other learning domains.

D11.6 Physical and Emotional Health

D11.6.1 The content of this domain includes human emotions and relationships, the development and health of the human body, and the skills of agility, co-ordination and teamwork as acquired through sport and physical education. Arguably, children's health is the most important factor in enabling them to learn and enjoy life. The UCTS aims, therefore, to provide excellent facilities for children to experience sports of all kinds and to extend this provision to the wider community. This will be the UCTS's way of both building on the "Olympic Legacy" and demonstrating what can be achieved academically when physical prowess is also encouraged. Children should also be able to flourish emotionally in the culture of trust and openness which will characterise the UCTS. UCTS staff understand that affect regulation is the foundation for children's emotional well-being and good mental health, and that it is facilitated through relationships with sensitive, reflective adults.

D11.6.2 The design of the environment will encourage movement and exertion. The curriculum will include such activities as construction and gardening, with a view to the enhancement of children's physical and emotional well-being. Spaces where animals can be kept and looked after may also have a special place, given that pupils' close association with the nurturing of living beings reduces stress and fosters engagement with learning.

D11.6.3 As part of the Pupil Premium—guaranteed Government funding for categories of disadvantaged children—additional provision (e.g., art therapy) may be provided for those children who might benefit from it. The UCTS's multi-agency approach (which was referred to earlier) is anchored in close partnership with the North West Cambridge nurseries and the NIAB Children's Centre, and will offer family support and facilities. Likewise, the extended school day (see Sub-section D12.2) aims to provide the highest quality opportunities for children and families to participate in a diverse range of sporting and enrichment activities.

D11.7 Place and Time

D11.7.1 This domain encompasses the study of geography and history. As such, it is central to the advancement of a number of the proposed aims of the UCTS, notably respect and reciprocity, interdependence and sustainability, local, national and global citizenship and culture and community (and see Section D9.3).

D11.7.2 The geographical study of place, diverse peoples and cultures, diverse locations and human interdependence (local, national and global) will be provided throughout the UCTS. Primary school geography has been identified as an area for curriculum development in many schools and, for this reason, the UCTS is keen to provide a model for excellence in this area. The anticipated international character of part of the UCTS intake provides an additional impetus for, and augments the relevance of, this priority.

D11.7.3 History is vitally important as a subject in shaping understanding of culture, events, consciousness and identity. Historical study enables children to understand lessons from the past, and the ways that these inform the present and future. Through the use of historical narrative and enquiry, the curriculum of the UCTS will be informed by the National Curriculum programme of study as a means to inspire a love of history in children. Central to the UCTS curriculum will be study of Cambridgeshire's history and the rural environment of the Fens, and the rich local history of the City of Cambridge, including the origins of the University and its architectural heritage. Account will be taken of the anticipated cultural diversity of children's identities and reflected in the curriculum, through encouragement of curiosity, engagement, tolerance and respect for cultural differences.

D11.8 Science and Technology

D11.8.1 This domain comprises exploration and understanding of science and the workings of the natural world through science explanations, investigations and technology. Although still a new area of investigation, there is a growing case for the inclusion in primary school science teaching of hypothesis generation, design of experiments and evaluation of evidence using a pedagogical design that promotes thinking and reasoning skills. and builds on the knowledge about the natural world that children acquire before school (Klahr, Zimmerman & Jirout, 2011; Kuhn, 2010; National Research Council of the National Academies, 2007).

D11.8.2 The prime position of the UCTS within the University of Cambridge community also means that it will have access to leaders in science education as well as international experts in the biological sciences, physical sciences, technology, engineering and psychology, as well as museum curators. The UCTS anticipates planning highly innovative and exciting curricular experiences in partnership with the University community to support the development of the highest quality science, technology and design teaching, and to recruit and support the future development of specialist scientists within the primary teaching profession.

Set out detailed expectations around the length of the school day, term and year. This should include the number and length of lessons each day in each key stage and your plans for extended hours, and make a clear distinction between compulsory and optional activities.

D12 Length of the School Day and Timetable

D12.1 UCTS staff will ensure that the required allocation of teaching hours is timetabled, and will organise each day in line with its stated vision and ethos. The intention is to follow the pattern of term dates already followed by local schools, in order to be able to deliver the training and support programmes that are proposed for implementation. The timetable will be devised to support the curriculum activities and pedagogical aims outlined above. There will be occasional collapsing of the routine timetable to provide extended time for projects, and in-depth and cross-curricular work (see Sub-section D9.2.1). Integrated digital technology use and multimedia work, for example, require extended periods of time.

D12.1 Organisation of Breaks and Lunchtimes

D12.1.1 The UCTS will ensure that there are meaningful learning activities on offer when children are not in the classroom. The EYFS section of the school will offer

continuous provision in its teaching areas and so will not require a designated break or lunchtime. Children will have access to fruit, snacks and water or milk throughout the teaching sessions and staff will have their breaks on a rota basis.

D12.1.2 Older children will have designated break times. During these breaks, there will be opportunities for a variety of purposeful activities, including sports and games, supervised access to digital technologies and a range of other creative tasks. These will be organised and supervised by teaching assistants employed by the UCTS, as well as specialists both from within the staff or on a consultancy/visitor basis. Library and digital technology facilities will also be available at these break times to support children in learning outside the classroom.

D12.1.3 Lunchtimes will be organised in a similar way with activities on offer and with each year group having a designated time in which to eat their lunches. The UCTS will employ catering staff with responsibility for the provision of lunches and will ensure that lunches follow national dietary guidelines for children, and provide healthy and well-balanced meals.

D12.1.4 EYFS classes will be supported by a range of adults during lunch time play. Children will be encouraged to become increasingly independent at these less structured times. Older children will be supported to be involved in the organisation of lunchtime activities.

D12.1.5 The design of the UCTS building will incorporate community facilities, thereby encouraging families and other community members to be involved in the activities on offer, both during term time and during designated holiday periods. These facilities will include a community library, café and accessible outdoor areas. Special consideration will be paid to storage facilities so as to enhance the flexible use of spaces. All users of school buildings need to feel able to leave their work safely at the end of the school day.

D12.2 Extended Hours Offer

D12.2.1 The UCTS will employ staff to be responsible for a breakfast club and after school club. These clubs will be of the highest quality and will rely on staff who are trained in the provision of play-based activities that are both meaningful and enjoyable. These clubs will be organised in line with the Quality Development Framework for Extended Services which has been devised to ensure high quality provision.

D12.2.2 The UCTS will develop opportunities for family learning. These are intended to support the “narrowing the gap” agenda, and will also provide opportunities for adults and children to share their learning. Family learning also offers an opportunity for adults who are part of the school community to share their expertise, both with the children and with other adults. The UCTS’s provision of community facilities means that these activities can take place during the school day and/or in the evenings, without impinging on the day-to-day activities of the children. A community co-ordinator will be appointed to oversee all community activities. This member of staff will also have responsibility for the organisation of holiday activities for both children and adults. In this way the UCTS takes on the character of a genuine community resource in which the philosophy of life-long learning will be given a high profile.

Explain how pupils will be organised, for example through year groups, tutor groups or other class structures and how this reflects the education vision.

D13 Pupil Organisation

D13.1. Enrolment projections suggest that the UCTS will experience regular annual growth (see Section E). Such projections present challenges to the UCTS's SLT in respect of decisions about appropriate groupings of children. This is the case particularly if there is an uneven growth of classes, Key Stages and the school as a whole. UCTS staff will work closely with families to ensure that the learning needs of each individual child are identified and aligned to the Pupil Premium.

D13.2 The innovative staffing structure (see Sub-section D19 below) and the unique UTS functions demand more physical space for the UCTS than for a standard primary school. The UCTS requires spaces in which adults can study and discuss observations, and where classroom practice could be observed remotely via video link. The UCTS's strong focus on science, technology, engineering and mathematics, for example, requires provision of state of the art facilities for learning. In addition, to maximise cultural awareness, studio spaces are required for drama and dance, and individual and small group music teaching. As suggested already, the library and café are expected to operate as community facilities, and the outside areas of the UCTS will fulfil its vision to provide for high quality learning in a natural environment.

Set out your approach to supporting disabled pupils and pupils with special educational needs, including those with and without a statement of special educational needs.

D14 Provision for SEND

D14.1 The UCTS will occupy a safe and fully accessible building. As a new building, it will also be fully compliant with the Equality Act (2010). Similarly, there is awareness of the contents of the draft Children and Families Bill (February 2013). UCTS staff will act in accordance with the imperative towards earlier identification of special educational needs and disabilities (SEND), better training for staff, the need to work in partnership with families and to work closely with health and social care professionals, as well as those in special schools.

D14.2 The UCTS aims to be a highly inclusive school, in which pupil diversity is expected and welcomed, and where all children have the right to achieve. In line with the Inclusion Statement set out in the draft proposals for National Curriculum Framework, all teachers will take careful account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, gender identity, and religion or belief. They will also set suitable challenges and have high expectations for every pupil.

D14.3 Each teacher will be responsible for the "main learning" of every child in their class, including those identified with SEND (Ofsted, 2010, p. 47). Inclusive pedagogical approaches will encourage all children to be active participants in classroom life through the provision of rich learning opportunities (Florian & Black-Hawkins, 2011). Kershner (2009) highlights the following as being intrinsic to inclusive learning: pupil dialogue, collaboration, choice, exploration, learning to learn,

and the assumption that all pupils are capable of learning. These are reflected in the underlying pedagogical aims of the UCTS.

D14.4 As appropriate, children identified with SEND, will also receive specialised attention from staff with the requisite expertise. Such staff will also play a key role in facilitating the professional development of class teachers, so that “the effectiveness of specific types of support [is] understood and the right support [is] put in place at the right time” for all children (Ofsted, 2010, p. 47). The Faculty of Education PGCE course, for example, has recently introduced opportunities for ITE trainees to undertake placements in local authority special schools. The UCTS will build on these links in order that trainees, UCTS teaching staff and staff from special schools support each other and share good practice.

D14.5 In addition to regular classrooms suitable for teaching 30 children, the building will contain several small group rooms. These rooms will assist everybody, not only those considered in special need, and they will be used for services that are appropriate to the needs of the children—such as speech therapy, physiotherapy, occupational therapy and counselling—and provide small teaching spaces for group and individual work. An art therapist or counsellor may also be available to liaise with family support workers. UCTS teachers will also work with other professionals from education, health and social care to ensure that the best possible learning is provided for all children, including those with or without a statement of SEN. Moreover, in accordance with the its commitment to the provision of a rich language environment, the UCTS will work with the local health authority to offer speech therapy.

Set out how you will have regard to the Special Educational Needs Code of Practice (2014)

D14.6 The UCTS will adhere to the procedures for identifying, assessing and making provision for children with SEN, as set out in the proposed revised version of the Code of Practice (Department for Education, 2013). The introduction of a new single school-based SEN category (replacing School Action and School Action Plus) and Education, Health and Care Plans (replacing statements) highlights an important shift in the Code away from the processes of identification, and towards a sharper focus on outcomes for learners with SEN. This is in line with the ethos of the UCTS which aims to have the highest expectations for every child. The Assistant Headteacher will have overall responsibility for ensuring that these procedures are carried out properly. The status of this position is a clear indication of the importance of this task.

D14.7 More generally, key themes of the Special Educational Needs Code of Practice, as evident in the recent Green Paper (Department for Education, 2011), are:

- Early Identification of SEND

- Giving parents more control

- Learning and achieving—including preparation and development needs for teachers in mainstream schools

- Preparing for adulthood, and

- Services working together for families.

D14.8 The curriculum, policies and procedures for the UCTS, as outlined in this document, will enable early identification of SEND through the school's work with pre-school children and their families, and health and care professionals where appropriate. As part of the ethos of the UCTS is to encourage strong links with families, the parents and carers of children with SEN will have a voice in the learning provision for their children. The current Code of Practice and the proposals in the Green Paper also acknowledge the importance of listening to the voices of children with SEND, so as "to make them the 'authors of their own life stories'" (Department for Education, 2012, p. 10). Again, this reflects the centrality of pupil voice, more generally, in the UCTS's culture.

D14.9 Training, including training in SEND issues, is central to the ethos of the UCTS, as is collaborative work with other agencies. Anticipated links with the area special schools in the City of Cambridge and Cambridgeshire will further support the UCTS's SEND commitment. The UCTS's exemplary practice in all the areas covered in the SEND Green Paper is integral to the entire education plan outlined in Section D.

Describe the strategies you will use to overcome barriers to learning and achievement, such as having English as an additional language

D15 English as an Additional Language (EAL)

D15.1 As the academic component of the North West Cambridge community to be served by the UCTS is likely to be language-rich, the UCTS will celebrate the anticipated variety of home languages. As children learn an additional language in the first instance by talking, classroom provision will ensure that children will be able to support each other in the acquisition of English and simultaneously value home languages. Specifically, those children with EAL will benefit from the UCTS's dialogic teaching strategy. The findings of Research in Second Language Acquisition (RSLA) conducted by Faculty of Education colleagues provide an additional resource to support these children and to inform the pedagogical strategies adopted by UCTS staff. The UCTS will also benefit from interaction with other schools within the Faculty EY&P PGCE partnership that have been developing teaching expertise in this area.

Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

D16 Differing Pupil Abilities

D16.1 In accordance with the findings of the *Learning Without Limits* (Hart, *et al.*, 2004) and *Creative Learning Without Limits* (Swann, *et al.*, 2012) projects, the ethos of UCTS ensures that the highest expectations are set for every child. No child's progress will be limited by notions of fixed ability. Rather, the UCTS will provide an ambitious culture of challenge and success for every individual. Reinforcement of this strategy will be provided by close partnerships with North West Cambridge families and the centrality of pupil voice in the UCTS's culture. Taken together, these measures should ensure that the individual needs of every child are at the forefront of the curriculum provision. Teacher support staff will also play a key role. Professional development will pay particular attention to the development of a learning without limits culture.

