



SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)  
[Jump to further details about the group](#)  
[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	6563
Name of proposed school:	HUNSLEY PRIMARY
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	SOUTH HUNSLEY SCHOOL AND SIXTH FORM COLLEGE EASTDALE ROAD MELTON NORTH FERRIBY HU14 3HS
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group:	THE ACADEMY TRUST (SOUTH HUNSLEY SCHOOL AND SIXTH FORM COLLEGE) CONFIRMED PENDING CONVERSION TO MULTI ACADEMY TRUST
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	HUNSLEY TRUST
Company address:	SOUTH HUNSLEY SCHOOL AND SIXTH FORM COLLEGE EASTDALE ROAD MELTON NORTH FERRIBY HU14 3HS
Company registration number:	7542211
Date when company was incorporated:	24/02/2011
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please give the names of all company members:	

Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	Not Known
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**Further details about the group**

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.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	WE ARE PENDING THE DECISION REGARDING OUR SPONSOR STATUS, HAVING HAD OUR REVIEW MEETING AT THE END OF NOVEMBER 2013. WE CURRENTLY AWAIT FURTHER CONFIRMATION.
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	6563
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Outstanding
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136667">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136667</a>
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136667">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136667</a>
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

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; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
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<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>NA</p>
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. 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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>NA</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>NA</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>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:</p>	



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[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. 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. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	
In which local authority is your preferred location?	East Riding of Yorkshire
Proposed opening year:	2015
Age Range:	4-11
If 'other' please specify	NA
Will the school have a sixth form?	No
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
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:	No
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
If you answered yes to either of the above questions, please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	NA
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	Other
If other, please specify	
Maximum capacity of proposed free school:	210
Please say which year groups the school will have in first year and the PAN for each	RECEPTION - 30 YEAR 1 - 30
Date proposed school will reach expected capacity in all year groups:	2020
Will your proposed school include residential provision?	No

If 'Yes', please give further detail:	NA
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	NA
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Please say how many people will sit on your governing body:	6-10
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**Use of freedoms**

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	No
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Will you adopt non-standard terms and conditions for teachers?	Yes
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	WE WILL ADOPT ELEMENTS OF THE NATIONAL CURRICULUM, HOWEVER WE WILL LEAD WITH MATHEMATICS AND SCIENCE. WE WILL OPERATE A STANDARD SCHOOL DAY,
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## Draft Section C: Education vision

### 1) Rationale: Why is Hunsley Primary needed in our particular area?

There are four fundamental elements to our rationale:

- 1ai) Population increase in local housing development
- 1aii) Parental demand and Basic Need
- 1b) Unique science and mathematics specialism for parental choice
- 1c) Outstanding provision – pedagogy, curriculum, transition strengths

Across the East Riding of Yorkshire, Ofsted ratings show a widespread pattern of significant underperformance. Moreover, not all local schools have been judged under the rigorous current framework. In the summary report of November 2013

- **31% of primaries were graded Requires Improvement or Inadequate** compared to the national average of 22%
- 61% of secondaries were graded RI or I, compared to the national average of 28%
- Only one secondary has been judged to be outstanding (South Hunsley)

The vast majority of schools are Local Authority schools. Hunsley Primary is the first proposed free school in the LA area. Only 8 of the 149 schools in the ER are academies, 3 of which are primary schools. **Hunsley Primary will bring parents much needed choice in an area deemed one of the worst for academic performance in the country. Hunsley Trust will bring time-served and parentally-trusted ‘outstanding’ school-improvement expertise to the strategic management of the school.**

In the 2012/13 admissions cycle, one in four East Riding primaries did not have enough places for September 2013<sup>1</sup>. Out of the 3,041 primary school applicants in the local authority area in 2012/13, 43 pupils could not be given places at any of their three chosen schools. This is the climate of oversubscription currently facing the area (**1aii Basic Need**). Horncastle Group<sup>2</sup> and Redrow Homes have gained planning permission for 750 houses (two, three and four bedroomed properties to be built from 2014 to 2022 on the 123 acre site known as ‘Brough South’ (**1ai Local Housing Development** See Fig.C1)

Fig.C1 Brough South Development Plans



In consultation feedback to the planning proposal in 2012, local residents made clear their high levels of concern about the additional pressure on school places created by the development (and subsequent planned developments in nearby Welton). According to the LA’s projections (See Section E) even without the proposed development, there is predicted instability of school places across the Brough area (Brough, Elloughton and Welton primaries are the three local schools). Hunsley Primary, donated by Horncastle to

<sup>1</sup> <http://www.thisishullandeastriding.co.uk/Baby-boom-strain-region-s-schools/story-18732267-detail/story.html#axzz2f9fA5rQ4>

<sup>2</sup> <http://www.thisishullandeastriding.co.uk/Yes-750-new-homes-Brough/story-18836493-detail/story.html#axzz2f9fA5rQ4>

meet '106' requirements, will therefore alleviate this instability, making response to **parental and community demand (1aii)** a key element of the rationale (See Fig.C2).

Fig.C2 Consultation Sample: Brough South Public Meeting<sup>3</sup>: Dec '12, South Hunsley

55 out of 95 people who responded were concerned about already oversubscribed schools	
██████████	
██████████	
██████████	
██████████	
██████████	

It is proposed that, at full capacity, Hunsley Primary should be a 210 roll, 4-11 years, one-form entry primary school, taking children in Reception through to Year 6. To build the vision over six years until full capacity is reached, the phasing of enrolment would begin in the first year with YR and Y1<sup>4</sup>. Plans for the design of Hunsley Primary have been developed by ██████████, in consultation with the Free School proposers and primary expert consultant advisers. These plans exist in their final form, it having been agreed by the Trust that their design fully addresses the specific requirement for a technical room, outdoor learning spaces and classroom layouts required for our curriculum.

This is essentially a unique opportunity to strengthen transition of pupils from primary to secondary, ensuring rapid progress via systematic, embedded transition arrangements and long-term monitoring of performance from YR to Y13. We also see the great benefit of linked governance and central service as the demand for places grows, as explored further in Section F. We have produced a report summarising expansion planning (See Fig. C3a and b) to ensure that the secondary school has the capacity to address the increasing roll from 2000 to 2500. Admissions numbers for 2014 already show the positive impacts of the 'Outstanding' rating achieved by South Hunsley in May 2013: parents are actively choosing to apply to the Trust as opposed to their local secondary options – we have no doubt the primary will draw similar demand.

Fig.C3a Headlines - Report 12 Form Entry Capacity South Hunsley School, Sept 2013

<b>12 Form Entry:</b> Due to increasing class sizes and the future housing developments, the school will be moving towards a 12 form entry in the year 2014. 12 forms of 29 students gives us capacity for 348 pupils in each year group. Current students in catchment are as follows: Year 6: 297 (Applications including out of catchment currently 350-80); Year 5: 326; Year 4: 311. The first new houses go on sale at the end of 2014 and we could see many in-year admissions. (2012-13 IYA for KS3 and 4 = 33 and for KS5 = 32 new students)
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Fig.C3b LA Report: Impact of developments (Brough South & St Modwens<sup>5</sup>)

Additional Students	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
11-16	21	43	64	85	106	126	145	163	160	155
Post 16	5	10	14	18	22	26	29	33	31	30

**1b) A key national and local priority** is to develop excellence in maths, science, engineering and technology, so that the UK can compete in the global market; in line with

<sup>3</sup> The meeting took place following an 18,000 leaflet distribution in Brough, Elloughton, South Cave, North Cave, North Ferriby, Brantingham, Ellerker, Melton and Welton

<sup>4</sup> It is suggested that Y1 be included at this stage; however, we may review to open with R only.

<sup>5</sup> St Modwens' Melton not yet received planning permission, but would have serious impact on primary places



this priority, the Hunsley Primary vision is for **a science and maths specialism. Maths underpins the modern world in which we want our pupils to flourish.** Investment in the renewables<sup>6</sup> industry in the Humber Enterprise Zone (such as Green Port Hull<sup>7</sup>) is a priority and the area is setting out its stall as a leading green energy hub. The Brough South development will draw on its discounted business rates to build an ambitious but sustainable local business, industry and residential community. This investment offers a significant opportunity for Hunsley Primary to maximise contact with STEM industry expertise and to equip our own pupils with the interest, skills and knowledge to reinvest in the local and national workforce. Nationally, the shortfall in an expert mathematics and science skills base has been recognised: ‘In international rankings of excellence in maths, the nation has fallen from 8<sup>th</sup> to 28<sup>th</sup>, in science from 4<sup>th</sup> to 16<sup>th</sup>,<sup>8</sup> data seemingly set to continue in recent international testing. **Each member of staff recruited to teach at Hunsley Primary will receive extensive maths teacher training<sup>9</sup> as a member of the Trust, to ensure that the standard of teaching is excellent in every classroom.**

It is clear from the uptake of optional science and mathematics courses at South Hunsley in Year 9-10 and 11-12 that the children and parents in this area value these subjects (see Fig. C4). We wish to build upon this by developing an outstanding maths curriculum at the earliest age to engage young pupils, and sustain through transition, ensuring that there is no ‘dip’ in attainment at the start of KS3. The concepts students struggle with when they begin maths and science at secondary level (such as variables in experiments and algebra, where a depth of KS2 understanding has not been established) could be addressed early through our delivery model where secondary maths experts train, teach and plan intervention with primary colleagues. Through leadership in maths and science provision at Hunsley Primary, and by creating a model for other primaries in the area, we will be able to **raise standards across the local community.**

Fig.C4 Options for Maths and Science 2013-14

	Total No. Students	Triple Science	Addition al Science	iGCSE Further Maths	AS Biology	AS Chemistry	AS Further Maths	AS Maths	AS Physics
Year 10	320	227	83	86					
Year 12	226				64	51	12	107	32

It is also clear from the numbers of pupils (63 out of 153) remaining in the area when entering higher education that the value placed on locally-delivered academic education remains high. The numbers of pupils pursuing a STEM-related course at university also implies the value of continual investment in these curricula areas (See Fig. C5). Where there is a necessity at present to provide ‘Maths for Physicists’ enrichment at KS4 and 5, we have identified that our most able pupils (in spite of the excellent outcomes at KS4) may lack the confidence in key concepts to reach the highest grades in Y12 of their courses. Early confidence in maths will accelerate the progress made by our mathematicians across key stages.

<sup>6</sup> [The renewables] sector has potential to become one of strategic economic importance to the UK, supporting a broad and deep supply chain and exporting technology and expertise all over the world’ p3 *HM Government Offshore Wind Industrial Strategy Summary*, August 2013

<sup>7</sup> <http://www.greenporthull.co.uk/>

<sup>8</sup> Vince Cable / George Osborne P1 HM Treasury BIS, *The Plan for Growth*, March 2011

<sup>9</sup> We have held accredited status with the NCETM for our training and development programmes in maths



Fig. C5 Year 13/14 Destinations Summary 2013

56 of 153 students (37%) enrolled on HE and FE courses with a STEM focus in 2012/13

14- Maths and Economics      9 - Engineering and Technology

7 – ICT      26 - Science and Medicine

**1c Outstanding provision:** At present, only one feeder primary school in the partnership is rated 'Outstanding' by Ofsted - Multi Academy Trust and close partner, Swanland Primary. The specialisms of Swanland – creativity and literacy – complement Hunsley Primary's STEM specialism and, along with Hook Primary in Goole, Swanland will be a **significant partner in both pre and post-opening stages**. We are currently embarking on G&T maths and literacy projects, to maximise the achievements of the most able students in Y6. As the project progresses, we will roll out to the Hunsley Primary to build on best practice. Through this partnership we will achieve the highest standards in literacy, as well as our focus subjects of maths and science. As we raise the level of attainment in primary schools, we acknowledge the need to increasingly develop practice at secondary level, to ensure we continue to add value.

Furthermore, **existing primary schools** in the local area do not offer the timetable-free, enquiry-based, personalised learning methods planned for Hunsley Primary, with its freedoms for flexible learning – inspired by the [REDACTED], [REDACTED]. We have identified in our own secondary students a lack of independent enquiry and resilience in study, which we feel is a result of the general methodology at primary level. We wish to embed these qualities from the earliest stage. We certainly aim for excellence in teaching, therefore the decline in ITT uptake for maths and science specialists at primary level<sup>10</sup> is a concern we wish to address by working with Hull University and EBOR TSA (our main sources of ITE) to identify the best ITTs. Moreover, it is our plan to link our secondary specialist staff to the primary to create specialist 'transition' teachers who deliver across the phases. There is certainly a requirement in existing feeder primaries, as the **demand for our AST in maths** ([REDACTED]) has proven – [REDACTED]. We have identified this requirement in science since 2011, creating a science transition teacher too. The support for STEM development in our primaries is mirrored in the work we have done with partner secondaries too – our support of special measures schools has always led with a maths focus. Instead of sending South Hunsley staff to feeder primaries, which is a deficit model, we could bring partnership primary staff to Hunsley Primary for significant training programmes. Local Authority provision for Extended Schools Services and the Sports Partnership is drawing to a close as funding is being withdrawn: where once the feeder primaries shared an Extended Schools Co-ordinator, this role came to an end in August 2013; therefore, there is a definite possibility to explore such provision at Hunsley Primary, with the benefit of the Trust's economies of scale (see Sections F and G), and to make creative, income-generating use of our buildings for such activities.

## 2) Vision and Ethos – What makes Hunsley Primary distinctive?

**2a) The Key Features of Hunsley Primary:** The **absence of technical provision and specialist resources in existing local primaries** means that our school will be unique in its offer. The extended school day will give flexibility and freedom to working parents, but also encourage those who are able to spend time in the school 'after hours' learning with their children in 'Parent-learn' sessions with our expert staff – we will **make the most of the free school freedoms in terms of staffing contracts** to ensure flexibility. Hunsley Primary will not have a specific faith denomination, but will retain with local clergy and

<sup>10</sup> <http://www.telegraph.co.uk/education/educationnews/10239135/Shortage-of-maths-and-science-teachers.html>

cultural / spiritual organisations the close working relationships long-standing with the Hunsley Trust, to embed an understanding of the multi-cultural nature of society and respect for those with different religions, beliefs and ways of life.

The vision for the Hunsley Trust has **high aspiration and outstanding outcomes** at its core. As a Trust school, Hunsley Primary will fully embrace this vision. All involved in this ambitious school will recognise and share the values of the Trust and they will be addressed through appraisal and monitoring processes, as well as written into job descriptions and standards/ expectations documentation:

#### **Extract from Hunsley Trust Vision Statement:**

*We seek to inspire each other and learn to value greatness, ambition and achievement of all kinds. To belong to Hunsley is an honour, and each of us aspires to reach a potential which is not limited but is given wings by creativity and a shared sense of purpose.*

*Our school is rooted proudly in its highly successful past but will continue to be **dynamic and forward looking** and a place that enjoys the **experience of today**. The decisions that we make are guided by a strong sense of **moral purpose** and a **commitment** to create a **sustainable environment** for future generations.*

**Our Values:** *We are a civilised community and positive personal relationships are an important feature of our school. We have a strong sense of our shared values; values by which we live and against which we are happy to measure ourselves and our school:*

- **Learning**, not only for purpose but for its own sake
- The **limitless potential** of people
- **Striving for distinction and high achievement** in everything we do<sup>11</sup>,

The Trust is committed to developing an innovative free school that makes the most of its freedoms to impact positively on lives in the community and provide opportunities for all its children to make outstanding progress; but, in particular it will stimulate and challenge pupils as mathematicians and scientists. Our curriculum and teaching methodology – the ‘**Hunsley Method**’ - are interdependent:

1. Flexible personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the rudiments of their practice
2. Inspirational and challenging learning activities, which have science, mathematics and technologies at their very core, generating a lifelong love of learning, enquiry and discovery
3. A union of cross-phase expertise for planning, monitoring and review, to ensure each child has the opportunity to build successfully on their learning from 4 to 19.
4. Pupil resilience, independence, confidence and readiness to meet the rigours of formal education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
5. Unique, engaging and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full academic potential.

In *The Secret to Raising Smart Kids*, Carol Dweck reflects upon children ‘who coast through the early grades under the dangerous notion that no-effort academic achievement defines them as smart or gifted.’ Dweck’s assertion that sometimes children hold an

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<sup>11</sup> South Hunsley Vision and Values statement, 2012

'implicit belief that intelligence is innate and fixed, making striving to learn seem far less important than being (or looking) smart' – a belief that also makes them 'see challenges, mistakes and even the need to exert effort as threats to their ego rather than as opportunities to improve'<sup>12</sup> has resonance with our team, underpinning our vision to **develop a lasting strength of independent enquiry** in our pupils. By ensuring our children become fully responsible for directing and reviewing their own learning, taking responsibility for assessing their own work and for setting ambitious targets, we will secure the depth of conceptual understanding necessary for rapid achievement across all subjects, the highest possible grades at GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions as yet inexistent.

The ethos of the new NC programmes supports such a vision for high achievement in science and maths as a key foundation to excellence in learning across all subjects: 'Science has changed our lives and is vital to the world's future prosperity...pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity'<sup>13</sup>. Learning activities will be organised around **engaging and relevant themes**, with the key outcomes and aims of the National Curriculum subjects as a spine, **starting first and foremost with science**. Mathematics will be the only 'timetabled' subject, delivered across the school at the same time each day, **to enable the intensity of delivery and the consistency of cumulative learning necessary to master this highly conceptual and challenging subject. This structure also enables the possibility of vertical 'challenge groups' for able mathematicians**. Class teachers' understanding of personalised learning will be instrumental in an otherwise '**timetable-free**' school day, **free** to intervene with groups, to allow for diversity and independence, and **free** to fast-track the rapid learners to challenge and depth.

Our vision is also in tune with The Royal Society for Science and Mathematics. In their vision statement for science and mathematics teaching over the next twenty years, they state three clear principles:

- 'An excellent teaching profession is at the heart of an inspirational education system
- Learning and active involvement with science and mathematics supports the development of informed and engaged citizens
- Assessment and accountability systems must recognise the whole child – the learners' all-round development'<sup>14</sup>

Long-lasting success in all subjects depends on the quality of learning experiences during the primary phase (as Professor Robert Winston states 'when the brain is most plastic and receptive to learning'<sup>15</sup>). It is the aim of the 'Hunsley Method' to bring about this success.

We have incorporated in our design an 82.3m<sup>2</sup> specialist 'technical' room which will function as a laboratory, workshop and digital exploration centre fitted with Apple TV, to allow for scientific and technical experimentation, unique in a primary setting. The school will have wireless technology throughout and children will use ICT for collaborative learning, research, reporting, data capture and analysis. The location of the school will also provide us with rich opportunities for hands-on discovery as each classroom will have a designated outdoor learning area with access to the 300m<sup>2</sup> 'Eco Garden'. The school also borders a protected wetland area, where we will build a hide for observation. These

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<sup>12</sup> The Secret to Raising Smart Kids, Carol S Dweck, Scientific American Mind, Dec 2007.

<sup>13</sup> P3, DfE – *Science Programme of Study: key stages 1 and 2, National Curriculum in England*, September 2013

<sup>14</sup> <http://royalsociety.org/education/policy/vision/principles/>

<sup>15</sup> Taken from the Royal Society for Science and Mathematics website: <http://royalsociety.org/education/policy/vision/>

facilities will make our ambitious science/ maths focus possible, and uphold the principle that children learn best in collaborative, discovery-centred, and 'real' environments where they can see the application of their learning. As pupils progress through the school, they will develop what Dweck calls a 'growth mind-set, which encourages a focus on effort...to make them into high achievers in school and in life.'<sup>16</sup>

Our 'Parent Learn' opportunities and extended activities for specific groups of children, such as those needing extra support or intervention, or the gifted and talented reward this mind-set. As John Hattie<sup>17</sup> states, schools have a responsibility to play an 'important role in helping parents to learn the language of schooling so that [they] can provide every possible assistance to their children in terms of developing the child's learning and love of learning, and in creating the highest possible shared expectations for learning.' Extended activities will include weekend and holiday sessions. We are planning a Y6/7 biochemistry summer school to connect both phases in 2014, bidding for funding from the RS.

The team at the National Science Learning Centre at York University will continue to work with us to realise our curriculum, as well as assist with CPD. We have engaged the services of Tanya Shields to work alongside our team: the workshops modelled by the NSLC are typical of the kinds of learning we will deliver. We also have the support of the National Centre for Excellence in the Teaching of Mathematics (NCETM), the Mathematical Association, the National STEM Centre in York and Humberside Engineering Training Association (HETA) to develop our curriculum with their expertise, as proven by the activities already so popular with Key Stages 3, 4 and 5.

## 2b) Hunsley Primary Educational Vision – Key Questions

***What will a week in the life of Hunsley Primary look like?*** The standard school day will run from 9am to 3.30pm, extended to accommodate enrichment activities (breakfast club, staff development, 'Parent Learn'). The model in Section D, whilst not a 'timetable', is an example of the learning our pupils will enjoy.

***Why would parents want to send their children to Hunsley Primary?*** In consultation, parents have said that the school offers the outcomes they value: academic success – especially in maths and science - high individual achievement, a strong sense of community, and experiential learning under the guidance of experts. Moreover, the highly-regarded reputation of the outstanding Trust is a key factor, as all persons engaging in consultation agreed. Hunsley Primary is located in a suburban community with rural sensibilities: its thoughtful design and proximity both to the housing and the wetland reserves unites the children's lives at home with the school and the natural environment. This means that Hunsley is not a school in isolation, but has, as a result of extensive planning, been placed at the heart of an integrated community (shops / supermarket, nursery, community play spaces, restaurants, retirement village, small industries, leisure provision and medical services). Parents of children currently forced to travel beyond their immediate community to attend primary school voice concerns about their children's welfare, wellbeing and social and academic development as a result of travel. There will be an incentive for children to walk to school, reinforcing the community ethos of the primary and instilling a healthy attitude to exercise.

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<sup>16</sup> The Secret to Raising Smart Kids, Carol S Dweck, Scientific American Mind, Dec 2007.

<sup>17</sup> John Hattie, Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement Routledge; 1 edition (18 Nov 2008)

***Why would young people want to attend Hunsley Primary and why is Hunsley Primary appropriate for our pupils?*** Local children value having a school at the heart of their community, walking to school with parents and friends, seeing the community come together to support school events. They have pride in their uniform and the outstanding reputation of the Hunsley Trust name. Belonging to a school under the same Trust as their siblings who attend the secondary or Sixth Form College, sharing learning experiences at the ‘big’ school, being taught by visiting experts from all walks of industry and education, will be exciting, and unusual for the primary phase. The Hunsley Trust creates a ‘family’ of schools for this reason, each distinct in its remit under the one vision. The science and mathematics focus is modern, and the ‘Hunsley Method’ demonstrates our value of pupils’ independence. Typically, South Hunsley students are keen to be in control of their own learning journeys, and have supportive parents who help them realise their potential at home as well as at school. Trips, thematic activities and one-day learning events offer an exciting alternative to a timetabled day. The emphasis on collaborative learning and outdoor education cater specifically for the ways our children say they learn best<sup>18</sup>.

***How will the lives of individual children be different once Hunsley Primary opens?***

The school will be inclusive with a ‘low-threshold high-ceiling’ approach to learning. The Hunsley Method curriculum model ensures that pupils learn at a pace appropriate to them, with the flexibility to fast-track and to revisit where necessary. Where the majority of learning activities are experienced in a mixed-ability context, teachers will be trained to intervene, redirect and personalise the learning, so that individuals make excellent progress. The Trust inclusion services (EWO provision, EAL support programmes, school nurse, SENCO and team, Behaviour Team) will offer pastoral care and support to both pupils and parents. Hunsley Primary will be a multi-use hub for the community - with Youth Services in agreement to offer contracted services on the site – a potential income stream.

***How will we respond to the need of pupils to raise standards?***

The innovative Hunsley Method ensures differentiation, personalisation and intervention are highest in priority, so that teaching staff are able to plan, facilitate, monitor, and assess the learning of all groups of pupils on an individual level, even with a class of 30. TA support, including the use of a HLTA, will be of the highest order and strategically deployed to support all abilities through rigorous shared planning. Accurate assessment, achieved through an on-going process of training, moderation, monitoring and evaluation (both internal and external standardisation) will ensure early intervention and continual progression. The freedoms of Hunsley Primary to extend the school day, give flexibility to staffing contracts and to make the most of shared central services will ensure that Pupil Premium funding is effectively deployed to improve the experience of all students in vulnerable groups. The benefits of belonging to a TSA with a primary phase ITT specialism will enable the best staff development and training to be offered, ensuring our pupils get the benefit of specialist practitioners. The mentoring and role models provided by older students from the secondary school and Sixth Form College will give pupils high aspiration, academically and socially. An awards system, including one specifically in maths and science, will celebrate key steps in attainment and proficiency, to encourage all pupils to strive for personal successes.

***Who will be involved with Hunsley Primary after opening?***

- Outstanding partners, Hook and Swanland Primary schools, will be essential sources of expertise and valuable in standardising assessments.
- Brough / Anlaby Children’s Centres – currently discussing how best to collaborate

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<sup>18</sup> We regularly consult our students through ECHO, the student council.



- Parents and families, including extended family as part of the community focus – the plans for residential care in close proximity to the school give us an opportunity to develop learning projects with the older members of the community.
- Ladybird Preschool, Brough – feeder pre-school. They wish to collaborate on transition and Reception programmes, such as Numicon for EYFS maths. They have created a list of 26 potential pupils and plan to liaise between the school and prospective intake to smooth the transition between pre-school and Reception.
- University under-/graduates, Sixth Former students and KS3 and 4 pupils from South Hunsley School will provide collaborative learning and mentoring
- Local industry: HETA, TATA, BAE Systems, Ideal Standard are already established partners – we would involve them in our Family Days and enrichment programme
- The Primary Local Governing Body, Directors (Governors), Central Trust Team
- South Hunsley Partnership feeder primaries, for staff learning and development to ensure that all schools benefit from the model at Hunsley Primary
- The Science Learning Centre, York, including SLEs, to deliver programmes of training to staff across the phases from primary to secondary
- The Children’s University (Hull University) to engage the pupils in lifelong learning
- The National Centre for Excellence in Teaching Maths, York, as a source of training and to ensure we can continue to hold the kite mark for delivery of training in maths
- Multi-agencies and inclusion services – the community police, the local clergy, Youth Service, EWO – to ensure attendance, provision for inclusion and community cohesion is of the highest standard.

