



Department  
for Education

# Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

**TEMPLE LEARNING ACADEMY**

**PRE-APPLICATION REGISTRATION  
UNIQUE REFERENCE NUMBER 06532**

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## Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 22 November ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? NOT APPLICABLE	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria. NOT APPLICABLE	<input type="checkbox"/>	<input type="checkbox"/>

8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received? NOT APPLICABLE	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> within one of the windows below? <ul style="list-style-type: none"> <li>▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</li> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines). SENT BY COURIER	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

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

## Declaration

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

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

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

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

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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

**Signed:**

**Position: Member of company)**

**Print name:** ██████████

**Date: 9 January 2014**

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

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



## **Section A: Applicant details**

This has been completed and attached in Annexe A.

## **Section B: Outline of the school**

This has been completed and attached in Annexe A.



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

Please provide the name of the proposed chair of the governing body, if known:	Not known at this time
--	------------------------

**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
--	----

How many existing free schools or Academies are run by your group?	0
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If you already run more than one 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:	N/A
--	-----

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:	N/A
--	-----

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	Please select
--	---------------

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	N/A
---	-----

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:	N/A
--	-----

How many free schools are you seeking to open in this application round?	1
--	---

**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.	Yes
--	-----



<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>The Temple Newsam Learning Partnership: A Co-operative Trust  Company House number 07323734  Charity Commission number 1147456  The Temple Newsam Learning Partnership is a charitable Trust established on the Co-operative model, involving nine schools and related partners within the East Leeds areas of Osmondthorpe, Halton, Whitkirk, Colton and Austhorpe. It is intended that two of the Governors of the Temple Learning Academy (the Principal and the Chair of Governors) will be Trustees on the Trust Board of the TNLP. The role of the TNLP will be to ensure links are put in place with the already strongly established collaborative structure that exist between the schools within the TNLP. These links support the schools in the TNLP Trust in areas of extended services, joint teaching and learning strategies, joint sharing of resources, services and business/procurement development. There are also strong links to community</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>N/A</p>
<p>If any members of your group are also involved in other applications to open a studio school, studio school or free school in this application round, please give the names of the other applications and state the link:</p>	<p>N/A</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some help</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>Yes</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>	<p>The Co-operative College have supported the Temple Learning Foundation via consultancy work, to peer review the bid documentation. Through similar involvement at the early stages of the successful bid developed by Education Swanage, the Co-operative College have ben able to share learning and best practice to support the bid being made by the Temple learning Foundation.  It is also intended the Co-operative College have a Governor on the Governing Body of the Temple Learning Academy to ensure strong and proactive links to other free schools nationally, via the Schools Co-operative Network.</p>



SECTION B: OUTLINE OF THE SCHOOL

Please note that the text boxes can be made bigger expanding the row in which it sits.  
To insert a new line in a text box, press alt + enter.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.	Mainstream application
In which local authority is your preferred location?	Leeds
Proposed opening year:	2015
Age Range:	Age 4 to 16
If 'other' please specify	
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:	
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	Other
If other, please specify	The Academy has a distinctive pedagogy based upon maximising learner and parent involvement in the learning process in order to ensure that future generations will have the confidence to live innovative
Maximum capacity of proposed free school, NB please use numbers only:	1,020
Please say which year groups the school will have in first year and the PAN for each	Reception with a PAN of 60
Date proposed school will reach expected capacity in all year groups:	2021
Will your proposed school include residential provision?	No
If 'Yes', please give further detail:	

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?	Yes
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If 'Yes', please give further detail about the proposed appointment including the process by which you identified the person. Please include personal information in section F of the MS Word application form.	The Temple Learning Foundation members have identified and agreed the Executive Principal from within their group of members. The Executive Principal is an existing Principal of a secondary school from within the Temple Newsam Learning Partnership.
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If yes please say when you propose the principal would start:	Jan-15
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Please say how many people will sit on your governing body:	11-15
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**Use of freedoms**

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	Yes
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Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	Yes
--	-----

Do you plan to make employ teachers without QTS?	No
--	----

Please list any other freedoms you intend to use	
--	--

## Section C: Education vision

### Introduction

The Temple Newsam Learning Partnership (TNLP) is an established grouping of successful schools, each celebrating an individual character, while sharing high expectations and working to a common set of co-operative values and principles.

The TNLP is proposing to meet the emerging needs of its community by adding to our family of partner schools with an ambitious new all-through Academy:

### **The Temple Learning Academy**

The Temple Learning Academy will increase parental choice for those seeking a high quality education in the heart of their own community. It will provide the means to break longstanding cycles of underachievement and lost opportunity.

**Our vision for this new Academy is underpinned by a simple phrase that creates life chances within the community through promoting:**

### **“Ambition for Change”**

We are determined to respond positively to a community which has a thirst for greater success: local families tell us that they want better education; better employment opportunities; a better life for the current generation and the next.

The educational offer we have designed to meet this need will focus upon the core subjects of English, Maths and Science alongside exceptional enrichment opportunities. This offer will broaden learners’ horizons through an outstanding range of opportunities and experiences, allowing them to discover new interests, talents and skills. Our learners will not only make rapid and sustained progress but also develop a set of key skills that will allow them to flourish as active citizens within the wider society.

The Temple Learning Academy will allow its learners to perform at the highest levels by offering:

- Open access to learners and their families through an extended school day all year round.
- Family centred pre-school learning and early learning through play and discovery.
- A balanced curriculum with strong foundations of literacy and numeracy.
- Learning experience that enables learners to develop key life skills for employability.
- Problem solving through challenges, project based activities and applied learning.
- Access to a significant enrichment programme as part of the extended day.
- The opportunity to build confidence by broadening learners’ real life experiences.
- Access to wraparound care via an onsite extended services team.
- Close links with a range of co-ordinated multi agency support services.

Temple Learning Academy will provide a high quality learning service offering:

- 26 pre-school places for 2-4 year olds with priority given to vulnerable 2 year old learners
- 60 reception places
- 60 places per year in Years 1 to 6
- 120 places per year in Years 7 to 11

## **Rationale: Why do we want to set up a free school?**

A real lack of choice for the families in our local community currently results in learners being placed in schools at a significant distance from home. This increases the volume of admission appeals and encourages some parents to opt for home education during a crucial part of primary school. This in turn places pressure on families unable to access the benefits of a good local school and local support networks and has a significant impact upon school attendance, behaviour and attainment.

The Academy promises to provide a bridge to success in life through our commitment to successful learning, allowing families to develop high aspirations and access their potential.

There is a powerful case for the formation of the Temple Learning Academy, based upon demographics, opportunity and ambition, which the following sections will explore in detail.

### **a) The socio/economic profile of the community:**

The area to be served by the Temple Learning Academy has the following characteristics:

Population of learners (2010 data):

- 1592 learners under 5
- 4657 learners aged 0-15 years

Poverty (2009 data: the latest published figures):

- 1335 learners in the community living in poverty.

Percentage of population living in areas of deprivation (2012 data):

- 46.9% (984 learners) of primary learners living in the 10% most deprived areas of Leeds
- 38.7% (832 learners) of secondary learners living in the 10% most deprived areas of Leeds
- 19.5% (408) of primary school learners living in the bottom 3% of the most deprived areas;
- 15.4% (331) of secondary learners living in the bottom 3% of the most deprived areas
- (Leeds average of 8%)

Benefits: (2011 data):

- 25% of households in receipt of benefits from Leeds City Council
- 1050 Learners under 16 (or 16–18 in F/T education) in households receiving Income Support or JSA, and Housing/Council Tax benefit.

Percentage of local population experiencing unemployment 2010-11:

- 14.3% of people unemployed (Leeds average 12.1%)
- 2.2% in receipt of lone parents benefit (Leeds average of 1.5%)
- 6.9% in receipt of incapacity benefit (Leeds average of 5.8%)
- 4.7% in receipt of job seekers allowance (Leeds average of 4.2%)

Life opportunity issues:

- NEET – In October 2013 6.8% of local population were designated as NEET compared to 6.4% for the City and 5.3% for the national average
- Teenage Pregnancy – in 2009/2010 the local area rate per thousand was 65.9 compared to 44.4 for the City
- Crime – In 2012/2013 the local area 10 year old to 17 year old rate of offending was 7.1% compared 1.1% for the City

**b) The profile of the school population:**

The table below shows the characteristics of the school population in the area to be served by the Academy

**Table 1:** Characteristics of the school population in the area to be served by the Academy  
(Source: Ofsted Dashboard and Leeds City Council Admissions Team)

Schools nearest to proposed free school	Phase	Distance from proposed site KM	Number of learners	% FSM	% EAL	% SEN
Corpus Christi Primary School	Primary	0.1	367	39	17.8	17.2
Corpus Christi College	Secondary	0.1	942	36.5	9	11.4
Meadowfield Primary School	Primary	0.5	465	75	20	17
Wykebeck Primary	Primary	0.69	281	64.3	18.3	11.7
Temple Moor High School	Secondary	0.959	1221	29.3	2.5	7.9
E-ACT East Leeds Academy	Secondary	1.2	576	48.8	33.7	4.3
<b>Likely demographic of Temple Learning Academy</b>	<b>4-16</b>		<b>1060</b>	<b>50</b>	<b>20</b>	<b>10</b>

The table suggests that the Temple Learning Academy intake will have a high deprivation factor, reflecting the characteristics of Meadowfield, Corpus Christi Primary School and College (the closest neighbouring schools) as well as the high deprivation factors in surrounding areas such as Burmantoft, Richmond Hill, Gipton, Harehills and Manston

This indicates the need for a step-change in ambition within the local community, to offer new opportunities and expectations at a higher level, by working holistically with our local families.

**c) Unmet demand for places:**

A careful analysis of data provided by the Local Authority has identified gaps in provision that establish a long-term and sustainable case for the Academy to provide for a yearly intake of 60 primary phase learners and 120 secondary phase learners.