Demonstrate an awareness of the varying needs of individual pupils and have an effective strategy for meeting them, including supporting those who need it and stretching the most able (gifted and talented pupils)

D16.2 The UCTS anticipates that its pupil intake will require exceptionally skilled teaching in a learning environment that is calculated for children to thrive in the expectation of intellectual challenge. Subject specialist teaching and leadership will be monitored to ensure that the UCTS teaching team continues to manifest the requisite levels of skill and confidence to support learning for all children. As indicated earlier, the UCTS's ethos is informed by the pedagogical principles generated by the TLRP project (James & Pollard, 2012) and also by the approach to learning differentiation described within the *Learning Without Limits* (Hart, *et al.*, 2004) and *Creating Learning Without Limits* (Swann, *et al.*, 2012) projects, where every child was given the opportunity to experience and achieve success. The UCTS ethos is focused on the highest possible aspirations and expectations of all members of the learning community.

Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

Outline the targets that are proposed, why they are suitable to measure the delivery of your education vision and what your strategy will be to achieve them

D16.3 UCTS children will be expected to develop independence and intrinsic motivation, and to challenge themselves within a supportive and ambitious learning environment. This kind of approach requires high levels of commitment and co-agency between learners and teachers. Evidence of success in relation to this element of the UCTS education vision will include national and international recognition of the UCTS for its ground-breaking practice.

Describe the proposed success measures for individual pupils and the whole school, including teaching

D16.4 A range of success measures, both quantitative and qualitative, will be evident in the UCTS. Possible examples (unelaborated) are listed below:

- EYFS baseline and profile scores
- EYFS learning journals and feedback from families
- Year 2 statutory assessment
- Qualitative feedback from children
- Qualitative feedback from families
- Attendance rates
- Numbers of children studying for a musical instrument
- Numbers of children participating in sports and fitness activities beyond the school day
- Numbers of children attending non-statutory additional weeks and extended school day activities
- Year 6 statutory assessment
- Performance management of all staff linked to professional learning records

End of year report feedback from children, teachers and families
 Ofsted judgements of quality of teaching and leadership
 Rates of retention of exceptional staff
 Numbers of successful ITE trainees completing placements at the UCTS and working at an Outstanding level by the end of their PGCE year
 Numbers of ITE trainees subsequently employed and evaluating their ITE provision as Outstanding
 Overall Ofsted quality judgements of the UCTS and Faculty of Education ITE provision
 Numbers of staff studying for additional qualifications
 Numbers of schools working in partnership directly with the UCTS
 Attainment of Teaching School status
 Number of schools supported (e.g., for school improvement) by the UCTS
 Number of colleagues attending professional development initiated by the UCTS
 Research papers and funding gained for studies of the UCTS
 Number of trainees who become future leaders
 Newly qualified teachers and future leaders education
 Development of licensed courses for delivery in other school partnerships and school development partnerships
 A range of professional publications (e.g., online, journals, DVD, books, film, broadcasts, licensed education materials), and
 Extent and reach of virtual networks (e.g., @UCTSCam).

Explain how these success measures will be monitored, reviewed and reported, including your plans to develop pupil assessment and tracking systems

D16.5 The progress of each child will be rigorously assessed and monitored. At the time of writing, a DfE announcement is awaited on the replacement of National Curriculum levels. The UCTS's vision is for a school in which every child will have a deep understanding of her of his next steps for learning and who will be actively supported in achieving these by the UCTS and families. This partnership approach to assessment and the monitoring of progress will be informed by evidence of learning documented in a range of ways (e.g., writing samples, video clips, photographs of work, summative data, self-assessment, teacher assessments).

D16.6 The UCTS will develop innovative individual online learning progress profiles for every child. These profiles will be shared online with families, thereby embodying the UCTS's approach to co-agency. Examples of work and dialogue about learning will focus on contributions and additions made by the child, with responses from both school and home. In this sense, the UCTS will be a "listening school". It will ensure that children, families and teaching teams come together regularly for learning review meetings to agree on areas of success and challenge. These meetings will be attended by the children and dialogue about their learning may even be led by a child as soon as he or she is confident to engage at this level.

D16.7 To support processes of learning review, electronic tracking and monitoring systems need to be in place before the UCTS opens and will be updated and

reviewed on a regular basis. The Executive Headteacher and subject leaders will be responsible for ensuring that the progress of each individual child remains under close scrutiny.

Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes

D17 Behaviour Management

D17.1 The Faculty of Education PGCE programme has set a national benchmark in teacher preparation in behaviour management. The central objective of this programme is to produce teachers who focus on creating the social conditions that maximise pupils' engagement with learning in order to improve outcomes. This will be echoed in the UCTS and facilitated by continually working towards pupils' self-regulation of their behaviour and development of their social competence across different situations in a progressively focused way. The practice of behaviour management will utilise theories and methods which have been demonstrated to be effective by empirical research evidence, a requirement highlighted in the recent guidelines on Behaviour Management Training (Department for Education, 2012).

D17.2 The UCTS will adopt an integrated multi-level model as the basis for understanding and developing the management of behaviour (Chaplain, in press). The model utilises a top-down structure and moves between organisational structures (including policy) through classroom management to working with individual pupils who may have behavioural special needs. Such an approach provides consistency and distinctiveness. This standard of provision and practice will frame the positive behaviour strategies to be operated by the UCTS. Moreover, the behaviour management policy will realize the UCTS's stated ethos in which all children have a voice and are heard. All members of the school community will be encouraged to contribute to achieving socially valued behaviour targets informed by UCTS values, philosophy and practice.

D17.3 As a listening school in which every school community member has a voice and feels valued, the UCTS ethos is conducive to the development of positive self-concepts in both academic and social domains. This ethos includes confidence in their personal and social selves within the overall development of their social competence—incorporating social skills, emotional regulation and coping strategies. The on-going emphasis will be on proactive strategies. These will be designed to promote (through teaching and modelling) desirable behaviour and reinforce behavioural expectations (through praise and tangible mechanisms). Pupils' ideas for encouraging positive socially responsible behaviour will be given a high profile in the UCTS environment, alongside those of adults, to encourage positive behavioural outcomes.

D17.4 This multi-level model also incorporates strategies for managing individuals who exhibit challenging behaviour, such as externalised behaviour (conduct, hyperactivity, attention issues) or withdrawn behaviour (shyness, depression) which can result in disengagement with learning and attendant management issues. The behaviour management policy at the UCTS will incorporate proactive and reactive strategies for dealing with such difficulties, including such scientifically-tested interventions as behaviourally-based methods, social problem solving strategies and

cognitive restructuring techniques (Chaplain & Smith, 2006). In addition, the UCTS staffing plan allows, where necessary, for the employment of staff offering individual psycho-therapeutic support. Examples include arts and play therapies and Cambridge area child and adolescent counselling services (e.g., Blue Smile and Place 2 Be). Such staff understand the specialist nature of working therapeutically with children and will be appropriately qualified.

D17.5 To re-inforce the UCTS's behavioural management aspirations, children will have daily access to a compelling and inspirational curriculum, provided by excellent teachers in a learning environment that has been engineered to encourage engagement with learning. There will be careful monitoring of pupil attendance levels and follow-up strategies to facilitate monitoring of attendance-related issues. These strategies include phone calls to parents and carers on the first day of absence, a series of graded letters to the parents and carers of children whose attendance is a cause for concern and a close working relationship with a designated education welfare officer (EWO). While these kinds of measures are necessary to underpin UCTS policy, children who are engaged in school activities and enjoy learning will feel positive about coming to school. In such circumstances attendance is regular.

Describe how you will promote pupil wellbeing, including through pastoral care and strategies for tackling bullying

D17.6 The proactive use of the multi-level approach entails the active development of the social competence and self-management skills of all pupils across different contexts. Social competence includes emotional regulation as well as social skills to facilitate efficacy in interpersonal relationships. Enhancement of social competence improves well-being at all levels, including helping those who have difficulty managing their aggression and those who are anxious or fearful in social encounters. Many approaches to bullying are reactive and, indeed, the UCTS will have strategies in place to deal with bullying and aggression where it may arise (see, for example, D17.10).

D17.7 The main emphasis, however, will be upon developing social problem solving skills to help all pupils to develop and extend their ability to be effective in social relationships in different contexts, in order to help promote their personal well-being. This will require attention to both the development of a wide repertoire of individual coping strategies as well as having available small and large group problem solving activities—and will be part of the everyday life of the school and not merely as a superordinate response to bullying. To achieve a safe, secure and supportive environment for all pupils, attention will also be paid to organisational and structural factors, such as school layout and supervision of recreational periods during and beyond the school day—areas where most bullying is traditionally reported in schools.

D17.8 Taken together, the ethos of the UCTS, the teaching approaches and behaviour management strategies will seek to promote high levels of social competence, positive interpersonal relationships and the development of assertive behaviour among its members. Moreover, as a school that listens, children are expected to be confident that their voice will be heard, that they can share concerns and difficulties with others—both adults and children—within a supportive

environment. Weekly mixed-age circle meetings, involving all children, will provide an additional guarantee of support. These meetings are opportunities for everyone to share in decision-making. Likewise, the availability of peer mentors offers another mechanism for the sharing of concerns. UCTS peer mentors will be children who are trained for their roles and who may be approached by other children who do not wish to approach an adult with their concerns.

D17.9 At the UCTS the multi-level model of behaviour management will incorporate a framework for promoting positive behaviour generally, along with procedures for dealing with challenging behaviour and promoting anti-bullying and equal opportunities. It is acknowledged that having robust policies and procedures in place supports the entire school community in ensuring that none of its members are victimised or isolated because of the behaviour of others. This approach will be further supported by the whole school approach to democratic engagement (e.g., the weekly democratic whole-school meeting circles described earlier). The UCTS will put in place a system of peer mediation so that relationship difficulties that occur can be openly discussed by the children themselves and, where possible, resolved. There will be a rigorous monitoring and support system in place to ensure that any measures taken have been effective. This monitoring will be the responsibility of the Inclusion leader who will ensure that secure and confidential information is retained; that the senior leadership of the school is fully informed; and, that peer mediators are fully supported.

D17.10 A formal policy will be produced which encapsulates these principles. From time to time, however, more formal action may need to be taken which involves the parents and/or carers of the children concerned or other outside agencies. The anti-bullying policy will set out clear guidelines which indicate the steps that will be taken by the UCTS to resolve these situations. Where possible, issues will be resolved within the school itself. In more serious cases, however, the policy will indicate clear next steps.

Describe how these strategies are informed by your education vision and linked to raising standards and educational outcomes.

D17.11 All of the strategies articulated in Sub-sections D14-D17 are informed directly by the UCTS vision in Section C. As noted in that vision, children and families can expect to experience the kind of exemplary teaching and learning practice at North West Cambridge which is one of the most important pre-requisites for a well-ordered educational environment. With its access to research-based evidence in the areas of behaviour management strategies, SEND, well-being and self-regulation, and effective pedagogical approaches for children with a variety of learning needs, the UCTS is well-placed to attain high standards for all children. The likelihood of achievement of these high quality outcomes is strengthened by the findings of the UCTS's research being fed into the further development of the school's vision and practice.

D18 References

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D19 Staffing

Show how your staffing structure will deliver the planned curriculum.

Set out plans showing an appropriate and phased build-up of staff (where the school is increasing in size over time) in line with planned pupil numbers and financial resources.

Describe the final staffing structure and show how it is sufficient, affordable and appropriate to deliver the education vision and plan.

Set out the structure of the senior leadership team, heads of department, teaching staff and any non-teaching support staff, as well as a clear description of their roles and responsibilities, both in the build-up phase and when at full capacity.

D19.1 As was indicated in Section B and Sub-section C1, the proposal is for a purpose-built 3-FE primary school, the University of Cambridge Training School (UCTS), that comprises a Base Primary School (BASE School) component and a University Training School (UTS) component.

D19.2 From this point forward, two scenarios (Low and High) are used to test assumptions about staffing and finance. The **Low Scenario** refers to a pattern of UCTS pupil enrolment growth that is derived from conservative child yield assumptions that are based in turn on generic Cambridge market housing child yield profiles and University key worker child yield profiles. The **High Scenario** refers to a pattern of UCTS pupil enrolment growth that is derived from more ambitious child yield assumptions, such as generation of demand by the UCTS as a result of its provision of high quality, exemplary teaching and learning (see more details in Sub-sections E1.5 and E1.6).

D19.3 A number of features make the UCTS unique. One such feature, as was suggested in Sub-section D3, is that it will be a new-build primary school that is located in an area in which, at the time of writing, there is no existing residential community. That is, the UCTS is to be constructed in readiness for opening in September 2015 as part of a planned residential Development, with the result that it will grow in enrolments as Phases 1 & 2 of the planned Development are built out and residences occupied. In another sense, however, there is already an existing community that will form part of the UCTS's catchment. This community consists of

those residential areas within the City of Cambridge that are contiguous to the North West Cambridge Development.

D19.4 For ease of differentiation, these two segments of the catchment are referred to as the Development component and the non-Development component. This dual-component character of the catchment has a potentially significant influence on the UCTS's staffing profile. Two staffing scenarios are outlined below that are based on anticipated low and high enrolment projections. (The full justification for these scenarios is found in Sub-section E1.) These scenarios, which encompass the period 2015-2016 to 2022-23, are summarized in Tables 1 (Low and High initial intake, 2015-16), and 2 (steady state, Low, beyond 2022-23; steady state, High, 2020-21).