### **3) Aspirations and Outcomes: *the highest ambitions for teaching and learning***

The desire of the school is to achieve outstanding outcomes for all pupils across KS1 and KS2. Measurable outcomes to indicate that we are on course are numerous; however, the following are the key elements:

1. Ensure the percentage of pupils achieving ‘secondary readiness’ in maths and science aspires to 100% (we have set an aspirational target of 98% meeting the challenging floor standard of 100 scaled score). For ‘more able’ pupils at Hunsley Primary (i.e. by current accountability measures, those with an end of KS2 target of Level 6) we would look for this cohort to achieve in line with the top 10% nationally in maths and science with a target score of 120-130 (‘excelling’, rather than ‘embedding’ or ‘emerging’)<sup>19</sup>
2. Produce pupils with embedded independent learning skills, with resilience and confidence of understanding (especially in maths and science) to make rapid progress through primary, and then secondary. Target: 100% making expected progress by the end of Key Stage 1 with significant numbers (50%) making better than expected progress 100% Expected Progress KS1 to KS2 and 50% ‘Excelling’<sup>20</sup>
3. Provide sufficient school places for all pupils who would otherwise be travelling out of the area to primary school in 2015/16 and beyond, not just for new residents on the Brough South housing development, but for all who cannot be accommodated in their own catchment area or who choose to attend Hunsley Primary.
4. Achieve the Primary Science Quality Mark (PSQM<sup>21</sup>) award for outstanding innovations in primary phase science teaching and learning.

<sup>19</sup> We will use the terms ‘Emerging’, ‘Embedding’ and ‘Excelling’ to define the stages of progress across the skills, knowledge and understanding assessed in the curriculum

<sup>20</sup> Using benchmark primary Swanland 2012 for this data – 95% making expected progress end of KS1

<sup>21</sup> <http://www.psqm.org.uk/>

5. **5 year objective:** Through sharing of expertise and training with partnership primaries, raise the standard of mathematics and science *teaching* across the group of feeder primaries, so that the % of Y6 pupils achieving the new threshold floor standard for science and maths is equal to the highest performing schools (95-100%), and that the numbers of pupils achieving significantly above 85 (e.g. 100/130) across the partnership is also rising each year in line with best outcomes.
6. **Long-term objective** Reduce the numbers of KS3 pupils requiring intervention support in mathematics (those currently levelled at 3 and low 4) following transition into Y7 at South Hunsley School from an average of 30 to 10 per year by ensuring best practice in maths is embedded.
7. **Long term objective:** Reduce the shortfall in 'Maths-for-Physics' skills seen in KS4 and 5 students and, as a result, increase in the long-term the achievement of most able students in their end of KS assessments (80% A\*-C KS4 Science and Maths).

## Section D: Education plan – part 1

### D1: The Education Plan - Curriculum Principles

Hunsley Primary's **unique selling point** is our specialism in science and maths and our dedication to excellence in teaching and learning in these two subjects. Much of the new National Curriculum is in tune with our high aspirations: the fact that the programmes of study set out what should be taught rather than *how* it should be taught and measured is also exciting for the autonomy of Hunsley Primary. The proposed higher floor standards for both attainment and progress again are in line with our desire to stretch and challenge all pupils and to be defined as a school of excellence for young mathematicians and scientists. Our highest aspirations for pupils in maths and science echo the vision outlined in the 'Purpose of Study' sections for all NC subjects: to 'inspire curiosity', 'ask perceptive questions', 'weigh evidence', 'develop perspective and judgement'<sup>22</sup> may just as easily be skills sitting at the heart of maths, science, English, and art & design, as they are for history, which is where these specific purposes are found. The interlinked skills portfolio which pupils must develop, in our eyes, **to be 'secondary ready' for our particular secondary**, also reinforces our model outlined in Section C and D1.

The Hunsley Method (high impact intervention *in the classroom* rather than through withdrawal) is the perfect way to deliver the 'sophisticated' **depth and richness of learning** challenge the mathematics curriculum is aiming for (as with English and science too). Whilst those who are 'not sufficiently fluent with earlier material' can 'consolidate their understanding'<sup>23</sup>, those who progress rapidly can be **allowed to progress deeply** too, rather than skipping to the next year's content. We absolutely agree that it is this depth of understanding, and not just speed of coverage, that is fundamental.

**How does our curriculum deliver the vision of Hunsley Primary?** Our curriculum will enable pupils to be academic and high achieving, without being at the expense of inclusivity, because the curriculum and the teaching methodology are inextricably connected. We will set high expectations across all learning experiences, so that pupils are in no doubt that all learning is relevant, that all knowledge is transferable and that **depth** of understanding is vital to be able to hypothesise, speculate, take risks and confidently wield learning in a range of contexts – the thematic curriculum is the key to achieving this transferable quality. We know that when a child possesses confident understanding and knowledge in mathematics and science, as well as the skills to reason

<sup>22</sup> Taken from the 'Purpose of Study', DfE National Curriculum Programme of Study, History, September 2013

<sup>23</sup> Taken from the DfE National Curriculum Programme of Study, Mathematics, September 2013



and make connections in these academic fields, they will become proficient and articulate across other subjects too.

Our curriculum combines **the rigour of expert instruction with an assessment and reporting framework which enables us to track the knowledge and understanding** as well as the **skills** found in the criteria of the National Curriculum framework. Our curriculum will foster such skills by prioritising scientific and mathematical learning as core and accurate literacy as the empowering device for precise communication and self-expression. We will show pupils how **‘working scientifically’** can also unlock understanding of other subjects in the long term. We acknowledge the data in the first statistical release which proves that pupils leaving Y6 with low level 4 achievement are less likely to achieve the grades required at end of KS4 (only 47% 5A\*-C Eng Maths).

## Section D1: Education plan – part 2

**Anticipated pupil intake:** In order to anticipate the nature of the Hunsley Primary cohort, we have taken three key benchmarks into consideration:

1. Current percentage breakdowns of ‘vulnerable’ groups in Year 7 – 2012-13
2. Anticipated trends, with reference to the local economic profile and the impact the Brough South development might have on the demographic of pupils attending from the immediate catchment, using data from the 2011 census. The impact of both the unique free school vision for Hunsley Primary *and* the reputation of South Hunsley School and Sixth Form College upon family movement into the area.
3. The benchmark outstanding primary school data (Swanland and Hook)

### Current percentage breakdowns of ‘vulnerable’ groups in Year 7 – 2012-13

Hunsley Primary will be an inclusive school with no selection process; we believe that all pupils are entitled to provision which enables them to excel in their learning. Where we identify specific cohort groups likely to be in our intake, shown in the table below, we likewise recognise a significant cohort *unlikely* to be in our intake: Behavioural Issues, Asylum Seeker and Refugee and Gypsy/Roma/Traveller. We do, however, see that the demographic profile of an area can change and that we must have in place policies for inclusion which ensure all pupils’ needs are met.

The percentage breakdowns for ‘vulnerable’ groups in Y7 (2012-13) can be seen below in Fig.D1 *Expectations of percentage vulnerable groups – Hunsley Primary*

Fig.D1:

Specific pupil group	% examples for comparison	Implications for Hunsley Primary
SEND and School Action Plus	South Hunsley School (secondary) 15.4% (2012-13)  Swanland Primary Academy Trust (Feeder Primary) 1.9% (2011-12)  Brough Primary (East	The range of percentage SEND/School Action Plus pupils in comparable schools and in the secondary is broad. As mentioned above, the 15.4% seen at the secondary is in line with the newly proposed national floor standard of 85% of the cohort target to hit the ‘secondary ready’ threshold, but we would wish to narrow gaps as far as we could to enable as many SEND pupils as possible to meet the scaled score of 100 (target at least 10%) which would bring us in line with Swanland (benchmark school) of average 5% of pupils achieving below the floor standard across maths, English,

	<p>Yorkshire LA, feeder primary to South Hunsley) 10.8% (2011-12)</p> <p>We would anticipate a similar number of SEND / SA+ to Brough Primary.</p>	<p>reading writing and science</p> <p>NB we have set our aspirations very high, however. By the proposed new accountability framework, we would look to move 98% of all pupils towards the scaled score of 100 in terms of end of KS2 attainment, and also look to make progress a key measure for those in the SEND / SA+ groups. Narrowing the progress gaps for SEND pupils will be a key focus, as it has been in South Hunsley secondary, where no significant gap in progress was seen this year for students in the vulnerable groups.</p>
G&T	<p>Comparing the local primary achievement of at least Level 5 at KS2 with the percentage of students at secondary achieving 8+ GCSEs at A and A*, we believe that the percentage of pupils who fall into the G&amp;T category at Hunsley Primary will be between 15 and 25%.</p>	<p>The original advice from the DCSF in 2008 to allow for 10% G&amp;T pupils is at odds with our curriculum and our vision: if we are to take a restricted view of a pupil's potential then we will not achieve our aims of stretching all students to their full potential and we will not enable the flexible progression of pupils who require longer to reach that full potential than others. As a free school, we are free to determine the size of our gifted and talented cohort, and justify this in terms of improved standards. We want our G&amp;T cohort to grow as a consequence. To meet this aspiration we will be flexible and responsive to individuals' needs. Our strategy provides personalised challenges shaped by the pupils' feedback and we must be prepared to recognise gifts and talents as shifting terms.</p> <p>Through our flexible school day and pupil-centred learning, we believe our pupils will be given the skills, resources, and the freedom to access, understand and manage their own talents and gifts.</p> <ol style="list-style-type: none"> <li>1. G&amp;T pupils are very likely to make up a significant proportion of the Hunsley Primary roll</li> <li>2. The curriculum offer we make will highly benefit this particular group in school, so we feel we are right to make science and mathematics a focus of our pupils' learning</li> </ol>
EAL	<p>South Hunsley School (secondary) 1.9% (2012-13)</p> <p>Swanland Primary Academy Trust (Feeder Primary) 3.2 (2011-12)</p> <p>Brough Primary (East Yorkshire LA) 1.4 (2011-12)</p>	<p>The Primary acknowledges a need to work closely with the Hunsley Trust Inclusion team to ensure that SoLs are suitably adapted for EAL pupils, especially with much greater emphasis on terminology and SPAG at KS1 and 2. Phonics testing in Reception does not, however, show any specific variation for EAL pupils than for 'native speakers' of English.</p> <p>We would expect there to be no significant gap in progress for EAL speakers, due to the type of cohort we anticipate (see below for 'Other significant groups')</p>
FSM / FSM6 Pupil Premium	<p>South Hunsley School (secondary) 7.2% (2012-13)</p> <p>Swanland Primary Academy Trust (Feeder Primary) 2.8 / 3.5% (2011-12)</p> <p>Brough Primary (East Yorkshire LA) 1.0 / 4.1% (2011-12).</p>	<p>It may be likely that the Pupil Premium will be required to support pupils in addressing skills, understanding and knowledge gaps identified through formative assessment over the academic year and not fully met by the time transition to the following year occurs. Issues of literacy and numeracy are key to FSM students, as well as issues of attendance and mental health. We would draw on the services of EIS (Education Inclusion Service), EHAT (Early Help Advice Team), and the EWS (Education Welfare Service) with whom the Trust works currently to provide inclusion services. We have suggested 5% as an upper notional number of pupils receiving FSM.</p>
Other significant minority	<p>South Hunsley School (secondary) Ethnic Minority: 5.4% 2012-13</p>	<p>Our significant ethnic groups attending the Secondary are likely to be reflected in the primary, and are of two kinds: high attaining, 'elite users of English', often the children of professionals such as doctors and teachers, who tend to be of Middle Eastern ethnic</p>

group	LAC: 0% (translates as 1 pupil per year)  Armed Forces Children (likely to be the same as LAC)	background (Libyan); and the children of parents in the customer service field (catering and the restaurant trade) who tend to be from the Philippines, and do display a pattern of literacy issues. Both ethnic populations are established in the local area, and the Trust has experience of inclusive provision for these, and a small range of other ethnic minorities.
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Employment by Occupation (Oct 2010 – Sept 2011)

	Humber (numbers)	Humber (%)
<b>Soc 2000 major group 1-3</b>	<b>154,100</b>	<b>37.2</b>
1. Manager and senior officials	40,500	9.7
2. Professional occupations	65,900	15.8
3. Associate professional & technical	47,800	11.5
<b>Soc 2000 major group 4-5</b>	<b>94,800</b>	<b>22.9</b>
4. Administrative & secretarial	40,800	9.8
5. Skilled trades occupations	54,000	13.0
<b>Soc 2000 major group 6-7</b>	<b>73,200</b>	<b>17.7</b>
6. Personal service occupations	37,500	9.0
7. Sales and customer services occs	35,700	8.6
<b>Soc 2000 major group 8-9</b>	<b>91,700</b>	<b>22.2</b>
8. Process plant & machine operatives	38,800	9.3
9. Elementary occupations	52,900	12.7

Source: ONS annual population survey  
Notes: Numbers and % are for those of 16+; % is a proportion of all persons in employment

**Anticipated trends, with reference to the local economic profile and the impact the Brough South development might have on the demographic of pupils attending from the immediate catchment**

Fig.D2 Employment by occupation, East Riding

The residential, industrial and recreational properties situated on the Brough South development will bring a range of people into the community. The housing being built on the Brough South site comprises 2, 3 and 4 bedroomed properties: it would naturally follow that both young and established families will be drawn to the area to benefit from the house-buying incentives offered by Redrow and the transport links offered as part of the development planning agreement. Redrow are marketing the development across the wider A63 corridor and into Hull. The smaller housing, coupled with the diversity of industry and employment on the extensive site intimate that single individuals and young couples moving for employment may result in future pupils for Hunsley Primary. It is highly likely that the regional development of the renewables sector will encourage migration into the East Riding: the Yorkshire and Humber area had the lowest regional level net internal migration in 2011-12<sup>24</sup>, but the investment in local innovation and industry – the desire to transform Hull and the East Coast into ‘a leading national and international centre for renewable energy’<sup>25</sup> - aims to reinvigorate the area. The on-going trend for families to move into the Brough area to access South Hunsley School, suggests it is likely that Hunsley Primary will take some pupils from out-of-catchment families in its first post-opening years, until at full capacity (see Fig D3):

Fig D3 – planned enrolment and group allocation for Hunsley Primary 2015-22

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
	Year of phased opening	1	2	3	4	5	6	7	8
<b>Reception</b>	NA	30	30	30	30	30	30	30	30
<b>Year 1</b>	NA	30 <sup>26</sup>	30	30	30	30	30	30	30
<b>Year 2</b>	NA		30	30	30	30	30	30	30

<sup>24</sup> Internal Migration by Local Authorities in England and Wales, Year Ending June 2012, Office for National Statistics, 26 June 2013

<sup>25</sup> A Plan for the Humber 2012-2017, Humber Local Enterprise Partnership, October 2012

<sup>26</sup> We will look to review opening with a Year 1 class, should demand not be sufficient.

<b>Year 3</b>	NA			30	30	30	30	30	30
<b>Year 4</b>	NA				30	30	30	30	30
<b>Year 5</b>	NA					30	30	30	30
<b>Year 6</b>	NA						30	30	30
<b>Totals</b>	NA		90	120	150	180	210	210	210

Delivery time for subjects other than maths and science will be based on a recommended allocation for a 'broad and balanced' curriculum, but adjusted in an ongoing, responsive way by teachers, personalising the offer and engaging pupils in managing the way they learn from subject to subject. This flexibility will allow for pupils to take their learning to greater depths, where possible, or revisit where needed, or to explore the connections and skills relationships from one subject to the next.

Fig D4

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
<b>Maths</b> Problem Solving N&C / Data / G&M / FD&P / A	5	M	There will be at least five fixed timetabled morning sessions. These will deliver the core learning in maths across all areas.  Numeracy for learning is a different level of skill and application, which will be reinforced in all learning activities.  (In Year R and 1, maths may be divided into 4 hour numeracy and 1 hour Problem-Solving)
<b>Computing</b>	2*	M	*Overlap in the hours spent on 'Computing' and ICT skills in maths or science. ICT working will be embedded in all activities – pupils will be taught how to utilise technologies to enhance, facilitate, capture and communicate their learning.
<b>English</b> Guided reading / Writing / Handwriting SPAG / Phonics / Speaking / Listening	5	M	English in its subject specific sense will be taught throughout the thematic learning. Literacy will be embedded across the curriculum. There will be discreet teaching of phonics, spelling, punctuation and grammar, as central to each learning activity. Reading and writing / speaking and listening skills again will be developed across the curriculum.

<b>Science</b> Chemistry Biology Physics	4 – YR and Y1 5 – Y2 and KS2	M	Science sits at the core of curriculum plans. At R and Y1, the notional figure will be 4 with a greater emphasis on play, discovery, thinking skills. By Y2 and throughout KS2, there will be 5 hours of ‘science’ related learning. Some of this time will be specifically lab-based ‘Scientific Knowledge’ (Chem, Physics, Biol), but other time will be spent developing ‘Scientific Skills’, across a range of subjects where appropriate
Art & Design	1	M	Both subjects will be closely linked to the delivery of the science / maths specialism.
D&T	1	M	
Languages	0.5	M - KS2	Based on the popularity of Spanish at KS3, we are likely to offer this as the main language at KS2
History	0.5	M	
Geography	0.5	M	
PE	2	M	Timetabled activities for PE will be supplemented by other activities, such as ‘Wake-up Shake-up’ and brain exercises.
RE / PSHCE	1	M	
Music	1	M	
Assembly / Registration Golden Time	2 1	V	Golden Time in KS1 will be specifically STEM-based. The activities pupils can choose from will be practical and engaging, developed in conjunction with our STEM partners, as listed in Section C.
Child-led learning (YR)	8*	M	Outdoors learning for Reception pupils to include equal balance of indoors and outdoors learning. *There will be adjustment to the time spent in the week in child-led learning and adult-directed learning as the pupils near Year 1.

### A thematic model for the Hunsley Primary Curriculum

Our aim is to keep themes current, innovative and exciting and **distinctly different from other schools in the catchment area through our STEM focus**. We would engage the children in choosing their themes and during ‘transition’ weeks (when, in July, the pupils transfer to their next teacher), our assessment and planning focus would be on whether the themes enable the content and skills to be taught effectively; where there are gaps in understanding or engagement, why those gaps exist, and how the theme planned for the

following year might build upon the pupils' prior learning. Below is an example of the way the **STEM content and skills both sit as a core to the themes**, and how the subjects in the curriculum radiate outwards from that core, building skills, knowledge and understanding but essentially, seeing the connectivity in all learning.

Fig D5 A thematic model for the Hunsley Primary curriculum R, KS1 and KS2 sample

YEAR	TERM 1 Thematic Topic and subject content	TERM 2 Thematic Topic and subject content	TERM 3 Thematic Topic and subject content
REC	<p><b>'Welcome Home'</b></p> <p>KUW – My family / <u>The seasons – Wetlands investigation</u> / <u>How does fruit grow?</u> M - counting</p> <p>Bonfire Night</p> <p>CD – <u>Healthy foods</u></p> <p>PD – Set activities</p> <p>PSED – Harvest Home</p>	<p><b>'Journeys'</b></p> <p>KUW - Animals – hot and cold countries (warming up and cooling down)</p>	<p><b>'Light Up My World'</b></p> <p>KUW – Maps of the world / <u>Life cycles – Visit to Honeysuckle Farm</u></p> <p>CD – <u>My senses</u></p> <p>PSED – <u>My development over Year R</u></p>
YEAR 2	<p><b>'Communities'</b></p>	<p><b>'Land and Sea'</b></p> <p>Habitats (sci). Continents and oceans (G). Pupils visit Spurn Point to examine beach habitats and compare to own habitats in ECO Garden and the Wetlands. Pupils collect found art objects (Develop texture and shape – Using range of materials – A). Significant local figures - Captain Cook (H).</p> <p>Fieldwork (G) linked to interpreting data (M) – pupils carry out investigation into categories of item found on beach. Sing songs - Sea-shanties (M)</p>	<p><b>'Powerful Ideas'</b></p>
YEAR 3	<p><b>'Global Growth'</b></p>	<p><b>'Infinity...and Beyond'</b></p>	<p><b>'Rock and Roll' – Y3</b></p> <p><b>'Listen Up!' – Y4</b></p> <p><b>'Irresistible' – Y5</b></p>



<b>YEAR 4</b>	<p><b>‘Designed for Life’</b></p> <p><u>Electricity (Sci) – building circuits.</u> Generating electricity – wind power in Scotland (G). Visit to local Wind Farm – <u>sound as vibrations (Sci)</u> and improvise and compose (M). Design own instrument (D&amp;T – fit for purpose)</p>	<b>‘Stories’</b>	<p><b>‘We’re All Connected’ - Y6</b></p> <p>During this term, KS2 will experience a series of ‘Family’ days, where the classes are vertically mixed across the key stage: The key topic for these days is ‘The Voice’ (Science – <u>changes as humans develop; circulatory system; skeletons and nutrition</u>) Songs, poems and lyrics for English, Music and Foreign Language – likely Spanish). We will bring in a local choir or the Senior Choir from South Hunsley to work with the pupils. <u>Measurements of sound, decibels, graphs of sound waves (M / Sci)</u></p>
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<b>HOW THIS ADDRESSES OUR CURRICULUM AIMS &amp; VISION</b>	<p>Term 1 is linked across the school via a common thread of ‘Home’ – pupils will be encouraged to see their community as home, but also to explore their relevance in a wider world. Ideas are revisited across the school and deepened with each passing year. Year 4 pupils to model to Year 1 class how a windmill works to power the grind stone. Early Birds sessions on Saturdays will pick up on the topic and pupils will set up their own wind turbine on site.</p>	<p>Term 2 is linked thematically across the school via the thread of ‘Change’. Pupils will embed their independent learning skills and become increasingly clear on how to be responsible for their own progress in a changing world. As with the previous term, every opportunity is here to use diverse and exciting technologies for learning and to embed literacy and numeracy skills.</p>	<p>Term 3 is linked thematically via the thread of ‘Energy’ and ideas. Thinking skills will be revisited throughout the summer term, to ensure pupils are equipped to challenge, question, review and hypothesise. ‘Family’ days will take place throughout the school year, as will trips and visits. ‘Parent Learn’ sessions will build on this topic by showing parents and carers how to support children’s learning through discussion and questioning.</p>
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### Addressing specific group needs through the curriculum:

To ensure that all pupils, including the groups identified in Fig D1, are fully able to achieve success at Hunsley Primary, the curriculum is completely inclusive, challenging and engaging. This means that intervention in the form of withdrawal will be reinvented: children could move between classes and year groups to access the learning they require and when they require it, but children will not be made exempt from their ‘home’ classroom through withdrawal groups; this resonates with current thinking regarding differentiation. The ‘family’ days, where groupings are arranged vertically to give nurturing interaction with all age ranges, will be part of the fluid and responsive planning for each pupil’s progress by expert teaching staff, working collectively to identify pupil needs and opportunities across the school. The size of the school will aid this type of working, where staff can share in their planning from YR to Y6 (and beyond) and identify how pupils might best benefit from movement between groups.

*Fig. D6: How groups within the anticipated pupil intake will access the curriculum*

Specific pupil group	Appropriate access to the curriculum
SEND and School Action Plus	The inclusive nature of learning will be ideal for pupils with SEND. The need to ‘withdraw’ will not be a priority: all pupils will be taught in collaborative contexts within a ‘home’ classroom. The focus on personalising and differentiating the teacher input, as well as the collaborative learning opportunities and dedicated learning support, will enable SEND students to work on the same topics and materials as others in their group, but to access it at an appropriate



	<p>starting point. Formative Assessment will concentrate on skills as well as content / knowledge and the pupils will be encouraged to track their own development with support.</p> <p>HLTA and TA support will be organised so as not to take away the focus on independence and resilience, for example: a TA may be designated as attached to a statemented student, but will be as much a source of support to the group as a whole to enable the individual pupil to engage with collaboration. Where additional Literacy or Numeracy support is required, this will be delivered in the context of the classroom, and not through isolation of the individual. A consideration is given as to whether, as at Hook Primary, TA contracted support hours are weighted towards the morning session of the day and lighter in the afternoons, to support the delivery of mathematics in the timetabled slot.</p> <p>The employment / training of a SENCO will be a priority for the school. The Hunsley Trust already has an established relationship with a wide variety of agencies and a thorough understanding of the specialist support and guidance available. The SENCO already employed by the Trust will offer support solutions pre- and post-opening.</p>
G&T	<p>Fast-tracking through deep learning, 'family' group activities across year groups, student leadership activities, independent learning activities, access to high order materials and a range of digital applications (use of iPad, Apple TV, digital recordings, blogging), strong focus on science, reasoning, thinking skills and cognition will all enable the most able pupil to thrive. We will give the 'tools' to all pupils to be fully engaged with the curriculum at an appropriate but challenging level – but for G&amp;T pupils, in particular, the methodology will enable them to make rapid progress. In accordance with the maths and English NC guidance, the teaching staff will be trained in high level questioning and the production of rich, challenging materials, developing their SoLs to ensure stretch and challenge.</p>
EAL	<p>A recognition that EAL pupils may be on the increase means that we will seek to draw on the already successful EAL inclusion team at South Hunsley secondary to train the Hunsley Primary TAs, HLTA and Expert Teacher in specific EAL support. We advocate the use of keywords lists, translators, and a range of pedagogical strategies in which we would train all teachers (as they are great practice for all learners and fit the method of Hunsley Primary) such as language modelling, non-verbal cues, Kagan structures' Think-Pair-Share and other appropriately inclusive strategies to encourage thinking skills and communication in all forms. Our teachers will be asked to carefully consider the language of each subject and topic area – to think about miscomprehension. As in all areas of the curriculum, we will aim to build confidence for independent learning. Where EAL pupils need support accessing the curriculum in the Foundation Stage, we will ensure teachers create excellent opportunities for the EAL pupil to reach a level of English communication to enable them to access the Year 1 Curriculum. Assessment in English will be followed by liaison with parents / multi-agencies to establish whether there is need to support all language development, not just English.</p>
Pupil Premium / FSM / FSM6	<p>The pupil premium must be used to ensure that we give the most disadvantaged pupils every opportunity to succeed and access the curriculum. Each pupil's needs will be assessed as individuals. Summer Schools, extended hours learning, HLTA employment, 'Parent Learn' sessions and transition scrutiny of gaps in knowledge and understanding are the key to ensuring FSM pupils are not disadvantaged.</p>
Other significant minority groups  Ethnic Minority: 5.4%  LAC: 0% (translates as 1 pupil per year)	<p>Our curriculum will teach pupils about ethnic diversity: our children will be shown that difference and individuality of all kinds is to be celebrated, through our values and significantly through the organisation of learning activities and the topics chosen for study. The unit of learning entitled 'Journeys' is one such example. Visitors from a range of cultures, religions and communities will be brought into school for Personal and Social Development: academics, clergy, local community leaders and group members, such as the Buddhist Centre, Hull.</p> <p>The emotional and social well-being of LAC and Armed Forces children is the key factor in ensuring that the 'forces' premium is well spent and meets their needs. The curriculum is designed to encourage collaboration, teamwork inter/independence. Activities which take place in 'home' groups (normal class / usual class teacher) create stability and a sense of belonging, but when the school day and year group structure is collapsed to bring together all pupils in 'family' groups for stretch and challenge, it is very important to support that transition</p>

Armed Forces Children	for AFC (LAC and EAL / SEND too) from one context to another, for example, keeping a constant TA or buddy.
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### **Qualifications, Assessments and Statutory Requirements**

Hunsley Primary will prepare pupils to sit all statutory end-of-key stage assessments. In this period of consultation regarding statutory testing and how / when it will be administered, we do believe that baseline testing in Year Reception is an essential means of gaining a reliable point against which progress can be measured and targets set. In the potential absence of a national statutory assessment in YR, we would seek still to administer a test within the first 6 weeks of a child beginning school in autumn. If this test were to become statutory, we would still seek to track pupil development in a FS Profile, were this document to become non-statutory, as this is an excellent tool for precise capture of specific developmental achievements in the period of transition between YR and Y1. Where moderation of internally marked assessments is required, we would seek to do so using our outstanding primary partners.