The evidence includes:

- Unmet demand for local secondary school places (Table1, below).
- Unmet demand for first choice primary places within the Temple Newsam area.
- The increasing birth rate within Temple Newsam and surrounding areas.
- Proposed housing developments within Temple Newsam and surrounding areas.
- Increasing Primary School population within Temple Newsam and surrounding wards:

**Table 2:** Unmet demand for local secondary school places (Y7 transfer)  
(Source: Leeds City Council Admissions Team)

Year:	Inner East Area	Outer East Area:	Temple Newsam Ward:	Cross Gates and Whinmoor Wards:	Garforth and Swillington Wards:
2014/2015	41	82	44	26	14
2015/2016	66	123	47	25	63
2016/2017	133	134	65	34	44
2017/2018	140	218	84	49	64

**d) The need for greater local choice and diversity of educational provision:**

The two primary schools nearest to the Academy are Corpus Christi Primary School and Meadowfield Primary School.

Performance data for these schools is shown in the table below.

**Table 3:** Current Ofsted Grading and 2012 Key Performance Data  
(Source: Ofsted Dashboard)

School Name:	Current Ofsted Grading:	Key performance Data:
Corpus Christi Primary School	3 (January 2013)	<p><b>Key Stage 1:</b> Reading: 83% level 2 or above Writing: 65% level 2 or above Maths: 79% level 2 or above</p> <p><b>Key Stage 2:</b> English: 87% level 4 or above Reading: 94% level 4 or above Writing: 72% level 4 or above Maths: 94% level 4 or above English Expected Progress: 96% Maths Expected Progress: 98%</p>
Meadowfield Primary School	2 (March 2013)	<p><b>Key Stage 1:</b> Reading: 64% level 2 or above Writing: 55% level 2 or above Maths: 72% level 2 or above</p> <p><b>Key Stage 2:</b> English: 83% level 4 or above Reading: 83% level 4 or above Writing: 76% level 4 or above Maths: 54% level 4 or above English Expected Progress: 100% Maths Expected Progress: 84%</p>

The two nearest secondary schools are Corpus Christi College and Temple Moor High School. Performance data for these schools is shown in the table below.

**Table 4:** Current Ofsted Grading and 2012 Key Performance Data  
(Source: Ofsted Dashboard)

School Name:	Current Ofsted Grading:	5 A* to C including English and Maths	3 LOP English	3 LOP Maths
Corpus Christi College	3 (June 2013)	49%	50%	64%
Temple Moor High School	2 (March 2013)	65%	80%	73%

The new Academy would offer the community a commitment to meet and exceed national average levels of progress through the combination of a unique extended curriculum offer and enhanced school learning support for the whole family.

**KS1 and KS2 targets for the Academy are shown below.**

**Table 5:** National KS1 and KS2 Average and Temple Learning Academy's Targets  
(Source: Ofsted Dashboard and DFE performance Tables Website)

	End of KS 1			End of KS2		
	Reading L2 +	Writing L2+	Maths L2B+	Reading L4+	Writing L4+	Maths L4B+
National Average 2012	87	83	91	86	91	85
Temple Learning Academy Target:	87	83	80	94	93	93

Although it is uncommon for a writing target to be higher than a reading target we have set this target to 93% as a school within the area has already achieved this.

**KS4 targets for the Academy are shown below.**

**Table 6:** Temple Learning Academy's KS4 Targets

	End of KS4					
	3 LOP Maths %	3 LOP English %	3 LOP Maths FSM/ EAL %	3 LOP English FSM/ EAL%	5 A*-C Inc English and Maths %	Ebacc AVERAGE GRADE
National Average 2013	70	69			60	
Temple Learning Academy Target:	80	80	80	80	65	C+

**e) The demand for high quality provision from local parents:**

Local Authority data shows that in 2013 there were 285 places available in the Osmondthorpe/Temple Newsam area and 313 first preferences for schools within the area. This represents a shortfall of 28 places.

The two nearest primary schools to the proposed location of the Academy are full and have waiting lists:



**Table 7:** Current Waiting List Data for Meadowfield Primary School and Corpus Christi Primary School

(Source: Individual Schools and Local Authority Admissions Team)

Name of School:	Waiting List Numbers:
Meadowfield Primary School	18
Corpus Christi Primary School	36

Our research shows considerable demand from local parents and carers for new provision, which is of high quality. This is further detailed within section E (Evidence of Need)

As part of our extensive community consultation process we established through an initial questionnaire and public meetings that:

- 25% of those consulted felt there was not enough choice of schools in the area.
- 40% of those consulted did not get their first choice primary or secondary school and/or had to be placed on a waiting list.
- 88% of those consulted wanted more choice for parents and carers in the area.
- 49% felt that the TNLP Trust should offer all through provision.
- 66% of those consulted indicated that they were in support of setting up a new school, with 27% wanting to know more before making a decision and only 7% not in support of it.

A third party independent Marketing Company, [REDACTED] interviewed 651 parents and found:

- 213 parents did not get their first choice of school.
- 291 parents were concerned that they may not get the school they really wanted.
- 62%, 349 parents, of those interviewed stated that they would make the Academy their first choice of school.
- 165 of the 349 parents stated they would use the Academy meet all their primary and secondary learning needs which equates at least 300 students.

By combining the post code information from all stages of the consultation process to ensure no double counting occurred from any single element of our consultation process we established that the sustainable demand for places at the Academy is as follows:

Year Group	2015	2016	2017
Reception	72	86	76
Year 1		72	86
Year 2			72
Year 7		129	124
Year 8			129

The Academy will clearly provide capacity, which currently does not exist, for families within the community. It will also provide a unique continuity of curriculum as an all-through school. This continuity removes the issues that commonly occur during the transition from primary to secondary school (KS2-KS3) and will address a number of the issues referred to above, such as the need for excellent attendance, positive learning behaviour and nurturing ambition.

f) **The opportunity to make use of Academy freedoms to improve educational outcomes and life chances.**

The Academy would use its freedoms to enhance provision and improve outcomes through:

- An innovative curriculum model that supports continuity of learning across the key stages and offers a highly personalised curriculum

- A strong focus on maximising progress within English, Maths and Science enhanced through project based learning and the development of an enterprise culture.
- Significant enrichment opportunities to widen experience and reinforce development of the 5 R's.
- Staffing arrangements which allow the Academy to offer an extended community learning services
- A working pattern of opening from 7:30 am until 6.30 pm throughout the week, with formal learning from 8:30 am to 2:30 pm, a mandatory enrichment hour between 2.30 pm and 3.30 pm with further opportunities for extracurricular learning for an additional 3 hours.

The proposed curriculum model for Temple Learning Academy is innovative and distinctive and will be tailored to the needs of each key stage and the age of the learners concerned.

The curriculum will be shaped around 4 central themes and underpinned by the cross curricular theme of Enterprise:

Key Stage:	My access to the world:	My way forward in the world:	My place in the world:	My success in the world:
<b>Early Years and Foundation</b>	<b>Principal subject:</b> Literacy	<b>Principal subject:</b> Maths/Enterprise	<b>Principal subject:</b> Science	<b>Subjects include:</b> Physical Education Nutrition and food PHSE
<b>KS1</b>	<b>Subsidiary subjects include:</b>  History Literature Media Performance MFL	<b>Subsidiary subjects include:</b>  Computing Art and Design Construction/technology	<b>Subsidiary subjects include:</b>  Geography Family and relationships	
<b>KS2</b>				
<b>KS3</b>				
<b>KS4</b>				
<b>Enterprise and Business awareness:</b> Learners will be taught practical aspects of Business and be prepared for running their own enterprises as adults				

### The Academy's Balanced Curriculum Offer:

Temple Learning Academy will broaden learners' horizons through an outstanding range of opportunities and experiences, allowing them to discover new interests, talents and skills, which will include:

#### i) Formal Curriculum:

The curriculum for the Academy will be built around these 4 designated curriculum areas to ensure effective progression mapping, which allows for no learners to be 'left behind'.

Projects in Reception and KS1 will be entirely cross-curricular, supported by the involvement of GCSE subject specialists in the planning for coverage of the core subjects within those projects.

As learners move into KS2, there will be 2 projects running concurrently and the two curriculum areas will be grouped accordingly.

At KS3 and beyond, the 4 curriculum areas will become more bespoke with 4 projects running concurrently (one within each faculty area) in order to give real breadth and diversity to the curriculum. In this way, the concept of the through school will offer the expertise of secondary

subject specialists to be combined with the benefits of primary provision expertise in project based delivery, ensuring the best possible provision for all learners at all phases.

ii) Enrichment Curriculum:

Sport, culture and the arts will be part of the formal afternoon curriculum and will allow the development of areas of talent and interest through the enrichment programme.

iii) Life Long Learning:

The Academy will be a hub for life-long learning. We will offer parents and members of the wider community the opportunity to develop their own learning within the school environment through accredited adult learning, volunteering and skill based courses.

The community has a significant number of families who are in receipt of or have received free school meals over the last six years. Consequently the profile of the Academy will feature over 25% of school action, school action plus, LAC and Statemented learners. The Academy will be designed as an open access site and therefore suitable for learners with complex needs while the aspirant nature of the Academy will mean that learners of all ability ranges will want to access its formal and informal curriculum opportunities.

**The Structure of the Academy's School Day, School Week and School Year:**

i) An Average School Day:

The day will start at 7.30 am and encompass opportunities for families to share breakfast with staff. Learners will experience a formal learning programme between 8.30 am and 2.30 pm as well as take part in mandatory enrichment opportunities every afternoon until 3.30 pm. Families will be reassured that their child will be able to experience stimulating development opportunities in a safe environment right through to 6.30 pm through a series of after school activities.

ii) An Average School Week:

The average school week would allow parents and learners to undertake a mix of enrichment activities between 2.30 pm and 3.30 pm which would involve learners from KS3 and KS4 undertaking leadership roles and the active involvement of external providers such as Opera North, Cape UK, Artforms and Phoenix Dance.

Parents will be able to access workshops that would enhance their opportunities to gain employment and the Academy would be open from 6.30 pm every evening and at the weekends to the wider community as a resource for leisure, cultural and lifelong learning opportunities.

iii) The School Year:

The Academy will be at the heart of its community and will be accessible beyond the normal school day. All the school's resources, including a team of high quality extended services personnel, will be available to the community during evenings, weekends and holiday periods throughout the year.

The extended services team would ensure that engaging holiday programmes are available for Academy learners and their families.

## **Temple Newsam Learning Partnership Trust vision values and aims:**

The vision of the Partnership Trust is:

*“to use the combined strength of the TNLP schools and partners to create a community which ensures learners and their families achieve the highest possible outcomes.”*

The day-to-day work of the Trust is underpinned by the co-operative values of self-help, self-responsibility, democracy, equality and equity, while establishing the strong ethical values of honesty, openness, social responsibility and caring for others.