D19.5 Part of the difference in pupil enrolments and growth rates in the two scenarios is accounted for by child yield estimates and ratios from the build-out within the Development. The other factor which will influence the UCTS's anticipated pattern of pupil recruitment is whether the UCTS admits pupils mainly from within the Development component or additionally from the non-Development component. This decision, in turn, will be determined in accordance with the UCTS Admissions Policy (see Sub-section D20).

D19.6 A second feature that gives the UCTS its uniqueness also helps to determine its staffing profile. This is its dual identity (mentioned previously in Sub-section C1): a new-build 3-FE BASE School which, as is required by legislation, has official status as a Free School, and a UTS component (with the specific national and international research and training mission articulated in Section C).

D19.7 This dual identity generates different and potentially contending expectations about the UCTS's relationship to its dual-component catchment. (These expectations are considered in detail in Sub-section D20.) They also require a staffing scenario which includes a UTS-specific component. This additional UTS staffing structure is summarized in Table 3. (The operational costs associated with the UTS-specific staffing are discussed in Section G, and UTS-specific areas of the school building and associated capital budget are discussed in Section H.)

D19.8 The 2015-16 staffing structure (for the initial intake under the Low and High Scenarios) summarized in Table 1 is based mainly on projections of child yield from within the Development component of the catchment area (and, therefore, assumes that a limited number of pupils are likely to enrol from the non-Development component of the catchment.)

Teaching and Education Support Staff	No. of children	FTE
Upper Foundation Teacher	30	1.0
Early Years Specialist Teaching Assistant		0.73 (TTO)
Early Years Specialist Teaching Assistant		0.73 (TTO)
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)	15	1.0

I Trainee Teacher (individual placement A 8 weeks)		
Years 1-2 Teacher Assistant Headteacher Languages	30	1.0
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
I Trainee teacher (individual placement A 8 weeks)		
Early Years Specialist Teaching Assistant Years 1-2		0.73 (TTO)
Years 3-4 Teacher	30	1.0
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
I Trainee Teacher (individual placement A 8 weeks)		
Teaching Assistant Year 3		0.375 (0.5 TTO)
Teaching Assistant Year 4		0.375 (0.5 TTO)
Years 5-6 Teacher	30	1.0
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
I Trainee Teacher (individual placement A 8 weeks)		
Teaching Assistant Years 5-6		0.375 (0.5 TTO)
Teaching Assistant SEND Key Stage 2		0.375 (0.5 TTO)
PPA Maths Specialist (SLE)		0.4
Sports/PE Specialist		0.5 (assumes £8K DfE funding)
Administrative and/or Support Staff	No. of Staff	FTE
Financial Controller	1	0.73 TTO
Catering Manager	1	0.375 (0.5 TTO)
Café	1	0.375 (0.5 TTO)
Lunchtime Playleaders (x3)	3	0.14 (x3)
ICT Technician	1	0.375 (0.5 TTO)
Site Manager	1	0.73
Cleaners x 2	2	0.20
Librarian	1	0.16 (0.22)

		TTO)
Leadership		
Head of School	1	1.0
Executive Headteacher	1	(funded by UTS)
Clinical Professor	1	(funded by UTS/Fac of Ed)

Table 1: Staffing and Pupil Numbers, 2015–16—Low and High Scenarios.

D19.9 The staffing scenario in Table 1 assumes that the school will attract sufficient children to open from September 2015 across all year groups and that there is sufficient child yield largely from within the Development (see Sub-section E1). This is the University’s preferred position and is considered achievable under both the Low and High scenarios. It is attractive for a number of reasons. From the point of view of ITE, for example, trainee teachers from each Key Stage will be able to begin studying immediately at the UCTS. In addition, this scenario makes possible increased opportunities for professional learning across the Primary Phase to be researched within the UCTS without delay from 2015 onwards.

D19.10 From the earliest days the UCTS will seek to supplement staffing through employing highly qualified subject specialists who can be deployed beyond the school for school improvement purposes. These specialists are known as Specialist Leaders in Education (SLEs). They would will in partnership with the Cambridge Teaching School Network (CTSN) and the Faculty for Education. The CTSN is a group of three Teaching Schools and a number of allied cross-phase (i.e., primary and secondary) schools. The SLEs would enhance the UCTS’s overall teaching capability while also supporting partnership schools to achieve pedagogical excellence.

D19.11 Staffing and numbers for the nursery have not been taken into account in Table 1 as these are funded separately. The Assistant Headteacher will have additional expertise in teaching language, oracy and literacy, and will subsequently take a lead role in this curriculum area.

D19.12 The Steady State staffing structure summarized in Table 2 represents the anticipated long term staffing that will be in place once the UCTS reaches its full enrolment of 630 pupils. Ultimately this roll will be based on projections of child yield from within the Development component and excess demand from the non-Development component of the catchment.

Teaching and Education Support Staff	No. of Children	FTE
Upper Foundation A		
Upper Foundation Teacher	30	1.0
Early Years SEND (working across Reception–Year 2)		1.0
Early Years Specialist		1.0
Early Years Specialist		1.0
2 Trainee Teachers (paired placement A 4 weeks		

Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
1 Trainee Teacher (individual placement A 8 weeks)		
Upper Foundation B		
Upper Foundation Teacher	30	1.0
Early Years Specialist		1.0
Early Years Specialist		1.0
Upper Foundation C		
Upper Foundation Teacher	30	1.0
Early Years Specialist		1.0
Early Years Specialist		1.0
Year 1A Foundation		
Year 1 Teacher	30	1.0
Early Years Specialist		1.0
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
1 Trainee Teacher (individual placement A 8 weeks)		
Year 1B Foundation		
Year 1 Teacher	30	1.0
Early Years Specialist		1.0
Year 1C Foundation		
Year 1 Teacher	30	1.0
Early Years Specialist		1.0
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
1 Trainee Teacher (individual placement A 8 weeks)		
Year 2A Primary		
Year 2 Teacher	30	1.0
Teaching Assistant		1.0
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
1 Trainee Teacher (individual placement A 8 weeks)		
Year 2B Primary		
Year 2 Teacher	30	1.0
Teaching Assistant		1.0
Year 2C Primary		
Year 2 Teacher		1.0
Teaching Assistant		1.0
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		

I Trainee Teacher (individual placement A 8 weeks)		
Year 3A Primary		
Year 3 Teacher	30	1.0
Teaching Assistant		0.5
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
I Trainee Teacher (individual placement A 8 weeks)		
Year 3B Primary		
Year 3 Teacher	30	1.0
Teaching Assistant		0.5
Year 3C Primary		
Year 3 Teacher	30	1.0
Teaching Assistant		0.5
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
I Trainee Teacher (individual placement A 8 weeks)		
Year 4A Primary		
Year 4 Teacher	30	1.0
Teaching Assistant		0.5
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
I Trainee Teacher (individual placement A 8 weeks)		
Year 4B Primary		
Year 4 Teacher	30	1.0
Teaching Assistant		0.5
Year 4C Primary		
Year 4 Teacher	30	1.0
Teaching Assistant		0.5
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
I Trainee Teacher (individual placement A 8 weeks)		
Year 5A Primary		
Year 5 Teacher	30	1.0
Teaching Assistant		0.5
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
I Trainee Teacher (individual placement A 8 weeks)		
Year 5B Primary		
Year 5 Teacher	30	1.0

Teaching Assistant		0.5
Year 5C Primary		
Year 5 Teacher	30	1.0
Teaching Assistant		0.5
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
1 Trainee Teacher (individual placement A 8 weeks)		
Year 6A Primary		
Year 6 Teacher	30	1.0
Teaching Assistant SEND (Primary Phase) Key Stage 2		1.0
Teaching Assistant		0.5
2 Trainee Teachers (paired placement A 4 weeks Michaelmas)		
2 Trainee Teachers (paired placement B 2 weeks Michaelmas, 6 weeks Lent)		
1 Trainee Teacher (individual placement A 8 weeks)		
Year 6B Primary		
Year 6 Teacher		1.0
Teaching Assistant		0.5
Year 6C Primary		
Year 6 Teacher		1.0
Teaching Assistant		0.5
Sports/Physical Education Coach	1	0.73
Music Specialist	1	0.73
Administrative and/or Support Staff	No. of Staff	FTE
Financial Controller	1	1
Finance Assistant	1	0.73
Finance/Marketing Officer	1	0.73
Catering Manager	1	0.73
Café	3	0.73
Lunchtime Playleaders (x 21—one per class)	21	0.14
Breakfast Club—Level 3 NVQ (covered by BC income)	5	0.14
After School Club—Level 3 NVQ (covered by ASC club income)	5	0.14
ICT Technician	1.5	0.73
Site Manager (+ overtime)	1	0.73
Cleaners (x 8)	8	0.2
Specialist Teachers/PPA cover	3	0.73
Therapeutic Support Teacher/Inclusion Leader	2	0.73
Librarian	1	0.73
Leadership	No. of Staff	FTE
Assistant Headteachers Specialist Languages/STEM	2	1
Deputy Headteacher Specialist Arts	1	1
Headteacher	1	1
Executive Headteacher	1	1

Clinical Professor	1	1
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Table 2: Steady State Staffing, 2020-21—High Scenario and beyond 2022-23—Low Scenario

D19.13 Table 3 summarizes the UTS-specific staffing structure. In particular, it outlines the additional staffing capacity required to implement effectively and maintain the UCTS’s research and training mission. This staffing structure provides the following additional leadership, teaching and administrative staffing capacity:

Senior leadership capability to develop the UTS training and research programme (within the UCTS’s curriculum and pedagogy), disseminate and exchange relevant outcomes regionally, nationally and internationally, work with partnership schools and, liaise with the Faculty of Education and other faculties

Teaching expertise and experience sufficient to ensure the provision of high quality teaching while facilitating observation and innovation within classrooms and other key learning areas, and

Administration which focuses on additional capacity to manage and maintain the UCTS’s more sophisticated digital technology systems, and support, the UCTS’s training and research missions.

Leadership	No. of Staff	FTE
Executive Headteacher	1	1.00
Assistant Headteacher (additional cost of Assistant Headteacher compared to M3 included to help establish UTS)	1	1.00
0.5 Clinical Professor	1	0.50
Teaching and Support Staff		
Cost of more experienced Teachers (salary uplift cost M3 to M5)		
IT Technician (to support specialist UTS-related digital technology)	1	0.73

Table 3: UTS-related Staffing Structure

D19.14 The staffing of the UTS function has been considered separately because there will be significant additional demands and opportunities for the UCTS that will require highly skilled leadership and professional knowledge. The role of the Executive Headteacher, for example, will be to ensure that the aims and vision for the UCTS are supported and recognised nationally within a self-improving system. A high-profile individual with strong experience of professional learning and partnership working with a wide range of schools will be recruited for this role (see Section F). In addition, the Clinical Professor will work closely with the Executive Headteacher to ensure the development of UTS activities, both within the UCTS and at a system level, is supported by research evidence. Opportunities to build rigorous new school improvement knowledge will be identified and studied by teaching colleagues, trainee

teachers and Faculty of Education colleagues. It will be vital to recruit the highest quality teachers from the outset (see Section F)—a number of whom will be undertaking simultaneous doctoral research in the Faculty of Education—and to provide support for digital technology in order that learning outcomes can be captured and shared effectively and innovatively.

Set out your admissions policy, including the criteria to be used to prioritise places if your school is oversubscribed. Your admissions policy must be in accordance with the School Admissions Code 20, the School Admissions Appeals Code and admissions law as it applies to maintained schools. It must be clearly linked to the delivery of your education vision.

D20 UCTS Admissions Policy

D20.1 The Admissions Policy of the UCTS will be framed, and will operate, in accordance with the prescribed School Admissions Code (SAC). The SAC requires all schools to have in place arrangements for admissions, in particular in regard to a contingency in which the number of applications exceeds the number of available places (Department for Education, 2012, p. 6). In particular, the SAC stipulates that in a normal admissions round (Department for Education, 2012, p. 7, original emphases):

parents apply to the local authority in which they live for places at their preferred schools. Parents are able to express a preference for at least three schools. The application can include schools outside the local authority where the child lives: a parent can apply for a place for their child at any state-funded school in any area. If a school is undersubscribed, any parent that applies **must** be offered a place. When oversubscribed, a school's admission authority **must** rank applications in order against its published oversubscription criteria and send that list back to the local authority.

D20.2 In respect of the SAC annual timeline for applications, prospective parents seeking a UCTS place for their children will apply in January 2015, with the expectation that they will be notified of their application outcome on or about 16 April 2015.

D20.1 UCTS Admissions Priorities

D20.1.1 As was suggested in Sub-section D19, there are two key imperatives which will shape the UCTS's Admissions Policy. These influence the prioritization of places for pupils and the criteria to be followed in the event of over-subscription. These two imperatives are the dual identity of the school and its dual-component catchment.

D20.1.2 In respect of its dual identity, in accordance with current Government policy the official expectation of the UCTS, as a Free School, is that the over-riding principle which ought to determine its admissions profile (i.e., pupil numbers, rate of pupil uptake, pupil enrolment composition) is parental choice. Taken at face value, the principle of parental choice requires UCTS to operate as an atomized unit with other schools as similarly atomized units that are part of a demand-driven competitive market. In these circumstances, the viability of the UCTS, and schools with which it is likely to be in direct competition for pupil numbers, stands or falls, in market terms, on its ability to cultivate and sustain parental and family demand.

D20.1.3 At the same as it is required to meet this imperative of parental choice, however, the UCTS will be implementing its unique national and international training and research mission. This mission is built around the quality and excellence of learning. Not only is the imperative of this mission logically different from the notion of choice, but it is also very difficult to reconcile with choice. The reason is that at the core of the UCTS's training and research mission is the principle of partnership. "Partnership" entails mutuality of interests, in which relations among schools are grounded in the principle of inter-dependence, not competition.