We will administer the statutory Key Stage 1 Phonics screening tests. The provision for pupils who do not meet the expected standard in the screening test will be in place in Year 2 (nationally in 2012, percentage meeting the standard [32/40] was 58%<sup>27</sup> - we would anticipate being well above the national data for pupils meeting the expected standard due to the limited number of 'vulnerable' groups in our catchment cohort compared to the national demographic). We would aim to close the gaps that have appeared nationally in 2012 regarding FSM pupils - 44% compared to 62% non FSM, before the requirement to intervene in Year 2, but we accept there will need to be provision in the planning of activities in Year 2 classes for some intensive Phonics support for a small cohort.

We would administer national end-of-KS1 and 2 tests. If the end-of-KS1 tests were ultimately non-statutory, we would wish still to administer them; as a through 'Infant' to 'Junior' primary school, we would wish to test, monitor and analyse progress and attainment at the end of KS1.

Had the decision regarding the removal of assessment 'levels' in the new National Curriculum not been the case, we would have been expecting to set a more challenging assessment administration for pupils who are most able – excelling against national averages and already meeting all of the requirements of Level 5 (already excelling) – and we would have wished to administer for a proportion of our pupils, identified as appropriate, the Level 6 testing, primarily in mathematics as priority, but also in both English tests where appropriate; however, with the removal of Levels and the 'Single Test' at the end of KS2, we know we will have to place emphasis on the need for our most able students to be **more than 'secondary ready' (ready for our particular high achieving secondary)**, and aspiring to meet the higher end of the 100-130 score margin. We also anticipate being statutorily required to facilitate the biennial KS2 science sampling tests.

### **Optional Tests: Assessing pupil progress in mathematics**

Hunsley Primary will explore the use of the Optional Tests in mathematics, should these continue in the new accountability and assessment framework, as a moderated means to confirm most able pupils' progress. These tests will help to standardise teacher assessments and to ensure early identification of most able mathematicians.

<sup>27</sup> Topic Note: 2012 Phonics Screening Check, Research Report, Lucy Townley and David Gotts, DfE, May 2013,

**Curriculum and enrichment:** The model for a typical school week (Fig D8) shows how enrichment *is* curriculum and how wider learning activities which take place outside of the typical ‘school day’ are still very much part of the curriculum offer. Enrichment at Hunsley Primary is not simply seen as ‘learning outside the curriculum’; it is integral to our curriculum offer and we will ensure children (and families where possible) are able to take part. ‘Parent Learn’ is crucial to giving families confidence, improving technical, mathematical or scientific knowledge and understanding so they can better support their child’s learning. The weekend ‘Early Birds’ session, run by visiting experts and our own teaching staff, offers a hands-on learning experience: ‘Springwatch Club’ in the hide, ‘Flightpath Test Pilots’ – inspirational STEM activities for curious Year 5s and 6s coming up to their end of Key Stage tests, led by BAe Systems, York Science Learning Centre, and other partners of the school.

**Clubs and Activities:** Hunsley Primary will offer a range of regular clubs and activities during lunchtimes and after school, to which the parents will sign up their child. The range may vary depending upon demand, but there will be an agreed length of time commitment, made clear when parents sign up, so that both school and pupils can get the most out of the club or regular activity. A letter will be sent home each term showing the offer of clubs and activities for pupils to enjoy. A commitment of half a term would be sufficient, and there will be a nominal charge for some of these clubs, e.g. £12 per term for **Rhythmic Gymnastics** or £10 per term for **Space Camp**.

We are keen to offer **Eco-Guardians**, where children will get involved in planning and managing the outdoor planted spaces along with the Y9 Technology students at South Hunsley<sup>28</sup>, working towards the School Grounds topic for the Eco-Schools Award<sup>29</sup>. The Eco-Schools programme is of particular interest to the school, as the emphasis on measurement and recording supports our focus on excellence in maths and science. We will also make the more traditional clubs and activities part of our offer: Maths club (KS 1 and 2), Puzzle Club – a well-received activity already at the secondary school, Drama group, Lego Club, Netball, Football, Choir and Ensembles. Sports Clubs will be run by school staff and supported by the Post 16 South Hunsley pupils currently qualifying in their Sports Leadership Awards and Level 2 Fitness. The strong links to Hunsley Sports (Swimming Pool, Dance Studio, 3G, Sports Hall and Gym) will enable a wide range of opportunities for our pupils to be engaged by sport and recreation to a higher level. The multi-use sports area on site (37m x 27m) will provide capacity for Mini-Soccer (5 aside), netball, tennis and other team or court sports. Tiered seating to the rear of the building provides an outdoor theatre space for performance and play.

We will also buy into the Schools’ Music Service: this will mean that in Y3 our pupils will be given the opportunity to learn a designated instrument together (e.g. Year 3 Trumpet), then thereafter pursue music further with peripatetic lessons in their chosen instrument. Our talented Y5 and 6 pupils will be welcomed in the whole school choir and orchestra, as some will, by then, be taking part in East Riding ensembles and small instrumental groups. The opportunity to practice and perform with the older pupils (from Y7 to 13 – and ex-students too) will reinforce the stage not age philosophy of the primary, and show our pupils that their talents and abilities are being nurtured not only in the STEM subjects but in the arts as well.

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<sup>28</sup> Year 9s are planning the Eco Garden layout and content as part of their assessment

<sup>29</sup> <http://www2.keepbritaintidy.org/ecoschools/aboutecoschools/ninetopics/schoolgrounds>

**Trips and visits:** Hunsley Primary sees the personal, social, education and health benefits of school trips and visits to be fundamental to the delivery of an effective and inclusive curriculum. To ensure our pupils have the right kinds of stimuli for each of their projects, and to ensure that they are able to learn in a range of ways and places and with a diverse variety of other individuals and groups, we will seek to find both traditional and also innovative and unusual experiences for our children to have, outside of the school site. We will offer day visits and residential stays too, however the latter will not take place until the children are in the final year of their schooling. To ensure that the trips and visits are appropriately planned for safeguarding, we will work with the Local Authority Trips and Visits organiser as part of the Trust's existing SLA, to train our staff (and parents in positions of support) in the structures and safeguards of trip and visit planning. Hunsley Primary will ask parents / carers to make voluntary contributions towards the costs of trips and visits; however, if it is not possible for parents to make a contribution, no child will be excluded from experiencing the trip or visit.

*Fig D7 Trips and visits*

Year Group	Term	Details of Trip or Visit	Links to Curriculum Themes
Reception	1	Wetlands fieldwork	Investigations and discovery (PD / CD / KUW)
	3	Honeysuckle Farm	Physical Development (PD) / Living creatures (KUW / PSED)
Year 1	1	The Deep, Hull	Compare and classify (Sc)
	2	Castle Museum, York	Objects and materials (Sc); Living memory (H)
Year 2	2	B&Q / Pets at Home	Uses of materials (Sc); design purposeful, functional and appealing products (D&T)
	3	Spurn Point nature reserve and lighthouse	Food chains and habitats (Sc); sing songs (Mu); plan ideas for writing (E)
Year 3	2	IKEA Project	Measure and calculate metric (M); requirements for life (Sc); sources of light / shadows and reflections (Sc); evaluate existing products (D&T); use internet safely (C)
	3	Tophill Low Pond-dipping masterclass	Requirements for life (Sc); fieldwork, observation, recording (G)
Year 4	1	Sancton Hill, East Yorks Wind Farm	Electricity (Sc); annotated sketches and prototypes (D&T); logical reasoning (C)
	3	York Science Learning Centre	Changes of state (Sc); water cycle (Sc);
Year 5	2	York Farming Museum	Anglo-saxons and Vikings (H); human changes and developments (Sc)
	3	Bradford Media Museum	Evaluating digital content (C); networks for communication (C); mechanical forces (Sc)
Year 6	1	Residential – Ribblesdale, Yorkshire	Outdoor and adventurous activities (PE); health and lifestyles (Sc); cook savoury dishes for health (D&T)
	3	Hornsea Coast	Evolution and adaptation (Sc); 4 fig grid refs (G); sketchbooks (A)

**Who will run the enrichment sessions? Why are these people best to run these sessions?** We will make sure our pupils have contact with a wide range of people from all walks of life: visiting academics from Hull or York Universities through the Children's University (our partner primary, Swanland Primary School will help Hunsley Primary to set up our own links); biochemistry investigation projects led by our project contact at TATA steel; Post-16 pupils working towards their CSLA – we have a strong tradition at the secondary school of primary sports partnership and student leadership / coaching at primary level; Hunsley Sports staff, fully qualified fitness and sports instructors; Head of

Primary ('Captain's Table Dining Club') – really important to enable pupils to have personal contact with the Head of Primary in a social setting. It is important for our pupils to have exposure to a wide range of people because this is how they will best develop confidence in their own individuality and their own value – by seeing diversity in others. It is also very important that the people running clubs, activities and enrichments are skilled, qualified and role-models of achievement, commitment and resilience themselves. We will make sure that our school values are shared with all visitors and that they are writ large in our contact with the wider community.

**How will our pupils benefit from enrichment?** Enrichment reinforces the value we place on learning for its own sake as well as the transferability of knowledge, understanding and skills. It shows that learning is fun. It also ensures that children with a range of learning styles and preferences are catered for with all types of achievement being valued.

Fig D8 Enrichment

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8.15 – 8.45am	Breakfast club – catered via Hunsley Trust central services – partitioned areas in the Hall enable children to receive breakfast. Reception / Year 1 pupils will have access to same provision in their own classroom.					
9 – 9.30 – designated timetabled Maths.	Maths – all classes – can allow for advancing pupils for 'stage not age' approach.	Maths – all classes	Event Day – curriculum collapsed for cross KS learning. This may also allow cross phase learning with the secondary school.	Maths – all classes- Maths Mentors visit from Sixth Form College	Maths – all classes	Saturday School – Hunsley Early Birds
No timetabled, designated blocks for learning activities – teaching staff and pupils themselves to manage the length of learning time given to any activity, based on constant assessment and responsive interventions.	Thematic learning, personalised to individuals and groups Y6 (and Y5 G&T) Visit to South Hunsley. Team teaching with Y6 teaching staff and SHS Year 7 teacher: 'Maths Challenge'	Y5 and 6 Outdoor and Indoor PE – pupils use Ipad coaching apps to map progress.	E.g. Undergraduate pupils from Hull University lead science investigation for all classes in KS1, using Tech Room, Eco garden and wetlands. Hunsley Primary aims to be shortlisted for the Humber Renewables Awards in Category 9: Renewables Education.	Y4 – Technical Room time – digital learning with Apple TV. Use of technology narrows gaps for disadvantaged pupils. Weblink to International Schools Award partner school in India – via 'Connecting Classrooms' project.	Celebration Assembly – KS1	Flexible contracts with all teaching staff, including HLTAs and specific individuals from the secondary school, will enable Early Birds sessions to take place from 8.30 to 11.30 each Saturday. These may include parents too.
	Flexible break times dependent upon pupils' progress. See Education Plan – Section D	Y6 French (and German taster for G&T to take place in conjunction with the KS3 timetable at South Hunsley School. Supported by Post 16 pupils.		Y6 (and Y5 G&T) Visit to South Hunsley. Team teaching with Y6 teaching staff and SHS Year 7 teacher: 'Maths Challenge'	Celebration Assembly - KS2 Maths and Science Awards.	
	E.g. 'RATS' Reading Scheme supported by Post 16 pupils from South Hunsley Sixth Form College.				Year 5/6 Computer Science: pupils fast-tracked to design apps for learning. All pupils self-assess on iPod touch bank.	
12 – 1pm	Lunchtime – catered via Hunsley Trust central services. Clubs run from 12.30 to 1pm: Lego, Puzzle, Recorder.		E.g. KS3 teaching staff from South Hunsley lead Business and Enterprise game	YR, Y1 and 2 will be on an early entry to lunchtime at 12noon. Y3, 4, 5 and 6 will enter at 12.50.		
No timetabled,	Integrated learning activities. Theme: 'My			Y2 Swimming lessons – at South	Y3, 4, 5 and 6 'Family Groups'	



designated blocks for learning activities – teaching staff and pupils themselves to manage the length of learning time given to any activity, based on constant assessment and responsive interventions.	House' Y5 – follow-up from visit to B&Q: applying numeracy - room planning; science – materials; history – Victorian family.  Theme: 'Journeys' Integrated learning activities, all year groups: Year R – outdoor choice: following 'Footsteps', vehicles, floor maps. Y2 – literacy: 'Travel writing'; geography: coastal study; science: coastal study; art: found objects; music: rhythms	Y3 and 4 French Pupils have two exercise books – Maths and Learning Activities. All writing will be carried out in one book, to show the connectivity between curriculum and progress across literacy skills.	for KS2 classes in Hall and 'Home Corner' role-play 'High Street'. KCom visit (Hull Kingston Communication s) – children set up Home Corner as telephone across the classroom.	Hunsley School. Y3 and 4 who also require swimming intervention will accompany the Y2s in this activity.  Y5 French–pupils create blogs in target language and share with KS3 pupils from SHS.	activity – mixed vertical classes engage in independent learning activities – for Personal and Social Development (SMSC), involving 'Role Play' in home corners, with topics such as Anti Bullying and Green Living. Working towards kite marks.
3.45 – 5pm	'Parent Learn' session – How to support your child's reading.  Head of School surgery.	KS1 – science club	KS1/2 Weekly Staff training, plus staff from other Hunsley feeder schools.	KS2 – science club  KS1 Consultation Evening	Open access – teacher consultation 3.30-4pm

**Inclusion and access to the curriculum:** We aim to provide a learning experience and a learning context that is enabling and confidence-building; it will ensure that children of all levels of ability are seen as individuals and receive a personalised, well-planned and responsive education. Team-work, engagement, choice, resilience and responsibility are key factors. The following elements of our curriculum enable inclusion to be at the heart of the school life:

- A curriculum which encourages, and ultimately relies upon, a range of thinking skills, problem-solving approaches and resilience to keep going even when there are challenges ahead. We will celebrate engagement with challenge as much as we will celebrate outcomes of success. Our 'Celebration Assemblies' will seek to find diversity of achievement, approach and contribution to celebrate.
- Highly-skilled inclusion team, including the wider Trust team, with diverse methods
- A broad and balanced set of subjects and topics with relevant thematic approaches
- Skilled, highly trained teaching staff with a secure understanding of the best ways children of all abilities learn, who can adapt their teaching styles to suit a full range of abilities, working in a culture that values continuing professional development to maintain the highest level of practice.
- A high emphasis on the community and the 'family' – be that the Brough South development, the Hunsley Trust of schools, the 'home' class or the 'family of vertical groupings on 'drop-down' days
- Collaboration of boys and girls, respecting others' contribution, regardless of gender
- A focus on parental involvement in supporting learning, reinforcing how learning does not stop at the end of the school day
- A platform (Hunsley Voice – the primary wing of SHS ECHO, our KS3, 4 and 5 student voice structure) for listening to and responding to the concerns and ideas of our pupils
- A forum (Consultation Evenings, Parent View surveys, Head of Primary Clinic) for listening to and responding to the concerns and ideas of our parents

- A highly rigorous and organised self-evaluation process which aims to secure a fully inclusive education for ALL pupils and not just those at risk, narrowing the gaps and removing within-school variation by reviewing, evaluating and adapting what is done and why we do it. This M&E structure is complicated in its rigour, but at heart asks a simple set of questions: Are all our children happy, safe and healthy? Is every child making excellent progress? Do children in different groups make different levels of progress? What are we doing in terms of provision to address those differences or gaps? Are we being effective in our actions and interventions? What help do we need to seek to ensure we are being effective?

**The Role of the SENCO:** There is a very clear role for a SENCO – this role will initially be taken by the Head of Primary (HOP), whose expertise must include an excellent understanding of both the inclusion agenda and the practical ways in which inclusion should be ensured in school. The highly experienced Hunsley Trust SENCO will be deployed to support the primary school, building capacity for partnership working with outside agencies.

The HOP has overall responsibility for ensuring that each individual's needs are identified, monitored and adequately met as senior leader of the institution. The Head also will be the senior safeguarding officer and will be trained to the appropriate mandatory level. When Key Stage co-ordinators are introduced, the liaison processes between these two posts, the Primary SENCO, the Trust SENCO and Trust inclusion team will ensure sharing of relevant information so that teaching staff are equipped to maintain progress of SEND pupils from Reception to Year 13.

The distinct role of the SENCO in assessing and meeting the needs of vulnerable groups is as follows:

- To lead the Support for Learning team (TAs), ensuring the highest standards of achievement for pupils requiring support at all stages and levels of ability.
- To provide teaching staff with clear direction and support, resulting in a high performing team, working collaboratively.
- To set, and support the achievement of, achievement targets for pupils requiring support for learning, making a measurable contribution to whole school targets.
- To contribute to each stage of the Hunsley Primary monitoring and evaluation cycle, working closely with the Key Stage co-ordinators to oversee the writing of Achievement, Teaching and Behaviour Reports.
- To be mandatory Deputy Safeguarding Officer after the Head of School.

#### **In Reception, Y1 and 2:**

- Central role in the initial liaison between school, pre-schools, other agencies and parents to ensure early identification of SEND and of individual needs. The SENCO must be part of the team who lead transition, easing that process for the most vulnerable pupils, by going out to visit families to assess any special needs of incoming children and to establish a point of familiarity for parents and child. Pre-school data, observations and assessment portfolios are sent to the SENCO to support the formulation of a personalised support plan where needed.
- Preparing the team of TAs so that they have comprehensive information about children's specific inclusion needs. The EYFS transfer records enable this to be useful information, as does the information collected from parents, carers and other



agencies. This builds a rounded picture for the SENCO, Learning Support Team and the teaching staff.

- Supporting the assessment of incoming pupils in the Reception year so that teaching staff can establish a baseline level of ability and to enable the school to set pupils' progress targets for Communication and Language, Literacy and Mathematics. The SENCO will have the support of YR teacher in the early phases of school opening. Increasingly, the role of the KS1 co-ordinator who will lead the team of teachers, will be to co-ordinate this part of the assessment and support programme. There will be close liaison from the SENCO with the YR teacher in the term prior to Reception September start (see also the Transition arrangements detailed in following section) so that planning is appropriate and that staff are suitably trained and informed for meeting any specific needs arriving with the new cohort.
- The SENCO will support teachers in administering speech and language assessment. Where assessment leads to pupils being identified for additional support, the SENCO will be responsible for writing programmes of support and ensuring classroom teachers and TAs can deliver this support.

### **Across the school:**

- Where the teaching and classroom support staff are unable to provide the bespoke support and challenge needed by specific pupils, the SENCO is responsible for seeking wider expert support from other agencies.
- Support and assist teachers to ensure they understand and are actively implementing the key aspects of the school's behaviour and inclusion policies. Seek to ensure strategies for behaviour and inclusion are part of the school training agenda where necessary. In Hunsley Primary, rationalising the demographic of the anticipated cohort by looking to our current feeder schools' cohorts and our own pupils at South Hunsley, we do not anticipate that behaviour as a special need will be a particular area of concern, however the SENCO will be central to ensuring the Behaviour and Inclusion policies are adhered to and will provide support and expertise where behaviour does become a barrier to learning.
- The SENCO and the Learning Support Team will keep and maintain records of SEND pupils' progress, write IEPs and PSPs, carry out parental communication and liaison with other agencies, evaluate the impact of the strategies they are using, as part of the school's M&E cycle, and ensure that the team of TAs has the appropriate standard of training and skill to fulfil their responsibilities. They also will ensure effective assessment, marking and feedback of specific children.
- The SENCO will be fully trained to deliver specific professional development regarding SEND for staff, for example in the teaching of dyslexic children or the inclusion of autistic children, both of whom are likely to be specific groups particular to Hunsley Primary, however in comparably small numbers.
- It is the SENCO's responsibility to ensure that barriers to learning are removed, by, for example, looking for innovative ways to do so, such as new digital technologies.

The Hunsley Trust Education Welfare Officer, Child Protection Team and e-Safety Co-ordinator will always be available to the Primary team to help address concerns that are raised and to advise specific Key Stage co-ordinators on the best practice for monitoring vulnerable groups.

Models for spending the Pupil Premium are already well tried and tested within the Hunsley Trust. Hunsley Primary will use the Pupil Premium in similarly effective ways to

contribute to the employment of staff (e.g. HLTA) to provide additional support and intervention. The aim of such roles is to strengthen the pastoral and inclusion provision to provide targeted support for pupils with emerging and as yet unmet needs (e.g. who have not met the required standard in the YR testing), particularly those with indicators of social deprivation and or disadvantage. In making provision for socially disadvantaged pupils, we recognise that not all who receive free school meals will be socially disadvantaged and not all socially disadvantaged pupils will be in receipt of free school meals. Pupil premium funding will be allocated, therefore, to classes, groups or individuals identified as a priority. By implication, not all children receiving free school meals will be in receipt of pupil premium interventions at any one time but every pupil within the categories of vulnerability will have their needs regularly evaluated through the Inclusion Reviews.

### **Working with 'external agencies' to support inclusion and narrow the gaps:**

It is anticipated that the external agencies with which we will work will be:

- EIS – Education Inclusion Service
- EHAT – Early Help Advice Team
- EWS (Was EPBST) Education Welfare Service
- YESS – Yorkshire Education Support Service – for training staff and carrying out speech and language assessment
- SENSS – Secondary Education Need Support Service – our support team and trained by SENSS to lead programme in schools across the Trust
- YOT – Youth Offending Team (limited use in KS3, and we would anticipate limited requirement in KS2)
- CAMHS – Child and Adolescent Mental Health Service

### **Inclusion of SEND Pupils:**

In the spirit of **high aspiration for all through collaborative learning**, our priority is for SEND pupils to remain in the main 'home' classroom rather than being withdrawn by default for intervention. We look to bring into the classroom the support and differentiation needed to ensure all children can make progress. This does not preclude all withdrawal but what we aim for is personalisation in the classroom which will enable pupils to remain with their friends, peers and class 'home' group, where they feel valued and secure. This is based on Hook Primary's outstanding model. The skills of the teacher and the co-ordination of the SENCO will ensure that the best classroom provision is on offer. Where appropriate, and in consultation with parents, we will recruit the expertise of professionals who specialise in supporting children with needs which the school (or the wider Trust Inclusion Team provision – Behaviour Team / Attendance Team) alone cannot meet. Where the Trust cannot address the concerns with sufficient impact, consultation with the Educational Psychologist and possible referral for assessment for a Statement of Special Educational Needs may be required.

TAs and HLTAs will provide support either individually or in small groups: we are very clear on the active involvement of effective TAs and will ensure that all TAs receive training which equips them to meet needs, as well as meet Ofsted expectations as 'teaching' staff in the school. **TA appraisal objectives will drive forward improvement as much as teacher objectives do.**

**Roles of other staff in enabling SEND pupils to make good or better progress:** All classroom teaching staff (teachers, TAs and HLTAs) have very high levels of responsibility for the learning progress of all groups of pupils. Classroom teachers are the first point of

communication with parents. Key Stage coordinators will be expected to plan, review and respond together with the SENCO to learning needs arising. The HLTA will have the autonomy to lead small focus groups in class, and to create learning resources which support personalised interventions and differentiation. TAs will be directed both by teaching staff in day-to-day learning planning and assessment recording, and the SENCO in strategic planning and deployment across the school.

### **Transition:**

New arrangements for schools to devise and lead their own formative assessment frameworks have ensured that we now see every end of year process as being a transition process. This is the time when teachers taking on a new class will work together with the previous teacher to scrutinise the records of attainment and to identify where gaps be.

In addition to the yearly transition mentioned above, there are four main periods of transition which we will plan for during a child's time with us at Hunsley Primary: admission to Reception; movement from YR to Y1; transition from KS1 to 2, and departure from Year 6 to Year 7.

### **Year 6 to Year 7:**

Year 6 pupils must be ready for secondary school, academically, emotionally and socially. For the latter reason, the transition from Y6 to Y7 actually begins for our pupils in Y5, with a range of orientation activities such as the BakeOff, arranged for all Y5 pupils to attend at South Hunsley School – it is here that they experience a KS3 technology lesson and meet Y7 pupils, many of whom they will already know. The Maths Challenge is supported by the HOP, taking teams of highly able mathematicians to compete against other feeder primaries at the secondary school – this is a chance for the HOP to have a more hands-on role in transition. The Year 5/6 Open Evening taking place at South Hunsley in September and the Transition Day in July are both opportunities to bring together the HOP and the Head of School (secondary) in front of parents and children to show the close, long-term links between these two schools in the Trust.

Transition arrangements to South Hunsley secondary are already excellent - well-established and inclusive of all feeder schools. As the significant feeder school to South Hunsley, Hunsley Primary will have established a safe spirit of transition long before our children are due to leave Y6 (see the enrichment activities and typical week in Hunsley Primary). Where a Year 6 pupil (or indeed any pupil leaving the school) is due to transfer to a school outside of the Hunsley Trust, we will ensure a smooth transfer of information and liaise with the institution concerned to make that move as smooth as possible for the family and the child.

### **Key Stage 1 to 2 and within Key Stage movement:**

At every point of transition, even between year groups as opposed to key stages, the process of transition will be eased by the fact that children will be placed in their new teacher's class for the last two weeks of the summer term, to prevent the 'dip' in progress noted when pupils have to adapt after the summer holidays. During this period, a parents' open evening, where they will get to meet their child's new teacher and look around the new classroom, will take place. Key Stage Co-ordinators will be responsible for ensuring learning activities are well-matched to the children coming in to the year group. All assessment materials, data and other key information will have already been passed on by

the child's current teacher, so that the new staff member can speak to parents with the necessary information to hand. Children are invited to be there at such open evenings. In the first week of the new autumn term, the children will continue their 'familiarisation' activities, having been set a challenge over the summer holiday to present a portrait of themselves and their lives (video, print, paint, or another chosen form) to be shared with their new teacher. Planned movement of TAs between year classes will also help to ease transition for vulnerable children. Arrangements for parents dropping off children in the morning and collecting at the end of the day in the three week period of transition will include open classrooms at the end of the day for the first week back and during the last week of term in the summer.