The key aims of the Trust are to:

- Raise standards of attainment through enabling all learners to access an innovative curriculum delivered through personalised learning experiences.
- Consistently raise standards of achievement across our schools through enabling all learners to access high quality teaching and learning experiences by sharing best practice, resources and staff within the partnership.
- Ensure consistently high expectations across all of our schools among learners, parents, carers and staff.
- To meet the lifelong needs of parents and families through the involvement of extended services professionals and the establishments of family and support programmes.

## **Temple Learning Academy vision and values:**

The vision that lies at the heart of our proposal to establish the new Temple Learning Academy is to provide a world-class centre of excellence that will challenge and inspire all of our learners to achieve their full potential. We intend to place them at the heart of our local, national and global communities, as learners who will become highly literate and numerate and hold a capacity for lifelong learning which will lead them towards a successful and satisfying life.

The Academy will capture and further stimulate the local community’s ambition for change.

The Academy’s values will reflect the core values of the Trust. Learners, their families and staff will forge a unique learning partnership, which will empower them to be actively engaged in personal challenge and personal change.

There are three key principles that underpin our drive to become a centre of excellence: our ethos; our learning principles; our commitment to inclusion.

### **a) *Ethos:***

We promote a ‘can do’ culture and aim to nourish the self esteem of learners, their families and our staff.

We already know from working together that individual success is gained by working as a team. Together learners, parents, staff, governors and our partners in the wider community will secure excellence and opportunity for all and ensure that every learner has the opportunity to realise their dreams.

**b) Learning Principles:**

We know that all learners need to be self-disciplined and to enjoy learning in order to achieve their full potential. A personalised approach to learning is critical to creating a culture of success and enables our learners to become autonomous, self-motivated and high-achieving individuals.

The formal and informal curriculum, which is set out in more detail in Section D, will ensure that our learners develop the 5 key elements of lifelong learning:

- **Reflectiveness** (Learning from experience);
- **Resourcefulness** (Flexibility, imagination and risk taking);
- **Resilience** (Positive attitude and target setting);
- **Responsibility** (Looking after yourself and others); and
- **Reasoning** (Making careful decisions).

We believe that a successful school is one in which the staff are also learners who enjoy their work:

- Staff talk about learning
- Staff observe each other
- Staff plan, organise, monitor and evaluate their work with learners and each other
- Staff teach each other

Coaching and peer mentoring will be essential elements in the creation of a successful learning environment.

**c) A commitment to inclusion:**

We are determined to develop an open access and inclusive school, which leaves no child behind. We will work with all of our learners and their families to ensure that any barriers to learning are identified and overcome, so all learners reach their full potential.

**Temple Learning Academy's Aspirations, Aims and Outcomes**

**i) The Academy's Aspirations:**

In summary, our aspirations are:

1. that every one of our learners will contribute to shaping a more positive future for the local community through personal and collective success
2. that our school is recognised for ambition and efficiency, providing outstanding teaching and extraordinary learning experiences
3. that our community becomes a learning community with a passion for success

The Temple Learning Academy will develop a culture that encourages all of our learners, families and the wider community to help us secure outstanding achievements for every child. This is very much part of our existing co-operative way of working.

We also want our new Academy to be recognised by the community as a world-class centre of excellence where learners become highly literate and numerate and acquire an appetite and a capacity for lifelong learning. To make this happen, so that each learner achieves a successful and satisfying life, our educational offer will engage families in an extended learning provision.

The educational offer proposed comprises a formal and informal curriculum that:

- Has an early and relentless focus on literacy, both written and oral so that all learners can access a broad curriculum and become successful learners.
- Focuses upon the development of high standards within the core subjects of English, maths and science and the development of key life enhancing skills and attitudes through enrichment opportunities.
- Delivers *challenge, choice and personalisation*.

Our offer will:

- Broaden learners' horizons through an outstanding range of opportunities and experiences, allowing them to discover new interests, talents and skills and raise their aspirations.
- Ensure that learners make sustained progress and develop a set of key skills that will allow them to flourish as active citizens within the wider society.
- Raise the learners's and their families understanding of the world by working with creative partners such as Cape UK and Opera North.
- Enable parents, family members and the wider community opportunities to develop their own learning, through accredited adult learning courses.
- Provide a learning journey, in partnership with parents and families, where learners become resilient, care for others, understand right from wrong, and develop a love of learning.
- Increase life chances of the learners and their families and influence change across a generation.

## ii) **The Academy's Aims and Learning Outcomes:**

The aims of the Temple Learning Academy will be to achieve the highest of standards through realising the following Key performance indicators:

- To be above the national average attainment at all key stages.
- To be in the top quartile of similar schools for attainment for all key stages.
- To be in the top quartile of similar schools for progress for all key stages.
- To exceed national average age-related expectations at the end of Early Years Foundation Stage.
- To ensure that 80% of learners meet age-related expectations in reading, writing and maths by the end of Key Stage 2.
- To ensure that 80% of learners attain 3 levels of progress within English and Maths by the end of Key Stage 4.
- To ensure a minimum of 65% of learners attain 5 A\* to C grades including English and maths.

## **Whole School Outcomes**

We will ensure that:

- The Academy is judged as good at our first Ofsted Inspection, outstanding within 5 years
- Attendance will be a minimum of 97% at all key stages
- All learners will learn to play a musical instrument
- All learners will learn a modern language
- All learners will undertake a school based or wider community based project
- All learners will undertake residential learning experiences

## Section D: Education plan – part 1

	<b>Current number</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Reception</b>	0	60	60	60	60	60	60	60
<b>Year 1</b>	0	0	60	60	60	60	60	60
<b>Year 2</b>	0	0	0	60	60	60	60	60
<b>Year 3</b>	0	0	0	0	60	60	60	60
<b>Year 4</b>	0	0	0	0	0	60	60	60
<b>Year 5</b>	0	0	0	0	0	0	60	60
<b>Year 6</b>	0	0	0	0	0	0	0	60
<b>Year 7</b>	0	0	120	120	120	120	120	120
<b>Year 8</b>	0	0	0	120	120	120	120	120
<b>Year 9</b>	0	0	0	0	120	120	120	120
<b>Year 10</b>	0	0	0	0	0	120	120	120
<b>Year 11</b>	0	0	0	0	0	0	120	120
<b>Total</b>	<b>0</b>	<b>60</b>	<b>240</b>	<b>420</b>	<b>600</b>	<b>780</b>	<b>960</b>	<b>1020</b>

## Section D: Education plan – part 2

<b>Subject/enrichment</b>	<b>Hours per week primary phase</b>	<b>Hours per week secondary phase</b>	<b>Available to communities/families</b>	<b>Mandatory /voluntary</b>	<b>Comments</b>
My access to the world	7.5	6.5	No	Mandatory	The principle subject here is Literacy supported by the subsidiary subjects as listed above
My way forward in the world	6	6.5	No	Mandatory	The principle subject here is Numeracy supported by the subsidiary subjects as listed above
My place in the world	4	6	No	Mandatory	The principle subject here is Science supported by the subsidiary subjects as listed above
My health and success in the world:	5	6	No	Mandatory	The principle subject here is PHSE/Physical education supported by the subsidiary subjects as listed above
<i>Enterprise</i>	1	1	No	Mandatory	All learners will have this as a core aspect of their provision. In KS4 this will include practical applications and preparation for working life.
<i>Additional MFL</i>	2	2	Yes	Mandatory enrichment option	Parents can learn a modern language to a GCSE level at the same time as their child
<i>Peripatetic music</i>	2	2	No	Mandatory enrichment option	Available to all learners as a mandatory enrichment in order to enrich their lives
<i>Sports</i>	2	2	No	Mandatory enrichment option	As an addition to PE sports offered will be 'new' in order to encourage all learners to 'have a go'. Additional traditional sport teams will run in voluntary optional enrichment time



<i>Outdoor and Adventurous Activities (OAA)</i>	2	2	No	<i>Mandatory enrichment option</i>	<i>Learners will be able to develop essential characteristics through problem solving skills based in an outside adventurous and risk taking activities.</i>
<i>Catch up literacy and numeracy</i>	2	2	No	<i>Mandatory enrichment option</i>	<i>Available to all learners who 'fall behind' at all stages of the Academy. The majority should take place at primary level where cognitive development dictates most success.</i>
<i>Urban farming</i>	2	2	No	<i>Mandatory enrichment option</i>	<i>Delivered by Herd Farm who will be a partner to the Academy. Learners can gain an awareness of food production and animal husbandry</i>
<i>Choir/Music</i>	2	2	No	<i>Mandatory enrichment option</i>	<i>Delivered by teaching staff and older learners who are specialising in performance based courses but supported by Opera North who will be a partner to the Academy. Learners can develop an expertise in singing or simply develop a love for signing and performing which will enrich their lives</i>
<i>Dance</i>	2	2	No	<i>Mandatory enrichment option</i>	<i>Delivered by Phoenix Dance who will be a partner to the Academy. Learners can develop an expertise in Dance or simply explore a passion for musical expression which will enrich their lives</i>
<i>D of E</i>	2	2	No	<i>Mandatory enrichment option</i>	<i>Learners will have the opportunity to achieve a D of E award and have the experiences of adventure that accompanies such an achievement.</i>
<i>Projects</i>	2	2	No	<i>Mandatory enrichment option</i>	<i>Through the week, a number of projects will run which learners can opt into. This will include a range of enterprise projects designed to develop those skills in learners. These may be Business based, environmentally based or community based dependent on the interests of learners.</i>
<i>EAL</i>			Yes	<i>Voluntary</i>	<i>EAL sessions will run for whole families rather than just learners in order that learning is consolidated at home and family groups can access aspects of the community independently</i>
<i>Parenting classes- informal coffee morning drop in session</i>			Yes	<i>Voluntary</i>	<i>Sessions will include on line safety; routines; health and nutrition etc.</i>
<i>Preparing for working life</i>			Yes	<i>Voluntary</i>	<i>For community groups and other agencies to support adults in rejoining the workforce through enterprise projects and the development of essential skills.</i>
<i>Adult literacy and</i>			Yes	<i>Voluntary</i>	<i>To support adults in achieving</i>

<i>numeracy</i>					<i>level 2 qualifications in literacy and numeracy in order to support them in accessing work and to raise self-esteem and enjoyment of learning.</i>
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## Section D1: The curriculum plan

The curriculum for the Temple Learning Academy is designed to overcome the 'hurdles' to success for the targeted learner and social demographic, described in further detail in other sections.