D20.1.4 As has been articulated already in Section C, partnership is the bedrock of the relationships built up over many years between the Faculty of Education and hundreds of English schools and which, through a variety of types and formats, has been institutionalized in a large number of written agreements. Moreover, as Sections C and D have also foreshadowed, partnership will also govern the UCTS's relations with emerging Teaching School alliances and consortia, along with neighbouring schools in the Cambridge area with which the Faculty currently does not have agreements. If the quality and effectiveness of these relations is to be maximized—especially in respect of the UCTS's foreshadowed knowledge exchange and transfer, and the professional development activities at the heart of its mission—then they will be grounded in a high level of trust.

D20.1.5 The joint interests of the Faculty of Education and the University of Cambridge, then, are deeply embedded in partnerships. Two implications follow. First, maintenance of existing school-led partnerships is the Faculty's over-riding priority. Second, partnerships have to be the starting point for the prioritization of UCTS pupil admissions. The UCTS Admissions Policy, therefore, acknowledges choice at two levels of priority. First-priority preference must be given to families residing within the Development component of the catchment. In the event that unfilled places remain, these will be made available as second-priority preferences to families in the non-Development component of the catchment. As this non-Development component is likely to comprise families of children who may be contemplating enrolment in existing neighbouring primary schools—along with incomer families taking up residences in neighbouring villages and other adjacent planned developments—a series of consultations with these schools will be conducted during the lead-up to the opening of the UCTS in September 2015.

D20.1.6 Finally, in light of both national and county estimates of enrolment demand (for details see Sub-section E1), the aim of these consultations will be to try to ascertain from neighbouring schools, first, their overall enrolment projections and the likelihood of over-subscription and, second, projected demand and pupil over-subscription at particular year levels. With the interests of partnership in mind, and mindful of the projected growth in overall primary demand—given the anticipated large national shortfall of primary places—a working agreement about pupil recruitment, enrolment, mobility and attrition will be arrived at which is non-prejudicial to the interests of schools in the catchment area. On the other hand, the absence of consultation and such a working agreement opens up the possibility of pupil "poaching", an outcome which would be detrimental to the University, the Faculty, school-led partnerships and the capability-building interests of all the schools concerned.

D20.2 UCTS Admissions Over-Subscription Criteria

D20.2.1 Over-subscription criteria, according to the SAC, “**must** be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation” and the criteria apply to each relevant age group (Department for Education, 2012, p. 9, original emphasis).

D20.2.2 After the admission of children with statements of SEN, where the UCTS is named in the statement, places will be allocated to applicants in the following priority order, with these over-subscription criteria applying for all year levels, as required by the SAC:

1. “Looked after child” or “previously looked after child”
2. Children of families resident within the North West Cambridge Development
3. Children of a teaching staff member employed at the UCTS
4. Children of families resident outside the North West Cambridge Development, and within the City of Cambridge, and
5. Children of families resident outside the City of Cambridge

D20.2.3 In the event that there may be more applications than places within each of the catchment area components defined above in criteria 2, 4 and 5, a random allocation mechanism will be used as a tie-break to determine highest admission priorities. This process will be independently verified.

D21 A Day in the Life of the UCTS

D21.1 While Sections C and D of this document have provided a detailed outline of the intention, purposes, justification and form of provision envisaged for the UCTS, such aggregated information does not necessarily communicate a clear sense of the school’s day-to-day operation. With a view, therefore, to trying to “bring the UCTS to life”, a description follows of some of the core areas of its operation. While such a depiction is, of necessity, somewhat speculative the purpose is to communicate a sense of the UCTS’s distinctiveness.

D21.2 *Foundation Stage/Early Years* On a typical day there will be a wide range of play-based learning, small group time and focused whole group teaching. Each class will have a base where the children will work alongside their teacher, specialist Early Years support staff and ITE trainees. In addition, it will be common for visitors from other settings to join in with activities and for specialists, such as artists in residence, to lead some of the learning. Children and adults will record their learning through use of film and photography. This learning will be immediately accessible by families. Dialogue between children, and between children and adults will be actively encouraged and may be recorded for research purposes. Longer term projects, such as creating e-books, will also take place. Access to a highly creative natural outdoor space will enhance learning throughout the day and in all weathers.

D21.3 *Primary Phase* Each Primary Phase classroom will benefit from access to specialist facilities and the outdoors. Highly qualified teachers, support staff and trainee teachers will enable each area of the curriculum to be taught to a very high standard. An example day may include an opportunity for a Year 4 class to be observed in the auditorium during a language lesson in which they are engaging in

paired talk. The teacher, having planned this lesson in advance with other colleagues from the Year 4 team, would lead the lesson while enabling up to 40 visiting trainee teachers to observe. This session might then be followed by a seminar led jointly by the Clinical Professor, Executive Headteacher and a visiting international academic. The research lesson and seminar discussion would be recorded as an online resource, followed up by the opportunity for online global discussion. This kind of research lesson would provide rich opportunities for ITE while also developing learning throughout the school. The lesson may be followed up later in the week as a professional learning session attended by both UCTS staff and colleagues from partner schools.

D21.4 *ITE Training* Trainees will be taught throughout the school and in addition specialist days will be offered for wider groups of trainee teachers. On this particular day a leading music specialist from the Faculty may visit to teach music to a Year 1 Foundation class. Trainees may then team teach alongside the Faculty specialist, thereby enabling all three Year 1 classes to participate in high quality and engaging music tuition. Later in the day trainees may plan and deliver further music lessons to another year group, thereby extending their knowledge and providing another unique opportunity for the children. These sessions would be filmed as a professional learning resource that could be made available nationally.

D21.5 *Professional Learning* Professional learning will be at the heart of the UCTS. Building on the examples described earlier, it is clear that teaching teams within the UCTS will be offered a continuous opportunity to enrich their learning through involvement with such activities as detailed observation and review (EYFS), opportunities to explore teaching methodology (Year 1 music) and discussion of pedagogy (Year 4 research lesson study). These opportunities would be carefully planned and would support the identified core priorities of the UCTS, while enabling colleagues from partner schools and alliances to share their knowledge and expertise. Engagement with school-based ITE, which has been carefully planned by the Clinical Professor, would support and enrich professional learning throughout the school and the Faculty for Education.

D22. The UCTS National Educational Dividend

D22.1 Sub-sections C3 and C4 summarized a number of research-related and training-related functions to be provided by the UCTS. After briefly recapitulating these functions, this Sub-section provides a series of anticipated outcomes (in addition to those already highlighted in C3 and C4) which aggregate to a significant overall value-add for the improvement of English primary schooling.

D22.2 In respect of research, Sub-section C3 indicated that the functions to be performed by the UTS research centre will include: facilitating evidence-based improvement of classroom and school level practices; harnessing of specialist University of Cambridge-wide specialist research expertise with a focus on children's well-being; and, disseminating and exchanging with partners and school networks validated knowledge of education and learning.

D22.3 Indicative UCTS initiatives (through its UTS activities) with potentially significant local, regional and national level impact might include:

Collaboration with national research bodies (e.g., the British Educational Research Association) charities (e.g., the Educational Endowment Foundation) and professional associations to synthesize, audit and further develop the existing research evidence base for teaching and learning

Collaboration with national professional bodies (e.g., the currently foreshadowed College of Teaching) to assist with standard-setting and guidance to schools and teachers in the area of professional learning (e.g., through kite-marking), and

Provision—perhaps in partnership with initiatives such as MESH¹—of web-based access to research validated professional knowledge.

D22.4 In respect of training, Sub-section C4 indicated that the functions to be performed by the UCTS will be the provision of high quality research-informed programmes: in ITE; in professional learning and development for teachers and school leaders in partnership schools, networks and alliances; and, for the enhancement of the profession nationally.

D22.5 Indicative UCTS initiatives with potentially significant local, regional and national level impact might include:

Collaboration with regional school inspectors—through bodies such as The Eastern Region Ofsted Headteacher Reference Group (Peacock, 2013)—to identify regional school improvement needs and priorities, and then to develop learning improvement strategies

Development with regional partners of a school improvement network and website (which, for example, might utilize quality assured video clips of high quality classroom practice) to facilitate opportunities for teachers' professional learning

Collaboration with Teaching School alliances to assist in the development of learning and leadership support mechanisms (e.g., leadership coaching), and Engagement with national subject associations, and professional and accrediting bodies (e.g., the currently foreshadowed College of Teaching) to facilitate the formulation, testing and implementation of teacher-driven standards of accomplished levels of classroom and school level practice.

D23. References

Department for Education (2012) *School Admissions Code*. Available at:

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00013-2012>

Peacock, A. (2013) *Quis custodiet ipsos custodiet?* Supporting school improvement: Working in partnership with HMCI, regional directors and Ofsted (Paper presented to the Wroxham Transformative Learning Alliance).

¹ Mapping Educational Specialist knowHow, a newly developed translational research system that involves educators worldwide in building a quality assured Wikipedia-style repository of professional knowledge for teaching. See: www.MESHguides.org

Section E: EVIDENCE OF DEMAND

E1: Provide evidence of demand from parents with children of the relevant age 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.

E1.1 The North West Cambridge Development—Background

E1.1.1 As was suggested in Sections C and D, the North West Cambridge Development is instrumental in securing the University of Cambridge's long-term success and global pre-eminence, as one of the highest ranked universities in the world. The proposed Development will provide the necessary residential accommodation and facilities to enable the University to maintain its global position by strengthening and expanding its research capabilities. The Development is expected to encourage substantial financial and human capital investment in Cambridge, and will assist the University to recruit and retain excellent staff and students from around the world. For these reasons, the Development is also vital for the City of Cambridge, the region and the wider UK economy.

E1.1.2 The outline planning permission granted in 2012 is for a mixed use University of Cambridge Development that includes:

- 3000 residential dwellings, including accommodation for up to 1500 University key workers and up to 1500 dwellings for private sale
- 2000 student units
- 100,000m² of research and development space of which up to 40,000m² may be private research facilities with University of Cambridge links
- Community facilities, including a primary school and shops
- An hotel
- Sustainable transport provision, including cycle-ways, and
- Public open space.

E1.1.3 Table 4 indicates that, of the 3000 residential dwellings, the indicative mix of key worker and market housing in the outline planning submission in accordance with size of housing is as follows:

Unit Types	Key Worker Housing	Market Housing
1 Bed	645	240
2 Bed	585	555
3 Bed	190	380
4+ Bed	30	325
4 Bed shared	50	
Total	1,500	1,500

Table 4: North West Cambridge Indicative Housing Mix

E1.1.4 Evidence of enrolment demand for the UCTS provided in Sub-section E1 focuses primarily on a population that will be created by the North West Cambridge

Development from 2015 onwards. For this reason, child yield data are provided from the housing profile of the Development and the forecast build-out rate, in particular from school opening (2015-16) through to steady state (anticipated for 2018-19 or 2022-23).

E1.1.5 The nature of the demand pattern from the Development, however, is very difficult to predict. Three factors are worth bearing in mind. First, while the demand for school places may be concentrated at a particular year level (e.g., Reception), it is much more likely to be spread simultaneously across a number of years. This is because children from one-, two- or three-child families will probably come from across the age range. Second, “demand” in any school year will be variable: in addition to the applications for places from families in January 2015, for example, there will be applications from families who take up residence in the Development between January and the September opening of the UCTS, and later during the 2015-16 school year. (This pattern is likely to be repeated in subsequent years.) Third, to confine the pupil intake at the year of opening to one or two year levels would be to lessen the attractiveness of both the Development and the UCTS to families, particularly those with two or more children.

E1.1.6 For these reasons, from the year of opening the UCTS expects to admit children from across the age range and at all year levels. On the other hand, while provision for multi-year level enrolments and an initially high overall pupil intake are clearly in the interests of the University of Cambridge and the growth of the Development, there is a need for planning prudence in respect of anticipated demand. Accordingly, the remainder of the discussion in Sub-section E1 is focused on best and worst case enrolment scenarios. These, respectively (as indicated previously in Sub-section D19.2) have been labelled High (preferred) and Low. They are summarized in Tables 5 and 6. Both sets of figures relate solely to anticipated demand from Development families and do not reflect over-demand for, or under-supply of, places in the North West Cambridge area.

E1.1.7 Specifically, the **Low Scenario** refers to a pattern of UCTS pupil enrolment growth that is derived from conservative child yield assumptions that are based in turn on generic Cambridge market housing child yield profiles and University key worker child yield profiles. This Low Scenario also assumes a limited intake from the under-supply of, and over-demand for, Reception places in neighbouring areas.

E1.1.8 The **High Scenario**, by contrast, refers to a pattern of UCTS pupil enrolment growth that is derived from more ambitious child yield assumptions, such as generation of demand by the UCTS (for families to move on to the Development, with a consequent higher child yield profile for both market and key worker housing) as a result of its provision of high quality, exemplary teaching and learning. The High Scenario still assumes a limited intake from the under-supply of, and over-demand for, Reception places from neighbouring areas. The bases of these two scenarios are explained in more detail in Sub-sections E1.5 and E1.6.

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., $D = (B/A) \times 100$.

Note: For the purposes of this analysis, the estimated demand in column B in Tables 5 and 6 refers solely to North West Cambridge on-site development on 31 December of the relevant year, and assumes no additional intake from adjacent areas.