### **Year Reception to Year 1:**

This is a crucial point of transition for children, moving to a slightly more 'formal' scenario for learning. Where a child has not met the expected standard for transition to Y1 (which we expect will be limited, looking at the expected cohort), the transition will be accompanied by extensive liaison between YR and Y1 teaching teams to plan a package of support for preparation for assessment. The overlap between the end of Year R in summer and the start of Y1 for the last two weeks of term will mean that YR teaching staff can team teach with Y1 teaching staff – Reception children will not yet be in school and Y1 staff will have lost their class to Y2, so will have the capacity for such liaison. In addition to the 'open classrooms' cited above and the parent liaison opportunities also mentioned, the KS1 teachers will collect children from the playground in the mornings and ensure a 'smart depart' takes place at the end of the school day, meaning they are always available to see parents should the need arise.

The Year 6 teacher, who will inherit their incoming class from Y5, will require capacity-building so that Y5 and Y6 can experience events together in mixed groups for the last two weeks of term: the HLTA will be displaced to these classes to build staffing capacity, and vertical group activities will be planned to create flexibility in the organisation of learning.

### **Pre-school to Reception:** (See also Role of SENCO)

Information sharing begins before our pupils enter Reception in September. Our SENCO and Reception team will liaise with parents and pre-school providers, as well as the Local Authority and specific agencies. The LA EYFS transfer records will be a source of information shared with Reception staff. Home visits and school meetings may be necessary for particular pupils and families. The Reception Staff will visit 'feeder' nursery providers (e.g. Ladybird in Brough) to introduce themselves and to speak with parents during the period of application to primary school in autumn, and again in the summer prior to admission in September.

## **D2 Measuring pupil performance effectively and setting challenging targets**

**Key Performance Indicators:** See P38-39 for details of the monitoring, evaluation and reporting on the KPIs. Below is a table of the priority KPIs and their associated targets. The targets have been set in relation to our benchmark primaries and national performance indicators. Where the science and maths specialism will generate specific KPIs and targets in relation to the Hunsley Primary vision, there are no precise national or

local comparisons, so we look to primary schools who achieve outstanding performance in maths and science in 2012-13.

Fig D9

Priority KPI	Ambitious Target	Rationale																																										
<p>Academic Achievement</p>	<p><u>By the proposed new measures*</u>:</p> <p>KS2 – Maths, English, Reading and Writing (and Science) – across all measures, we will target 98% pupils reaching the floor standard of ‘Secondary Readiness’ (100) and 50% at scaled score of 115 or more, with an aspirational target of <b>10% achieving in the top 10% of pupils in Maths and Science (between 120 and 130 scaled score)</b></p> <p>We would look for our pupils to achieve in the top decile based on national achievements, taking into consideration attainment <i>and</i> progress measures be those value-added or APS – as yet unconfirmed in the accountability framework.</p> <p><b>Narrowing the Gaps</b></p> <p><b>SEND</b> – see Page 13</p> <p><b>Gender:</b></p> <p>We would seek to <b>reduce variation between the achievement of boys and girls</b>, which in our outstanding benchmark school (Swanland) at Level 5 or above is as follows:</p> <p>Girls 50% Level 5+ Boys 34% Level 5+</p> <p>We believe our curriculum is inclusive for boys and girls, and should enable a potential gap to be narrowed.</p> <p><b>FSM:</b> We would not anticipate gaps between FSM pupils and all other pupils. We would aim for ambitious targets to reduce all identified gaps.</p>	<p>To meet the vision of the school, we need to aim high for all our pupils’ academic achievement. The new attainment benchmark standards are high; the material in the new tests more challenging, and in the absence of ‘Level 6’ tests, we know we need to show progress as well as attainment for the most able students.</p> <p>*NB - In terms of the <i>current</i> measures for progress, which offer an immediate point of comparison, we would wish to set a target of 30 for the Average Point Score (All pupils) and over 100.8 for the Value Added measure across Maths and English from KS1 to KS2. The rationale here is that our highest performing (‘Outstanding’) partner primary in the local area is consistently achieving likewise.</p> <p>In terms of the current measures for attainment, it we would place the following as targets, had the notion of levels not been withdrawn from the accountability framework:</p> <table border="1" data-bbox="847 1200 1455 2069"> <thead> <tr> <th data-bbox="847 1200 1054 1429">Percentage achieving Level 4 or above in both English and mathematics</th> <th data-bbox="1054 1200 1118 1429">2009</th> <th data-bbox="1118 1200 1182 1429">2010</th> <th data-bbox="1182 1200 1246 1429">2011</th> <th data-bbox="1246 1200 1310 1429">2012</th> <th data-bbox="1310 1200 1455 1429">Hunsley Primary equivalent targets (notional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="847 1429 1054 1496">Hunsley Primary</td> <td data-bbox="1054 1429 1118 1496"></td> <td data-bbox="1118 1429 1182 1496"></td> <td data-bbox="1182 1429 1246 1496"></td> <td data-bbox="1246 1429 1310 1496"></td> <td data-bbox="1310 1429 1455 1496">94%</td> </tr> <tr> <td data-bbox="847 1496 1054 1563">LA</td> <td data-bbox="1054 1496 1118 1563">73</td> <td data-bbox="1118 1496 1182 1563">73</td> <td data-bbox="1182 1496 1246 1563">78</td> <td data-bbox="1246 1496 1310 1563">81</td> <td data-bbox="1310 1496 1455 1563"></td> </tr> <tr> <td data-bbox="847 1563 1054 1630">National</td> <td data-bbox="1054 1563 1118 1630">72</td> <td data-bbox="1118 1563 1182 1630">73</td> <td data-bbox="1182 1563 1246 1630">74</td> <td data-bbox="1246 1563 1310 1630">79</td> <td data-bbox="1310 1563 1455 1630"></td> </tr> <tr> <td data-bbox="847 1630 1054 1720">Comparable LA Primary</td> <td data-bbox="1054 1630 1118 1720">82</td> <td data-bbox="1118 1630 1182 1720">IA</td> <td data-bbox="1182 1630 1246 1720">87</td> <td data-bbox="1246 1630 1310 1720">86</td> <td data-bbox="1310 1630 1455 1720"></td> </tr> <tr> <td data-bbox="847 1720 1054 1809">Comparable Academy Primary</td> <td data-bbox="1054 1720 1118 1809">91</td> <td data-bbox="1118 1720 1182 1809">IA</td> <td data-bbox="1182 1720 1246 1809">94</td> <td data-bbox="1246 1720 1310 1809">94</td> <td data-bbox="1310 1720 1455 1809"></td> </tr> <tr> <td data-bbox="847 1809 1054 2069">Comparable Academy Primary  Science Level 4 and above  Science Level 5 and above</td> <td data-bbox="1054 1809 1118 2069"></td> <td data-bbox="1118 1809 1182 2069"></td> <td data-bbox="1182 1809 1246 2069"></td> <td data-bbox="1246 1809 1310 2069">97</td> <td data-bbox="1310 1809 1455 2069">98%</td> </tr> </tbody> </table>	Percentage achieving Level 4 or above in both English and mathematics	2009	2010	2011	2012	Hunsley Primary equivalent targets (notional)	Hunsley Primary					94%	LA	73	73	78	81		National	72	73	74	79		Comparable LA Primary	82	IA	87	86		Comparable Academy Primary	91	IA	94	94		Comparable Academy Primary  Science Level 4 and above  Science Level 5 and above				97	98%
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						41	50%
Attendance	97.5% all pupils	It is our aim that Hunsley Primary sits in the highest quintile for all schools. The highest and improving attendance in the locality was 96.9% in 2011-12.					
	1% Persistent absence	<p>The national average PA is 3.4%. We would aim to be at least half of the national average at Hunsley Primary.</p> <p>Where there are pupils achieving between the threshold of 85 and 95%, we would aim to target this specific group to ensure that the absences do not become persistent. This would be a target intervention group.</p> <p>We aim to ensure there are no gender-related patterns of absence. We aim to close the gap between disadvantaged and non-disadvantaged pupils.</p>					
Behaviour – see also the rewards and sanctions KPIs below.	0 incidences of racist / homophobic bullying	This would be our aim: although we acknowledge that it is a significant issue with primary-aged children to ensure that they are aware of what constitutes the different types of bullying. We would aim to support this through a programme such as the Stephen Lawrence Trust Award.					
	0.01 of the population Fixed Term Exclusions	The regional number of Fixed Term Exclusions from across primary phase schools in 2011-12 was 265 (0.01 of the population) and the national statistic for 2011-12 was 0.01 for primary; so it follows that we set an ambitious target for our school, based on the anticipated cohort. <sup>30</sup>					
	0 Permanent Exclusions	The regional number of permanent exclusions from across all phases in 2011-12 was 8 (out of the population of 24,960), so it follows that we would aim not to have any PEs					
Quality of Teaching	Ofsted rating of 'Outstanding across all measures' as a result of teaching that is 90% Good or better with none that is Unsatisfactory.	A school of this size, with the freedoms of Hunsley Primary to recruit and retain the best staff, should be able to maintain the development of teaching staff and the high standard of expectation to achieve this goal.					

### **Rationale for priorities:**

The aim of Hunsley Primary is to be a high achieving school with challenging aims, and a safe, nurturing, and most of all inclusive environment which enables all children, and in particular the groups we believe will form our cohort (See Section D1). Our freedom as a primary free school to focus on our specialisms of maths and science means that we will set objectives which are ambitious for these subjects. All children will understand the

<sup>30</sup> <https://www.gov.uk/government/publications/permanent-and-fixed-period-exclusions-from-schools-in-england-2011-to-2012-academic-year>

significance of this high ambition. Scientific skills of enquiry, thinking, observing, exploring, recording and hypothesising will sit at the heart of the learning process, so we will set high targets in these skills areas too. All children will focus on tracking their acquisition and practice of these skills and will measure their own progress against high targets on their 'flight path' target posters in classrooms. Lasting pupil engagement and achievement in STEM subjects must be core to our own distinct ambitious outcomes. We are clear that our pupils should attain highly ambitious 'levels' at the end of each key stage in maths and science, but we also recognise the 'softer' more qualitative targets we must aim for:

- Engagement of parents and carers in learning activities for science, maths and technology – through Parent Learn sessions
- Success in teaching staff development and training in science and maths from partnership schools – we would aim to put our school forward as a **model for professional development across the local area and beyond**
- Success in developing new teaching staff – ITTs – in the science or maths specialism, so that the quality of the initial teacher training they receive is uniquely strong in our STEM specialism
- Pupil participation in clubs and extra-curricular activities, and the uptake of activities also outside of school which are related to STEM, such as membership of junior associations, such as the British Science Association or the Young Ornithologists Club
- Full engagement of our post-16 science and maths students with the KS1 and 2 pupils through mentoring and challenge programmes (competitions, project schemes, role-modelling)

**Behaviour targets:** We would anticipate that our established interventions and supports (as well as particular expertise) already existing in the Trust should enable us to strive for zero permanent exclusions and a target of 0.01% population for Fixed Term. We realise that this is low in terms of the national data, but it is in line with local feeder primary data and secondary school data.

**Rewards and sanctions:** Fortnightly behaviour reports will be submitted for each key stage to the HOP, reporting on the number of rewards tokens given and the number of sanctions. Hunsley Primary will run a rewards system which will be tied closely to the Attitude to Learning grades which shall be recorded at every data collection for children in Years 1 to 6. The descriptors for these A2L grades will differ for KS1 and KS2 to take into account the significant differences in expectations for such significant differences in age, but the five headings will remain the same – closely linked to the independent learning ethos we wish to embed, and the 4 levels will also remain the same: A for 'Above expectation' to D for 'Causing persistent concern'. Rewards tokens will be given for daily pupil learning achievement across the 5 categories and as these rewards are amassed, they will be celebrated publically in school with certificates, prizes – such as tickets for local museums, and mementos, such as enamel badges for bronze, silver, gold and platinum standard.

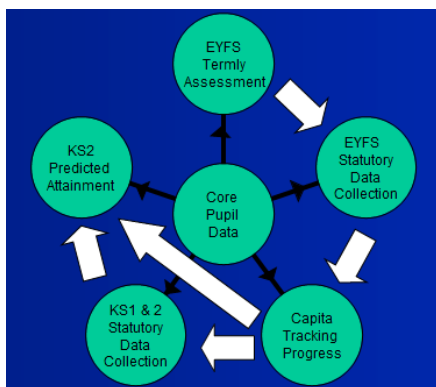
**Targets for Attitude to Learning:** 100% B or above for A2L grades with 50% achieving A across 3 or more A2L measures. The five areas of A2L are: Behaviour for Learning, Working Together, Independent Learning, Organisation and Communication.



**Rewards Tokens:** 100% pupils achieving threshold of bronze standard each term, with 50% of pupils achieving silver or better each term.

**Sanctions:** The school will operate a hierarchical BfL policy, with escalating sanctions given for pupils who are unable to manage their own behaviour and do not respond to the behaviour for learning management strategies employed by school staff. The recording of these sanctions by teaching staff will be submitted at the end of each day, generating data for the fortnightly report, from S1 (warning) through to S3 (further action). That 'further action' is most likely to be a lunchtime detention / report and parental contact. These will be recorded centrally in SIMS (see below) and lead to targeted behaviour support and contact with parents according to the policy.

**Assessment and Data Tracking:** The tracking, analysis and reporting of data will be led for Hunsley Primary, as a Trust school, by our highly experienced data team, led by a data manager with previous experience in local authority and primary data management.



Hunsley Primary will use Capita's central management system, SIMS. This is an adaptable system which will enable us to develop our own formative classroom assessment resources and tracking tools and produce bespoke reports, both for parents and for school management. Because Capita provides KS1 and KS2 templates to collect information for statutory submission, we will be sure to have an effective flow of data from YR to Year 6 and into KS3:

Fig.D10 SIMS data flow for effective target setting<sup>31</sup>

Much of the tracking of KPIs will take place centrally through the Central Trust Team (administrative and HR resources, tracking attendance, staff sickness absence, and so on); the Data Team of the Trust has substantial experience of monitoring tracking data and of interpreting that data into effective summaries and group-filtered reports, to support targeted improvements in teaching, an element of the 2013 Inspection praised by Ofsted: *'The focus of driving improvement in teaching has been the cornerstone to the improvement in pupils' achievements across the school and in stamping out any gaps in performance between different groups, such as the in-school gap of the very small group of pupils entitled to free school meals in English in 2012.'*<sup>32</sup>

It is likely that the formative assessment of knowledge and understanding in each unit and subject of the curriculum will be tracked in a traffic light system using the Emerging, Embedding and Excelling judgement for each area of content. Where skills are to be assessed and tracked, the SIMS system is easily adapted to record the data we will find useful in forming rounded judgements of pupils' progress and wish to report on.

We would wish to show parents how well their child is achieving in each curriculum area against base level assessments, against national data, and also against our own skills

<sup>31</sup> Taken from SIMS presentation

<sup>32</sup> South Hunsley School Inspection Report, Ofsted, June 2013

priorities (see Section D1). The tracking tools SIMS provides would be necessary in showing the progress our pupils make from Key Stage 1 to 2, as it would be pre-populated with pupil information from Reception, including statutory testing and teacher assessment results, to give comparisons against outcomes for any assessment taking place at the end of KS1, and predicted targets for the end of KS2.

The KPIs we have measured very successfully to drive forward improvement and achievement at South Hunsley School (secondary) will shape the KPIs we monitor and report on at the primary – however there will be specific adjustments to ensure we are targeting the key elements of school life that make us unique and drive forward our vision. We will track KPIs following data collections across the academic year, as stated in the Monitoring and Evaluation calendar and the Assessment calendar. The variation against target of 'secondary ready' benchmark, and above, will be populated automatically using the spreadsheet and will indicate areas of concern, using a Traffic Light (Red, Amber, Green rating). We will present KPIs as a Hunsley Primary Data Dashboard, as we now currently do in the secondary school and the sixth form College.

### **The Key Performance Indicators reported on according to the M&E schedule (Read in conjunction with Monitoring and Evaluation):**

If we *were* to be working under the present system of assessment as a notional benchmark model (acknowledging a change is pending), we would look to track the following data and present in the Hunsley Dashboard:

- **All Reception – progress against base level assessment across:**
  - Prime: CL / PD / PSED
  - L / M / UTW / PSED
  - Completion of sub-level descriptors under each strand
- Sub-groups of Reception – as detailed in vulnerable groups (including male and female)
- **All KS1 – progress towards Level 2: Maths, Science, English (Reading / Writing / SPAG)**
  - Phonics test intervention / catch-up
  - Sub-groups of KS1 – as detailed in vulnerable groups (including male and female)
  - Achievement at end of KS1 assessments
- **All KS2 – progress towards 2 and 3 levels progress: Maths, Science, English, (Reading / Writing / SPAG)**
- **Attendance of All Pupils / Groups – tracked by KS and Year**
- **Punctuality to morning session – percentage lates**
- **Persistent Absence <85% - tracked by group**
- **Potential persistent absence 85-95% - tracked by group**
- **Exclusions –**
  - Number of days
  - Number of pupils
  - Number of exclusions
- **Internal isolation – Years 2-6**

- **Lunchtime detentions – Years 3-6**
- **Lessons observed**
  - All grades (fine grades 1a/b etc) % Good or better / % Outstanding
  - NQT lesson judgements (recorded separately) % Good or better / % Outstanding
- **Zoning (behaviour) and Learning Walks (T&L)**
  - by Year
  - KS
  - subject being taught (e.g. maths)
  - teacher
  - causes for concern

We will also track staff attendance (sickness / absence).

### Assessing and meeting the needs of all pupils:

Accurate and regular formative assessment which informs teacher planning and learning activities and engages pupils in a dialogue of feedback is the key to raising pupil achievement:

- |                                      |                               |
|--------------------------------------|-------------------------------|
| ○ teacher's questioning skills       | ○ marking                     |
| ○ plenaries                          | ○ moderation                  |
| ○ observation of pupils              | ○ consolidation and remarking |
| ○ use of TAs – outside interventions | ○ feedback and                |
| ○ learning conversations             | ○ planning                    |

Tracking records showing summative attainment levels (or judgements: emerging, embedding and excelling) will be kept by all teachers and fed into SIMs so that line managers can also track pupil progress. But in addition to this, our teachers will be trained to make observation notes in their own 'Assessment Journals', notes which capture some of the qualitative achievements and milestones pupils reach, as well as the quantitative ones. This is vital when looking at the whole child and considering where best to direct the next step of their learning. For example, where the teacher might record that 8/10 was achieved in a spelling test in one system of tracking, in their Assessment Journal they will note where that child got to in terms of progress during a period of learning, who they worked with, how they co-operated, whether they questioned, whether they need more help in questioning and so on. Thus the finer detail of pupils' learning needs is captured in a narrative of assessment which sits alongside the summative, quantitative data.



*Fig. D12 The Hunsley Method Assessment for Learning Cycle*

We see marking and feedback as a cycle which sits at the heart of the Hunsley Method (See Fig. D12). Excellent feedback from teachers requires accurate assessment, and appropriate objectives for achievement can only be set when accurate assessment has taken place. The pupils must be involved in this process – but they also must be shown how and encouraged to feel confident about judging their own progress: our teaching staff (including all classroom support staff) will be trained in this kind of intervention.

**Accuracy of teacher assessment:** There must be accuracy and consistency of assessment and moderation of judgements. We will work with partner schools to ensure external verification takes place and that teachers engage in wider pedagogical dialogue.

*Fig D13 Hunsley Primary Assessment and Progress Calendar Model*

W/B	YR	Y1	Y2	Y3	Y4	Y5	Y6
03/09							
10/09							
17/09	Settling in Evening	Settling in Evening	Settling in Evening	Settling in Evening	Settling in Evening	Settling in Evening	Settling in Evening
24/09	Baseline Testing						
01/10							
08/10							Settling in Grade
15/10							Progress Evening
22/10	EYFS Profile Review	NC & A2L	Est & A2L	NC & A2L	NC & A2L	NC & A2L	Est & A2L
05/11	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents Y5/6/7Open Evening	Rpts to Parents
12/11							
19/11	YR Open Evening					Progress Evening	
26/11							
03/12							
10/12							
17/12							
07/01							Mock End of KS Assessment
14/01	EYFS Profile Review	NC & A2L	Est & A2L	NC & A2L	NC & A2L	NC & A2L	Est & A2L
21/01							
28/01	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents
04/02				Progress Evening			
18/02							
25/02		Progress Evening					
04/03							
11/03							
18/03	EYFS Profile Review	NC & A2L	Est & A2L	NC & A2L	NC & A2L	NC & A2L	Est & A2L Progress Evening
08/04	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents
15/04							
22/04							
29/04			Progress Evening				
06/05							
13/05							End of KS Assessments

20/05							
03/06					Progress Evening		
10/06	EYFS Profile completed		KS2 assessment				
17/06	Phonics Screening Test	NC & A2L	NC & A2L	NC & A2L	NC & A2L	NC & A2L	Est & A2L
24/06	Transition week	Transition week	Transition week	Transition week	Transition week	Transition week	Transition week
01/07	EYFS Profile to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents	Rpts to Parents
08/07	Profile to KS1		Rpts to KS2				Rpts to KS3
15/07							Transition Day

**Liaising with and reporting to parents/carers:** Hunsley Trust has built an excellent reputation for parental communication and information sharing (See Fig D13).

*Fig D14 – Parental Communication of Learning Achievement*

Hunsley Primary Parent / Carer Communications		
Communication Point	Impact	When?
<i>Progress evenings</i>	Parents and carers can discuss on-going progress of their child at consultation evenings held on site. Children attend where possible.	'Settling In' invitation only, September. For concerns only. All year groups twice yearly (times vary; published in Assessment Calendar)
<i>Open Evenings</i>	Transition Evenings, Exhibitions and Information Evenings (as needed) enable key information to be shared en masse, as well as allow parents and carers to see the school.	Transition Evenings occur in September and July. For all year groups and also for incoming and outgoing YRs and Y6s.
<i>Progress Reports</i>	Children receive an A2L grade (A-D) Academic Attainment is also recorded, and the accumulated progress seen from one report to the next.	Sent home after every data collection – three times a year.
<i>Hunsley Primary website</i>	A source of all information needed by parents and carers, for example the calendar, online prospectus, electronic copies of information letters and so on. The Compliments, Concerns and Complaints pages enable parents to directly share their views or to access Ofsted Parent View via live link.	Updated throughout the year by the Marketing and Communications team of the Hunsley Trust.
<i>The SIMS Learning Gateway</i>	Real-time reporting allows parents to view live information electronically on their child's progress, including progress reports and homework.	Live information. Parents have a password to access from home.
<i>Hunsley News</i>	Externally published printed and electronic magazine, celebrating achievement of all kinds and offering key points of information.	Published termly
<i>Performances and celebrations</i>	Parents will be invited to take part in particular celebration assemblies and to attend all school performances relating to their child's Key Stage.	Ongoing
<i>Text service school</i>	Using ParentMail SMS texting service,	Daily

<i>communications</i>	information can be shared with all parents who sign up, such as last minute changes to sports fixtures and reminders about school events.	
<i>Parent Learn sessions</i>	e.g. 'Safe Surfers' and 'Maths Made Easy' – Parents sign up to small groups of Parent/Child learning sessions run by teaching staff and visiting experts.	Saturday morning and after-school sessions throughout the year.
<i>Head of Primary 'drop-in' clinics</i>	This has been trialled in South Hunsley School and has been very successful – parents register on the morning of the day for 'drop-in' session to talk with the HOP about concerns.	Monday after school (every third week in the month – holidays pending)
<i>Mail-shots</i>	Marketing literature via email list which parents and carers can sign up to.	Daily
<i>Parental contributions to trips, visits and learning activities</i>	Parents and carers are invited in to support learning events in the classroom and on trips and visits.	Throughout the year such as on vertical 'Family Learning Days' where the year group structure is collapsed for a day
<i>Enrichment publications for parents / carers</i>	e.g. 'Supporting Your Child's Learning' – help parents to use wider resources such as websites and study guides to support homework and challenge, such as gifted and talented and SEND.	These will exist in print to hand out at Open Evenings, but also available in the Hunsley Primary website.
<i>Parent Surveys</i>	Emailed and sent home to parents and carers to capture views.	Annual
<i>Staff/Parent Focus group</i>	Existing staff who are also parents of children on roll in schools across the Trust – this group will be consulted with when a view is required on school change.	As required
<i>Hunsley Primary Parent Association group</i>	Established through volunteers, to support the school organisation.	Meetings will be held throughout the academic year and minutes sent to the Head of Primary to share with the Executive Principal.

**Monitoring and evaluation systems:** We have a very clear understanding of how rigorous monitoring and evaluation drives forward school improvement and ensures that all children achieve and all areas of school are accountable. Each year we will publish our Monitoring and Evaluation Calendar. As a school within the Hunsley Multi Academy Trust, overseen by the Board of Directors, it will be the case that Hunsley Primary's Monitoring and Evaluation cycle will be in sync with that of the secondary school and sixth form college. The year will be organised in terms of M&E, using the model of this year's calendar to show how the dates are distributed across the academic year. The rigour of the Hunsley monitoring and evaluation schedule was highly praised in 2013 by HMI: *'Insightful leadership, including from governors and meticulous evaluation of the school's work makes sure that no stone is left unturned in their successful quest to ensure pupils in South Hunsley achieve their potential both academically and personally.'*<sup>33</sup> Hunsley Primary will benefit from being part of a wider field of evaluation and from the expertise of school leadership across the Trust and beyond, for example our SIP.