We believe that the right setting and direction are crucial for our learners and families to improve their current status and their future opportunities.

This reflects the overall theme of our proposal: ***Ambition for Change***.

For these reasons, curriculum provision will extend beyond the traditional school day to ensure an enriching experience for learners and their families based around strong partnership working.

The TNLP has substantial experience of partnership working both between educational institutions and within the community. This has already delivered significant improvements in academic standards and contributed to social change.

Therefore the curriculum will ensure that learners:

- Become literate, numerate and employable adults
- Understand the interconnectivity between different strands of learning
- Are offered breadth in terms of learning pathways and develop a range of learning interests
- Have access to an extended enrichment curriculum offer
- Are supported as learners within their family and social context
- Build strong, constructive learning relationships with others in the learning community
- Develop a healthy and proactive lifestyle

### 1 Literate, numerate and employable adults

**The core subjects of English, Maths and Science will be threaded through and underpin all learning activity to ensure that our learners leave the Academy as literate and numerate adults, with transferable skills which enable them to access the world of work:**

One of the most significant facts within the community is the number of families who have a generational experience of not accessing the world of work - we are dedicated to changing this outcome. It is essential to break this pattern to ensure all young people can access employment and have the necessary numeracy and literacy levels to do just that. Additionally, in order to live economically sound lives, they need to be able to manage money and understand real life numeracy and be literate in order to access all aspects of life beyond the home and have a rich and happy life. Therefore, the curriculum will be shaped around the core areas but these will be delivered within the context of project-based learning in order that they have a 'real life' context. There will be a focus on achieving outcomes above National average in the core areas but also ensuring that learners leave the Academy with real life literacy and numeracy skills.

### 2 Interconnectivity between different strands of learning

**All learning will be planned within a broad context, which is connected, and contextualised, avoiding the sense of 'silos' of separate and seemingly unrelated subjects**

Learners within the area traditionally underperformed at a National and local level and have a lower than average attendance rate at school. Consequently, they are not competitive in the jobs market and when they seek employment it can be low level, part time or temporary. In order to be able to establish themselves within the world of work but also be able to sustain employment throughout their working lives, learners need to be able to connect the learning they do in the classroom to the context of their lives and have transferable skills. The strong pedagogical experience of the Academy's Directorate ensures outstanding monitoring to maintain the ethos, focus and expectations at all levels. Educational research clearly indicates that when learners can connect learning and see a contextual basis, they make rapid and sustained progress. Therefore, the construct of the curriculum will ensure that all learning is delivered through a 'project based' approach which enables learners to develop deep learning, transferable skills and achieve at levels which make them highly competitive within the local and National jobs markets.

### **3 Breadth of learning pathways**

**The curriculum will offer learners a broad range of learning pathways, so that they are able to access the right balance between academic subjects and vocational courses, according to their interest and aspirations:**

The cycle of underachievement at schools within the area will be addressed in order to raise the aspirations that families have for themselves and their learners be it to aspire to working life or to go to an Oxbridge university. The curriculum design will ensure that learners are not pigeonholed and have the same opportunities as their counterparts in more affluent areas.

In the early years and at Key Stages 1 and 2, the Academy will provide a breadth of learning and applied learning experiences, for example through outdoor learning for the Foundation Stage.

In Key Stage 1 and 2, learners will be taught about a wide range of role models, have some early experience of enterprise learning through Role-play in shops; real-life shopping and mathematical projects that explore simple business models for retailers.

This work will continue into Key Stage 3, using our four-strand curriculum framework, with learners engaged in young enterprise activity and social enterprise experience, alongside the strengthening of the core curriculum subjects.

At Key Stage 4, the Academy will seek to offer the same range of courses as most academic institutions with a range of GCSE and BTEC courses at POST 13 level which will link to post 16 provision and learning pathways towards University and becoming a doctor or towards an apprenticeship to become a builder or childcare worker.

The difference will not be significant to the learner in terms of the qualification gained, but will be matched to their needs in the way it is delivered to make it accessible and engaging to all learners.

Educational research clearly indicates that when learners can connect learning and see a contextual basis, they make rapid and sustained progress. Therefore, the construct of the curriculum will ensure that all learning is delivered through a 'project based' approach which enables learners to develop deep learning, transferable skills and achieve at levels which make them highly competitive within the local and National jobs markets.

Learners at secondary schools within the area have traditionally underperformed in comparison with local and national benchmarks and also have a lower than average

attendance rate at school. Consequently, they are not strongly competitive in the jobs market and when they seek employment may only secure low level, part time or temporary positions.

In order to be able to establish themselves within the world of work but also be able to sustain employment throughout their working lives, learners need to be able to connect the learning they do in the classroom to the context of their lives and have transferable skills. The strong pedagogical experience of the Academy's Directorate will ensure rigorous monitoring to maintain the ethos, focus and expectations at all levels.

#### **4 Curriculum enrichment and family engagement in learning programmes**

**Learners will enjoy access to the richness of a curriculum which spans the school day and beyond and which develops their lives culturally as well as academically:**

The target demographic for our Academy is self-evidently one of high deprivation where young people do not benefit from the many enriching experiences, which more affluent young people would experience. We intend to challenge both the prevalence of low expectations and deal with the reality of this situation.

In order to develop aspiration and enrich the lives of the young people and those within the community, the curriculum will go beyond the school day with provision spanning from 7.30 am - 6.30 pm.

At the close of the traditional school day, experiences such as learning a musical instrument or learning to sing; learning a sport such as Judo or tennis or learning to swim will be provided to all learners as part of their school entitlement.

#### **5 Families will also be given access to new experiences and opportunities through these arrangements, which will enrich their lives and equip them to be active citizens, who are better able to access the world of work:**

Due to factors such as the high levels of unemployment in the area, the many families with no history of work and the high levels of teenage pregnancy, the Academy will reach beyond the child and support whole families to make a difference to their lives. There will be a structured link with each family through the "Guild Leader" role, which will help build confidence and support in adult learning and education within the Academy.

'Family' lessons will be on offer, for example with opportunities to learn a modern language up to GCSE level; securing level 2 qualifications in literacy and numeracy; volunteering/parenting classes or sessions to support employability including a volunteering programme.

These sessions for the whole family will focus on fostering:

- A love of learning by breaking down potentially deep-rooted negative attitudes to school and learning
- A shared experience of encountering new learning, to be enjoyed throughout life
- Opportunities for adults to up-skill and adjust for working life
- Inclusive provision for families with EAL needs, reflecting an increasingly diverse local population.

Getting adults to recognise the importance of education will not only help liberate them into a 'work' ethos but will encourage them to support and guide their own learners through their learning and consequently, helping them to recognise the value of education too.

## **6 Strong learning relationships throughout the learning community**

**Every learner within the Academy will be known and known well. During the primary phase, they will enjoy secure and strong relationships with the class teacher, but begin to recognise a wider team in the later stages of Key Stage 2, with the introduction of subject specialists.**

**Unusually, it is intended that learners will have no more than 5 teachers each academic year at secondary level in order to continue building strong learning relationships and ensure that their needs and abilities are fully understood by the teachers who work with them.**

**They will be supported by a “Guild Leader” (pastoral lead) acting as their family’s learning champion. Learners will also take on leadership responsibilities by becoming Guild Champions and working closely with the Guild Leaders and other staff.**

Educational research highlights the relationship between academic success and positive learning relationships so we see this as a crucial aspect of our provision, particularly for our more vulnerable learners.

Many young people in the selected demographic have a range of complex needs within their families, which can make life very challenging for them. The TNLP Trust has a strong history of success with many of these families and has already established good working relationships with a number of hard to reach families.

In the traditional secondary school model, learners may experience upwards of 12 teachers in an academic year. Consequently it is hard for them to be known well and feel cared for and supported by strong relationships, which establish a real sense of trust with the teachers who work with them.

The curriculum design will ensure that learners will have no more than 5 teachers in any single year, plus a pastoral worker. This will create a positive and supportive atmosphere for young people and ensure that teachers know them really well and can support them academically.

The Guild structure will establish a vertical support structure running from entry in the early years through to age 16, allowing our pastoral workers to engage with families across the Academy and ensure that they are making rapid and sustained progress in their curriculum areas.

The **Guild Leader’s** responsibility will be to create a positive and supportive atmosphere for all learners with an opportunity of making strong relationships with parents and carers. In effect they will champion families in order to build positive attitudes towards learning and support aspirational attitudes towards their future.

We believe this strategy will help to develop and sustain strong, fulfilling relationships between home and school and further strengthen our overarching theme of ***Ambition for Change***.

## **7 Healthy and proactive lifestyle and learning choices**

**Learners and their families will be supported to adopt a healthy life-style in which they are active, have a good understanding of nutrition and are able to keep themselves safe by making the right choices for themselves.**

Two significant factors limiting the life opportunities of young people within the target demographic include the levels of social deprivation and the current teenage pregnancy rates. There are other issues relating to local crime figures and often the associated concerns around drug abuse.

A key aspect of the Academy curriculum will be to ensure that all of our learners leave the Academy able to prepare nutritious food and understand how to keep themselves healthy through living an active lifestyle. They will also be equipped with the knowledge to make informed choices when it comes to drugs, sexual activity and relationships.

This again reflects our **Ambition for Change** theme and will be achieved through a curriculum model, which allows them to learn about, participate in and plan for a healthy lifestyle. We want all of our learners to build self-esteem as future citizens who will need to live life through a series of conscious personal choices.

Equally, we intend to address directly the cycle of poor parenting in some families; the curriculum will provide our learners with a good understanding of effective parenting in readiness for their future role as parents themselves.