Year Group	2015-16				2016-17			
	A	B	C	D	A	B	C	D
Reception	30	22		73%	30	29		97%
Year 1	15	25		167%	30	30		100%
Year 2	15	17		113%	30	33		110%
Year 3	15	17		113%	30	25		83%
Year 4	15	15		107%	30	25		83%
Year 5	15	14		100%	30	23		77%
Year 6	15	17		113%	30	22		73%
Total	120	127		112%	210	187		90%

Table 5: Proposed UCTS Annual Places and Year Groups—Low Scenario

Year Group	2015-16				2016-17			
	A	B	C	D	A	B	C	D
Reception	30	37		123%	30	49		163%
Year 1	15	42		280%	30	51		170%
Year 2	15	29		193%	30	50		167%
Year 3	15	29		193%	30	40		133%
Year 4	15	26		173%	30	39		130%
Year 5	15	25		166%	30	36		120%
Year 6	15	29		193%	30	37		123%
Totals	120	219		183%	210	303		144%

Table 6: Proposed UCTS Annual Places and Year Groups—High Scenario

E1.2 Demand for Key Worker Housing

E1.2.1 The provision of suitable accommodation as part of the recruitment and retention of high quality staff and students is critical for the future recruitment prospects of the University and the Colleges. The Housing Needs Study (2008)

confirmed that the University recruits about 2000 staff annually. The most significant needs in relation to numbers of new staff, however, are for contract research staff and support staff, with recent annual turnover being 40 per cent and 21.5 per cent respectively (Housing Needs Study, 2008, Section 4.2). With approximately 1,500 University staff dwellings to be provided as part of the Development, the University is anticipating approximately 500-600 nominations per year, far less than the 2,000 annually recruited staff places.

E1.2.1 This lack of availability of accommodation is already creating problems. From October 2008-September 2009, for example, the University Accommodation Service (2013) received 6,780 requests (from staff and students) for accommodation, with only 360 University units available. Staff not accommodated within University properties are typically housed in private rented accommodation (brokered either independently or via the University Accommodation Service). With high house prices and high rents in Cambridge, the University needs to provide new affordable accommodation for postgraduates and staff. Where staff members are recruited from outside the wider Cambridge area, a failure to meet their housing needs will create significant additional pressure in the local housing market, which will lead to continuing pressure on house prices and rents, and the further subdivision of family accommodation to provide multi-occupancy dwellings. It is expected that provision for key workers at the proposed Development will relieve some of this pressure.

E1.2.2 In addition, in recent years in the UK business and academic interests have become more closely linked, with universities and companies working together on research projects. These links are at the heart of “Silicon Fen”—the clustering of high technology companies in the Cambridge region—and are critical to the success of the UK economy. The University of Cambridge needs to take full advantage of these links, except that without the physical expansion of the University, future opportunities may be lost and existing companies may move elsewhere.

E1.2.3 It is for these reasons, then, that the proposed Development is important, although it is only part of the solution to the shortage of accommodation. In respect of its overarching needs, the University will carefully prioritise those key workers whom it can accommodate. Furthermore, this prioritisation of the key workers through the University’s allocation mechanism influences the nature of the housing to be provided on the Development site. The availability of accommodation with access to a good quality school, with intake available at all year levels, will undoubtedly influence prospective key workers in their decisions to come to Cambridge.

E1.2.4 The Development will also be important in reducing pressure on the overall Cambridge housing market. Responsibility for ensuring that these housing requirements are met in most English towns and cities usually resides with local authorities through their planning policies (including stimulating private provision) or through their housing activities. Direct action by the University, therefore, will assist in addressing housing needs in Cambridge and surrounding areas.

E1.2.5 Tables 7-9 provide build-out estimates of housing for the period 2015-16 to 2022-23 in the North West Cambridge Development. Each Table provides a breakdown of estimates by unit type and phases of the build-out, and estimates of respective primary pupil child yield. Table 7 provides the estimates for the key worker

component of the Development. Table 8 provides the market housing component. Table 9 provides the total for both components.

Unit Type	Phases 1-2 2015-16	Phase 2			Phase 3			
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1 bed	228	243	315	387	452	516	581	645
2 bed	207	220	286	351	410	468	527	585
3 bed	67	72	93	114	133	152	171	190
4 & 5 bed	11	11	15	18	21	24	27	30
4 bed shared	18	19	24	30	35	40	45	50
Total	530	565	733	900	1050	1200	1350	1500
Primary Pupils from Key Worker Housing								
Total	66	71	92	113	132	150	169	188

Table 7: Key Worker Housing: Estimated Build-Out Programme and Profile

Unit Type	Phases 1-2 2015-16	Phase 2			Phase 3			
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1 bed	53	85	103	120	150	180	210	240
2 bed	122	198	238	278	347	416	486	555
3 bed	83	135	163	190	238	285	333	380
4 and 5 bed	71	116	139	163	203	244	284	325
4 bed shared	0	0	0	0	0	0	0	0
Total	329	534	642	750	938	1125	1313	1500
Primary Pupils from Market Housing								
Total	61	99	119	139	174	209	243	278

Table 8: Market Housing: Estimated Build-Out Programme and Profile

Unit Type	Phases 1-2 2015-16	Phase 2			Phase 3			
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1 bed	281	328	418	507	602	696	791	885
2 bed	328	418	523	629	756	884	1012	1140
3 bed	150	207	255	304	371	437	504	570
4 & 5 bed	82	127	154	181	224	268	311	355
4 bed shared	18	19	24	30	35	40	45	50
Total	859	1099	1375	1650	1988	2325	2663	3000
Primary Pupils from All Housing								
Total	127	170	211	252	305	359	412	466

Table 9: All Housing: Estimated Build-Out Programme and Profile

E1.3 Key Worker Housing Profiles

E1.3.1 Significant information on University staff housing needs was provided by the University as part of the Area Action Plan (AAP) for North West Cambridge, and published by Cambridge City Council and South Cambridgeshire District Council. Subsequently, the University has undertaken further analysis including an extensive survey of its existing employee household characteristics. This survey, which was undertaken in mid 2009 and encompassed the preceding four year period, elicited approximately 700 responses.

E1.3.2 The key findings from the survey data analysis are:

University employees can be broadly categorised as academic, and research and support staff, of whom the majority are research and support staff (including academic-related staff and academic support staff)

Half of all employees recruited by the University moved to Cambridge following their appointment

Given the University's future growth priorities, the key staff members who will support future growth are post-doctoral researchers—typically from overseas and on 1-year or 3-year contracts

Nearly three-quarters of all academic appointees and two-thirds of all research appointees were individuals from outside the wider Cambridge area

Across all broad categories the proportion of all households with children is very similar with just over a quarter (28 per cent) of all households having children

Overall family sizes for employee households are small compared to the UK national average—of the household units with children, 48 per cent have one child and 44 per cent have two children, and

Over a third of all children are aged between 0-3 years, as are about half of the children whose families moved to Cambridge following appointment.

E1.3.3 These results of the key worker analysis suggest that the housing pattern in Table 10 will be built and, for the purpose of outline planning permission, this was included as an indicative mix:

Unit Type	Occupier Type	No. of Units	% Mix
1 Bed	Single/Childless couples	645	43%
2 Bed	Couples no children Adult(s) with children	585	39%
3 Bed	Adult(s) with children Other Households	190	13%
4 Bed	Adult(s) with children Other Households	30	2%
4 Bed	Multi-occupied houses with 4 individuals	50	3%
Total		1500	100%

Table 10: Indicative Key Worker Housing Profile

[E1.4 Market Housing Profile and Assumptions](#)

E1.4.1 In addition to key worker housing, the North West Cambridge Development includes 1,500 market housing units. Table 11 is based on population and child yield assumptions used by Cambridgeshire County Council to assess open market units.

Children Per 100 Units					
Unit Types	Average Household size	Early Years 0 to 3	Primary 4 to 10	Secondary 11 to 15	16-18 Years
1 Bed	1.5	0	0	0	N/A
2 Bed	1.5	0	0	0	N/A
3 Bed	2.55	20	30	20	8
4+ Bed	3.3	30	50	35	14

Table 11: Market Housing Population and Child Yield

[E1.5 Child Yield—Low Scenario: North West Cambridge Development only](#)

E1.5.1 Tables 12-14 present child yield estimates. These are broken down by year group sizes. Because build-out forecasts are calculated on a calendar year basis and because the Education Funding Agency (EFA)—the statutory body which funds academies and free schools—uses January census data, year group numbers are calculated for December of each school year.

E1.5.2 In Table 12 the split of key worker children in each year group across the Primary Phase is based on the University of Cambridge's household survey data from existing key workers and post-doctoral students for school years 2015-16 and 2016-17. This ratio is then kept constant to provide a key worker child yield profile for schools years 2018-19 through to 2022-23.

Year Group	Dec-15	Dec-16	Dec-17	Dec-18	Dec-19	Dec-20	Dec-21	Dec-22
Reception	14	14	16	19	22	26	29	32
Year 1	17	15	17	21	24	28	31	34
Year 2	9	18	20	25	29	33	37	41
Year 3	9	10	11	14	16	18	21	23
Year 4	7	10	11	14	16	18	21	23
Year 5	6	8	9	11	13	15	17	18
Year 6	9	7	8	10	11	13	14	16
Total	71	82	92	113	132	150	169	188

Table 12: Estimated Child Yield: Key Worker Housing

E1.5.3 Table 13 shows the anticipated child age profile for market housing, based on the market housing units and the expected occupier profile described in Sub-section E1.4. In the absence of detailed data, an even split of Primary Phase children in each year group is assumed.

Year Group	Dec-15	Dec-16	Dec-17	Dec-18	Dec-19	Dec-20	Dec-21	Dec-22
Reception	8	16	18	21	26	31	37	43
Year 1	8	15	17	20	25	30	34	43
Year 2	8	15	17	20	25	30	34	43
Year 3	8	15	17	20	25	30	34	43
Year 4	8	15	17	20	25	30	34	43
Year 5	8	15	17	20	25	30	34	43
Year 6	8	15	17	20	25	30	34	43
Total	56	106	119	139	174	209	243	301

Table 13: Estimated Child Yield: Market Housing

E1.5.4 In planning for the UCTS, it is important to consider the combined education requirements of both the proposed University key worker housing and the proposed market units. Table 14 provides a less optimistic child yield scenario. It consolidates the child yield profile figures from the indicative key worker housing and market housing mixes and the build-out rate for 2015-16 to 2022-23 (as per version 9 of the Masterplan for 2015-16, total build-out and outline planning application for other years). These figures are used as the basis for the low scenario demand (in this Sub-section), staffing structure (in Sub-section D19) and financial plan (in Section G).

Year Group	Dec-15	Dec-16	Dec-17	Dec-18	Dec-19	Dec-20	Dec-21	Dec-22
Reception	22	29	33	39	47	56	64	86
Year 1	25	30	34	40	49	58	66	91
Year 2	17	33	37	44	54	63	73	71
Year 3	17	25	28	34	41	48	55	68
Year 4	15	25	28	34	41	48	55	61
Year 5	14	23	26	31	38	44	51	56
Year 6	17	22	25	30	36	42	49	57
Total	127	187	211	252	305	359	412	490

Table 14: Estimated Total Child Yield—Low Scenario: Development only.

E1.6 Child Yield—High Scenario: North West Cambridge Development only

E1.6.1 The more optimistic child yield ratios and the resulting estimated child numbers are summarized in Table 15. (These estimates are based on the same build-out rates that were provided earlier in Table 9.)

E1.6.2 These higher estimates assume a faster UCTS enrolment growth rate to steady state. They further assume that, as a popular and high performing school, the UCTS will attract families with primary age children into the Development, for both key worker and market housing units.

E1.6.3 Reading from the left, columns 2-4 in the Table 15 provide the assumptions used, by unit type, to estimate the Primary Phase child yield from the Development. These figures are used as the basis for the high scenario demand (in this Sub-section), staffing structure (in Sub-section D19) and financial plan (in Section G).

Unit Types	Child possible per house	House with children	Likely 5-11	Phases 1-2	Phase 2				Phase 3			
				Dec-15	Dec-16	Dec-17	Dec-18	Dec-19	Dec-20	Dec-21	Dec-22	
1 bed	0	0%	0%	0	0	0	0	0	0	0	0	
2 bed	1	50%	50%	82	104	131	157	189	221	253	285	
3 bed	2	50%	50%	75	103	128	152	185	219	252	285	
4 and 5 bed	2	75%	50%	61	95	115	135	168	201	234	266	
4 bed shared	0	0%	0%	0	0	0	0	0	0	0	0	
Total				219	303	374	445	542	640	738	836	

Table 15: Estimated Total Child Yield—High Scenario: Development only

E1.6.4 Table 16 indicates the child yield profile figures from all types of housing on the North West Cambridge Development site. It uses the estimates in Table 15 and splits the child yield ratios across year groups using the same child age profile assumptions as in the Low scenario. This gives an estimated school roll based on the child yield from families moving into the Development as the build-out progresses.

Year Group	Dec-15	Dec-16	Dec-17	Dec-18	Dec-19	Dec-20	Dec-21	Dec-22
Reception	37	49	61	72	88	104	120	136
Year 1	42	51	63	75	92	108	125	141
Year 2	29	50	62	73	90	106	122	138
Year 3	29	40	50	59	72	85	98	111
Year 4	26	39	48	57	70	83	95	108
Year 5	25	36	45	53	65	76	88	100
Year 6	29	37	45	54	66	78	90	101
TOTAL	219	303	374	445	542	640	738	836

Table 16: Estimated Total Child Yield by Year Group—High Scenario: Development only

[E1.7 Forecast Over-Demand & Under-Supply in the North West Cambridge Area](#)

E1.7.1 The figures in Tables 14 (Low Scenario) and 15 (High Scenario) represent the minimum number of pupils who will require places at the UCTS during the build phase. These figures do not take into account current and forecast over-demand for and under-supply of primary places in North and West Cambridge.

E.1.7.2 To set the context for the availability of primary school places in Cambridge, the recent (March 2013) report of the National Audit Office (NAO), *Capital Funding for New School Places*, provides an overview of the under-supply of primary places in the UK, and highlights key areas in which this problem is particularly acute. As shown in Map 2 in Appendix 2, areas highlighted in red indicate a severe projected shortfall in pupil places—greater than a 5 per cent increase in primary places is required. As can be seen, Cambridge falls within the red area in East Anglia.