<sup>33</sup> South Hunsley School and Sixth Form College Ofsted Report, 6 June 2013  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136667>



Below is a description of the Hunsley Trust monitoring and evaluation processes, outcomes and actions which are used in the Hunsley Primary annual cycle of review, the summary of which underpins the judgements in the Self Evaluation Summary (SES). This system has proven to be particularly effective, and the main reason why it will continue to prove effective in Hunsley Primary is the secure hierarchy of scrutiny existing, up to Board of Directors level. As avowed in the Ofsted inspection report summary, the Trust governors are fully embracing of their critical friend role: *'Governance of the school is exemplary. Governors are very well informed, are fully involved in the monitoring and reviewing the work of the school. They have very robust financial management arrangements and make sure that all statutory requirements are met including those related to safeguarding pupils. Governors make good use of their wide range of experiences and expertise. They challenge the senior team rigorously because they demand and receive regular, high quality information about the progress of pupils, including groups they have identified as being at risk of falling behind such as young carers and adopted pupils. Careful checking of the use of the pupil premium makes sure action is taken to tackle any underachievement; for example, additional one-to-one support has been provided this year and has contributed to improvement in English for pupils entitled to free school meals. They scrupulously check how successfully strategies to improve teaching are working and ensure that performance management arrangements for staff are linked to improvements in pupils' achievements and teaching.'*<sup>34</sup>

**Rationale:** To develop further a coherent, comprehensive and efficient monitoring and evaluation cycle that underpins all school planning and supports classroom teachers, middle leaders, senior leaders and governors in achieving consistently outstanding performance in all areas of school life.

**Key principles:** We have developed our monitoring and evaluation cycle so that it is:

- comprehensive and accurate
- efficient, transparent and understood by range of audiences
- up to date
- consistent
- evaluates performance of **achievement, teaching, behaviour and leadership**
- shares responsibility among all teaching staff
- leads to actions that improve outcomes for all pupils

**Outcomes:** Self-evaluation is an ongoing cycle that is inseparable from school planning and performance management; it is summarised in a Self-Evaluation Summary (SES) document and in the Executive Principal's Reports to Governors.

Middle and senior leaders are secure in their judgements of all aspects of school performance as defined in the Ofsted Framework for Inspection.

Judgements of performance draw on a wide range of evidence; they are robust, well-documented and consistent across all Key Stages and areas of school; they provide evidence for tackling underperformance and underachievement.

Monitoring and evaluation identifies and celebrates a wide range of achievements of both pupils and staff.

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<sup>34</sup> Ibid

The SES will be updated 5 times per year and the judgements made in it will inform whole school and Key Stage planning, individual performance management and whole school and individual training priorities.

**Processes and methods:** The following practices specify how monitoring will take place and each has a recording and checking procedure that will build into a body of evidence to support the school's judgements in the SES. The list is followed by individual descriptions that detail the process, the expectations of the staff involved and the responsibility for ensuring the rigour and effectiveness of the process.

Self-Evaluation Summary (**SES**)

Autumn Achievement Report (**AAR**)

Achievement, Teaching and Behaviour Reviews (**ATBR**)

Performance Analysis Meetings (**PAM**)

Line Management meetings (**LM**)

Zoning/Learning walks (**LW**)

School Development Plan reviews (**SDP**)

Key Stage Development Plan reviews (**KSDP**)

Executive Principal's Report (**EPR**)

Governors' monitoring and evaluation (**GME**)

Classroom observations (NQTs, PM, KS or staff monitoring) (**Obs**)

Performance Management (**PM**)

Parent & carer voice (**PV**)

Pupil voice (**PV**)

Key Performance Indicators (**KPIs**)

**The Self Evaluation Summary:** The SES is the single central document that summarises evidence from all monitoring and evaluation processes and provides a judgement on the school's performance in terms of achievement, teaching, behaviour and leadership and management. It will be updated 5 times per year by the Head of Primary following Performance Analysis Meetings.

**Autumn Achievement Report:** Immediately following the summer holidays, individual teachers will analyse the outcomes of all classes they taught - with a particular focus on the teachers of end of Key Stage classes, their progress and attainment - and will produce a concise report that will be submitted to the Key Stage Co-ordinator (KSC). KSCs will use these and their own analysis to write a detailed report on achievement (attainment and progress) in their Key Stages. This will be completed by the end of week 2 of Autumn term and discussed in a formal meeting with the Head of Primary and the SENCO. The outcomes of the AAR and formal meeting will form basis of the **Key Stage Development Plan (KSDP)**. The KSDP will indicate the priorities for the Key Stage under the same broad development themes as the School Development Plan. The KSDP will be submitted to the Head of Primary and will be shared with teachers within the Key Stage. This work will be completed by the final day of the first half term.

**Achievement, Teaching and Behaviour Reviews:** Four times per year following data collections. Key Stage Co-ordinators will analyse performance data with the support of the SENCO They will produce a sharply focussed, concise report on the quality of achievement and teaching and a qualitative analysis of behaviour in the Key Stage. The ATBR will be submitted to the Head of Primary and Executive Principal no later than 2 weeks following the data collection. The ATBR will be the main agenda item of the following line management meeting and will be used to update the KSDP.

**Performance Analysis Meetings:** Performance Analysis Meetings will take place 5 times each year, once following the summer and 4 times following each data collection. The Hunsley Trust Data Manager will compile a package of documentation that will consist of EYFS, Key Stage 1 and Key Stage 2 performance dashboards, a KPI spread sheet and detailed analysis of attainment and progress in each year group, the performance of sub groups of pupils within each year group, evidence of the quality of teaching and behaviour and attendance data.

The PAM will be a single item extended meeting focussed on raising achievement, developing teaching and improving behaviour. A range of actions and responsibilities for those actions will be agreed at the meeting and the outcomes and actions will be shared with the KS Co-ordinators. Immediately following the PAM, the SES will be updated by the Head of Primary.

**Senior Team and Line Management Meetings:** All school leaders will meet staff who they line manage on a regular basis to support them in their duties and responsibilities and to ascertain that those sections of the SDP and KSDPs for which they are responsible are proceeding as expected and on target. The outcomes of these meetings will be communicated through the meeting cycle to the Head of Primary and Executive Principal (see Section D3 Staffing Structure for details of line management hierarchy). The frequency of these meetings may vary but are likely to be weekly for the HoP and EP and fortnightly for middle leaders. Other LM meetings, such as links with associate staff – e.g. TAs and office staff, may occur on a half-termly basis. The forms for recording discussion at LM meetings should be brought partially completed to the meeting by the attendee giving an indication of the topics for discussion, completed at the meeting and copied and filed by both parties as a record of discussions throughout the year.

**Monitoring and improving the quality of teaching:** Hunsley Primary adheres to the Hunsley Trust principle of the 'open classroom' (see below). As such, we remain determined to **maximise the academy and free school freedoms from Teachers' Pay and Conditions** to ensure observation takes place as often as is required to guarantee the best practice is maintained:

**Open Classrooms (extract)**

'At South Hunsley we have an established belief which sits at the very heart of our educational philosophy, pedagogy and daily practice: people learn best when they learn alongside supportive and inspirational peers. Not only for our pupils, but also for our staff, this shared sense of purpose begins in the classroom, where we master the teacher's craft. Great staff development is collaborative development which fosters the cascading of very best practice, passing on the baton from one colleague to the next. To inspire each other to learn, innovate and celebrate high achievement, we have developed over time a successful culture of feedback, guidance and support based on the principles of coaching, reflection and the power of professional learning conversations in an 'open classroom'. At South Hunsley the 'open classroom' is a critical tool for facilitating the kind of high quality professional dialogue which has contributed to our national reputation for excellence. We have taken our model to schools across the country, keen for their pupils to benefit from proven strategies for professional development.'

Because we understand that monitoring and achievement go hand-in-hand, our teaching staff will understand that Observation, Learning Walks and Zoning are one of the main

keys to unlock pupil and staff potential – they provide an evidence basis for best practice and a means to identify areas for improvement. What is recorded in lesson scrutiny is significant, so we record using the Ofsted Criteria, the Teacher Standards, the KPIs and the school Vision and Values to provide headings for focused analysis. This then leads improvement for pupils, first and foremost; however, also in the processes of Appraisal and Performance-related pay, all evidence is vital to ensure a fair system.

**Zoning and Learning Walks:** School Leaders, including the HoP, will carry out behaviour zoning throughout the week on a rota basis to support teaching staff, particularly where there has been an identified cause for concern. Zoning is quick-moving corridor and classroom walking. The focus of zoning will be agreed by the HoP and may be communicated to teaching staff. It will vary according to circumstances and need, but could include a review of behaviour, uniform, individual year groups or classes, KSs and pupil movement about the school, thus giving a *snapshot* at particular points in the term and in the school week. Zoning also guarantees a high profile of school leader presence around school and support for pupil progress. The rota will be supported by learning support staff to ensure time is given to enable focussed zoning can take place.

Learning Walks will take place fortnightly and will focus on a specific area of teaching and learning, such as questioning. Fewer learning activities will be observed than in the zoning process to ensure a 10 minute drop-in is usefully diagnostic and the findings will be discussed by leaders and teachers and lead to developmental actions. In addition, the findings of Key Stage Co-ordinator and SENCO Learning Walks will be summarised in the ATBRs.

**Learning Observations:** These are crucial in forming accurate judgements about teaching and learning and school leaders (including the Executive Principal and Director of School Improvement) will be responsible for carryout out observation. We choose to call them 'Learning' rather than Teacher or Lesson observations, as it is the *learning progress* of the pupils which we will be examining, and how teaching contributes to this. Observers will regularly undergo training and review their practice to ensure that they are consistent in their judgements.

To ensure consistency in observations a lesson observation form, adapted from Ofsted's reporting documentation will be used in all formal observations. The grades for all observations will be recorded so that the school holds statistical evidence for the quality of teaching and learning. Judgements are made across the following aspects of the learning: Typicality of Achievement (Data sheets handed in help lead to this judgement); Teaching (Planning and Assessment); Behaviour for Learning, and Progress, and these judgements are recorded as separate grades (1a/b, 2a/b/c, RI/3, I/4) so that data regarding any one of the key elements for Ofsted scrutiny can be isolated and targeted for analysis. Lesson observations judgements will be used by school leaders, alongside data outcomes and a range of other evidence to arrive at a moderated judgement on the quality of teaching and learning across the school. Following observation carried out by school leaders, all forms will be sent to the Head of Primary.

Each teacher (and the HLTA) will be observed as part of their performance management cycle at least once a year but more regular observation (twice per term at least) can be expected when the colleague is an NQT, as part of a thematic or key stage review, or where support has been put in place as a result of concern about standards identified through other forms of monitoring, or at the request of the teacher. Informal learning

observations will also take place as part of coaching cycles and peer observation, for professional learning and development purposes.

**Performance Management:** Hunsley Primary will build on the Hunsley trust reputation for outstanding CPD and rigorous performance management processes: we appreciate that, where standards of teaching fall below our high expectations, we must engage in support (be that using our own Learning Leaders, SLEs and ASTs or by buying in support from expert primary partner schools) and ensure that progress is made through programmes of support or Capability. If progress is not made, then policy will be followed. All teaching staff must undergo a process of performance management Appraisal annually. This consists of an observed learning activity, a self-evaluation process, a review of the previous year's targets and the setting of new targets against the school and departmental priorities. Each teacher has a reviewer who will observe an agreed lesson, review and set new targets. Training needs will also be agreed. A mid-year review will take place and this will form the focus for a line management meeting in the spring term.

We maximise on our academy and free school freedoms regarding pay and conditions. For teaching staff who are 'Main Scale' there will be the option after 5 years of practice to apply for Expert Teacher status. Teachers who are 'Experts' are not school leaders, but are outstanding practitioners, assessed against an exacting set of performance standards. All teachers being assessed for Expert Teacher status will have to present their self-evaluation to the Executive Principal and Head of Primary. It will also be presented to the Board of Directors, as employer of staff across the Hunsley Trust. Teachers wishing to progress to leadership posts in the school, such as Key Stage Co-ordinator, will be assessed against the standards for leadership and must undergo the same assessment process. It is expected that school leaders will also be outstanding practitioners.

**The School Development Plan:** This is a 3-5 year plan that indicates the long term priorities for Hunsley Primary identified as a result of internal and external monitoring and national and regional developments. Broad development themes will be decided at Executive Leadership level and objectives will be produced by the Head of Primary, SENCO and Key Stage Coordinators, reflecting their individual responsibilities. The development targets will inform performance management objectives. School leaders will review their individual objectives throughout the year and the whole plan will be reviewed at a full team meeting during the summer term. An annual update of the progress of the objectives in the plan will be produced by the Head of Primary for staff, governors and parents in the autumn term following the school review and the plan will be updated. At the end of 3 years, new objectives will be set and any still incomplete from the previous plan will be carried forward or subsumed in the new objectives.

**Key Stage Reviews:** Key Stage Co-ordinators will periodically present their monitoring and evaluation analysis to the Head of Primary, Local Governing Body and the Executive Principal in the form of a Key Stage Review. The Key Stage Review will be made up of AAR, ATBRs and KSDP. Following autumn achievement analysis, governors will select one Key Stage per term, including Foundation Stage, to present a KSR to governors throughout the year. Following each Performance Analysis Meeting, the Head of Primary will select up to Year teams to present a Year Team review to all teaching staff. Where serious concerns about performance arise, the Head of Primary may direct an Extended Review consisting of targeted lesson observations, interviews and book scrutinies. A proforma for Book Scrutinies will be used to focus the review on the following elements: Progress, Feedback, Differentiation, Challenge, Assessment (teacher, self and peer) and Presentation.



**Executive Principal’s Report, Board of Directors’ monitoring and Local Governing Body Reviews:** Regular monitoring of all aspects of the school will be carried out by governors and will be ratified in Directors meetings 3 times per year. The Board of Directors will receive an Executive Principal’s Report 4 times each year. The report will analyse all areas of Trust educational performance and will summarise evidence from all monitoring and evaluation processes. The report will be produced following each Performance Analysis Meeting and SES update and therefore governors will have access to the evidence that underpins the 4 key judgements in the SES.

**Parent / Carer / Community Views:** A wide range of formal and informal methods will be used to evaluate parental views including formal surveys, Ofsted’s Parent View site, email contact and Head of Primary Clinics. The results of any parent consultations, including Kirkland Rowell surveys conducted every 1-2 years will be communicated to parents and discussed with representatives from the Staff/Parent Focus Group. The Focus Group will comprise of parents who are staff also in each of the Hunsley Trust institutions.

**Pupil Voice:** The views of pupils will be collated from a range of activities involving pupils, both directly and indirectly. The pupil council will be asked to develop a system to record and report back to school leaders and governors. It is the aim that pupil representatives from across the Trust ‘family’ will sit on an annual pupil voice forum to share their views and produce a ‘manifesto’ for the following year. One member of staff from each Key Stage across the whole Trust will also be present at the forum.

In addition, ATBRs carried out by school leaders should reflect the views of pupils collected through questionnaires concerning teaching and learning, interviews of focus groups, particularly where there is cause for concern and any pupil or parent correspondence or contact. The Head of Primary will carry out fortnightly ‘Heads to Head’ meetings with a selection of pupils from across the school and issues arising from these meetings such as safety, learning activities, and school routines are addressed.

**Key Performance Indicators:** (See KPIs) Sets of key data about the school’s performance will be collated into a spread sheet following each data collection. The purpose of the KPI document is to enable the Head of Primary and Executive Principal to identify trends in achievement, teaching and behaviour by comparing data to similar periods in previous years. For the first years of opening, the Hunsley Primary will not have this ‘history’ to enable comparison. It will be essential to make the comparisons against the best performing schools in the local partnership – a partner school such as Swanland Primary School Academy Trust, or a similar school in terms of curriculum offer such as Hook Church of England Primary School, shall enable a point of comparison.

*Fig. D15 Example Monitoring and Evaluation Calendar – for full capacity (dates notional)*

Monitoring Outcome	Led by	Checked by	Deadline
<b>Autumn Term 2015</b>			
Performance Analysis Meetings	Head of Primary (HoP) SENCO	Executive Principal (EP)	Monday 2 Sept 2015
KS2 Teacher Analysis	KS2 Co-ordinator	HoP	Tuesday 3 Sept 2015
Autumn Achievement Reports	All KS Co-ordinators / SENCO	HoP	Friday 13 Sept 2015
Exec Principal / Head of Primary	KS Co-ordinators / SENCO	EP / HoP	Friday 27 Sept 2015

Performance meetings			
KS Development Plans finalised	KS Co-ordinators / SENCO	HoP	Friday 18 Oct 2015
<b>Key Performance Indicators 1</b>	Data Manager	HoP	Tuesday 22 Oct 2015
<b>HALF TERM</b>			
Achievement, Teaching, Behaviour Review 1	KS Co-ordinators / SENCO	HoP	Friday 8 Nov 2015
Performance Analysis Meeting	HoP	EP	Thursday 14 November 2015
Self- Evaluation Summary updated (EP Report)	HoP	EP	Monday 18 Nov 2015
KS Development Plans updated	KS Co-ordinators / SENCO	HoP	Friday 22 Nov 2015
<b>Spring Term 2016</b>			
<b>Key Performance Indicators 2</b>	Data Manager	HoP	Tuesday 14 Jan 2016
Achievement, Teaching, Behaviour Review 2	KS Co-ordinators / SENCO	HoP	Friday 24 Jan 2016
Performance Analysis Meeting	HoP	EP	Thursday 30 Jan 2016
Self- Evaluation Summary updated (EP Report)	HoP	EP	Monday 3 Feb 2016
KS Development Plans updated	KS Co-ordinators / SENCO	HoP	Friday 7 Feb 2016
<b>HALF TERM</b>			
<b>Key Performance Indicators 3</b>	Data Manager	HoP	Tuesday 25 Mar 2016
Achievement, Teaching, Behaviour Review 3	KS Co-ordinators / SENCO	HoP	Friday 4 April 2016
Performance Analysis Meeting	HoP	EP	Thursday 10 April
Self- Evaluation Summary updated (EP Report)	HoP	EP	Friday 11 April 2016
KS Development Plans updated	KS Co-ordinators / SENCO	HoP	Friday 11 April 2016
<b>Summer Term 2016</b>			
<b>HALF TERM</b>			
<b>Key Performance Indicators 4</b>	Data Manager	HoP	Tuesday 17 June 2016
Achievement, Teaching, Behaviour Review 4	KS Co-ordinators / SENCO	HoP	Friday 27 June 2016
Performance Analysis Meeting	HoP	EP	Thursday 3 July
Self- Evaluation Summary updated (EP Report)	HoP	EP	Monday 7 July 2016
KS Development Plans updated (draft priorities for 2014-15)	KS Co-ordinators / SENCO	HoP	Friday 11 July 2016
School Development Plan reviewed and updated	HoP	EP	Friday 11 July 2016

## Section D3 – Staffing Structure

**How the Staffing Structure will look at full capacity:** Lines of management in the staffing structure begin with the Executive Principal in these diagrams however the LGB and Board of Directors sits above this level in the Trust structure.

Fig D16 Full teaching staffing

**EXECUTIVE PRINCIPAL**

HEAD OF PRIMARY								
EXPERT TEACHER SCIENCE  *	Year R TEACHER	HLTA	YEAR 1 TEACHER  KS1 CO	YEAR 2 TEACHER	YEAR 3 TEACHER  SENCO*	YEAR 4 TEACHER  KS2 CO	YEAR 5 TEACHER	YEAR 6 TEACHER
		TAX 7						

\*We would seek to employ an Expert Science Teacher, in addition to the preferred specialisms in all teaching staff. This teacher will have specific responsibility for the 'Discovery Lab' technical room but will also build capacity for PPA and enable flexibility in the curriculum delivery for small group learning. They will also have responsibility for training, partnership liaison and for resourcing the science specialism. The possibility of the fixed term contracts in the first instance after opening will give the Trust greater flexibility and choice in the recruitment and appointment of the right staff combination.

**Phased opening: Year 1 60 pupils – YR and Y1**

The Head of Primary is providing the SENCO role, however this will be in conjunction with the Trust SENCO as advisory support. HoP / HLTA may provide some teaching capacity where needed.

*Fig D17 Year 1 Post-Opening*

EXECUTIVE PRINCIPAL		
HEAD OF PRIMARY		
RECEPTION TEACHER	HLTA	YEAR 1 TEACHER
	TA 2	

**Phased opening: Year 2 90 pupils – YR, 1 and 2**

The HOP continues to provide some SENCO support to the school, but will now be training or recruiting to the role.

*Fig D18 Year 2*

EXECUTIVE PRINCIPAL			
HEAD OF PRIMARY			
RECEPTION TEACHER	HLTA	YEAR 1 TEACHER	YEAR 2 TEACHER
	TAX 3		

**Phased opening: Year 3 120 pupils – YR, 1, 2 AND 3**

In this model we now have a SENCO role in school for one of the teaching staff, which will involve appointment and appropriate training.

<b>EXECUTIVE PRINCIPAL</b>				
<b>HEAD OF PRIMARY</b>				
<b>RECEPTION TEACHER</b>	<b>HLTA</b>	<b>YEAR 1 TEACHER  KS1 CO</b>	<b>YEAR 2 TEACHER</b>	<b>YEAR 3 TEACHER  SENCO</b>
	<b>TA X 4</b>			

*Fig D19 Year 3*

By this stage, the growing Reception and KS1 area of the school may demand that a KS1 Co-ordinator responsibility is given: this may be to the newly recruited Y2 teacher or to the member of staff already employed by the Trust to teach Y1.

**Phased opening: Year 4 150 pupils – YR, 1, 2, 3 and 4**

The introduction of the KS2 Co-ordinator in this year recognises the increase in numbers and subsequent managerial responsibility. We also would aims to recruit the Expert Teacher in this year. They would not have their own class, but be able to lead small group and science/maths specific activities, fulfil some of the ‘deputised’ needs of the Head of Primary, and lead all staff development and community / parental involvement.

<b>EXECUTIVE PRINCIPAL</b>						
<b>HEAD OF PRIMARY</b>						
<b>EXPERT TEACHER SCIENCE</b>	<b>RECEPTION TEACHER</b>	<b>HLTA</b>	<b>YEAR 1 TEACHER  KS1 CO</b>	<b>YEAR 2 TEACHER</b>	<b>YEAR 3 TEACHER  SENCO</b>	<b>YEAR 4 TEACHER  KS2 CO</b>
		<b>TA X 5</b>				

*Fig D20 Year 4*

**Phased opening: Year 5 180 pupils – YR, 1, 2, 3, 4 and 5**

<b>EXECUTIVE PRINCIPAL</b>							
<b>HEAD OF PRIMARY</b>							
<b>EXPERT TEACHER SCIENCE</b>	<b>RECEPTION TEACHER</b>	<b>HLTA</b>	<b>YEAR 1 TEACHER  KS1 CO</b>	<b>YEAR 2 TEACHER</b>	<b>YEAR 3 TEACHER  SENCO</b>	<b>YEAR 4 TEACHER  KS2 CO</b>	<b>YEAR 5 TEACHER</b>

		<b>TA X 6</b>					
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Fig D21- Year 5

**Phased opening: Year 6 210 pupils – YR, 1, 2, 3, 4, 5 and 6 – FULL CAPACITY**

The Brough South Development has a planned final wave of house-builds scheduled for 2021. This may coincide with an influx in numbers of families moving in to the completed residential build. We anticipate that other developments, such as the St Modwen’s project in Welton may also have had a significant impact upon the population by 2020-21.

<b>EXECUTIVE PRINCIPAL</b>								
<b>HEAD OF PRIMARY</b>								
<b>EXPERT TEACHER SCIENCE</b>	<b>RECEPTION TEACHER</b>	<b>HLTA</b>	<b>YEAR 1 TEACHER KS1 CO</b>	<b>YEAR 2 TEACHER</b>	<b>YEAR 3 TEACHER SENCO</b>	<b>YEAR 4 TEACHER KS2 CO</b>	<b>YEAR 5 TEACHER</b>	<b>YEAR 6 TEACHER</b>
		<b>TA X 7</b>						

Fig D22-Year 6

Fig D23 Phased staffing model

	Year 1 Sept 15	Year 2 Sept 16	Year 3 Sept 17	Year 4 Sept 18	Year 5 Sept 19	Year 6 Sept 20	Year 7 Sept 21	Year 8 Sept 22
NoR	60	90	120	150	180	210	210	210
<b>Leadership</b>								
Head of Primary	1	1	1	1	1	1	1	1
SENCO (TLR)	Trust SENCO <sup>35</sup> supports HoP		1	1	1	1	1	1
KS2 Co-ordinator (TLR)				1	1	1	1	1
KS1 Co-ordinator (TLR)			1	1	1	1	1	1
<b>Teaching Staff</b>								
Science Specialist Teacher - FTE				1	1	1	1	1

<sup>35</sup> The Trust SENCO has already been allocated timetabled capacity to support the Trust schools



YR	1	1	1	1	1	1	1	1
Y1	1	1	1	1	1	1	1	1
Y2		1	1	1	1	1	1	1
Y3			1	1	1	1	1	1
Y4				1	1	1	1	1
Y5					1	1	1	1
Y6						1	1	1
Total teachers (inc HoP)	3	4	5	7	8	9	9	9
Total classes	2	3	4	5	6	7	7	7
Support Staff								
HLTA	1	1	1	1	1	1	1	1
TA	2	3	4	5	6	7	7	7
Office Staff	1	1	1	1.5	1.5	1.5	1.5	1.5 <sup>36</sup>
Lunch Sups	2	2	2	2	2	3	3	3
Caretaker / Site	1	1	1	1	1	1	1	1
Cleaner (on site)	2	2	2	2	2	2	2	2
Catering	1 <sup>37</sup>	1	1	1	1	1	1	1
Assistant Cook	1 <sup>38</sup>	1	1	1	1	1	1	1

## Staff roles, experience and expertise

Our staffing structure will include an appropriate balance of roles, experience and expertise:

**The Hunsley Primary Leadership Team:** Head of School (responsible for strategic leadership: standards - monitoring and evaluation and teaching and learning - performance management (including CPD), finance, premises, partnership working) See Section F

<sup>36</sup> Indicates one staff member full time and one part time

<sup>37</sup> This catering staff member would be on a 0.4 FTE

<sup>38</sup> For the first five years of the budget plan, this Assistant Cook would be on 0.4 FTE, and for the last three years, 0.6 FTE

SENCO (responsible for inclusion, leadership of learning-support team, multi-agency liaison)

KS1 Co-ordinator (responsible Reception, Years 1 and 2, with overview responsibility for data, assessment and reporting, and curriculum)

KS2 Co-ordinator (responsible for Years 3, 4, 5 and 6 – with overview responsibility for data, assessment and reporting, and curriculum)

### ***Teaching Team:***

Where the SENCO and Key Stage Co-ordinators will be drawn from the teaching team too, there will also be specific responsibilities for remaining staff within the teaching team, dependent upon their experience and position in school (Mainscale / Expert Teacher), such as coaching and trips/visits. We would expect all teaching staff to be qualified to QTS or equivalent level and to be working to the Teacher Standards (and above, in the case of the 'Expert Teacher'). We would expect the Reception teachers to be meeting the Standards for Early Years Teachers (2013). Their level of qualification should be QTS.