#### Likely demographic of intended intake:

Schools nearest to proposed free school	Phase	Distance (km) from proposed site	Number of learners	% FSM	% EAL	% SEN
Corpus Christi Primary School	Primary	0.1	367	39	17.8	17.2
Corpus Christi College	Secondary	0.1	942	21.7	9	11.4
Meadowfield Primary School	Primary	0.5	465	75	20	17
Wykebeck Primary	Primary	0.69	281	64.3	18.3	11.7
Temple Moor High School	Secondary	0.959	1221	16	2.5	7.9
E-ACT East Leeds Academy	Secondary	1.2	576	48.8	33.7	4.3
<b>Likely demographic of Temple Learning Academy</b>	<b>4-16</b>		<b>630</b>	<b>50</b>	<b>20</b>	<b>10</b>

*At primary phase, from reception, there will be a 60 per year (two form entry) group intake with strong transition arrangements from pre-school or prior learning experience. Early learners will be well supported by well-trained, experienced and dedicated staff.*

*Note: Early learners will start on a phased basis – mornings and afternoons but will progress to full days within the first month. We expect the intake to be drawn initially from the Halton Moor/Osmondthorpe/Wykebeck areas in the majority of cases but other parents and carers may well travel further as they recognise our innovative curriculum and year round provision.*

*In the secondary phase there will be 120 learners (4 form entry) in each year group. The table above illustrates the likely make-up of that cohort and indicates that the early intake will have a significant deprivation factor.*

### ***A curriculum to support the needs of our learning community:***

*Two of the closest schools are Catholic Faith Schools, where only 20% of admissions are made up of local learners. The closest school which is not selective or a faith school is Meadowfield Primary where 75% of learners are FSM. Therefore the prediction of around 50% FSM for our new Academy may prove to be somewhat conservative.*

*We intend to address the challenge of this local demographic by working in partnership and in harmony with all local schools including those within the Temple Newsam Learning Partnership. We believe we will offer new perspectives for many of our colleagues in addressing longstanding issues in a holistic and innovative approach.*

Our vision is to offer all learners a broad and balanced, project based, curriculum with an emphasis on a child led approach that extends beyond the traditional school timetabled day and enables the effective deployment of wrap around services for the family.

*The Temple Learning Academy will provide a safe and enriching curriculum and learning environment with high expectations and strategies that will help to remove any barriers to our learners making good progress.*

### ***Engaging the whole family:***

*Our year round provision will ensure that learning is extended, on-going and provides an alternative to being in the local environment without supervision or direction.*

*Our dedication to ensuring that every child will learn a language and a musical instrument from the beginning of primary phase means that learners will develop talents, which may have, otherwise lay hidden. Use of the Academy's building after learning hours will provide a further community benefit – all parents/carers will be able to learn the same languages as their learners and the Academy's building will become a community hub for an extended services team that helps meet the community's needs.*

We will provide the Breakfast Club, as a key element in our enrichment activity time along with after school provision.

We want to engage the learners and their families within the learning process in other ways right from the start. Music, languages, fitness and health will be interwoven into the curriculum while at the same time offering an enrichment programme that begins in early years and extends right through until they leave the Academy at 16 years old, leading naturally to increased and more defined aspirations.

### **Curriculum characteristics:**

We will use our strong pedagogical knowledge and experience together with our vision to ensure generational change through the form of this curriculum, which will give future generations the confidence to live innovative and aspirational lives. They will be equipped with key skills:

- Communication: extensive opportunities to listen, speak read and write
- Application of number: developing mental calculation skills and applying these to solve number problems
- Creative ability: engaging in music, arts, and modern languages to enrich creativity and imagination
- Problem Solving: learning to solve problems in a variety of contexts and situations.



- Teamwork: using social skills, co-operation and mutual understanding as part of a team and as team leader
- 21<sup>st</sup> Century skills: using new technology to find, analyse, interpret and present information.

Our curriculum will incorporate these key skills along with the principles of life long learning:

- The ability to question and challenge
- The capacity to develop creativity, curiosity and resilience

With this type of active and engaged learning, learners will be inspired to obtain a deeper knowledge of the subjects they are studying because they can relate it to real life. It is designed to develop the character and resilience of the whole child. Learners will be given opportunities to choose meaningful projects that will stimulate them to be curious.

Driving and challenging questions posed by teaching staff will highlight the objectives of the projects and give learners a voice in how they approach their work, so that there is real purpose to their learning. This child led approach enables learners to recognise they have ownership in their learning so that it will lead them to become aspirational and independent in their outlook on life within the 21<sup>st</sup> Century.

An emphasis on teaching the skills in maths literacy, communication, PSHE and sciences in a more discreet environment will be paramount within our ethos so that these areas can be confidently applied within the project-based curriculum.

For younger learners up to the age of 6, we want to build an environment that encourages learners to play, explore and express themselves in many different environments using the outside as much as possible. To promote our child-led ethos, we want learners to experience and participate in the planning of their space and equipment so that they become confident and independent learners.

There will a strong focus on speaking and listening which in turn will broaden the learners' vocabulary so that they become confident and effective communicators; an exposure to a wide range of reading materials and opportunities to write for different purposes will be the foundation of the curriculum during Key Stage 2 and support them as they tackle the next stage of their journey towards a more objective-led curriculum at KS3.

Project Based Learning (PBL) will extend into KS3 and KS4 with more direction towards exam orientated subjects such as GCSE and BTEC's but with a continued emphasis on applying skills. Learning will be based on projects that are creative and aspirational so that learners:

- are inspired to succeed;
- know how to achieve well academically; and
- can express themselves to a wide audience.

Although the national curriculum objectives will be used from the age of 6, they will be tailored to suit the needs of the learners with an expectation of challenge and rigour so that learners have opportunities to progress as quickly as their interests and abilities permit them to.

## Curriculum model:

***The curriculum will be distinct and tailored to the needs of each key stage and the age of the learners concerned.***

*The Academy will be open from 7.30 am until 6.30 pm throughout the week. Formal learning will begin daily at 8.30 am and finish by 3.30 pm to allow further opportunities for extracurricular learning after this time.*

**The Temple Learning Academy curriculum model will be shaped around 4 central faculties underpinned by an overarching theme of Enterprise**

Key Stage:	My access to the world:	My way forward in the world:	My place in the world:	My success in the world:
Early Years and Foundation	Principle subject: Literacy	Principle subject: Maths/Enterprise	Principle subject: Science	Subjects include: Physical Education Nutrition and food PHSE
KS1	Subsidiary subjects include:	Subsidiary subjects include:	Subsidiary subjects include:  Geography Family and relationships	
KS2				
KS3	History Literature Media Performance MFL	Computing Art and Design Construction/technology		
KS4	<b>Enterprise</b> including Business awareness so learners understand the practical application of Business preparing to run their own enterprises as adults			

The curriculum for the Academy will be built around these four designated curriculum areas to ensure effective progression mapping which allows for no learners to be 'left behind'.

Although projects in Reception and KS1 will be entirely cross curricular, subject specialists who plan for GCSE delivery will plan for coverage of the core areas within those projects. As learners move into KS2, there will be 2 projects, which will run concurrently. These two curriculum areas will be grouped accordingly and then at KS3 and beyond the 4 curriculum areas become more bespoke with 4 projects running concurrently (one within each faculty area) in order to give real breadth and diversity to the curriculum.

The concept of the through school, therefore, allows the benefits of a secondary provision - expert subject specialists - to be combined with the benefits of a primary provision – expert project based delivery ensuring the best possible provision for all learners at all phases.

Underpinning the whole curriculum is the theme of enterprise, which encompasses skills for life in reasoning, resilience, resourcefulness, reflectiveness, and responsibility, as well as the practical application of Business in order to improve the life chances of learners. Learners attending our Academy will be ready to be a flexible and skilled worker or equally prepared to run their own business.

The National curriculum will be adapted and extended in order to ensure a core of learning, which equips learners for the wider world, ensures they achieve recognised qualifications and makes them competitive in the jobs market.

Because of the family champion aspect of the “Guild Leader” role the families and their children will be well known and their potential – in whatever area – will be noticed and capitalised upon through the curriculum and accompanying experiences. In this personalised way we can ensure success for all levels of learners and institute a generational change.

## Modern Foreign Language provision:

A Modern Foreign Language will be taught to early year's learners and their families in line with their cognitive development and in order that learners develop an oral fluency. There will be an opportunity to achieve a GCSE equivalent in a modern foreign language but it will not form part of the mandatory post 13 curriculum as it is anticipated learners will have developed fluency by this time. However, MFL will continue to run as an enrichment course and there will also be a community course offered as part of the extended provision of the Academy.

## Teaching hours and an explanation:

There will be upward of 25 groups of mandatory enrichment options offered each night. These will be delivered by a combination of older learners, outside partners and teaching staff who will be contracted to work from 8.30 am - 3.30 pm.

## Education plan:

Each faculty area includes a principle teaching subject, which is a core area of learning.

Fundamental to the principles of the Academy is our belief that every child should leave the Academy literate and numerate and consequently we have put literacy, numeracy and understanding of Science and central to all we do.

However, we firmly believe that learners learn best in a Project Based Learning (PBL) or applied learning context and consequently our curriculum model is shaped around this concept whereby subjects are linked and co-ordinated. In the primary phase particularly, it is likely that the faculties will work cross-curricular to create a strong PBL approach to learning as our younger learners begin to explore and understand the world around them.

## The school day:

The school day will be built around a combination of the mandatory taught hours, mandatory enrichment activity and extended hours.

<b>Phase</b>	<b>Mandatory formal taught hours:</b>	<b>Formal taught hours (excluding enrichment)</b>	<b>Mandatory enrichment</b>	<b>Cumulative mandatory hours</b>	<b>Break times and Lunch</b>	<b>Extended hours</b>
<b>Early Years</b>	8.30 am -2.30 pm	4.5	2.30 pm -3.30 pm	5.5	1.5 hours	7.30 am - 8.30 am 3.30 pm - 6.30 pm
<b>KS1</b>	8.30 am -2.30 pm	4.5	2.30 pm -3.30 pm	5.5	1.5hours	7.30 am - 8.30 am 3.30 pm - 6.30 pm
<b>KS2</b>	8.30 am -2.30 pm	4.5	2.30 pm -3.30 pm	5.5	1.5 hours	7.30 am - 8.30 am 3.30 pm - 6.30 pm
<b>KS3</b>	8.30 am -2.30 pm	5	2.30 pm -3.30 pm	6	1 hour	7.30 am - 8.30 am 3.30 pm - 6.30 pm
<b>KS4</b>	8.30 am -2.30 pm	5	2.30 pm -3.30 pm	6	1 hour	7.30 am - 8.30 am 3.30 pm - 6.30 pm

On Mondays, the Academy will not run Mandatory enrichment and will finish at 2.30 pm.