E1.7.3 The potential demand analysis in this submission also uses existing and forecast over-demand and under-supply of school places in areas adjacent to the Development. This part of the analysis is based on estimates of the Cambridgeshire County Council (which are derived, in turn, from NHS birth data), existing school places and planned increases in areas neighbouring the North West Cambridge site (see the Map 3 in Appendix 3).

E1.7.4 On the basis of these catchment areas, the Cambridgeshire County Council analysis includes the catchments for the following primary schools, all of which are within a 2-mile radius of the UCTS site:

Cambridge North:

- Arbury Primary School (2FE)
- Mayfield Primary School (2FE)
- Milton Road Primary School (2FE)
- St Luke's C of E Primary School (1FE)

Cambridge South:

- Newnham Croft Primary School (PAN* of 34)
- Park Street C of E Primary School (PAN of 18)

Adjacent Areas (Beyond the City of Cambridge)

Girton Glebe Primary School (PAN of 40)

Coton Cof E Primary School (PAN of 16)

* Published Admissions Number

E1.7.5 Of the total places expected to be required, about 83 per cent (according to Cambridgeshire County Council) are actually taken up. For the eight schools in Cambridge North and South and the neighbouring villages of Girton and Coton, Table 17 provides the total estimated over-demand in relation to currently available and planned Reception places in each intake year.

Year	Total	83%
2012-13	91	76
2013-14	139	115
2014-15	131	109
2015-16	103	85
2016-17	111	92

Table 17: Estimated Demand for Reception Places, 2012-13 to 2016-17

Note: These figures are based on NHS birth data and Cambridgeshire County Council school planning data.

E1.8 Evidence of Demand and School Roll

E1.8.1 Based on the above data on build-out, and over-demand for and under-supply of, primary places, child yield figures are presented for the North West Cambridge Development project. These figures are the same as those used earlier in the three UCTS staffing scenarios (see Sub-section D19).

E1.8.2 *Low Scenario, 2015-2022:* Table 18 indicates a school roll that grows from an initial intake of 120 pupils in 2015-16 to a roll of 570 pupils by 2022-23.

Year Group	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Reception	30	30	30	45	60	60	75	90
Year 1	15	30	45	45	60	60	75	90
Year 2	15	30	45	60	60	75	75	90
Year 3	15	30	30	45	60	60	75	75
Year 4	15	30	30	45	60	60	75	75
Year 5	15	30	30	45	45	60	60	75
Year 6	15	30	30	45	45	60	60	75
TOTAL	120	210	240	330	390	435	495	570

Table 18: Pupil Recruitment by Year Group—Low Scenario (in and external to Development)

E1.8.3 Table 18 suggests that there will be an initial intake (2015-16) of 30 pupils in Reception and 15 pupils in each year group across three split-year classes (Years 1 and 2, Years 3 and 4, Years 5 and 6). This modest intake in the UCTS's first year of operation is driven by excess demand for Reception primary places from the forecast population growth, as well as children from the Development. This initial intake forms the basis of the roll-through as the UCTS develops. Added to this initial intake are:

The child yield estimates from the North West Cambridge build-out, based on age of children moving into market housing and key worker dwellings (as is evident in Table 9)

The combined total from the child yield from the build-out and the roll forward from the initial intake

An increasing Reception Year intake based on the child yield from the Development and excess demand and under-supply in adjacent areas, and

A minimal rounding up of pupil numbers in each year group to the nearest 15, so that each year group either has a full class or a split year group using vertical groupings—with this assumption made on the basis that the UCTS will be over-subscribed and (in accordance with the Admissions Code in Sub-section D20) will release classes one by one as the roll grows, while minimising the impact on other local primary schools (see further discussion of this point in Sub-section E2).

E1.8.4 *High Scenario, 2015-2022*: Table 19 indicates a school roll that grows from an initial intake of 120 pupils in 2015-16 to a roll of 630 pupils by as early as 2020-21.

Year Group	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Reception	30	30	60	60	60	90	90	90
Year 1	15	30	60	60	90	90	90	90
Year 2	15	30	60	90	60	90	90	90
Year 3	15	30	60	90	90	90	90	90
Year 4	15	30	60	60	90	90	90	90
Year 5	15	30	60	60	90	90	90	90
Year 6	15	30	30	60	90	90	90	90
TOTAL	120	210	390	480	570	630	630	630

Table 19: Pupil Recruitment by Year Group—High Scenario (in and external to Development)

E1.8.5 Table 19 is based on the more optimistic child yield ratios and the resulting estimated child numbers summarized in Table 16. These child yield figures are then broken down by school year group by using the same proportions as those in the Low Scenario school roll. Class sizes have been limited to a maximum of 90 in each year group. These estimates also allow for a roll-through of pupil numbers across school years. The higher number of in-year admissions in some years has been rounded to the nearest 30 so that each year group has a full class (to avoid splitting year groups and to minimise the need for vertical groupings). Again, this assumption is made on the basis that the UCTS is likely to be over-subscribed and classrooms will be brought on stream more quickly.

E1.9 References

University of Cambridge, Housing Needs Survey (2008)
University of Cambridge, Accommodation Service (2013)

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

Demonstrate how you have made, and plan to make, the school attractive to pupils of all backgrounds and abilities. This should include pupils from deprived or disadvantaged families.

E2.1 School Attractiveness: Introduction

E2.1.1 Sections C and D have already indicated in detail for all groups of children the attractiveness of the UCTS in respect of the opportunities offered for learning through an innovative curriculum. To avoid undue repetition, the emphasis in Sub-section E2 is confined mainly to additional features of the UCTS that may be likely to enhance its attractiveness to children and their families. There are four groups of children worthy of special mention: children from faith backgrounds; children with statements of SEND; ethnically diverse children; and, children from deprived backgrounds. The particular combination of factors summarized in Sub-sections E2.2-E2.5 is expected to re-assure, and to be specifically appealing to, families of these four groups of children.

E2.2. Attractiveness of the UCTS in Respect of Children from Faith Backgrounds

E2.2.1 Families and children of all faiths and faith communities will be made welcome, and will feel welcome, at the UCTS. Because the demographic profile of the post-doctoral component among the residents at the North West Cambridge Development is expected to be internationally diverse, children from a plurality of faith backgrounds are likely to seek admission. On the other hand, the absence of precise demographic data renders prediction conjectural. While there is no formal provision for specific facilities for worship as part of the Development, for the purposes of worship the community centre will be available to faith groups.

E2.2.2 The *Education Act* (1944) requires provision in English schools for faith in two senses: religious education and daily collective worship (of a Christian character). The UCTS will adhere to these legislative requirements. For the purposes of religious education (understood as education in faith) on-going assessment of the volume and diversity of faith communities and their needs will be made during the increase in UCTS admissions until the projected period of steady state enrolments. In the event of the achievement of a potential “critical mass” of faith demand, consultations will be conducted with the relevant UCTS families and, where appropriate, faith groups and communities.

E2.2.3 At the time of writing, staff of the North West Cambridge Development project have been consulting with a faith working group. This group represents eight world faiths. Consultation has been undertaken to ensure that the views of all faith groups are represented as part of the development of the North West Cambridge project and also to nominate people of different faiths to be housed within four units of the total of

1504 key worker units that are intended for this purpose. This consultation has been facilitated by the University of Cambridge's Chaplain to University Staff who is also a member of the faith working group. There have been numerous meetings between the faith working group, the University, the North West Cambridge project team and officers of the Cambridgeshire County Council to discuss overall planning for the scheme (including the on-site community facilities and anticipated use of the UCTS's facilities by the community).

E2.3. Attractiveness of the UCTS in Respect of Children with Statements of SEND

E2.3.1 Apart from the particularly appealing general features of the UCTS curriculum that are likely to prove attractive to all categories of children, there was a thorough discussion in Section 14 of provision for children with statements of SEND. In Section 14 it was made clear that, in respect of curriculum provision and SEND, the UCTS will adhere to the relevant legislative, regulative and codes of practice requirements. In addition, it was pointed out that the school building and environment will be physically safe and aesthetically appealing. Moreover, Sub-section D19 indicates the provision of SEND-related staffing for both the low and high staffing scenarios. Finally, Sub-section D20.2.2 recognizes the over-riding UCTS pupil admission priority that is accorded children with Statements of SEND.

E2.4. Attractiveness of the UCTS in Respect of Ethnically Diverse Children

E2.4.1 A specific commitment to curriculum diversity and inclusiveness at the UCTS is outlined in Sub-section D14.2. There is also acknowledgement (throughout Section D) of an anticipated UCTS pupil population drawn from a diverse range of multi-ethnic and bi-lingual backgrounds and nationalities, which is likely to mirror the University of Cambridge's current research and post-doctoral populations that are drawn from across the world. Likewise, there is provision in Sub-section D11.4.3 of potential additional language provision, in particular foreign language learning. All of these points are re-inforced with specific provision made in Sub-section D15.1 for English as an Additional Language.

E2.5. Attractiveness of the UCTS in Respect of Children from Deprived Backgrounds

E2.5.1 A specific commitment to the inclusiveness of the UCTS's curriculum is outlined in Sub-section D14.2. Moreover, in Sub-section D20.2.2 the required provision for "Looked after" and "Previously looked after" children is summarized as part of the UCTS Admission Code. Finally, as is evident from the low and high staffing scenarios summarized in Sub-section D19, strong provision has been made for the resourcing (through catering) for the nutritional needs (including free school meals—FSM) of all children, along with before- and after-school clubs. One potential group and its needs—children of travellers—has not been mentioned specifically in respect of the UCTS. While there is no current knowledge of a site or sites for travellers within the UCTS catchment, in the event that such a site (or sites) is identified, consultation will be undertaken with traveller groups.

Describe any plans you have for working with other schools, educational establishments or the wider community.

E2.6 Wider Community: Introduction

E2.6.1 Throughout Sections C and D, considerable care was taken to indicate, in both letter and spirit, how the UCTS will be networked and partnered with a number of educational providers, in particular neighbouring primary and Faculty of Education partnership primary schools (see, especially, Sub-sections C2.2, C4.1.7, C5.3 and C8.4) and industry (see Sub-section D6.1). In particular, Sub-sections D20.1.5 and D20.1.6 identified some of the risks that may be potentially prejudicial to such partnerships. Finally, negotiation of primary-secondary student enrolment transition was foreshadowed in Sub-section D7.3.1. Two additional aspects of partnering and networking are highlighted in Sub-sections E2.7 and E2.8 are collaboration with Teaching School clusters and alliances, and links with North West Cambridge community groups.

E2.7 Teaching School Clusters and Alliances

E2.7.1 The University of Cambridge Faculty of Education has sponsored a number of requests from partners which have sought Teaching School status. This has occurred as part of the required designation process conducted by the National College of Teaching and Leadership. At the time of writing, at least two designated Teaching Schools maintain especially close relations with the Faculty, with one school represented on the Faculty Partnership Committee and the other represented on the Secondary PGCE standing Committee (which is co-chaired by that representative and the Head of Faculty). Moreover, staff from these and other Faculty partnership schools perform key roles as seconded mentors in the Faculty's PGCE programmes.

E2.7.2 Through its research and provision of professional learning, the UCTS will significantly strengthen these existing patterns of partnership. As Teaching Schools already play a significant lead role in enhancing the pedagogical capability of the alliances of primary and secondary schools which they head, their capacity and capability to do so will be augmented even further by an additional partnership with the UCTS. The relationship envisaged between Comberton Village College and Histon & Impington Junior School (a current Faculty of Education partner), for example, and the UCTS illustrates the potential rationale and form taken by this pattern of augmented partnering.

E2.7.3 The UCTS will seek to become a partner of the CTSN. This network will be further strengthened and enhanced by a primary UTS. The Executive Headteacher of the UCTS, who will have national experience of system leadership in primary education, will scaffold this aspect of partnership working. The UCTS will offer additional opportunities for professional learning across the Early Years and Primary Phase and will also contribute to primary school development and support.

E2.7.4 It is envisaged that some teaching colleagues at the UCTS will seek to become SLEs and designated as such by the CTSN. The Executive Headteacher and UCTS SLEs will join the CTSN team to support Cambridgeshire and Hertfordshire schools. This work will enhance the role of the Ofsted Regional Eastern HMI team, to support schools across the region that may be deemed to require improvement.

E2.7.5 Another example of cross-school collaboration is the Cambridge School Teachers and Research (CamSTAR) project. CamSTAR is led by [REDACTED] from the Faculty of Education. It is an excellent illustration of the kind of cross-network and cross-partnership collaboration that the UCTS seeks to extend with partner schools. CamSTAR is a non-hierarchical, collaborative research network which works with several hundred teachers and 17 local secondary and primary schools, including the CTSN.

E2.8 North West Cambridge Community Groups

E2.8.1 As part of its liaison with groups with an actual or potential interest in the North West Cambridge Development, the University of Cambridge meets on a regular basis with the North West Cambridge Community Forum. These meetings enable University representatives to update and liaise with local community leaders as plans for the Development progress. The Group provides a useful forum for the exchange of information, views and ideas about the project. In particular, it allows for different aspects of the Development to be discussed in more detail, and enables Group members to hear from experts in highways, sustainability, community provision, design, landscaping etc.