### ***Associate Staff Team:***

- > HLTA (responsible for whole class and small group teaching, interventions and one-to-one working) – working to HLTA Standards
- > TA team (responsible for classroom learning support and resource development)
- > Lunch supervisors – on site across the lunchtime period to serve and to carry out duties. We currently employ Post 16 students to carry out a range of supervisory duties at lunchtime and may choose to extend this to the primary school.
- > One full-time and one part-time administrative staff member will be sufficient to run the front office of the school – any additional administrative service will be led by the Central Trust Team (see Section F)
- > Caretaker – the caretaker will be on site throughout the week. Services for the green spaces on the site may be bought in when required.

***Hunsley Central Trust Team and associated services:*** See Sections F and G for specific details regarding the composition and commitment of the Central Trust Team services.

## **Evidence of need – E1**

### **Basic Need**

Hunsley Primary will be located on the [REDACTED] in Brough, East Yorkshire ('Brough South') in recognition of the **pressure on school places** recently experienced in the local area coupled with the **steadily growing population** to which incoming new families on the estate will contribute. The initial consultation with local families and councillors in December 2012, regarding the development, brought forth high levels of concern about the pressure on school places such development would bring. Local residents were especially **concerned about the cumulative effect of further housing developments** in Welton and Brough / Elloughton (such as the proposed St Modwen's development), coupled with the significant attraction of South Hunsley Secondary School and Sixth Form College to parents wishing to secure a place for their 11-18 year-old children in this

outstanding school – **the only outstanding secondary and sixth form in East Yorkshire**. Consultation feedback from local residents (see extract in Section C) made clear a new primary school would be required to relieve pressure on school places and address the predicted shortfall in the Brough area by 2017. Horncastle recognised this demand from local voices and have donated the school and part of their 106 contribution to the area. Building works are planned to commence in April 2014.

The East Riding Local Authority has released projected primary numbers on roll across the Hunsley Trust catchment area between 2012 – 2017 which show a steady growth in year group size numbers up to 2017, even before taking into consideration the additional students from the new housing estate. South Hunsley’s catchment area is made up 10 semi-rural villages/town areas (see Fig E1a) with Hunsley Primary being built on the southern outskirts of the town of Brough.

Fig E1a. Geographic position of South Hunsley’s catchment area



Fig E1b Cumulative need / demand for reception places at Hunsley Primary

Reception Year of Entry	Current Evidence of Demand (First choice preferences – reception class only)	Existing Basic Need for reception provision in Brough	LA projections for additional reception places from Brough South housing development	Cumulative demand for Hunsley Primary Reception class
2015	25	0	10	35
2016	11	12	15	38
2017	13	0	15	28
2018	4	2	15	21

Brough Primary has a published admission number of 60 with a net capacity of 420. The most recent LA projections (October 2013), excluding the additional 800 houses on the new Brough housing estate, show that by 2018 the projected number on roll at Brough Primary will be 442. Brough Primary will first enter this period of oversubscription in 2014 when catchment numbers rise to 425. These figures are based on past trends and patterns of movement and clearly show that Brough Primary will be faced with a **significant period of instability** as a result of fluctuating student numbers, with in-year fluctuations **increasing class sizes above net capacity** and reception classes in 2016 and 2018 starting above net capacity.

Fig E2. Current LA projections for Brough Primary school

	Net Capacity	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2014	60	59	59	67	62	57	69	53	425
2015	60	59	58	61	66	61	59	71	435
2016	60	72	58	60	61	66	64	61	441
2017	60	55	71	60	59	60	69	66	440
2018	60	62	55	73	59	59	63	71	442

Separate LA projections have been developed to demonstrate the additional primary places that will be required in Brough as a result of a further local 800 houses being built over a phased period.

LA projections have projected **at least 15 places per year group to be generated by the Brough South housing development alone**, with 10 in the first year (a total of 70 theoretical places, in line with our suggestion of 60); this does not, of course, take into consideration parental choice or other movement into the area because of the draw of the secondary school. From our own consultation and discussions with local parents (and those also currently out of catchment) we have already had more than 10-15 parents showing interest in their child joining us in Reception in 2015 (see table in E2). It is our belief that the continuing development in the area – not just at Brough South – coupled with parental choice, will match the LA allocation. We know from feedback from parents in the wider community (e.g. Anlaby and Beverley – up to 10 miles away) that they are willing to travel or even move house to ensure their child is able to attend an outstanding school – we know our strength lies in the secondary and sixth form reputation, which has led to interested parents trusting the primary offer we are proposing. One parent spoken to in Beverley was keen to bring her child to Hunsley Primary for the creative curriculum –she had travelled each day to the Montessori school in Pocklington (18 miles) to ensure her son was given the kind of pre-school education she desired – she sees, like many, in the unique offer of Hunsley Primary the high quality of personalised science and maths education no other primary school is offering. Such is the draw of the unique offer.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2015	10	10	10	10	10	10	10	<b>70</b>
2016	15	15	15	15	15	15	15	<b>105</b>
2017	15	15	15	15	15	15	15	<b>105</b>
2018	15	15	15	15	15	15	15	<b>105</b>

Fig E3. LA initial projections for additional primary places as a result of the Brough South housing development

The type of housing being built on the Brough South site includes two to four bedroomed properties: Redrow are targeting families. Brough primary does not have the net capacity to accommodate the growing demand for primary school places in Brough and the table below highlights the increasing local basic need.

Fig E4. Total shortfall of places in Brough as a result of oversubscription at Brough Primary and an additional 800 housing development

	Current Net Capacity	Total projected numbers on roll	Surplus / Shortfall
2014	420	460	<b>-40</b>
2015	420	505	<b>-85</b>
2016	420	546	<b>-126</b>
2017	420	545	<b>-125</b>
2018	420	547	<b>-127</b>

### Local academic achievement / Ofsted judgements

Brough currently has one local primary school with two other primary schools in close vicinity, in the adjacent villages of Elloughton and Welton.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



## Community consultation

To date, during Phase 1 and 2 of consultation (as well as the early event in 2012) we have consulted with the following individuals and groups:

- East Riding Local Authority – Director of Children’s Services
- East Riding Local Authority - Admissions team, Steve Atwood
- Local Councillors, East Riding (‘Dale’ Ward Councillor, Tony Galbraith, has attended two sessions for follow-up information)
- Parents and prospective parents of primary phase children
- Heads of the local feeder primaries (on a number of occasions – most recently on 13<sup>th</sup> November at the Joint Governing Body meeting)
- Governor representatives from the feeder primary governing bodies (e.g the Chairs of Welton and Brough primary schools)
- Teaching staff of the secondary school
- Local community representatives (not parents, but interested residents)
- Local pre-school providers – e.g. Ladybird Pre-school, Brough
- South Hunsley School parents
- Local ‘Sure Start’ Childrens centres in Brough and Anlaby
- Brough Play Groups

We are currently consulting with parent to measure support for a new primary school in the Brough area. We may share this information with the Department of Education as part of our application for a new school.

The new primary school, to be known as Hunsley Primary, is being built, following consultation in the local community, to meet the demand for more primary school places in our catchment due to rising rolls and also to anticipate the increase in capacity due to new housing developments. South Hunsley School’s Trust, in consultation with the developers, the local authority and the other schools in the South Hunsley Partnership are planning to submit a bid to the Department for Education to open the school as a free school in September 2015, in line with the first phase of new houses in the Brough South Development.

While Hunsley Primary will serve the local community and be part of our partnership, it is our vision for the school that it will become a centre of excellence from which students will progress with a solid grounding in the core curriculum and the curiosity and love of learning that will allow them to embrace a wide range of learning opportunities. We intend to be a specialist hub for Maths, Science and Technology with a unique classroom/laboratory facility in the school and outdoor learning areas enhanced by the school’s location, with direct access to a dedicated wetlands area. The staffing flexibility we will have as a free school will allow us to engage a variety of experts to enrich the curriculum and through exciting and innovative learning experiences that engage and motivate students, we will have high standards of attainment, expectations and behaviour.

Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

Text taken from consultation documentation

### Hunsley Primary School Support Survey

We are currently consulting with parent to measure support for a new primary school in the Brough area. We may share this information with the Department of Education as part of our application for a new school.

The new primary school, to be known as Hunsley Primary, is being built, following consultation in the local community, to meet the demand for more primary school places in our catchment due to rising rolls and also to anticipate the increase in capacity due to new housing developments. South Hunsley School’s Trust, in consultation with the developers, the local authority and the other schools in the South Hunsley Partnership are planning to submit a bid to the Department for Education to open the school as a free school in September 2015, in line with the first phase of new houses in the Brough South Development.

While Hunsley Primary will serve the local community and be part of our partnership, it is our vision for the school that it will become a centre of excellence from which students will progress with a solid grounding in the core curriculum and the curiosity and love of learning that will allow them to embrace a wide range of learning opportunities. We intend to be a specialist hub for Maths, Science and Technology with a unique classroom/laboratory facility in the school and outdoor learning areas enhanced by the school’s location, with direct access to a dedicated wetlands area. The staffing flexibility we will have as a free school will allow us to engage a variety of experts to enrich the curriculum and through exciting and innovative learning experiences that engage and motivate students, we will have high standards of attainment, expectations and behaviour.

Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

Name	Post code	Child's DOB	Email Address	First choice for child	Add to mailing list	How heard about us

A number of community events have been held in October and November 2013 (see poster in Section E2). These have taken place in the existing catchment area at Brough Petuaria Centre and South Hunsley School (both the school and the Sports Centre where families bring their young children for Aquatots and swimming lessons) and beyond the catchment area in villages and towns within a 12 mile radius (Cottingham, Anlaby, Hessele, Market Weighton, Hull and Beverley). The intention was that this would offer an opportunity to speak both to parents (and parents-to-be) currently living in the Brough area and parents planning to move onto the new housing development in Brough.

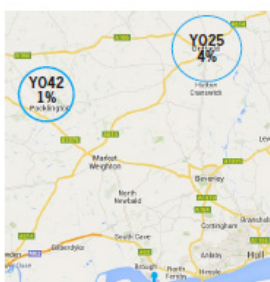
**65,000 flyers** were distributed to households across this geographical area to promote the community events and help parents understand the particular characteristics of Hunsley Primary and its relationship as a feeder primary to South Hunsley School. The leaflets and all other marketing materials, such as the banner posted outside school, the pull-up for the sports centre, and the business cards distributed at all events have focussed on the **unique learning experience** pupils will receive at Hunsley Primary and the imagery chosen has intended to capture the concepts of **discovery, innovation, observation** and

**exploration.** The imagery and copy in the marketing materials also had a very strong scientific and mathematical focus to give a reference point for the **unique facilities** on offer at Hunsley Primary.

During these consultation events the most significant level of interest in the new primary school came from parents already living in the Brough area (see Fig E6) but there was also a good level of interest from parents outside of Brough who were either planning to move to Brough or who wanted to live outside of the catchment but send their children to Hunsley Primary to improve their child’s educational chances. A curriculum that focuses on the key skills required for excellence in science and maths, along with South Hunsley’s outstanding reputation, has helped parents have a high level of confidence in the Hunsley Primary offer and informed their decision about Hunsley Primary as a first choice. We had no expressions of concern at all about the unknown elements of the proposal, as the Trust has earned the respect of the community over recent years of school improvement, both at home and in other East Riding schools and beyond. This came out in their comments.

Fig E6: Area of postcodes

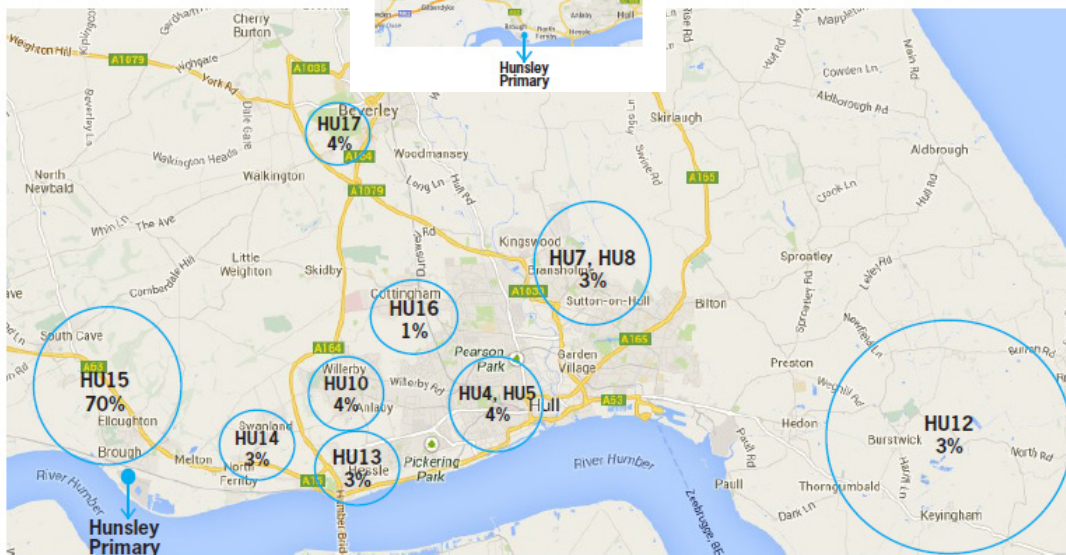
The largest interest



analysis based on breakdown

proportion of parental came from families with pre-school

Postcode	Distance from school in miles
Hu15	0.7
HU14	4.6
HU13	6.7
HU10	9.8
HU12	16.1
HU4	7.5
HU5	7.5
HU16	12.6
HU7	11.0
HU17	15.0
HU8	11.0
Yo42	19.4
Yo25	24.0



children who wanted to gain a place at Hunsley Primary for their child from Reception to make the most of the learning experiences from a young age – they were also highly concerned about the shortage of places which would result from the development, having seen how children in Brough have had to attend South Cave Primary School in recent years due to oversubscription. Figure E7 details the breakdown of first choice preferences in 2015 and 2016 by year group. During consultation we also received 13 first choice preferences for entry in September 2017 and 4 for entry in September 2018. This should be read in relation to Fig E1b:

Fig E7. First choice preferences by year group

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Reception</b>	30	25			30	11		
<b>Year 1</b>	30	14			30	25		
<b>Year 2</b>		4			30	14		
<b>Year 3</b>		4				4		
<b>Year 4</b>		1				4		
<b>Year 5</b>		3				1		
<b>Year 6</b>		1				3		
<b>Totals</b>		<b>52</b>				<b>62</b>		

## Section E2

The phases of community engagement can be seen below. This summary does not include the initial discussion we held at the Petuaria Centre in Brough in 2012

### Phase 1

8 Community Events were organised in target towns and villages within a 12 mile radius of Brough. We felt this was the distance parents might be considering in terms of house moves, having extensive experience in our secondary school of families making strategic house moves in order to gain access to South Hunsley.

Prior to the events, we led a promotion campaign, with posters advertising the dates and locations being sent to 36 day nurseries within that 12 mile radius. We know from parents who have visited the sessions that some of the nurseries and feeder schools displayed these posters so that parents might be see them.

We also developed the website with our chosen design company, Strawberry, so that the mailing list link was ready and the dates were visible. On the site we have provision for online registration of interest and the option to sign up to mailing list.

We promoted through advertisements in the local free paper (The Guardian), paid-for local newspaper (Hull Daily Mail) and local glossy magazine (The Journal – For Homes of Distinction) which is often the source of information and advertisements for regional private primary and preparatory schools, which we felt would lead to a wide range of socio-economic groups being exposed to our advertisement.

The aforementioned 65000 leaflets were distributed to households within the 12 mile radius of Hunsley Primary and the ‘pull-up’ banner was displayed in the Hunsley Sports Centre to target the 400+ families who attend swimming lessons there. Our branded Hunsley Primary business cards were left in strategic places – on the Reception Counters in the school office and Sports Centre, as well as handed out to as many individuals as possible, even if they did not sign up. Some people were keen to take one for their friends and it was suggested by one individual that she take some to hand out at the Brough mothers’ group, as she knew there were interested parents there.

We feel that we spent considerable time at each event, and made every effort to speak with all individuals passing – of all ages. A number of people wanted to talk about the

concept of free schools themselves. We spoke to parents and grandparents; teachers and nursery leaders, as well as members of the public who were interested to see what was happening in the community. All had heard of South Hunsley and many went on to make very positive comments about the school and the need for primary places.

The following locations (supermarkets and shopping centres) were visited for the given periods of time:

- Beverley – 5 hours – 12 miles
- Brough – 3 hours – 0.2 miles
- Market Weighton – 4 hours – 10 miles -
- Hessle – 3.5 hours – 7 miles
- Cottingham – 4 hours – 9 miles
- Hull – 5 hours – 11 miles
- Melton – 2.5 hours – 2 miles
- Anlaby/Willerby/Kirk Ella – 5 hours – 7 miles

**The feedback from the community events in summary has been as follows:**

- consensus that Brough needs a new primary school
- agreement that science and maths education could be improved locally
- definite interest in the innovative curriculum and the technical room in the school
- strong interest in connection to South Hunsley School
- some uncertainty about how it will work and the daily experience for their child, such as access to the site
- an interest in travelling to gain a place in an outstanding Trust school

## **Phase 2**

The second phase of consultation was targeted specifically at Brough families, based on response to Phase 1 of the campaign, and also based on the progress we had made with our planning during the period of the consultation. Parents were particularly keen to know more about admissions, the curriculum / lessons and the buildings, as well as the staffing provision – many wanted to know what level of training and education teachers at the school would have. We had also had discussions with and emails / calls from primary teachers wishing to apply for jobs with us, and they were keen to know more about the staffing structure, the ethos of the school, the roles and the terms of those jobs. We decided to make an event which answered all of those questions.

The evening event was held at South Hunsley School, as feedback suggested this was a strong motivating factor in considering a new school and some parents wanted to have a chance to see the school – in the absence of a building, we felt our own secondary would model many of the qualities Hunsley Primary will possess.

The event operated like an open evening with South Hunsley primary transition staff delivering practical science experiments, observation of insects, maths puzzle activities and iPad educational games. These were aimed at 2 – 4 year olds as Phase 1 consultation suggested that parental interest was significantly higher in pre-school children. There was a good number of parents of children already at primary school wanting to know more. We saw families return again to find out more about the detail, having voiced an interest in the primary during the wider community consultation.

Following this consultation, the earlier plan for phased opening has been revised and we have concluded that, in first year of opening, Hunsley Primary will have no huge demand for KS2 classes (albeit having had interest shown by a small number of parents) and will focus on Reception and Year 1. We have also been invited to engage in collaboration with two key establishments: the nearest pre-school to Brough South (Ladybird), which has created a list of 26 potential pupils and plans to liaise between the school and prospective intake to smooth the transition between pre-school and Reception; and the Sure Start centres in Brough and Anlaby. We will concentrate on the immediate catchment and target group of children. We have established liaison with local day nurseries, as a response to suggestions given by local parents. We now plan to run community events, ensuring that we step up the consultation and offer interested parents the ongoing updates which will convert interest into maintained a commitment. This will be the key to sustaining a true evidence of demand, where we keep the parents we have attracted through to the point of applying, and gather new applicants throughout the year to come. We understand we must be relentless. We will be submitting Phase 3 of our marketing plan.

## Section F: Capacity and capability

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

Name	Member of	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	██████████
██████████	Y	██████████	██████████	██████████
██████████	Y	██████████	██████████	██████████
██████████	Y	██████████	██████████	██████████
██████████	Y	██████████	██████████	██████████
██████████	Y	██████████	██████████	██████████
██████████	Y	██████████	██████████	██████████
██████████	N	██████████	██████████	██████████
██████████	Y	██████████	██████████	██████████



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

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

Skills/experience missing	How you plan to fill the gap
<p>We acknowledge that we currently have no member of the immediate core team specifically working in primary phase education, until we recruit a Head of Primary, however we do have robust consultancy provision from an outstanding Primary Head and an outstanding primary academy in our local partnership.</p> <p>We plan to seek external advice on Project Management, to build capacity in the pre-opening stage and recruit project development expertise and skills – this will offer support to [REDACTED]</p>	<p>While we are very confident about our range of leadership experience and educational expertise, we will actively seek to ensure that our operational and curriculum planning, as well as pedagogical strategy, will specifically be based on tried and tested primary expertise: we will use external consultants to achieve this. Pre-opening grant money will be used in part to procure the services of primary SLEs / NLEs from the EBOR TSA and beyond. [REDACTED] will also be attending a range of primary-specific leadership training throughout the pre-opening phase and will seek guidance from external agencies. Recruitment processes shall begin as soon as we are officially designated in the pre-opening stage, where we will seek to recruit outstanding practitioners to the school. Moreover our model of curriculum delivery will rely upon collaborative projects with our outstanding primary links (Swanland, Hook and Robert Wilkinson). [REDACTED] [REDACTED] [REDACTED]</p> <p>A project development plan is currently underway, so that we can assess the resource demands anticipated in the pre-opening stage.</p>



## F2 Accountability and decision making (post-opening)

**Context:** The Hunsley Trust is a MAT with three members (also the Proposers), two of whom also sit on the Board of Directors (11 in total). New operating practices are being implemented by the board to ensure that Hunsley Trust can operate safely and compliantly during a period of expansion. This structure places responsibility with the board for the strategic management of the business functions of the Trust and accountability for the primary school performance. The board has created an executive management team (Central Trust Team) to ensure there are appropriate levels of scrutiny over Hunsley Primary's performance. Individual Local Governing Bodies are formed for every individual academy school to ensure there is appropriate challenge and support at a local level by local stakeholders with interest in that particular school. A 'skeleton' Local Governing Body for the Hunsley Primary will be set up for September 2014. Until then, the Board of Directors will act as Governing Body to the free school project. In 2014, a Governors' Handbook will be published and the scheme of delegation operating in the other two institutions will have been under regular review to ensure the new governance model operates efficiently and effectively to provide an appropriate level of challenge and support to the organisation. This will ensure that systems have been worked through by the time the Local Governing Body for the primary school is fully established post-opening with its own scheme. The model for governance and accountability is as follows:

The governance model for Hunsley MAT delivers robust operating practices with proportionate levels of challenge offered throughout the organisation. The Board of Directors holds legal responsibility and will ensure that all statutory functions are fulfilled. Hunsley Primary LGB will have delegated responsibility for school performance and will be expected to hold the primary school SLT to account. The Central Trust Team (CTT) will also perform a monitoring function and has the responsibility for developing the strategic direction of the organisation, reporting to the Board of Directors to ensure the right levels of intervention and challenge can be accessed by the school.

The Hunsley Trust has established a business model for its Board of Directors that allows for all director appointments to be made by the members based solely on skill sets, other than that of the Executive Principal and any co-opted Directors. This will offer a streamlined, skills-rich board appointed to manage the strategic direction of the whole organisation. It has been essential to ensure that there is breadth of expertise in the team of Directors to fulfil the requirements of company, charity and education law and ensure appropriate scrutiny can be given to strategic decisions and as such the MAT Board of Directors will be constituted of the following skill sets / roles:

Fig F1 The MAT Board of Directors

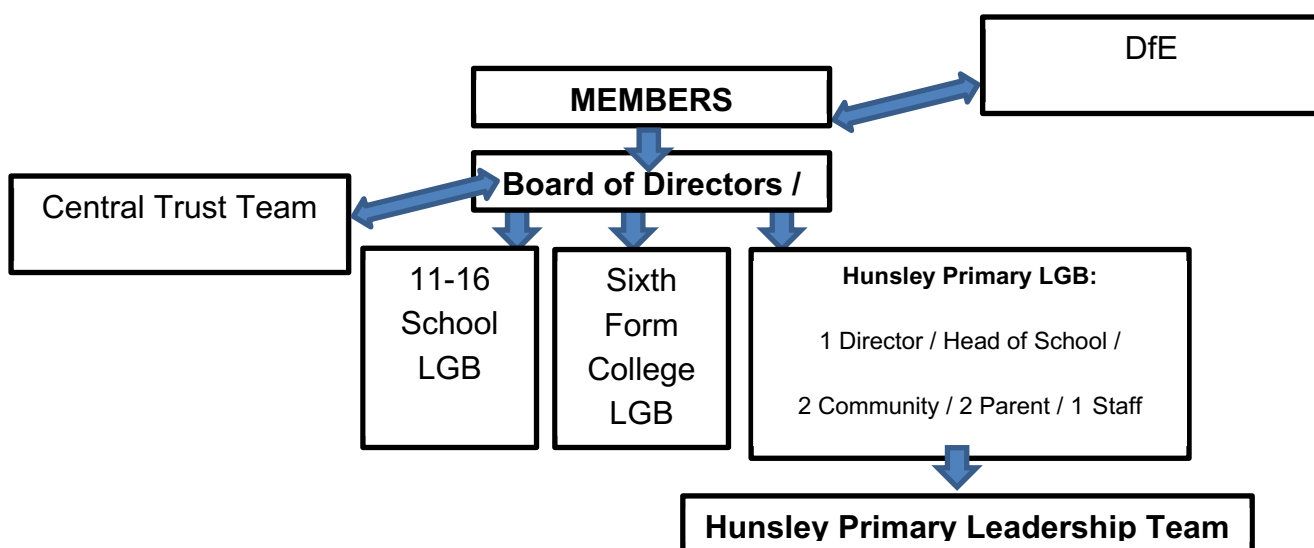
Post	Candidate	End of term in office
Teaching and Learning		
School Improvement		
Curriculum		
Inclusion		
Student Wellbeing		
Finance		
Strategic Management (H&S)		
Strategic Management		
Strategic Management (HR)		
Strategic Management		

### **Primary Local Governing Body (LGB)**

Since the DfE has revised the model Articles of Association for Multi Academy Trusts to ensure that they have complete flexibility to shape their own governance and constitute governing bodies that meet the needs of individual academies, this model will be an effective one in meeting the needs of Hunsley Primary. To meet the requirements set by DfE, post-opening there will be two parent governors and one member of staff who shall sit on the Local Governing Body. The Primary LGB will have its own distinct identity, remit, and delegated powers, separate from the LGBs for the main school and college. The Governors on the Primary LGB (including one Director, who in this model is also a Member) will become expert in the age-related issues of the primary phase of education, through training and through execution of their role. It is expected of the governors on the LGB that they scrutinise all aspects of school performance, both academic and associate: Finance, Premises, Student Achievement, Attendance, Recruitment, Safeguarding, and Appraisal for example. In the first two years of the primary's post-opening period, the body will meet more regularly than the other LGBs of the MAT, and more regularly than it eventually will. An eventual commitment of between 10 and 20 days per academic year is acceptable, but the expectation will be that the first year, or even two, will require more frequent challenge and scrutiny. It will also be important to acknowledge the time required for the LGB to meet for extra events such as disciplinaries and behaviour panels, although it is unlikely the full group will meet for such panels. This initial meeting schedule translates as six times a year in full capacity to ensure regular scrutiny of key performance indicators as the school is established and the student population develops. Because we are seeking to develop a specific science and mathematics approach in the school (see Sections C and D), we will ensure that curriculum planning is a specific area of skill in our governing body (see Fig 1 and Section F3). We would expect the agenda of our LGB meetings to reflect the vision of the school, as outlined in Section C.