This will provide time for weekly professional development for staff, which will be designed to ensure the highest quality of learning provision.

**Transition:**

A defining element of the Academy is its all through nature, providing continuity of learning and continuity of learning partnerships and relationships.

The development of self confidence and high self esteem along with a deep capacity to utilise the highest levels of numeracy and literacy to achieve above national average outcomes will therefore not be undermined by the problems of transition. Learners and their families will benefit from continuing their development in a well-established culture of challenge and support.

Learners who attend from reception will be protected from transition regression as the all through school enables them to move smoothly between learning phases when they are ready.

Learners will know the staff and the staff will have strong relationships with the learners to ensure smooth and easy transition between phases with continuity of not only pastoral but also academic care. Throughout the Academy the same consistent approach to teaching and learning and curriculum formation will be adopted.

For learners who enter Year 7 from another school there will be an induction programme that would be staffed by teachers who have extended contracts and which would include summer camps.

The Academy will provide significant opportunities for partnership work within the Key Stage 4 with the two existing High Schools represented within the TNLP Trust. The Academy's high quality Business/Social Enterprise course will be accessible to learners from outside the Academy at an appropriate charge.

**Post 16 provision partnerships:**

The TNLP has 12 years of experience of providing Post 16 courses with a sister Trust, Brigshaw Learning Partnership. The two High Schools, Temple Moor and Brigshaw, offer over 35 'A' level and Level 3 courses to over 450 learners and have consistently gained a good OFSTED rating for their Post 16 provision.

The Academy's learners will therefore have a natural pathway to build on the relationships they had established with learners in Post 14 partnership course and undertake post-16 studies within the Trust. Those wishing to progress into the world of work, training or college based course would be supported by the Academy's Guild Leaders and a specialised careers support worker.

The following schematic indicates how the Academy would ensure effective transition through project based learning.

**Transition – examples of how projects would work at different stages in any one half term:**

Learning Stage:	Description:	Completed within an Academic Year:							
Foundation	Billy Goats' Gruff Bridge	<p><b>Focussed skills:</b> problem solving, investigation, trial and error, gross motor control, shape and size, estimation, communication, design and technology, negotiation, play, exploration</p> <p><b>Project outline:</b> learners learn and innovate the 3 BGG story. The challenge is to build an outdoor real size bridge from a selection of materials – bridge is high enough above the troll (to be made) but not too high so the Goats can't reach it; a visit to a farm will support with the real life size of the goats. It must be strong, and will be left outside so learners can see what happens during various weathers.</p>							
Key Stage 1	Building College Project	<p><b>Focussed skills:</b> hand/eye coordination, shape and space, measure, counting, team work, negotiation, problem solving, communication, community awareness and social skills</p> <p><b>Project outline:</b> learners need to build a wall for a purpose (for example games); they design and measure; they consult in the community; test various materials; attend nearby building college to learn and actually build the wall. Evaluate usefulness afterwards.</p>							
Key Stage 2	Algae and Anyone for Tea? Projects	<p><b>Algae - My access to the world/My place in the world:</b></p> <p><b>Focussed skills:</b> Literacy, environmental awareness, communication, discussion, speaking and listening</p> <p><b>Project outline:</b> learners must design a cover for a pond, which allows sunlight and rain in but prevents the formation of algae.</p>				<p><b>Anyone for Tea - My way forward in the world/ My success in the world:</b></p> <p><b>Focussed skills:</b> Numeracy, social awareness</p> <p><b>Project outline:</b> learners research and design &amp; raise funds to grow foodstuffs to make an afternoon tea for a group within the local community (older generation?)</p>			
Key Stage 3	Other Cultures, Enterprise, Pollution and Healthy Body Projects	<p><b>Other cultures - My access to the world:</b></p> <p><b>Focussed skills:</b> Literacy, Literature, Performance</p> <p><b>Project outline:</b> Explore what cultural identity means and how it is presented in media</p>		<p><b>Enterprise - My way forward in the world:</b></p> <p><b>Focussed skills:</b> Numeracy, Business, technology</p> <p><b>Project outline:</b> Create a toy and market it for sale</p>		<p><b>Pollution - My place in the world:</b></p> <p><b>Focussed skills:</b> Science, Geography</p> <p><b>Project outline:</b> Is Global warming real? – A research project</p>		<p><b>Healthy Body - My success in the world:</b></p> <p><b>Focussed skills:</b> PE, PHSE</p> <p><b>Project outline:</b> Muscle groups and the impact of exercise and nutrition on them.</p>	
Key Stage 4	Projects	<p><b>My access to the world</b></p> <p><b>Focussed skills:</b> Literacy History Literature</p> <p><b>Project outline:</b> The life and times of 'Oliver Twist'</p>	<p><b>My access to the world</b></p> <p><b>Focussed skills:</b> Literacy Media Performance</p> <p><b>Project outline:</b> The modern 'Oliver Twist'</p>	<p><b>My way forward in the world</b></p> <p><b>Focussed skills:</b> Numeracy, ICT, Business</p> <p><b>Project outline:</b></p>	<p><b>My way forward in the world</b></p> <p><b>Focussed skills:</b> Numeracy Business Design</p> <p><b>Project outline:</b></p>	<p><b>My place in the world</b></p> <p><b>Focussed skills:</b> Science Geography</p> <p><b>Project outline:</b> Migration and the impact on human biology</p>	<p><b>My place in the world</b></p> <p><b>Focussed skills:</b> Science Health and Social Care</p> <p><b>Project outline:</b> Human biology, the life cycle and caring for others</p>	<p><b>My success in the world</b></p> <p><b>Focussed skills:</b> PE PHSE</p>	<p>Hospitality and Catering BTEC</p> <p>Sport BTEC</p>

**All blue blocks are mandatory and the yellow and green blocks are available for learners to opt into.**

**In Early Years/KS1** the curriculum will be delivered entirely through projects with a strong core of literacy and Numeracy skills

**At Key Stage 4 (Years 9-11)** learners will opt for project areas - one from each faculty. All will have to select one yellow pathway to ensure they study at least 5 Ebacc subjects to GCSE level ensuring the academic performance of the Academy

**At 2.30 pm, all learners will opt into a project/extended provision and will work on cross-curricular themes. In most cases this will involve learner leaders support other learners.**

#### **SEN/EAL learners:**

Learners who have SEN or are EAL will follow the same curriculum as everyone else. Targeted support will be classroom based to enable access to the mainstream curriculum but specialist provision will be delivered in the mandatory enrichment section of the day 2.30 pm - 3.30 pm for a minimum of 2 hours per week dependent upon need. However, these learners will also be able to access some of the other mandatory enrichment opportunities available to all learners. The predominantly targeted EAL support will be for whole families rather than individual learners in order that there can be an accelerated use of English through a mutually supportive environment.

#### **Use of partners:**

The TNLP Trust already has a number of established partners, The Co-operative College, Banardos and the YMCA who will support the implementation of the curriculum. There is a fully developed extended services team which includes:

- A Director who is the Targeted Services Leader who co-ordinates inter agency support for vulnerable families.
- A community programme leader who provides holiday and after school clubs all year around.
- An educational psychologist .
- An Inclusion Manager.
- Child and Adolescent mental health workers.
- An Emotional Health Worker.
- A Family Support worker.
- An Attendance Improvement officer.

The extended services team will be utilised to provide much of the 'family' centred enrichment which is devised to improve the life quality and chances of families in the area by offering targeted support to children and families; running parenting programmes and encouraging return to work through a structured volunteer programme.

The Academy will work closely with local businesses such as First Direct to provide a relevant enterprise and business provision which is up to date and current with local skills demand where employers can input directly into the skills they are seeking.

The Academy will also work closely with the Leeds University to maximise the available pathways of development for learners at the Academy. Opera North, Cape UK, Leeds Rhinos, Leeds United FC, the Phoenix Dance Group, East Leeds FM, Art Forms, West Yorkshire Play House, Leeds Grand Theatre, Leeds Libraries, Museums and Galleries, Studio 12 Film and Media Specialists, Blaize Community Arts Projects and Herd Farm have all agreed to work closely with the Academy. Some of these partners have also expressed an interest in becoming part of the Governance structure of the Academy.

**Literacy and Numeracy provision:**

Whilst we believe that the curriculum should be broad and balanced taking into account all prescribed current National Curriculum subjects and the national music plan, with every child being given the opportunity to build up a strong portfolio of skills, there will be a strong emphasis throughout the curriculum on the early acquisition and application of literacy and numeracy skills.

In the Early Years there will be an emphasis on verbal communication, reflecting the importance of early language development and our knowledge of the needs of the local community.

Our younger learners will be encouraged to develop their own pathways of study within the curriculum which will take into account their interests and aptitudes. Learners will be well prepared for national benchmark statutory tests and assessment opportunities as the curriculum is designed to foster traditional values with innovative learning.

As learners move into KS3 they will be literate and numerate individuals able to access the broader demands of a more diverse curriculum but a strong focus will remain on developing these skills to their full potential. The division of the curriculum into faculty areas ensures that there remains a strong focus on Literacy and Numeracy throughout every learners learning journey from 2 to 16 years old. At KS3 and KS4, this will focus on the wider application of these skills in a multitude of academic and real life contexts as well as continuing to secure the basic skills where this has not been done through early intervention.

The Academy will celebrate the rich world of Literature through a programme of 'DEAR' (Drop Everything And Read), world book day events and the availability of daily newspapers to learners. Additionally, Literacy and Numeracy skills will be reinforced across the entire curriculum through the Academy's marking policy, large visual cues around school and focus weeks. Creating literate and numerate adults who can access a rich world professionally and culturally is at the heart of everything the Academy stands for.

**Applied learning throughout the school:**

A strong emphasis on learners taking responsibility from the outset for their own learning success means that project based learning will be a major feature of a curriculum in which learners will apply basic skills in cross-curricular contexts.

We will use the rich resources of the local area and community as a keystone for much of our learning. Leeds is particularly fortunate in having universities, industry and local countryside as well as nearby houses of historic interest and the whole of Yorkshire on its doorstep. The Academy has established support by local businesses such as First Direct and cultural organisation such as Opera North, Cape UK and the Phoenix Dance Group.