E2.8.2 The following organisations are represented on the Forum:

- Federation of Cambridge Residents' Associations and North Newnham Residents' Association
- Storey's Way Residents' Association
- The Parish of the Ascension
- Cambridge City Council
- Girton College
- Richmond Road Residents' Association
- Windsor Road Residents' Association
- Nineteen Acre Field Residents' Association
- Cambridge Transport Forum
- South Cambridgeshire District Council
- Cambridgeshire Constabulary The Public
- Art Advisory Panel Cambridgeshire Fire and Rescue Service
- Tavistock Road and Stratfield Close Residents' Association
- Oxford Road Residents' Association

E2.8.3 On [REDACTED], the [REDACTED] ([REDACTED]), a [REDACTED] ([REDACTED]) and the [REDACTED] ([REDACTED]) attended the North West Cambridge Community Forum. They provided an overview of the early plans for the UCTS and explained its foreshadowed relationship to the North West Cambridge Development. There was an opportunity for questions and discussion. There will be further consultation with the local community and additional information will be provided at a subsequent Forum meeting during 2013, following which there will be regular updates with local residents, local service providers and local government representatives on the plans for, and the progress of, the project.

E2.8.4 A survey instrument is being developed and will include questions on the following matters:

- Likelihood of, and reasons for, families nominating the UCTS as the first choice school for their children
- Preferred year group for which children would be eligible for September 2015 admission
- Extent of support for the ethos and objectives of the UCTS as the first primary UTS in England, and
- Thoughts about the development of the UCTS.

E2.8.5 At the time of writing, there has been consultation with representatives of local community groups but no survey has been undertaken of potential demand for UCTS places. A survey was deemed be premature during the development of the details of the UCTS and its unique offer. Such a community survey and a survey of University key workers, however, is anticipated prior to UCTS opening. Resident groups that are represented on the North West Cambridge community forum (see Sub-section E2 and <http://www.nwcambridge.co.uk/community.php> for further information) will be circulated along with groups such as the University's post-doctoral forum.

Section F: Capacity and Capability

Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

F1 Trust and Governing Body

F1.1 A charitable corporation, UTS Cambridge, will be the operator. Its directors will act as trustees of the charity and the governing body of the UCTS. The corporation will be the employer of the Executive Headteacher and the teaching staff. The directors are expected to comprise between 10-15 persons, including persons appointed by the University of Cambridge, the staff of the UCTS and the parents, and are likely to include the Executive Headteacher. The period of office will be prescribed by the memorandum and articles of the corporation.

Show how you will access appropriate and sufficient educational expertise to deliver your vision.

F2 Delivery of Vision

F2.1 As indicated in Section C, the vision for the UCTS is to be an inspiring learning community that is educationally innovative, research-informed and world-leading in its provision of exemplary teaching and learning practice. In particular, the UCTS will be a centre that provides a unique combination of teaching, ITE, professional learning and research.

F2.1 Resources

F2.1.1 Evidence of the strength of the capabilities to which the UCTS has access, in respect of the training and research functions performed as part of the UTS component, is compelling.

F2.1.2 In its inspection report on the Faculty of Education's EY&P PGCE, Ofsted (2011, p. 5) drew attention to the outstanding quality of the teaching of Faculty staff on that programme. In addition to what Ofsted was summarized in Sub-section C8.4 as saying, Ofsted (2011, p. 5) also noted that the impact of "consistently high quality of personal, academic and professional support and challenge for individual trainees" was "high completion rates, outstanding levels of attainment and good or outstanding progress".

F2.1.3 In respect of the quality of the programme experienced by ITE students and its impact, Ofsted (2011, p. 5) drew attention to: "the effective blend of trainers' expertise together with the significant attention paid to current national and local initiatives, including systematic synthetic phonics, behaviour management and meeting the needs of a range of learners, resulting in a marked, positive impact on trainees' confidence and practice".

F2.1.4 In respect of the research capability of Faculty of Education staff, the Faculty received for the Research Assessment Exercise (RAE) 2008—the most recent national assessment of research quality—an overall quality profile with 65% of its research output rated as internationally excellent (at or above 3*), and 85% of its research environment. The details of this assessment are available at: <http://www.rae.ac.uk/Submissions/submission.aspx?id=45&type=uo&subid=2731>

Show how you will access appropriate and sufficient financial expertise to manage your school budget.

F3 Budget Management

F3.1 Due acknowledgement has been accorded to the need for high quality UCTS financial and budget expertise in the discussion of the Low and High staffing scenarios in Sub-section D19. Additional detailed discussion of the priority and significance of this expertise, including its justification and associated costs, is provided in Section G.

F3.2 Further to this point, it is important to note that there is significant financial expertise within the University of Cambridge itself to provide financial governance and oversight. The intention is that the Financial Controller (the UCTS's senior administrator) will be a qualified finance practitioner with direct responsibility for managing the school finances on a day to day basis. In addition, the University of Cambridge has commissioned the advice of BDO LLP, a leading business advisory firm, with recognised expertise in Academy finance, to support this application and the setting up of the UCTS.

Show how you will access other relevant expertise to manage the opening and operation of your school.

F4 Access to Other Relevant Expertise

F4.1 A key senior appointee, who will provide strong research leadership at the UCTS to enable it to fulfil its national and international mission, is the Clinical Professor. Decisions about the specification of the role profile, and determination of the processes for selection and appointment, will be made by the University of Cambridge.

Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

F5 Recruitment of Principal, Staff and Governors

F5.1 Recruitment of the Executive Headteacher

F5.1.1 Following DfE endorsement of this UCTS proposal, the most significant priority appointment is recruitment by the University of Cambridge of the Executive Headteacher. This is the highest priority because in the lead-up to the opening of the UCTS in September 2015 this appointee will be required, *inter alia*, to:

Work with the UCTS architect, the North West Cambridge Development Project Director and team, and other specialist services at North West Cambridge

Work with the directors of the UTS Cambridge trust to select UCTS teaching staff

Liaise with neighbourhood and partnership schools, and the North West Cambridge community, and

Work with Faculty of Education colleagues to co-ordinate training, research and professional development priorities.

5.1.2 The University of Cambridge will frame a position description and remuneration package for the Executive Headteacher, advertise this post nationally and make a selection. Indicative selection criteria to be met by prospective appointees are likely to include:

Extensive experience as a primary school headteacher

Experience as a National Leader of Education (NLE)²

Headship of a school or schools rated as “Outstanding” by Ofsted

Evidence of a significant national profile and engagement in shaping education policy, and

Masters degree level qualifications.

F5.2 Recruitment of Staff

F5.2.1 Teaching posts will be advertised nationally. Indicative selection criteria to be met by prospective appointees are likely to include:

Extensive experience as primary school teachers

Specialist expertise in key areas of the Early Years and/or Primary Phase curriculum

Masters degree level qualifications, and

(In some cases) Eligibility and suitability to undertake an EdD or PhD.

² National Leaders of Education (NLEs) are outstanding headteachers who, with their staff, assist schools in challenging circumstances. See:

<http://www.education.gov.uk/nationalcollege/index/support-for-schools/national-leaders-of-education.htm>

F2.2.2 Prior to the advertisement of vacancies, the Executive Headteacher will work with the trust and governing body (and, if required, officers of the University of Cambridge), to frame teaching job profiles, terms and conditions of appointment, and establish a selection and appointment process.

F5.3 Recruitment of Governors

F5.3.1 Sub-section F5.1.1 indicated that UTS Cambridge (registered company) will be the trust and governing body for the UCTS. Following determination of the articles and memorandum of association, the University of Cambridge will appoint directors of the corporation. In doing so it is likely to identify and draw on a range of relevant skills and expertise from among existing staff of key departments, many of whom have had extensive experience as school governors and as chairs of governing bodies.

F6 Reference

Ofsted (2011) *University of Cambridge: Initial Teacher Education Inspection Report*, 18 pp.

Section G: Initial Costs and Financial Viability

Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.

██████████

██████████

Section H: Premises

H1 Site Choice

H1.1 The UCTS is part of the [REDACTED], for which outline planning permission has been granted to build up to 3000 residential units (1500 of which is key worker housing for the University and Colleges and 1500 market housing). As part of this Development, [REDACTED] is required [REDACTED] to provide community facilities that include a 2.3-FE primary school. [REDACTED].

H2 Site Address

H2.1 The overall Development site is 150 hectares, in an area on the edge of the City of Cambridge. As is shown in Map 1 in Appendix 1, this roughly rectangular site is bounded by [REDACTED]. About 100 hectares will be developed and about one-third of the site (i.e., 50 hectares) will be open space.

H2.2 Part of the site lies within the jurisdiction of the Cambridge City Council and part within the South Cambridgeshire District Council. The primary school will be located adjacent to, and as part of, the local centre of the scheme within which other community facilities are located. This is shown in the map in Appendix 1, where the primary school site is indicated in red.

H3 Site Current Use

H3.1 Currently, the site comprises [REDACTED]. The site was released from its Greenbelt status through an Area Action Plan that was approved in 2009 following a public inquiry. The first phase of the scheme is now subject to Reserved Matters Applications during 2013 to [REDACTED]. Outline planning consent for the entire scheme was granted in February 2013, together with an S106 legal agreement. A Reserved Matters Application for the school site is expected to be submitted later in 2013.

H4 Site Current Freeholder

H4.1 [REDACTED].

H5 Site Description: Size (in m²) and Proposed Pupil Numbers

H5.1 The site for the UCTS is a level rectangular area with its own playing fields, adjacent to new public playing fields and a new public park. It is also immediately adjacent to a 100-child capacity workplace nursery that will be built, owned and operated by [REDACTED]. In addition, the school will be adjacent to a new 650m² community centre which, among other facilities, will include a hall large enough to seat 180 people.

H5.2 New premium bus routes will operate adjacent to the UCTS building with bus stops serving the school and other community facilities close to the entrance to the school site. Designated cycle routes will also serve the school development and these will operate immediately outside the school entrance.

H5.3 The school site comprises an area of about 3 hectares, including the school building, hard and soft play areas, and its own playing fields. The total size of the building, including teaching and core areas, EAL- and SEN-dedicated areas and the UTS-specific area is 4,331m². This is broken down as follows:

Teaching and core areas: 3,587m²
 EAL/SEN: 340 m², and
 UTS: 404m².

H5.4 The proposed pupil numbers are 630 (3-FE). Adequate space for 420 pupils (2.3-FE) reflects the Section 106 obligation for the University of Cambridge.

H6 Site Tenure and Availability

H6.1 The site is available as part of the North West Cambridge Development and will be subject to a separate Reserved Matters planning application. The nature of legal tenure will be a 125-year lease from the [REDACTED]. New main services will be immediately available to the site and no other services will have access through, under or above the site.

H7 Site Suitability for Delivery of the UCTS Education Vision.

H7.1 The UCTS site will be purpose-designed and will serve the entire North West Cambridge Development. The draft accommodation schedule included in the cost breakdown submitted to EFA Capital and the DfE provides for the following:

Standard teaching and core spaces required for a 3-FE primary school. This includes EAL- and SEN-specific areas which are itemised separately, but would be included in the BB99-defined area for a standard primary school of that size, and

Additional teaching and administrative areas that specifically support the UTS-elements of the school's operation. These are summarized in Table 28.

Space Description	Unit Area (m²)	No. of Units	Total Area (m²)	Use and Rationale
Auditorium that can be subdivided:	100	1	100	Large meeting or conference room to accommodate 70 people for seminar- and lecture-style activities to support the dissemination or research findings to ITE trainees and wider local and regional partnership audiences

4 UTS Meeting Rooms	25	4	100	The large conference room can be divided into four smaller UTS meeting rooms for internal and external dissemination of findings with ITE trainees and representatives from local and regional partnership schools
UTS Staff Office	20	1	20	Area for internal UTS staff meetings and to be a dedicated UTS staff room.
Executive Headteacher Office Space or Meeting Room.	15	1	15	Dedicated office accommodation for Executive Headteacher which includes facility to hold small meetings
Office Space for the Clinical Professor	10	1	10	Dedicated office accommodation for Clinical Professor
Office Space for SLEs	16	3	48	Office space for specialist leaders for education—assumes up to 3 SLEs per office.
Observation areas	4	21	84	Additional classroom or observation area to facilitate training and observation in the classroom, while minimizing disruption. These to be designed so that one observation area could be shared between two classrooms, and then also used as a small group room of 8m ² .
Additional Staffroom Space	25	1	25	Extra area as part of main school staff room to accommodate additional UTS staff
UTS Staff Toilet	10	1	10	Staff toilet for additional UTS staff
Circulation			68	Additional circulation, plant and partition area to support additional UTS spaces
Plant			9	
Partitions			15	
Total Area		33	404	

Table 28: UTS-Specific Spaces: Use and Rationale

H8 Capital Investment: Funding Sources to Support Site Acquisition.

H8.1 [REDACTED] has commissioned [REDACTED] (Cost Consultants) to provide, as part of a cost analysis, a series of detailed estimates, the break-down of which is:

- The cost of the 1-FE teaching area and 2.3-FE core areas
- The costs of the uplift from a 1-FE teaching area and 2.3-FE core area to a 3-FE teaching and core area
- Separate (but core) SEN and EAL costs for a 3-FE primary school, and
- The additional capital costs to provide the extra specific UTS spaces.

H8.2 The basis of the UCTS proposal is that the [REDACTED] is responsible for the cost of providing the 1-FE classrooms and 2.3-FE core—as

required by its Section 106 obligation for the Phase 1 Development—while the objective is to build from the outset a 3-FE school. The reason, as has been suggested in Section E, is to meet anticipated demand from the new school's catchment area, while also minimising disruption through building out the school on an incremental basis.

H8.3 At the request of the EFA, a value for money (VFM) and benchmarking analysis has also been undertaken of the UCTS project costings. This analysis outlines the additional finance sought by the [REDACTED] from the DfE to fund an uplift in the school's capacity as part of the Phase 1 development. At the same time it provides the basis of the VFM business case.