**The Senior Leadership Team:** Currently, [REDACTED] is performing the role of project manager. This role will entail supporting recruitment of primary school teaching staff, including advising on an appropriate staffing structure which, for a single form entry school, will be simple. It is envisaged that the leadership of the school will constitute an expert teaching Head of Primary, with two leading teachers for KS1 and 2. The project manager is also responsible for liaison with the initial 'skeleton' LGB, as the Board of Directors recruit an appropriate Head of School in 2014 (see Section F4). This will be a significant handover period, vital to ensure the effective operation of the school as distinct from the other institutions in the MAT: the relationship between senior team and LGB is crucial. The Primary LGB will operate an exacting and systematic monitoring and evaluation process. A termly Executive Principal's Report will be submitted to the Board of Directors, summarising headline data for the whole organisation collated through the Central Trust Team. Locally, the Head of Primary will submit a termly report to the Primary LGB, as the HOP is responsible for the strategic and day-to-day running of the primary, including M&E processes. The EP is their line manager. The Head of Primary (HOP) is answerable to the Executive Principal, who ultimately is accountable for each of the institutions in the Trust. The dual role of the Director on the LGB is the key to ensuring proper scrutiny of the Head's report against the expectations and standards of the Trust. The key performance indicators reported to the LGB, as part of the Head of School's termly report, will be as follows: attendance (staff and students), attainment against individual and national measures, progress against targets, judgements on teaching and learning, specific reports on vulnerable groups and the application of the Pupil Premium.

Fig F2 Lines of governance across the MAT and the primary school:



**Conflicts of interest in governance:** Each LGB must have one Director present on the board: this is both a safeguard for the LGB itself to be represented at Director level and a safeguard for the Board of Directors too. Where a Director on the Primary LGB may potentially have a conflict of interest, particularly as the LGB becomes established and experienced within the 4 years of term, it is essential to stress the importance of the clearly defined dual role that individual has – to represent either body to the other. The Director is to be the ‘critical friend’ to the LGB but also a representative voice of the Primary to the Board of Directors.

To avoid conflicts of interest arising, the proper systematic process must be undertaken at each meeting or interaction, with transparency of expectations, according to the protocols and policies outlined in the ‘model articles’ and already existing in South Hunsley School and Sixth Form College LGBs. Any member of the MAT board or the LGB would be expected to absent themselves, for example, from any discussion or decision-making process in which it is deemed they have a conflict of interest. An example to safeguard against such would be the annual completion of the Conflict of Interest declaration form. Conflicts of interest can stem from lack of clarity in role and responsibility: an induction process, followed with regular refresher training will be set up to ensure all are equipped to carry out their delegated roles with robust accountability. The governors must have their own bespoke training programme – mandatory and otherwise - which will be tracked and reported on by the organisation’s Learning and Development Manager.

As with model MATs held up by the DfE<sup>44</sup>, and as advised by ASCL in their training on Executive Leadership, we would seek to procure the services of our own SIP (Ron Newey – see CVs), and other independent bodies – such as the National Leader in Governance registered with our TSA, EBOR<sup>45</sup> – to ensure objective assessment of our performance, both as a Trust, as an LGB and as a school. The NLE / SLE teams available to us via the TSA will ensure that judgements made on Achievement, Teaching, Behaviour & Safety and Leadership are moderated – this may be on an annual basis until the school is well-

<sup>44</sup> <http://www.education.gov.uk/schools/leadership/typesofschools/academies/secondary/faqs/a00204883/academy-chains-faqs>

<sup>45</sup> <http://www.ebor-tsa.org/>

established. The risk of subjectivity is therefore lessened. It is proposed the maximum size of the Primary LGB would be 10, and as a minimum the group would have the members outlined in the diagram above. As a matter of course, the operational arrangements for LGB meetings will demonstrate routine safeguards against special interests, as well as set protocols to ensure fairness, equity and transparency, whilst ensuring an understanding of the need for confidentiality – e.g. Part A and B agenda items. This particularly safeguards against conflicts of interest in parent / staff appointments. As the MAT evolves, there will be limited risk of this expansion and development having impact on the individual phase institutions, due to the strategic focus of governance on separate educational institutions of the Hunsley Trust, particularly the free school being distinct in its delegation and its freedoms from the other LGBs. We believe this is a good governance framework for the future which will help secure arrangements for the growth and evolution of the organisation - a flexible model that will potentially allow other schools to join the Trust in the future. We have developed a set of governance arrangements to ensure the students' interests remain at the heart of the Academy Trust and future strategic direction for each institution is driven forward through effective hierarchy of governance from the Directors and delegation to those closest to that local institution – the LGB and Senior Team. The Head of Primary will be accountable to the Executive Principal and answerable to the Primary Local Governing Body. The Central Trust Team sits to the strategic side of the LGB and will comprise: Executive Principal, Director of Finance, Director of Human Resources and the Head of Communications and Corporate Services / Company Secretary, Director of Operations, Director of School Improvement, Heads of School. The Executive Principal and Central Trust Team will be directly accountable to the MAT Board of Directors, and will report on the following 9 elements, pertaining to the primary school: Finance, Human Resources, Facilities/ICT, Estates and Health and Safety, Communications and Corporate Services, Achievement, Quality of Teaching, Behaviour and Safety, Leadership and Management and Safeguarding.

### F3 (a) Proposed governors Identifying proposed governors

The school has already identified and recruited strong individuals in the core applicant group with current experience of school governance. In the transition to MAT, there has been a period of adjustment, including allocation of individuals to particular roles dependent on skills and expertise. Each individual named below already has extensive experience of successful school governance or leadership in an outstanding school, primary and/or secondary. Skills gaps will therefore be comparatively limited; however, it is acknowledged that currently, the proposed governors named below have, as a team, a requirement to become **specialists in primary education in our specific school**.

According to the structure of the MAT, the LGB for Hunsley Primary will at least consist of the roles detailed in the diagram in Section F2, but **will not exceed 10 members in total**, in order to maintain the close working with the school required for purposeful impact. Through the process of skills analysis already undergone by the Trust in June 2013, each individual named below who is currently on the Trust Board of Directors has already been allocated a specialism according to the essential governance expertise they possess.

Wider skills and areas of expertise shown below have been assessed according to a three point system: 3=very experienced and current 2=competent and developing 1=basic skills

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hour)

				s per week )
Head of School TBC				
██████████	Community	██████████	██████████	1 hour
██████████	Community	██████████	██████████	2 hours
██████████	Director Strategic Management	██████████	██████████	1 hour
██████████	Executive Principal Personnel School Finance	██████████	██████████	3 hours
Parent	Vacancies – we would seek to meet specific skills gaps with these appointments.	Potentially parent governor will rate as a 1 for experience of governance.		1 hour
Parent				
Pending opening of school	<b>Primary Staff Appointment</b>	We would seek in this appointment for the individual to bring significant primary phase experience to the group. Potentially, the staff member will rate as a 1 for experience of governance.		1 hour
██████████	██████████	██████████	██████████	1 hour
██████████		██████████	██████████	1 hour

### F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Whilst the governors named in the above document are all offering current and highly experienced governance themselves, or are secure in a position of senior management at South Hunsley - therefore	<p>The appointment process for parent and staff governors will be vital in addressing skills gaps identified in the coming year.</p> <p>It will also be necessary to have a process of due diligence / programme of learning and development for governors – as individuals and also as a team - to ensure that all in the group become experts in the primary phase; this is an essential element of the MAT model as outlined in Section F2: that each</p>

<p>have a highly-developed understanding of day-to-day management and strategic leadership of a high performing school - the specific skills pertinent to primary phase <i>governance</i> exist in key individuals and must be shared across the team.</p>	<p>member of the LGB will become an expert in the phase they lead. We will draw on the skills of our members with experience of the role as well as liaise with consultants such as those named in Section F1a (██████████) to share models of outstanding governance at Primary level. We will seek the advice of our longstanding partner primary academy Swanland (also a member of the Local Academies Group) to again give models of best practice in primary governors' roles. ██████████ are both active governors in primary phase.</p>
<p>The interim support capacity of current staff governors on the skeleton board (██████████) will need to be filled by a primary staff member upon opening, however ██████████</p>	<p>Explicit primary school expertise will be sought in the staff appointment made in the post-opening period, and it is fully expected that the hand-over from the project manager to appointed Head of Primary will bring a wealth of primary expertise and understanding of governance to the school, especially when supported by our primary phase consultant. The process of setting up a robust LGB will be shared with the HoP to ensure this is the case. The support offered by Sian and Rebecca for the development of the LGB staff member will be invaluable. This kind of hands-on experience will bridge the skills gap and train up the new primary staff member in the role. These needs will be addressed through the governance training programme cited in section F2.</p>

#### F4: Recruiting a high quality Principal (Head of Primary - HOP)

The recruitment and appointment of the HOP will be arranged according to the protocols outlined in the DfE guidance of September 2012 and the procedures for appointments set down in the Hunsley Recruitment and Appointment Policy documentation ratified by the South Hunsley AT. The Person / Job Specification for this role will ultimately be constructed and subsequently agreed by the MAT Board of Directors and the Hunsley Primary LGB. The following specification is a draft indication of the skills, qualities and aptitudes desired in a Head of Primary. The role of the HOP is to be 'responsible for the internal organisation, management and control of the school; and for advising on and implementing the governing body's strategic framework. In particular, head teachers need to formulate aims and objectives, policies and targets for the governing body to consider adopting; and to report to the governing body on progress at least once every school year' (Regulation 5 – DfE Roles of Governing Bodies and Headteachers).

##### Draft Job Specification - Core Purpose

- Providing strategic direction for the school, working collaboratively with stakeholders to ensure the school has a vision and strategy that is translated into tangible, measurable objectives and operational plans.
- Being mindful and aware of potential opportunities and threats, ensuring that the school achieves success in an increasingly challenging environment.
- Providing effective, inspiring and empowering leadership, promoting high levels of aspiration and attainment, valuing diversity and recognising high achievement.
- Ensure the smooth day to day running of the school.



- Developing and maintaining a high profile as a champion for the school, promoting and representing the school locally, regionally and nationally, ensuring effective and productive partnerships are nurtured and enhanced.
- Ensure high quality education and personalised learning for all pupils and high standards and achievement in all areas of the school's work.
- Acting as a role model, encouraging others to embrace difference, safeguarding, equality and diversity.
- Developing, implementing, evaluating and reviewing systems, policies, procedures and infrastructures that enable the smooth operational running of the school that aligns with and embeds the vision, values and strategy.
- Shaping the future (the post holder will need to anticipate change, encouraging others to be involved in change, to embrace it, grasp opportunities, manage risks and work creatively and innovatively. This will involve encouraging others to set stretching targets, approaching change with ambition and high levels of aspiration and belief in themselves and others).
- Leading teaching and learning - to set high expectations, stretching targets and encouraging creative and innovative approaches to learning and teaching, whilst also using evidence based approaches to decision making and performance monitoring. Swiftly and effectively challenging behaviours that oppose the vision and values, alongside under-performance, whilst encouraging others to achieve their potential.
- The post holder will ensure that high quality staff are recruited, retained, utilised, developed and supported.
- To ensure that effective teaching and learning provision is in place which enables pupils to become effective, enthusiastic, independent learners, committed to life-long learning. This implies setting high expectations so that pupils achieve their maximum potential.
- Demonstrate commitment to the personal growth and development of staff and pupils at all levels, enabling them to develop the skills necessary to achieve outstanding outcomes.
- Managing and leading the organisation to provide effective organisation and management for the school, leading and seeking ways of improving organisational structures and functions. The post holder will ensure that the school operates efficiently and effectively, resulting in a safe, successful and sustainable learning environment that is agile enough to adapt quickly to change.
- The Head of Primary is responsible for encouraging and embedding a culture of accountability within the school, acting as a role model, encouraging learning, recognising outstanding achievement whilst also holding themselves and others to account.
- The Head of Primary must engage with internal and external stakeholders, encouraging and engaging in collaboration with other schools and colleges in order to bring positive benefits to the school and sharing its expertise more widely, thus raising the profile of the school.
- Encouraging a co-operative, participative and engaging attitude and approach to learning which is embraced by pupils and staff and enhanced through collaboration with others. Developing and enhancing partnerships based on mutual respect, honesty and high aspiration.

**Qualifications:** Essential / Desirable (E / D)

E - Honours degree

E - Qualified teacher status

E - Willingness to learn and develop

D-Membership of appropriate

professional bodies

D - Leadership qualification(s)

## D - Management qualification(s)

### Knowledge and Understanding

- Knowledge of improvement and effectiveness strategies including the process of self-evaluation and strategies for raising standards
- Processes and systems for quality assurance
- An understanding of the principles associated with managing and leading others, developing strategic plans, operational policies, procedures and protocols and managing resources, including staff, finance, site and resources
- The ability to apply ICT to learning, teaching and management of subject areas
- Principles of curriculum management
- Project planning
- National leadership standards (e.g. leading strategically, leading learning and teaching, leading the organisation, leading people and leading in the community)
- Knowledge of current and potential future developments in relation to the national and local education scene, particularly in relation to primary provision

### Skills

- Confident use of ICT
- High level of communication skill, both written and oral, enabling them to persuade, influence, overcome barriers to understanding, deal effectively with contentious and/or sensitive issues and deal with difficult conversations with empathy and sensitivity, whilst asserting as appropriate
- High standard of organisational and administrative skills, ensuring projects are properly planned, executed, monitored and evaluated and that tasks are achieved to a high standard to deadlines
- High level of research skill; translating national and local changes into appropriate policies, pathways and approaches, ensuring other stakeholders are involved and knowledge is shared.
- Horizon scanning to enable a strategic view to be taken of potential future changes.
- Ability to persuade and influence others.
- Ability to work independently within a team, focusing on achievement at an individual and a group level
- Ability to lead others, managing day-to-day operational issues whilst also providing staff with a meaningful vision for the future

### Experience

- Proven track record as a primary teacher
- Outstanding teaching and learning practitioner
- Experience of whole school leadership and/or school improvement work
- Experience of coaching and mentoring
- Experience of change management
- Experience of managing projects successfully
- Experience of managing staff, dealing with sensitive, difficult situations in an effective way

**Rationale and Timeline for Head of Primary recruitment:** We believe that Hunsley Primary will attract the very best candidates for the post of HOP on two specific counts:

1. The innovative and exciting vision for the school - its curriculum, values and specialisms - will be attractive to forward-thinking, creative and highly aspirational individuals. The opportunity to lead a new school, a free school with its flexibilities

and freedoms, from its very beginning will be a challenge worthy of the calibre of candidate we are looking for. The post's salary on the leadership scale will take into consideration the calibre of candidate desired and the experience of the applicants shortlisted. The school's flexibilities as a 'free school' will enable attractive recruitment and retention rewards to be considered. For applicants who themselves have family, the admissions process will be drawn up to give the children of current staff fourth point of priority in the scale.

2. We have already had significant interest from potential applicants. The reputation and achievements of South Hunsley as an 'Outstanding' school are already highly recognised, both locally and nationally. The Trust believes that every member of the school community should be happy, confident and successful so they can develop as individuals during their time with us, therefore the professional development offer for the Head of Primary will be equally personalised and attractive. Academic achievement is an important part of our offer as a Trust and the ambition of our staff and students places us consistently as one of the top performing schools in the East Riding of Yorkshire, which we anticipate will also be the case for our primary school pupils – again, a key factor in securing the best quality candidates.

*Fig F3. Recruitment of Head*

<b>Proposed date</b>	<b>Activity</b>	<b>Marketing and Communication</b>	<b>Desired Outcomes</b>
Spring Term 2014	Refine draft Person / Job Specification and pass through Board of Directors / Primary Local Governing Body	NA	The specification meets the vision and strategic direction of Hunsley Primary
Summer Term 2014	Open Day for recruitment to Hunsley Primary The Hunsley Primary and South Hunsley websites will be essential in providing information on the primary school and MAT's unique selling points and will also provide access to downloadable documentation, such as the specifications for the role and application forms.	Advertised in TES / Local media / School website	Raise awareness of the school with potential Head of Primary / teaching staff Compile a list of names of prospective HOPs and other teaching staff Compile a profile of interested individuals to sharpen focus for recruitment Hunsley Primary core team meet with prospective candidates and begin the assessment process of candidates
September 2014	Follow-up open day	Advertised in TES / Local media / School website	Ensure maximum exposure to potential candidates An opportunity to invite back specific individuals and begin recruitment process
September 2014	Design and place advertisement for Head	Advertised in TES / Local media / School	Early advertisement in the academic year

	of Primary, communicating the unique selling points of the school and the benefits of the post	website Possible deployment of recruitment agency (e.g. Navigate) to ensure wide reach of process – will depend on the success of open events.	enables 'best' candidates to be targeted.
October 2014	Interview process begins: 2-day interview with a range of appropriate tasks, presentations and panels, including members of MAT Board of Directors, Hunsley Primary LGB, the Interim Head, and current Year 7 students.  Discussions regarding salary and contract / funding agreement will be required.	NA	Identification and recruitment of a high calibre candidate. <b>Recruitment processes to be on-going throughout Autumn and Spring Terms dependent upon field of response to advertisement. This on-going process for Head of Primary School recruitment will be on-going with the recruitment of school staff.</b> <b>We would aim to have the individual in role by the end of the Spring Term 2014-15, to leads the pre-opening stage of the process.</b>
Spring Term 2015 – pending appointment of Head of School	Regular strategy meetings to enable a smooth transfer of knowledge and responsibility from the Project Manager, [REDACTED], to the successful HOP candidate. [REDACTED] to support in the pre-opening period with policy development, school resource set-up and Ofsted preparation, parental liaison, consultation and marketing. The hand-over will be further supported through school-improvement	The successful candidate will be announced on the Hunsley Primary website and will begin to take part in the community liaison events, such as transition open evenings in June and July 2015, which are to take place in the Primary itself. We hope to carry out some summer-school events, pending build completion dates, which the Head of Primary will lead.	The face of the successful candidate becomes a familiar element of the free school open events. The Head of Primary and Project Manager liaise effectively to enable a smooth transfer of responsibilities, knowledge and role. Any training and development needs are identified early and a plan formulated to address such.

	services provided by L Hudson.		
September 2015: Hunsley Primary opens with Head of School in post.			

## F5: Educational track record (existing providers)

South Hunsley is a popular and thriving 11-18 School and Sixth Form College in East Yorkshire with an established reputation for excellence. We converted to Academy status in April 2011 to support the continued developments of facilities, resources and services. The school received an Ofsted rating of 'Outstanding' on the 14 May 2013 – published on the 6 June ([Link to Ofsted Report](#))

South Hunsley operates as a National Support School (NSS) with the Executive Principal a National Leader in Education (NLE), recognised in 2009 as such for outstanding contribution to school improvement. Our status as one of the best education institutions in the country has been formalised by the kite mark awarded by the DCSF for Accredited School Provider, which the DfE are currently revisiting with the aim of the Trust engaging in sponsorship. The school has, in the past, been approached by the DfE with opportunities to sponsor another school. The Governing Body has, up to now, not taken this opportunity mainly due to the timing of the proposals. Since converting to an Academy, the Governing Body has taken the decision to develop internal capacity for expansion before expanding as a Trust and has focussed school-to-school support on targeted input with other schools, ensuring that the structures in South Hunsley itself create the succession-planning and future-proofing outcomes required to keep driving forward improvement. With this drive for constant improvement in mind, a major priority has been to establish South Hunsley as a truly outstanding school and to focus on developing the institution to be the very best it can be before expanding, an aim achieved to date in 2013 with the joint successes of the best ever A-Level and GCSE results and the Ofsted number 1 grading. The most recent published data can also be viewed on the Ofsted website [Data Dashboard](#) and RAISEonline. This year, South Hunsley School are at the top of the East Riding results table for Year 11 with an outstanding 80% 5A\*-C +Eng / Maths. We were also at the top of the East Riding table for A Level attainment and APS per subject.

South Hunsley School is a member of a strong collaborative partnership with the existing 7 primary schools and special school in the catchment, and together these members form the South Hunsley Partnership. The South Hunsley Partnership member schools work closely to introduce shared practices and ensure a seamless transition for students from primary to secondary school. The Headteachers have a close working relationship and look to pool resources where possible to maximise provision for students. Joining the Hunsley MAT would be seen as the most preferable option for them should a situation arise where they needed to join a larger group of schools, on account of the potential to offer shared curriculum, central services and the benefit of increased capacity such sponsorship would effect, especially with Hunsley Primary a model of outstanding primary phase practice to lead the way.

Fig F4 School Results 2009-2013 **Green** indicates significantly above national average.

Indicator	2009	2010	2011	2012	2013
<b>GCSE</b>					
5+ A*-C with EM	<b>70</b>	<b>70</b>	<b>68</b>	<b>68</b>	<b>80</b>
5+ A* - C					<b>94</b>

VA best 8	1025.7	1011.1	1015.9	1016.1	-
Maths A*-C	76	75	72	83	91

### A-Level

Indicator	2009	2010	2011	2012	2013
APS per entry	204.4	214.4	222.3	206.6	213.5
APS per student	785.5	817.2	784.4	790.4	839.1
Overall A*-B	47	51	59	48	58

**Capacity to drive improvement – strategy for Trust Organisation:** South Hunsley has a well-established history of strategic capacity-building in order to progress. The personnel and succession-planning models created during extensive periods of school-to-school support have been successful because of secure financial planning and the full support and critical scrutiny of governance.

The MAT team has a significant history of driving school improvement across a range of institutions since 2008, whilst – most notably – maintaining its own successes as, formerly, a High Performing Specialist School, and latterly a NSS, Accredited Provider and Ofsted Outstanding-rated institution. The Trust is well-versed in the requirement to build sustainable capacity for continual improvement, having taken on responsibility to support three schools in Special Measures across a period of four years, whilst at the same time, carrying out significant short-term programmes of school improvement in over 10 other schools across five Local Authorities.

The key to effective management of such undertakings has been effective strategic planning for capacity building and leadership development by the Trust; for example, the core school-to-school support team has developed over a period of years and managed the movement of staff (therefore expertise) out of the Trust, by ensuring constant processes of future planning and leadership development. Through periods of school-to-school support, we have invested in leadership structures which keep high levels of expertise in ‘home’ staff, such as Affiliate Headteacher, core subject Directors, Associate Assistant Headteachers (using NLE bursary money to create such opportunities), and distributed leadership roles such as the Teaching and Learning Lead Learner, whilst a core team of expert ‘outreach’ staff could then be trained and released to lead both long- and short-term support programmes. Six members of the original team of eight leadership and teaching staff who were involved in support programmes remain in leadership roles at South Hunsley now. Two key SHS senior leaders who became acting Headteachers in the supported schools have successfully attained permanent headship posts at those schools. There is still a wealth of school improvement expertise in the Hunsley Trust and it is a developing team, inclusive of Associate Leaders now as well. Capacity building in this sense also offers excellent professional development. South Hunsley also encourages staff movement through career progression, which often means movement of staff out of the institution. Succession planning and capacity resourcing for excellent leadership within the institution has again been a key strength, exemplified by the recent formation of Leadership Challenge Groups (aspiring leaders who are given whole school action research projects with a genuine change management agenda - whole school pastoral restructuring being a particularly exciting project this year). This particular group will be



involved in the set-up of the Hunsley Primary, again to build capacity and broaden the accessible skills and knowledge base present in the organisation. The ethos of the school is to drive forward improvement by developing excellence at all levels, in tune with the vision of the organisation.

Most recently, the Director of Finance has continued in this vein by supporting the financial management of a local academy in Goole, and the Assistant Headteacher with responsibility for primary school developments was deployed by the school, on request of a local Academy Federation, to carry out a mock Ofsted inspection at the Federation's primary school, with a member of Her Majesty's Inspectorate. The school-to-school support work we carry out is on-going, although we have not embarked on a substantial contract of support since 2012, preferring to keep support local, short-term and distributed across the team, in order to build sustainable capacity in the Trust (especially central services) ready to take on the role of accredited sponsor in 2014.

The school improvement services of South Hunsley were first sought by the Local Authority in July, 2008. Chris Abbott, Executive Principal, was seconded to Headlands School in Bridlington to bring the school out of Special Measures. The school came out of Special Measures in October 2009, with 'Satisfactory' progress and 'Good' capacity for sustained improvement.

*'The executive headteacher has given a much needed strategic direction to school improvement work. Together with the affiliative deputy headteacher she has begun to develop an appropriate climate in which to launch the agenda for change. Their accurate assessment of the weaknesses in provision has informed a robust action plan. The energy and purpose injected into school improvement work has gone some way to counter the relative inertia before their arrival.'*

*'The LA's well-considered decision to second two senior leaders from South Hunsley School has provided the leadership necessary to enable the school to secure improvement.'*<sup>47</sup>

The Headlands case was particularly complex, with Safeguarding and Child Protection issues. It was a school in profound difficulty. Teaching and Learning, Behaviour, Inclusion, and Leadership and Management (including Governance) were all inadequate. The Hunsley Team included the Executive Principal and Acting Deputy Headteacher, who latterly attained the permanent Headteacher role. The impact of the improvement intervention was striking:

*'The executive headteacher has given the school a sense of direction previously lacking and has won the confidence of staff. Staff absence rates continue to decline and morale has improved. The executive headteacher and partnership director are highly visible around the school and engage constructively with students and staff.'*

As well as leading from the position of Executive Headteacher, the wider South Hunsley school improvement team (including [REDACTED] and [REDACTED]),

[REDACTED]

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<sup>47</sup> First Section 8 since Special Measures 8 July 2008 – Satisfactory <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118085>

*'arrangements have been established internally, through the South Hunsley partnership and more recently through well organised LA intervention. Staff value the regular training sessions and appreciate the opportunities to choose workshops that best meet their individual needs.'*<sup>48</sup>

The second school in 'special measures' which South Hunsley was asked to support was Winterton: in 2010, Chris Abbott had achieved the position of NLE and the school was an NSS. The focus for the school improvement team was on middle leadership, monitoring and evaluation and effective use of data. The specialist team for school-to-school support developed around an effective model: discreet areas of expertise identified in the South Hunsley team's individual members enabled a broad bearing of responsibility, whilst keeping the management of outreach with a small number of key leaders (including [REDACTED]). A similar pattern of modelling, training, capacity-building, then withdrawal of support was seen to be effective at Winterton too, and elements of the monitoring inspection were rated 'Outstanding':

*'The headteacher's approach to staff development and delegation of responsibility is now paying dividends. The capacity to drive and sustain improvement is developing well and is evident in the impact of actions taken since the last monitoring inspection. The school's reliance on the effective external support it has received from a range of sources has diminished proportionately as internal capacity to sustain improvement has increased.'*<sup>49</sup>

Although the school improvement team continued to support a range of schools across this period of time between 2009 and 2012<sup>50</sup> and engage in school improvement projects with other agencies, [REDACTED], as well as the impact the work had on the supported school and our own school: the requirement to build capacity at South Hunsley, to ensure no negative impact was seen on our students' achievements, arose once more with a lengthy secondment of an experienced AHT and the executive leadership of [REDACTED] once again. This experience shaped the Trust for future school improvement roles.