**The school day:**

Learner timetables will be matched to their needs and take account of their interests. Learner who are in need extra support will be provided with it so that they do not fall behind.

The shape of the school day will allow for traditional lessons as well as initiatives such as breakfast clubs, wake up shake up and other pastoral activities that will enable learners to get off to a positive start to each day. Learners will also have opportunities to gather together for a shared assembly either by phase or cross phase.



There will be provision within the school year for enhancement weeks and days when particular themes will be chosen for learner to pursue their love of learning in extended circumstances.

### **The School Terms and the School Year:**

The Academy terms and school year will synchronise with local schools within the Trust initially, although the Academy will be unusual in opening all year round. During holiday periods, there will be mandatory sessions for learners who need to 'catch up' or those who are new starters. For this reason, our teacher contracts will be structured to provide for working availability during 41 weeks per year. As the Academy develops we may explore alterations to the termly pattern in consultation with our local community.

### **Organisation of learners:**

Learners will be organised into learning stages, as follows:

- Young Learners stage: Ages 4-6 Reception and Year 1
- Developing Learners Stage: Years' 2,3 and 4
- Enabled Learners Stage: Years' 5 and 6
- Key Stage 3: Years' 7 and 8
- Key Stage 4: Years' 9, 10 and 11

The system of organising learners in the Academy will develop over time in order to enhance learning outcomes for the individuals.

### **Curriculum management:**

The Academy's curriculum will be divided into 4 Faculty areas, matching the curriculum design which will run through the whole school from 4 - 16 years of age.

This curriculum design will also help to provide continuity of challenge, care and pastoral support through Faculty Leaders and their Programme Leaders working closely with Guild Leaders.

### **Curriculum content:**

Temple Learning Academy has an unwavering focus on the acquisition of key skills, which can be applied independently and across a range of situations and curricular subjects.

To this end the learners will begin at the earliest age with independent and active, outdoor learning, which will be facilitated by, experienced adults, trained to intervene to ensure progress and enquiry. Learners at all phases and adults alike will reflect on their learning experiences and a strong ethos of discussion and speaking and listening will promote this daily.

All learners will be immersed in the core subjects of Reading, Writing, Mathematics and Science through the curriculum set up which ensures a focus on key skills. Each subject will be delivered daily through a balance of direct pedagogy and meticulously planned independent learning activities centred on projects which are designed to enable learners to connect ideas and place them conceptually within a real life context.

Our youngest learners will have a day rich with language – through stories, poetry, nursery rhymes, songs and dance. All will be encouraged to discuss their learning and responses to the language stimulus and learners will follow the 'imitate, innovate and independent' approach to the language they hear and learn. They will learn through a core diet of nursery rhymes and songs followed by traditional stories, which will provide them with a rich language base.

Through innovation they will use story and rhyme structures to add their own ideas embedded in a culture of support and resilience. Learners will thus have a strong and rich foundation to use for their own writing and speaking and listening activities. At all times opportunities to apply the language and the structures will be woven across the curriculum.

Learners will also learn phonics from the Early Learners stage and will have rigorous and systematic direct teaching of this skill. Again this will be applied across all learning experiences of the school day. Learners will be taught a modern language from Reception which will enrich their learning and reinforce syntax and grammatical conventions at a time when they are cognitively receptive to language acquisition.

Through rhyme, rhythm and song our earliest learners will begin counting, shape identification and basic calculations. All mathematic teaching will be soundly based in a practical application with concrete apparatus and daily mental mathematics sessions will be undertaken throughout the learners' time at the Academy.

As learners progress through the Academy the delivery of the national curriculum will be covered with a huge focus on transference of skills across different learning experiences. They will be taught subjects such as History and Geography, Physics, Biology and Chemistry as well as more creative subjects such as Art and Performance but rather than 'silos' of subjects, these will be delivered in a rich and exciting context where students do not just learn about the novel Oliver Twist but the Historical context of the Industrial revolution, the poor laws and migration into the cities. They will explore this learning through performance pieces and the creation of documentaries or radio broadcasts. They will constantly reflect on their own lives to place learning in context and understand difference to promote tolerance.

All learners will receive the support needed for them to achieve their potential. EAL learners will have daily language acquisition skill sessions in breakfast club which will be pre learning to enable them to access the learning in the day. They will be supported to have a range of learning strategies to lead towards greater independence. In the same way 'over learning' of key skills will ensure that SEN learners and those with other barriers will have opportunities and strategies to catch up and keep up in mandatory enrichment time.

From 2.30 pm for 1 hour, learners will have 'options' in which they will follow their interests in a series of increasingly challenging projects linked to innovative themes or by learning a new skill or simply experiencing something new. Within their stage they will self-group according to their choice and to ensure greater socialisation. An example of a project is to investigate an alternative power source, learn a new instrument or foreign language or work with a Business partner in developing enterprise opportunities. Educational visits and visitors to the Academy will enrich the learning and provide professional input as well as shoring up the audience and purpose.

Underpinning the whole curriculum is the concept of Enterprise. The Academy will have Enterprise education where learners work with external partners to develop an understanding of the demands of the job market to ensure they are well prepared for the world of work and to develop the skills of enterprise which will enable them to reach far beyond their previous expectations and give them a true ambition for changing their lives and that of future generations.

#### **A sporting chance:**

Sport is highly valued at Temple Learning Academy – at all levels the learners will learn outdoors and they will also participate in a minimum of three hours physical activity per week.

One hour will be to acquire balance and coordination skills, team play skills and response skills. One hour will be on physical fitness and a further hour will be on problem solving and Outdoor and Adventurous Activities (OAA). In this time the learners may undertake orienteering, raft building, swing building and more challenging pursuits such as bouldering and using a climbing wall. The learners will work in teams and on their own and will be regularly assessed to ensure progress and strong physical fitness. Learners will also have to show how they are establishing and healthy lifestyle and will be expected to participate in at least one extracurricular and after school activity. As learners move into Key Stages 3 and 4 they will develop their physical fitness through competitive sports and the development of new skills through a wide range of external coaches. The role of Sports Co-ordinator within the community will be undertaken by the Programme Leader within the Health and Success in the World Faculty.

All learners will – from the end of the early learners' stage – learn a musical instrument and a language. Evening classes to encourage parents and carers to learn this skill alongside their learners will support the language acquisition. Qualifications will be offered to parents/carers.

### **Qualifications:**

#### **Primary phase:**

We intend to follow the DfE guidance for testing and assessment arrangements in line with our local schools within the Temple Newsam Learning Partnership.

We will assess the learners to gain a baseline when they enter reception and nursery stages (attainment on entry). Learners will then be assessed for comparison against national, local and similar schools at the end of reception phase against the Development Matters guidance. Learners will not undertake the Y1 phonics test – rather they will be assessed against APPs as their phonic acquisition develops and their reading improves.

We will undertake end of Y2 and Y6 SATs assessments.

#### **Secondary phase:**

At KS4 the curriculum will be structured with compulsory and optional subjects as follows:

English GCSE with either Media GCSE and Performance BTEC or History and Literature GCSE

Maths GCSE and Business GCSE with either ICT GCSE or Design Technology/construction BTEC

Science GCSE with either Geography GCSE or Health and Social Care GCSE

PE core with either Food technology GCSE or Sport BTEC

The subjects highlighted in blue are compulsory qualifications for all learners at KS4. The subjects coloured in green and yellow are options but all learners must take one yellow option in order that they complete 5 Ebacc subjects. We will offer predominantly GCSEs but will also offer BTECs where they offer the most accessible and engaging course for learners.

#### **Enrichment:**

At Temple Learning Academy we do not want learning to end when the end of school comes.

Learners and young people at the Academy will have opportunities to learn other, more obscure instruments, additional languages and take part in schemes such as the Duke of Edinburgh.

The Temple Learning Academy will have strong overseas and national links through Comenius, School Twinning and DFID partnerships. Exchange visits will be planned into the yearly cycle and will be incorporated within the curriculum to maximise the impact of visitors to the Academy.

Innovative and under recognised sports such as Tchoukball will allow all learners to try new skills without the traditional stereotypes of better known and traditional team games.

These sessions are all valuable means of allowing learners with 'like-minds' to get together to share skills or celebrate achievements. The activities will include challenge, enjoyment, exposure to new knowledge and ideas, thinking in different ways and risk taking.

It might be learning to play an instrument and getting together to play in a band or orchestra in a real setting in front of different audience within the wider community or learning the skills of orienteering and designing a course within the local environment such as Temple Newsam grounds. It might be an enterprise scheme that supports the local community or participating in a range of sports that regularly performs in competitions.

### **Delivery of enrichment:**

Mandatory enrichment which runs from 2.30 pm for one hour will be part of the teacher and TA contract as the school week will consist of 30 hours of directed learning and teachers will be contracted to teach 26 hours with 4 hours of PPA. Teachers will deliver mandatory enrichment centred on their own interests, which may or may not be connected to their area of expertise with the help of older learners and external partners. There will be provision for adults to enable them to enrich their own experiences and sharing the learning alongside learners: for example: by learning to play an instrument or speak a new language; by fostering a positive partnership between community and the Academy our intention is to create a vibrant and active learning community where all feel able to benefit and contribute the learning experience within these joint enrichment activities. This will create constructive and supportive networks, which will enhance our provision and encourage the development of inclusion and diversity.

Breakfast club and voluntary enrichment - from 7.30 am until 8.30 am and from 3.30 pm until 6.30 pm - will be run by external providers and additional contracted employees.

We believe that a wealth of enrichment activities which are supported by partners such as Opera North, Cape UK, Phoenix Dance and Herd Farm will give all learners the opportunity to discover their talents and gives them a balance and richness in their lives that will promote motivation and success for the future.

### **Assessing and meeting the needs of learners:**

There will be a designated governor providing oversight of provision for all learners with Special Educational Needs and those with any form of disability.

All learners including those with Special Educational Needs and disability will benefit from the ethos of the Academy and its scale, which enables all learners to be known well by staff.

The size of the Academy will enable staff to identify needs early and match provision accordingly. Where there are learning difficulties we will ensure that these are assessed and responded to by highly skilled and well-trained support staff led by a nationally trained SENCO. Our expectations for this role are set out in further detail below.