H8.4 This analysis considers the project costs, as advised by [REDACTED], and the additional uplift costs from a 1-FE teaching and 2.3-FE core space to a full 3-FE teaching and core space (but without the inclusion of nursery spaces). The base cost has been estimated @ [REDACTED] per m². The analysis also presents two scenarios: Inclusion of UTS spaces in the floor area and Exclusion of UTS spaces from the floor area. The key results of the analysis are:

[REDACTED]

H8.5 As part of this analysis, [REDACTED] considered two key metrics as the basis for the VFM case: per pupil and per m².

H8.6 With recent new-build school project costs (i.e., previous two years) averaging [REDACTED] per pupil, the following figures compare favourably:

On the basis of additional primary provision for 630 pupils (i.e., 3-FE), the amount of the uplift requested from the DfE represents a cost per pupil of:

- [REDACTED] (cost of additional UTS space included) or
- [REDACTED] (cost of additional UTS space excluded), and

On the basis of additional primary provision for 420 pupils (i.e., the uplift from 1-FE teaching space, to 3-FE teaching space), the amount of the uplift requested from the DfE represents a cost per pupil of:

- [REDACTED] (cost of additional UTS space included) or
- [REDACTED] (cost of additional UTS space excluded).

H8.7 In respect of the EFA's all-in cost quotation of £1,600/m², the following per m² figures also compare favourably:

On the basis of an uplift cost [REDACTED] (i.e., 1-FE teaching space and 2.3 core space to 3-FE teaching and core space, including UTS-specific space) and a total uplift area of 3,805m² (i.e. 3-FE teaching and 3-FE core, including UTS specific space): [REDACTED] per m², and

On the basis of an uplift cost of [REDACTED] (i.e., 1-FE teaching space and 2.3 core

space to 3-FE teaching and core space, excluding UTS-specific areas) and a total uplift area of 3.401m² (i.e. 3-FE teaching and 3-FE core, excluding UTS-specific space): [REDACTED] per m².

H8.8 Revised figures are presented in Table 29. These are calculated on a lower per m² cost of [REDACTED]—using as a basis the lowest cost benchmarking data achieved by recent similar schemes.

[REDACTED]

Table 29: Indicative Minimum UTS Construction Cost Summary

H8.9 As the figures in Table 29 indicate, the total cost of the new school and the build-up of the contribution sought from the DfE, in the form of grant aid, is [REDACTED] (The full cost, indicative accommodation and benchmarking information that provide the basis of these estimates are included in Appendix 6.)

Section I: Due Diligence and Other Checks

Note: Paragraphs 6.44-6.53 are extracted from “Free Schools in 2014: How to Apply”. These suggest that for applicants wishing to establish free schools, the DfE may conduct a due diligence check, although this is unlikely to be required when “some applicants are already well known to us” (para 6.47).

6.44 We will carry out a number of checks on those applying to establish a Free School and any other person who will be involved in the management or running of a school. These will include due diligence checks, credit checks, and enhanced Criminal Records Bureau checks and may include police and other checks necessary to ensure that only those who are suitable to do so are able to set up and run a Free School. Personal information provided as part of the application process, including the information requested below, may therefore be passed to third parties for these purposes.

6.45 In order to be able to carry out these checks we require applicants to provide certain personal information. The form is available [here](#).

6.46 We must receive these forms by 6pm on 4 January 2013. When completed please send the due diligence forms directly to the Due Diligence Team (see paragraph 7.5). These forms should remain separate from your main application and be submitted in hard copy only.

6.47 Some applicants are already well known to us and have a proven track record in setting up new publicly-funded independent schools. In such cases, it is unnecessary to conduct further due diligence checks to establish their suitability to set up a Free School.

6.48 Therefore, we will not require such applicants to submit Section I suitability and declaration forms. The applicants covered by this arrangement are those where all the following conditions are met:

- the Department has an existing relationship with the applicant; and
- the applicant has a proven track record in setting up and running sponsored Academies; and
- these sponsored Academies form part of an existing Multi-Academy Trust.

6.49 This will mainly affect a small number of chains who already work with us and are already established Academy sponsors. If you are not sure whether this applies to you, please contact due.diligence@education.gsi.gov.uk.

6.50 For the purposes of the Data Protection Act 1998, the Department for Education is the data controller for personal information supplied on these forms and for ensuring that this information is processed in accordance with the requirements of the Act. Any third parties processing personal information on behalf of the Department for Education will be acting as its data processors. The Department for Education 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 application process. All personal information supplied in these forms will be destroyed when it is no longer needed for the purpose of the due diligence process.

6.51 Applicants who refuse to provide any of the information requested may be asked to withdraw from the process and from any subsequent involvement in the Free School in order for the application to be considered.

6.52 It is our policy that where an applicant is judged to be unsuitable to be involved in the operation of a Free School, he or she may be offered the opportunity to withdraw from the application process. Where an applicant declines to withdraw, the application may be refused.

6.53 Where an application is refused on the grounds that an individual is deemed unsuitable, the applicants will be informed that it is not assessed to be in the interests of the Free Schools programme to progress the application with the involvement of that individual. Fuller reasons may not be provided.

Appendices

1: Map 1: North West Cambridge Development with School Site	p. 106
2: Map 2: Under-Supply of UK Primary School Places	p. 107
3: Map 3: City of Cambridge Primary School Catchments	p. 108
4. Copies of Financial Model Worksheets (Low Scenario)*	p. 109
5. Copies of Financial Model Worksheets (High Scenario)*	p. 124
6. Indicative North West Cambridge Primary School Costs	p. 139

* In accordance with the Free School guidelines, these income and expenditure data have been summarized in templates and spreadsheets as required by the DfE.

Appendix 1

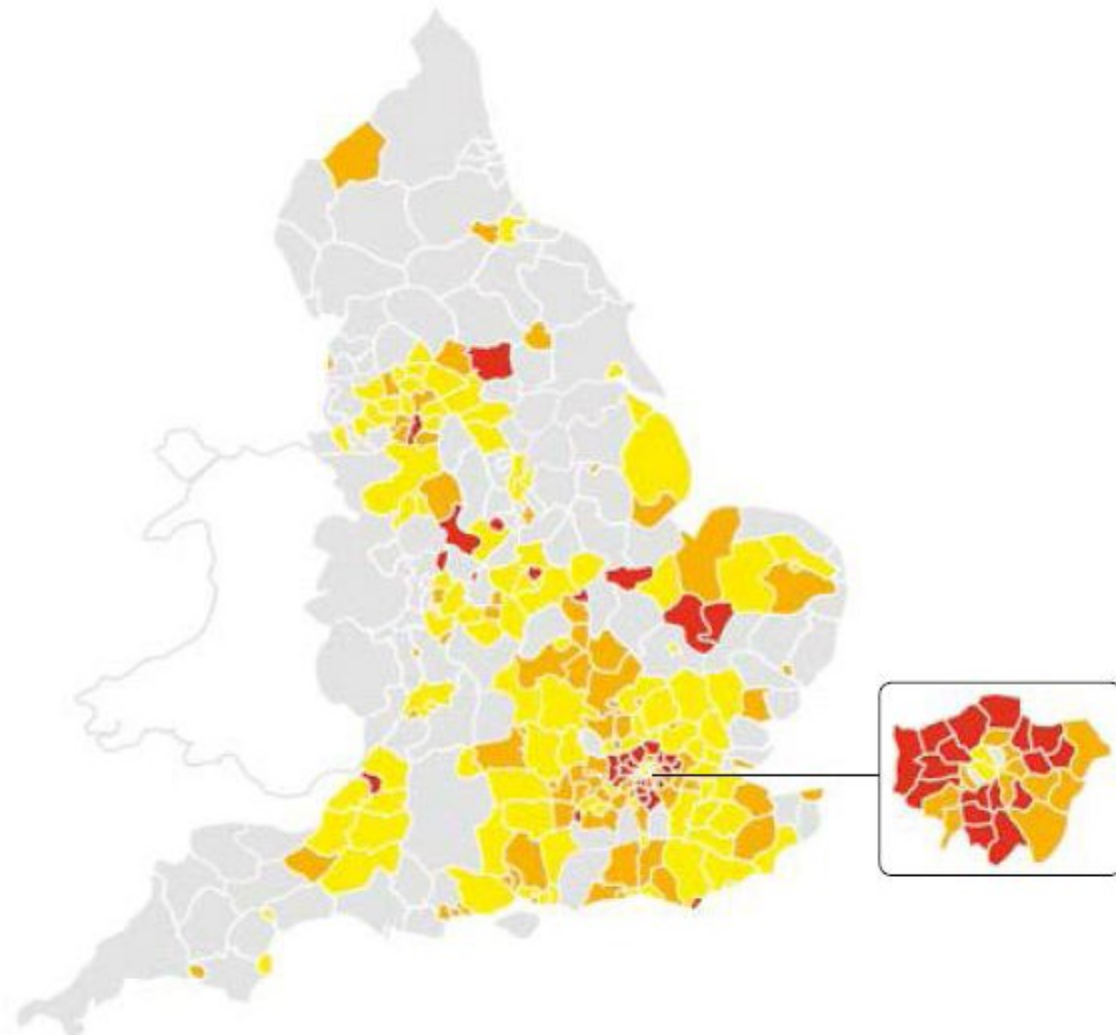


Map 1: North West Cambridge Development with School Site (March 2012).

Appendix 2

Primary places required across England by 2014/15

Increasing pressure for primary school places will become severe in some parts of the country, in particular, in London



- None: district with a projected surplus of greater than 5 per cent
- Moderate: district with a projected surplus of less than 5 per cent
- High: district with a projected shortfall of less than 5 per cent
- Severe: district with a projected shortfall of greater than 5 per cent

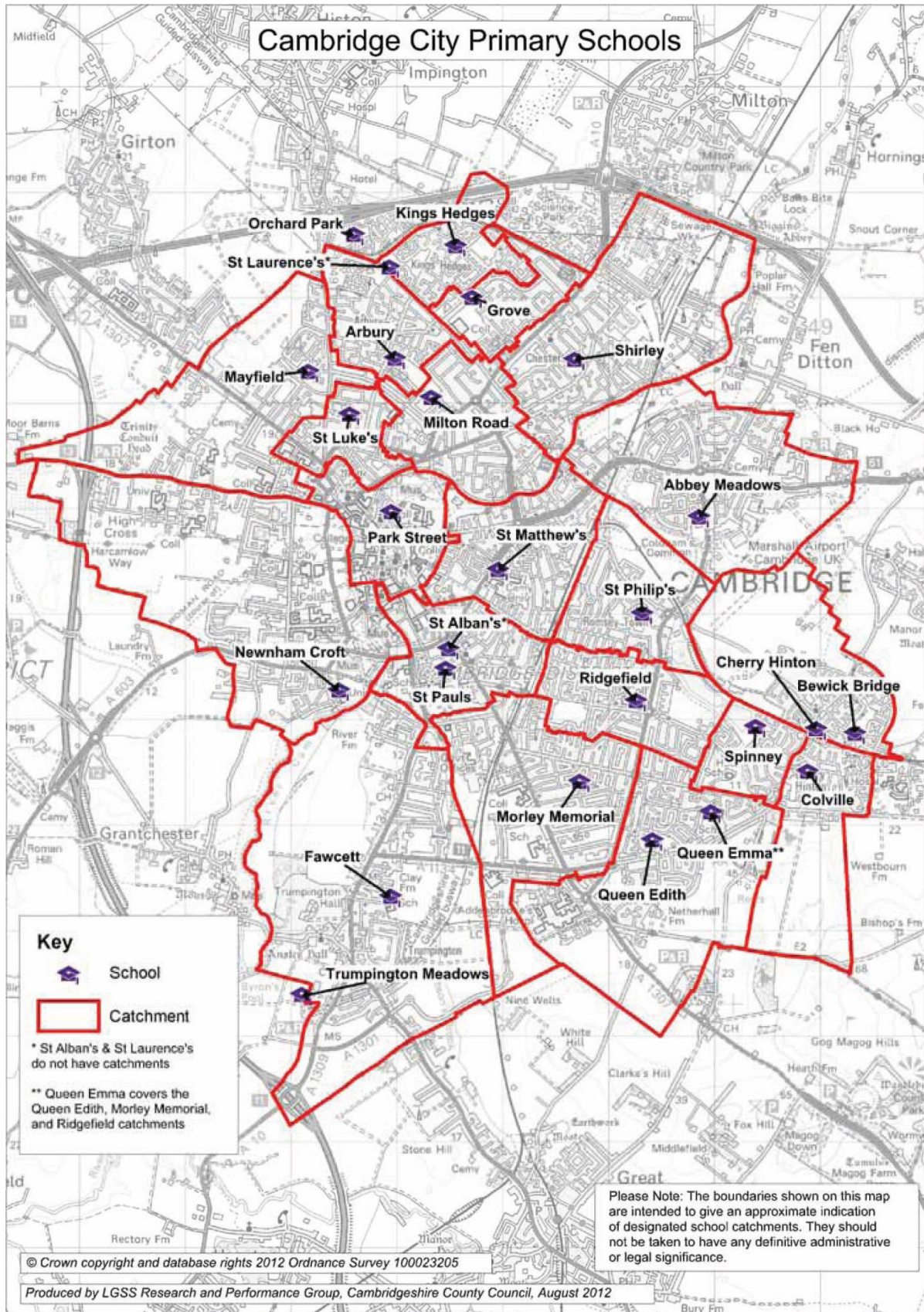
NOTE

- 1 Need is defined as the number of additional pupils as a proportion of capacity. It is assumed each district needs a minimum of 5 per cent surplus to ensure some parental choice and to allow for operational flexibility.

Source: National Audit Office analysis of 2012 School Capacity data.

Map 2: Under-Supply of UK Primary School Places

Appendix 3



Map 3: City of Cambridge Primary School Catchments