*'The strategic benefits accrued through the school's partnership with South Hunsley Academy continue to develop and are evident in the school's strengthening leadership capacity. The new action plan reflects sharpened priorities and provides clear direction and strength of purpose. It is underpinned by the leadership's secure understanding of the school's strengths and weaknesses and affords a context for rigorous evaluation and informed decision making.'*<sup>51</sup>

When the school received its full Section 5 inspection in March 2012, its capacity for further improvement was judged to be 'Good'.

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<sup>48</sup> Second Section 8 October 2008 - Satisfactory

<sup>49</sup> Winterton Section 8 inspection, May 2011

<sup>50</sup> South Holderness Technology College, ER Yorks; Kingswood Performing Arts School, Hull; Sir Henry Cooper, Hull; Holgate School Sports College, Barnsley; Penistone Grammar School, Barnsley; Kelvin Hall, Hull; St John Nelthorpe, North Lincs; Brumby Engineering College, Scunthorpe; Cottingham High School, ER Yorks, and Parkwood Academy, Sheffield.

<sup>51</sup> The Market Weighton School Section 8, September 2011

The Hunsley Trust now is a strategic partner in the York EBOR Teaching School Alliance, and has the potential to secure school improvement services through this means, as well as provide them. [REDACTED] sits on the Strategic Board of the TSA.

The first of our two main strategic school improvement partner institutions is Hook CoE VC Primary School, Goole. Our work with [REDACTED] has revolved around innovative curriculum planning; however she was also a key advisor in designing the school layout from the point of view of a practising outstanding primary headteacher. [REDACTED] will be instrumental in consultancy when the Trust sets up the primary school.

*'The outstanding leadership and management of the school is the key to its success. Through her outstanding leadership, the headteacher provides the inspiration. There is a clear vision, well-articulated, of a school where pupils' achievement both academic and personal is paramount. Senior and middle leaders give excellent support. The school knows itself very well and the priorities for improvement are the right ones. The school gives excellent value for money. Issues from the previous inspection have been successfully tackled and the capacity for further improvement is outstanding.'*<sup>52</sup>

Our second main strategic partner sits in the South Hunsley Partnership already and is a long-standing outstanding school, recently converted to academy status, and in 2013 becoming the sponsor of a local primary requiring support (Dunswell, East Riding of Yorkshire):

*The executive headteacher provides the academy with exceptional leadership. He has a long and successful track record of achieving excellence. His style is innovative and unique. At the heart of this is his desire to ensure that all pupils receive the best quality education that can be provided. He is relentless in his leadership of teaching and learning. His determination that teaching should be outstanding is communicated extremely effectively to all staff who respond by continually striving to improve their practice.'*<sup>53</sup>

[REDACTED], [REDACTED], [REDACTED], [REDACTED]

*'The financial management of the academy by governors is highly sophisticated. Expert governors manage the strategic deployment of resources and ensure best value for money.'*

## **Summary of key individuals, groups and resources to provide further school improvement support / central services:**

### **School Improvement:**

1. The EBOR Teaching School Alliance, York – as a strategic partner of the alliance, school improvement services will be sought through EBOR as first point of reference.
2. Red Kite Teaching School Alliance – Leadership development programmes led by Red Kite already utilised by South Hunsley will continue to offer the means to develop capacity for growth.
3. School Improvement Partner, [REDACTED]

<sup>52</sup> Hook CoE VC Primary School, Reduced Tariff – June 2009 – Outstanding <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118029>

<sup>53</sup> Swanland Primary Academy Trust 2013 <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/117884> <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137151>

4. Whitley Bay High School – Long-standing partner school. School Improvement agenda issues, for example Teaching and Learning, will be supported by training through WBHS.
5. ██████████<sup>55</sup>, ██████████, East Yorkshire – On-going consultancy for the Hunsley Primary will be commissioned
6. ██████████<sup>56</sup>, ██████████ – consultancy to be commissioned where appropriate in the pre-opening stage, most likely project management-related.
7. Swanland Primary – partner outstanding academy in catchment. Collaborative school improvement activity will be sought.
8. East Riding Teaching and Learning Group – a school improvement group which provides links to other local academies and LA schools.
9. The ER Academies Group – local network for academies, which provides access to resources for training / central services.
10. HE institutions (Hull University, York St John) for recruitment of teaching staff and investment in future workforce development
11. ASCL – provision of Leadership Development resources and training. E.g. ‘Leading, growing and developing more than one school’ 18 November 2013 – a course designed to support schools planning on future growth
12. A range of learning and development providers are called upon to provide mandatory and other training to all organisation staff (Osiris, Lighthouse, AQA and other examination boards, ERSCB)

**Central Services:**

13. Navigate Group – to continue to provide recruitment packages and consultancy where needed. South Hunsley have a long-standing working relationship with the consultancy agency.
14. Strawberry (Hull) – Web design, publishing and marketing – South Hunsley will continue to use Strawberry for design services, and potentially also to support marketing in the future.
15. ██████████
16. ██████████
17. Oval Group Insurance will be providing the organisation with Health and Safety advice and software.

**F6 Capacity to Expand School Improvement Planning**

The Hunsley Trust created a Trust Development Plan in July 2013. The plan sits at the head of three separate development plans: the South Hunsley School, South Hunsley Sixth Form College and Hunsley Primary Development Plans. Alongside this immediate Trust-wide vision for 2013-16, sits confirmation that the Trust’s request to change South Hunsley School and Sixth Form College from a Single Academy Trust to a Multi-Academy Trust has been approved by the EFA<sup>57</sup> and we received our Accredited Sponsor confirmation meeting with Tessa Mason of the DfE on the 20<sup>th</sup> November 2013. Below are the three objectives set by the Trust for the coming three years, which explicitly demonstrate our understanding of, and full commitment to, the need to build robust capacity for school improvement, not just in one institution, but across each institution in the MAT. Thus, the integrity of each institution is preserved, and that which makes one institution outstanding cannot be placed at risk, depleted or challenged by the commitment of the Trust to improve performance and outcomes in another. Having experienced the

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<sup>55</sup> *Ibid*

<sup>56</sup> *Ibid*

<sup>57</sup> Confirmation received from ██████████ at the EFA on the 30<sup>th</sup> September 2013

demands of school improvement across a number of institutions, and recognising the requirement to have a single point of accountability for the work involved, the Trust looks to appoint a 'Director of School Improvement'.

*Fig. F5 Extract from the Hunsley Trust Development Plan 2013-16*

Objective	Actions	Desired Outcomes
A system of governance is developed that ensures effective operation of all parts of the Hunsley Trust and builds capacity to bring other schools into the Trust	<ul style="list-style-type: none"> <li>• Create a model of governance for a Multi Academy Trust</li> <li>• Create a structure for core teams</li> <li>• New self -evaluation processes are developed across other areas of the Academy Trust's work</li> <li>• Establishment of agreed KPIs for each associate team</li> <li>• Create an efficient and robust system of reporting to Central Trust Team and Board of Directors</li> </ul>	<ul style="list-style-type: none"> <li>• Conversion to MAT</li> <li>• Effective and responsive governance and leadership of all areas of the Trust</li> <li>• Effective self-evaluation provides an accurate picture of the effectiveness of all parts of the Trust and informs future developments of the Trust</li> </ul>
The development of structures and infrastructure to continue to provide high quality educational provision and ensure the long term financial sustainability of the Trust.	<ul style="list-style-type: none"> <li>• Remodel the associate staff structure in light of reduction in external funding from the General Annual Grant, extended services and specialist school provision following academy conversion</li> <li>• Implement a new teaching staff structure for the secondary school and college</li> <li>• Implement a new pastoral structure for the secondary school</li> <li>• Develop new curriculum policies across the Trust to ensure that financial viability underpins all curriculum provision</li> <li>• Develop new pay and conditions policies for teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• An affordable, effective and high quality associate staff structure operating in the MAT</li> <li>• Fully operational and financially sustainable pastoral leadership structures across the Trust that absorb the growth in student numbers and improve pastoral care</li> <li>• Smaller, more expert teaching subject specialist teams with close links to a strengthened leadership team and high levels of accountability</li> <li>• Curriculums operate across the Trust that meet the needs of students and are financially robust</li> <li>• Pay and conditions arrangements of teaching staff are financially sustainable across all parts of the Trust</li> </ul>
Develop the site(s) to ensure that the Trust is able to meet the educational needs of a growing population.	<ul style="list-style-type: none"> <li>• Produce a fully-costed model for facilities and site development for the school and sixth form college</li> <li>• Produce a fully-costed model and implementation plan for the development of the new Primary School site and infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• A primary school site and a secondary school and college site that meet the educational and social needs of a growing student population</li> </ul>

**Providing Appropriate Scrutiny:** To ensure that Hunsley Trust can operate safely and compliantly as a Multi Academy Trust and during a period of expansion, a new Governance Handbook will be developed and approved by July 2014. It will set out the Terms of Reference and contain a 'Toolkit' of protocols and procedures applicable to governance in all institutions which are part of the MAT. This Handbook will include:

- Trust information including Director and LGB member appointment process and the role of the Central Trust Team.
- Terms of Reference for all governance committees including the Board of Directors, Audit Committee, Salary Review Committee, Primary Local Governing Body and other specific staff and student panels



- Toolkit that provides template agendas and minutes and a standard calendar for LGB agenda items, to be used by the primary LGB
- Responsibilities and delegated authority at a senior level in the Trust, including role of the HOP and their relationship to the EP and the LGB.

These will form the basis for the monitoring and reporting procedures of the Central Trust Team (as mentioned in Section F2 and 3) and will form the criteria used for assessing, analysing and reporting areas of risk in the Executive Principal’s report. New operating practices are being implemented, separating the business and educational functions of the Trust between the Board of Directors and the Local Governing Bodies. There will be highly specific roles and responsibilities of the Board of Directors, Central Trust Team, Primary Local Governing Body and the Head of Primary. Below is a model showing how the Financial Team will offer robust support and challenge to Hunsley Primary and the Terms of Reference by which Schemes of Delegation will be formed:

*Fig F6 Model Lines of Accountability – Example: Finance*

Finance			
Board of Directors	Central Trust Team	Local Governing Body	Head of Primary
Legally responsible for the Trust’s assets and accounts	Acts on behalf of the Board to enable them to discharge their duties in relation to statutory compliance and the financial performance of Hunsley Primary	Responsible, with the Head of Primary, for recommending to the Board the annual budget priorities and capital expenditure against the School Development Plan	Contributes to the preparation of the annual Hunsley Primary school budget for approval by the Board
Develops the overall strategic vision for the finances of the Trust as a whole and the individual Academy schools within the Trust, including Hunsley Primary	Develops Trust wide financial systems and practices to be operated by Hunsley Primary (and all Trust schools)	Receives summary management accounts from the central Trust team to review and monitor the schools’ financial performance	Responsible for monitoring budget expenditure and controlling school costs to ensure budget commitments are met
Sets the financial parameters within which the schools’ budgets are created	Provides a professional service to Hunsley Primary for accounting, financial planning and financial reporting		Responsible for ensuring school financial practices are compliant with the Trust Finance Manual
Develops the overall strategic plan for capital expenditure taking into account individual Academy school strategic plans	Monitors financial compliance of Hunsley Primary as a school within the Trust		Responsible for the allocation of Pupil Premium and Catch Up Premium
Through the Executive Principal’s report receive updates on the financial performance of the Trust and all Academy schools, identifying areas of risk and revising strategy and policy to mitigate against this	Complete financial returns to the EFA and DfE on behalf of the Trust, providing they do not require Member signatures and the information required is consistent with information previously reported to the Board  Monitor and mitigate against financial risks to the Trust and Hunsley Primary, reporting findings to the Board		Responsible for the accuracy of pupil data to comply with requirements from the EFA, DfE and other statutory bodies for funding and regulatory purposes

### **A Robust Model: The Central Trust Team**

Hunsley Trust aims to develop a multi academy model where business and school improvement services are centralised. This will allow individual Academy schools to focus on education and receive support from the Central Trust Team as required. This model mitigates risk for individual Academy schools and ensures that the Trust retains control of



statutory functions, being managed by appropriately qualified and experienced individuals. To help fulfill these ambitions, Hunsley Trust has two key areas that we are currently strengthening in preparation for the opening of the Hunsley Primary:

- Development of central associate services for facilities/estates. An estates management framework for the Trust needs to be established to centralise facilities, procurement and health and safety 'support' service to all the schools and colleges in the Trust and provide clear direction for day-to-day operating practices in individual Academy institutions.
- Development of a central school improvement service with primary knowledge and expertise – we have recruited the services of [REDACTED] as consultant.

### **Development of Central Associate Services**

Over the last two years, Hunsley Trust has been strengthening its associate team to ensure the organisation has the capacity and capability to manage the business functions for a Trust with an increasing number of schools. We have undertaken an extensive review of the associate team structure, identifying areas of risk and addressing these areas through significant remodeling, to ensure that we have the capacity to function effectively as a MAT

Hunsley Trust has already employed [REDACTED], a chartered certified accountant (See CV and Section F1) who will also be fully qualified as a chartered public accountant under CIPFA by June 2014. The directors of Hunsley Trust have recently agreed a restructure of South Hunsley's finance team to ensure that [REDACTED] has the capacity to develop our systems for a group of schools and absorb the additional responsibilities for managing the accounts of a multi academy Trust, following best practice under academies regulations. The Human Resources service of Hunsley Trust has also been enhanced with the appointment of [REDACTED] as the HR Director. [REDACTED] [REDACTED] currently introducing a more sophisticated HR management system that can be rolled out across the Trust schools to ensure that recruitment, employee relations and attendance can all be managed under the one system to give the Trust clearer reporting practices, trend analysis and forecasting to ensure successful workforce strategic planning during a period of growth. It will also allow Hunsley Trust to bring a Payroll service in-house by April 2015 and HR and Payroll functions will be ready to outsource to other schools for the start of the academic year 2015-16, the year of opening Hunsley Primary. [REDACTED] is also currently introducing a new performance related pay model for teachers, job evaluation scheme for associate staff and new pay and conditions; all to ensure affordability and sustainability.

Hunsley Trust now has to build central capacity for the estates/facilities aspect of the Trust with the appointment of a Director of Operations to offer scrutiny and expertise when reviewing estates strategies and practices for facilities management, procurement, health and safety and risk management. This will allow the Trust to establish a new framework to be used by each Academy school which will centralise and introduce consistent methods of operation for procurement, utility and energy usage schemes, risk register maintenance, facilities management, health and safety practices and asset recording. This will ensure the Trust can confidently develop strategic site plans and allocate site resources knowing that decisions offer value for money and quality as well as ensuring statutory compliance is adhered to and that an environmentally robust infrastructure in operation.

The framework will ensure that estates/facilities' infrastructures are sustainable for a growing organisation and would be included within the due diligence exercise for any potential new schools joining the Trust in the future. This should safeguard the long term financial viability of the individual Academy schools and the Trust as a whole by ensuring that estates management continues to be affordable and sustainable, mitigating the risks to learning that arise from inadequate classroom accommodation and the financial drain on school resources from the burden of buildings that are not fit for purpose. This will allow the senior management team of Hunsley Primary to focus all their attention on improving performance, no longer having accountability for estates and health and safety.

### **Central School Improvement Service for Primary Schools**

Delivering excellence in educational provision across the East Riding is Hunsley Trust's core goal, something that South Hunsley School has developed in the last five years as it has established a successful school-to-school support service. South Hunsley School itself has an excellent reputation for delivering the highest quality of education and instilling a strong sense of aspiration and ambition in all of its students. This can be clearly evidenced by its consistently high exam results and the recent Ofsted judgement which identified that South Hunsley is 'Outstanding' across all categories. In 2009, [REDACTED] and South Hunsley School's contribution to school improvement was recognised through the National Leader in Education / National Support School award.

Over the last five years, South Hunsley has worked with 13 secondary schools, providing both intensive support programmes to schools in Special Measures and support-to-improve packages to schools under notice to improve. Offering executive leadership and management support and deploying SLEs in English, Maths and Teaching and Learning, South Hunsley has successfully brought two East Riding secondary schools and one NE Lincs school out of Special Measures and worked with 10 others through Gaining Ground and NLE/NSS deployment.

Hunsley Trust understands the need to build capacity to provide central school improvement provision for Hunsley Primary, whilst not depleting the expertise which drives forward school improvement in the other two institutions in the MAT. [REDACTED] South Hunsley's other SLEs for English and Maths are to develop primary expertise in these core subjects. This allows the Trust to create an advisory service that would provide professional support and challenge to all Academy schools, both primary and secondary, within the Trust and give schools access to guidance and support to help them deliver improved standards of educational achievement. It will also allow the Trust to utilise a central school improvement team in order to share skills and expertise and to initiate the interventions required in order to reduce 'between school variation', close the achievement gap and raise educational outcomes for young people across the Trust.

### **Financial Oversight: Evidence of relevant high calibre financial expertise**

The Finance Director, [REDACTED], [REDACTED].

- [REDACTED]

***How will we manage financial risk to the Trust when we become a MAT and take on Hunsley Primary?*** The Hunsley Trust has established itself as outstanding both academically and financially. The academy has continually run with a surplus position and is predicted to run at a surplus for at least the next 5 years. The total balance at bank is

currently over [REDACTED]. The Academy Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. This system will be extended over the MAT with adjustments to delegated limits and segregation levels.

It is expected that the resources within the current Academy Trust finance department have the capacity to undertake the additional work that will arise from taking on Hunsley Primary. [REDACTED]. The team will prepare/review monthly budget to actual reports, cash flow reports, termly management reports and all key reconciliations. The Finance Director will then summarise the key financial points and present them to the Local Governing Body. The financial results of all academies within the MAT will be consolidated by the Finance Director and reported to the Central Trust Team and the Board of Directors. Any issues will be highlighted at the appropriate level.

***What evidence have we got to show we manage risk already?*** We are constantly reviewing our risk register to look at risk on a more strategic level. The largest risk comes from one individual managing too much of the financial process therefore we have taken substantial steps to ensure segregation of duties at each level. All segregations and approval limits are set out in detail in our Finance Manual. Examples include the fact that the individual placing orders is not the same as the individual processing payments; there must always be two signatories for each payment and all individual items over [REDACTED] must be approved by the Executive Principal or Head of School, as well as the Finance Director. All associate and teaching school leaders have been given Risk Management training, to think strategically about risk as a part of everyday working life. The Finance Manual (which was written by the Finance Director and is specific to our academy Trust) is reviewed and updated each year. The academy Trust auditors have also reviewed the Finance Manual and confirmed that it is fit for purpose. There is also risk from not having individuals with the correct financial knowledge and experience completing or reviewing the financial reports and data. The academy Trust's Chair of the Board of Directors is also a chartered accountant with over 30 years' experience. The Trust has an investment policy and has moved balances to a high interest account to ensure maximum returns on surplus balances. This is reported to the governing body and best options discussed on a regular basis. The Board of Directors has determined that an appropriate level of free reserves should be maintained. The reason for this is to provide sufficient working capital to cover delays between spending and receipt of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance and to plan for future capital projects. Insurance levels are reviewed annually and used cost-effectively to manage risks. Reserve levels of the Academy are annually reviewed at Board level. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves.

***How will we plan a contingency for the Trust (not just the Primary)?*** Our view is that a contingency should not be required if finances are properly estimated over at least a five year period. This way changes can be made in advance of any known short-falls. We have had to implement this during 2013 as the budgets drawn up to 2018 were showing deficits in 2016 onwards. On review of the detailed deficits, we have reduced individual department budgets and also undertaken a review of the TLR structure. As teachers receive a three year protection on any salary changes, the TLR changes that we have made in 2013 will take effect in 2016. These combined changes have resulted in the 2016-

2018 estimates now showing surpluses. Where there is something significant that cannot be foreseen (such as repairs to a broken building that cannot be claimed on insurance), we hold significant funds in the bank and significant brought-forward funds on the balance sheet that should be able to cover any issues.

### *What is the evidence of robust financial track record as a school and a Trust?*

████████████████████  
*How do we offer good value for money?* ██████████

*How can we ensure that we will still offer good value for money when in a MAT?*

### **Efficiencies and economies of scale through shared services**

#### *How will the shared service function be financed?*

#### *Which services are provided by the shared service function?*

**Executive Headship:** Line Management; monitoring and evaluation scrutiny; performance management of Hunsley Primary Head of Primary School

**Finance:** data input directly at school level; tracking, review and reporting; line management. We are looking to bring payroll back 'in-house' by 2015, as opposed to current outsourcing arrangement; however, this is still within the capacity of the Finance team.

**HR:** job evaluation, employment cycle from recruitment to exit, policies and procedures, employee relations and organisational change

**Data:** achievement data input by individual teachers, collated, analysed and reported on by the Data Manager

**Premises:** Caretaking and cleaning completed at school level (outsourcing cleaning to contract – see Section G); services monitored by Director of Operations: risk register, reviews of H&S, line management of staff.

**Communications / Corporate Services:** marketing, events management, calendar, reprographics, line management, uniform – thus determining a consistency of brand and a quality of product.

#### *How we plan to get efficiencies and economies of scale by sharing services across your schools*

To account for the demand in time spent on Hunsley Primary commitments and the corresponding shortfall in time consequently spent meeting demands of role across the other Trust institutions for staff indicated in the table below with \*, it is important to state that these four team members are currently engaged in projects for the Trust which are due to reach completion by 2015: HR systems development; Sports Centre restructure; Governance restructure; recruitment of the Clerk, and so on, so the ability to commit time to Hunsley Primary will be enhanced when the school does eventually open. We believe that the demands of the primary will only create a 10% increase in draw on central services. Prior to this process we have carried out the following consolidations, to build capacity: we restructured the central office team, finance, HR and catering teams *and* we placed investment in software for finance and HR data collection resulting in a reduction in manual requirements and improvement in process flow. To link all areas of the

central service team together, create an efficient system of process, and to make tracking and monitoring of requests and responses possible, we have developed an on-line 'ticketing system' which means that any service can be requested from Finance, IT, Premises, Learning and Development and Administration. This system currently operates across the school and sixth form very effectively, logging all requests and enabling monitoring of the services used. The new HR management system enables targeted online recruitment, with process flows that work effectively online.

## Shared services

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £'000
██████████	Executive Principal - educational	See Section F1	FT <sup>58</sup>	Covered by 6% top slice
██████████	Finance Director – financial, educational	See Section F1	FT <sup>59</sup>	
██████████	HR Director – human resources, policy	See Section F1	FT	
██████████	Head of Communications and Corporate Services / Company Secretary – educational, marketing	See Section F1	FT	
'Director of Operations'	Director of Operations – operational, health and safety	This role will be provisional to the MAT leading institutions on more than one site.	FT	
'Director of School Improvements'	Educational, leading the SIS for the Trust	This role will be provisional to the MAT leading more than one school.	FT	
██████████	Data Manager - educational		FT	
'Clerk to the Governors'	Administrative		25 term time only	
<b>Total*</b> See Page 23 – Efficiencies and economies of scale				<b>£486K</b>

<sup>58</sup> FT teaching hours calculated as 32.5 to give framework for this time commitment

<sup>59</sup> FT associate staff hours calculated as 37 to give framework for this time commitment

Name of school – Hunsley Primary	Budgeted contribution to MAT shared service	
	2015/16	2016/17
South Hunsley School and Sixth Form College	██████████	██████████
Hunsley Primary	██████████	██████████
	██████████	██████████



**G1 - Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure**

















[Redacted]

Figure G1 Full capacity proposed numbers – see Section D Vision

[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
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# G3 Financial resilience to reductions in income



1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.</p>	<p>A SPECIFIC SITE FOR THE SCHOOL HAS BEEN EAR-MARKED BY &lt;Redacted&gt;. THIS SITE IS &lt;Redacted&gt;</p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	
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**Preferred site**

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	
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<p>In which local authority is the site?</p>	<p>East Riding of Yorkshire</p>
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>Kingston Upon Hull, City of</p>
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>NA</p>
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>NA</p>
---	-----------

<p>Please tell us how you found the site:</p>	<p>&lt;Redacted&gt;</p>
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<p>Please confirm the tenure:</p>	<p>Lease</p>
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<p>If other, please explain further:</p>	<p>SEE ABOVE</p>
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<p>Please include information on purchase or lease price if known:</p>	
--	--

<p>Who owns the site?</p>	<p>Other</p>
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<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)</p>	<p>No</p>
--	-----------

<p>Name and contact details of owner:</p>	<p>&lt;Redacted&gt;</p>
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<p>Name and contact details of agent or local authority representative where available:</p>	<p>NA</p>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Cleared site requiring new build
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	DEVELOPMENT SITE CURRENTLY AWAITING DEVELOPMENT TO BEGIN - EASTER 2014
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Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	THE BUILDING WILL BE NEWLY-BUILT.
--	-----------------------------------

**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
--	------------

In which local authority is the site?	East Riding of Yorkshire
---------------------------------------	--------------------------

If the preferred site is near to the boundary with another local authority, please say which:	Kingston Upon Hull, City of
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
---	----

If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
--	----

Please tell us how you found the site:	SEE ABOVE
--	-----------

Please confirm the tenure:	Lease
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If other, please explain further:	
-----------------------------------	--

Who owns the site?	Other
--------------------	-------

Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	No
---	----

Name and contact details of owner:	NA
------------------------------------	----

Name and contact details of agent or local authority representative where available:	NA
--	----

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Cleared site requiring new build
What is the current use?	Other - please describe
If government building or 'other' - please describe:	SEE ABOVE
Why have you chosen this site? What makes it suitable for your free school?	SHOULD WE NOT HAVE COMPLETION OF BUILD OR SHOULD THE BUILD BE DEEMED INAPPROPRIATE FOR THE OPENING DATE OF THE SCHOOL, WE FEEL THAT MODULAR TEMPORARY BUILDINGS WILL BE A MORE SUITABLE USE FOR PRIMARY CHILDREN THAN A
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	SEE ABOVE
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	SEE ABOVE
<b>Third choice site</b>	
Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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**Fourth choice site**

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
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Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
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Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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