To aid our team in their work, they will have access where appropriate, to additional specialists and services such as educational psychologists, Children and Adolescent Mental Health (CAMHs) and parent support advisors. The building will be adapted to take account of disabilities thus ensuring all learners can access every point of the curriculum, preventing discrimination to ensure that all learners are treated equally.

The Academy's SEN plan will increase access to education for disabled learners and promote positive attitudes towards disabled people both in school and throughout our learning community. It will also promote participation by disabled people in the life of the Academy, the community and wider public life.

We will enable all learners with SEN to reach their full potential and ensure they are fully included in the school community. Provision will cater for the additional requirements of learners with learning difficulties and physical and sensory disabilities which could involve additional, temporary and/or extended support.

The SEN policy will not only ensure that learners do not fall between gaps in service or have to undergo multiple assessments, but will also give parents' confidence in the SEN provision of the Academy. We shall ensure that teachers have high expectations of all learners. Parents will be involved in the decisions about what their child needs and liaise effectively with health and social services to ensure an effective and efficient plan for SEN provision.

The curriculum will be accessible to learners with SEN and all adults will receive ongoing training and advice with regards to SEN. The inclusion of learners with SEN will be embedded within the Academy's ethos. Teachers will develop expertise and be supported so that they can provide lessons that are appropriately modified to cater for all. Classrooms will be modified and have appropriate facilities to meet the learning needs of all learners. ICT provision will increase access and support learners with SEN. Specialist programmes and equipment will be used for individuals if necessary. Assistive technology will be used when needed and sensitively so ICT is used to benefit all and so that learners with SEN are not singled out.

As well as meeting learners' needs in the classroom, it may be appropriate to provide other support, resources and space. The Academy will constantly seek to develop the knowledge and skills of staff to support the learners' needs. This will focus on the classrooms and involve outside specialists to train staff and fill gaps in levels of expertise. Quiet spaces or rooms may be needed as nurture spaces or areas that learners can access which have low levels of stimuli for learners with ADHD or autism for example.

As part of these support strategies the Academy will employ a full time Speech Therapist in order to ensure all learners make rapid progress in reading, writing and communication skill development.

### **The role of the SENCO:**

The Academy will appoint a SENCO with qualified teacher status. The SENCO will be responsible for:

- Managing Academy based provision.
- Providing professional guidance to Academy staff on matters relating to SEN.
- Advise the Academy's leadership on SEN strategy.
- Liaise with parents, carers, external agencies, professionals and the LEA.

The SENCO will be supported by the TNLP Trusts Extended Services Team for clinical supervision, enhanced CPD opportunities for specialist training and the shadowing of complex cases.

The SENCO will manage and prepare statutory assessment paperwork, which may lead to Statements of Educational Needs. The Academy will compile paperwork for the Annual Review of learner's statements and prepare annual Review reports.

The SENCO will be involved in working with staff to:

- Identify learners with SEN.
- Provide appropriate support in line with current SEN practice.
- Seeking assessments where necessary exercising professional judgement with regard to need.
- Provide systems to monitor the progress of learners with SEN and involve parents and give them choices.
- Provide a SEN policy with all staff and governors involved.
- Review the policy in light with national legislation and new research.
- Train other members of staff to raise awareness of SEN throughout the Academy.

The SENCO will need to ensure that learners can access all statutory testing and readers, extra time and scribes are used as appropriate.

The SENCO, class teachers and Learning Support Assistants will work together to meet identified additional or Special Educational Needs. They will make links with external agencies and services in the fields of health and social care and with the LEA where learners with SEN need additional help.

The Academy will create SEN provision maps to identify the range of resources that are required including materials, skills and personnel. This would include specialist materials, specialist ICT and skills that have proved successful with other learners and groups.

Learning Support Assistants (SLA's) will be trained to support teachers to provide high quality support for individuals and general support for the wide range of needs in class or outside learning environments. Some SLA's may have designated roles to work solely with a named learner, working at all times with the class teacher and under the guidance of the SENCO. The SLA's will be supported by the TNLP Trusts Extended Services Teams specialist staff and through the Teaching Assistant Network.

The Academy will access external agencies to provide training, assessment and a joint problem solving approach to meeting difficult situations and specific SEN issues. Outside services and specialists will be used as appropriate to strengthen the Academy's expertise.

The Academy's plan will recognise that the key elements in SEN are to:

- Have regard to the guidance of the SEN Code of Practice from the class teacher stage to Referral and Statutory Assessment stage.
- Continually improve staff awareness and development.
- Work with parents to make the SEN process easy to access and transparent and fair.
- Include learner to have a stake and a voice in their own provision.
- Involve specialists to make SEN effective and up to date by following current legislation.
- Delegate funding according to the SEN Code of Practice.
- Ensure that the Governing Body decides how to spend the Academy's available resources to meet the needs of all learners with SEN.

We will implement and publish a disability equality scheme developed in consultation with disabled learners themselves, staff, parents and carers. The admission policy of the Academy will follow local Fair Access Protocols to ensure that "hard to place" learners including those with SEN but without a statement, are admitted to the Academy in an equitable way. The Academy will consent to being named in a Statement of Educational needs "unless the Academy is unsuitable to the child's age, ability, aptitude or special educational needs, or the placement would be incompatible with the efficient education of the other learners with whom the learners would be educated, or with the efficient use of resources." (Education Act 1996, Schedule 27)

There will be a designated teacher responsible for Looked After Learners to ensure that their provision is appropriate and their progress is as good as it can be. Similarly, there will be a designated Governor for Learners who are looked after (CLA).

Support for parents and families themselves, in meeting the needs of their learners, will be provided by access to the Academy's extended services teams advice and support both in terms of general guidance and also specific targeted support.

For learners and families with English as an additional language there will be provision for support to acquire fluency and skill in the English language and opportunities to sustain first languages other than English.

Similarly, learners who show elements of being gifted or talented in whatever area of the curriculum will be identified early and their outcomes monitored closely to ensure they are making the most of their potential. They will be given extra and more specialised opportunities to develop their skill or talent.

Learners who are in receipt of the Pupil Premium will have their learning needs assessed so that appropriate learning programmes, if required, can be put in place and subsequently monitored. These programmes could include 1-1 or small group tuition and provision of ICT equipment for home usage amongst other strategies.

### **The role of the Learning Partnership in supporting transition:**

Temple Learning Academy will be at the centre of its community and will play a strong role in the wider Temple Newsam Learning Partnership.

Such links will support the process of transition – from Children's Centres and pre age 2 nursery provision through to high school transference for learners joining the Academy in year 7 or leaving to go to an alternative secondary school.

Our existing links with other settings and events such as open days, sports occasions, celebrations and assemblies will mean that many key staff in new settings will already be

familiar to Temple Learning Academy learners as the Academy will be an integral member of the Temple Newsam Learning Partnership.

**Transition for vulnerable learners:**

Transition will be well planned with extra sessions for more vulnerable learners. Parents and carers will stay with the earliest learners to ensure they understand the concept of learning and teaching at the Academy and to make transition smooth. Strong links to Children’s Centres in Osmondthorpe and Meadowfield will enable a smooth transition along with the Academy’s practice of encouraging parents to stay for up to 6 weeks to interact and learn alongside their learners.

We recognise this as a model in line with the Education Endowment Fund (EEF) principles between breaking the link between family deprivation and educational attainment thus a strong support in our ambition for change. As the Academy’s curriculum and methodology is based upon:

- Identifying promising educational innovations that address the needs of disadvantaged children in primary and secondary schools in England;
- Evaluating these innovations to extend and secure the evidence on what works and can be made to work at scale; and
- Encouraging schools, government, charities, and others to apply evidence and adopt innovations found to be effective.

The Academy will look to use the EEF to help validate the Academy’s strategies for addressing the needs of disadvantaged learners within our community.

Throughout the Academy opportunities will be available for parents and carers to come into the Academy and share in the learning process and the celebration of success.

**Summary of our educational provision:**

We see The Temple Learning Academy as an innovative, exciting and dynamic proposition to impact on local families meeting their specific needs and stimulating a generational change.

We do not want families to move from their local area – rather we want families to improve their local area, to be proud of it and to ensure it becomes an aspirational multi generational locality.

This will be done by raising aspirations, providing skills and year round learning and making the Academy the centre of the community along with other local schools. Our new Academy represents a unique opportunity to instigate generational change.



## Section D2: Measuring learner performance

### Measuring the success of the Academy

The success of Temple Learning Academy will be measured through the following Key performance Indicators (KPI's):

- 1 Academic achievement:
  - To be above the national average attainment at all key stages.
  - To be in the top quartile of similar school for attainment for all key stages.
  - To be in the top quartile of similar school for progress for all key stages.
  - To exceed national average age-related expectations at the end of Early Years Foundation Stage.
  - 80% of learners to achieve age-related expectations in reading, writing and maths by the end of Key Stage 2.
  - 80% of learners to achieve 5 A\* to C grades including English and Maths by the end of Key Stage 4.
- 2 Quality of teaching:
  - 100% of teaching to be good or better.
- 3 Attendance:
  - Attendance to be a minimum of 97% at all Key Stages.
- 4 Behaviour:
  - No fixed term or permanent exclusions
- 5 Pastoral care and learner well-being:
  - 90% of learner voice indicates that learners feel happy, safe and valued within school.
- 6 Learner and parental satisfaction:
  - 90% of parent voice indicates that they are satisfied as to the level of care received and the level of progress their child makes at the Academy.
- 7 Staff morale, development and retention:
  - 90% of staff voice indicates that they value the school vision and recognise that the school maximises learner progress.
- 8 Learner participation in enrichment activities:
  - 100% of learners are involved in enrichment activities.

Each KPI will have a set of associated targets to allow rigorous monitoring and evaluation by staff, Governors and the community. These KPI's will drive forward the Academy's commitment and capacity to achieve the following outcomes:

- The Academy will be judged as good at its first Ofsted Inspection and outstanding within 3 years
- All learners will learn to play a musical instrument
- All learners will learn a modern language
- All learners will undertake an Academy based or wider community based project
- All learners will undertake a residential learning experience

## Academic targets:

### Foundation Stage:

Attainment at the end of the Foundation Stage will be measured as a percentage of learners achieving Good Level of Development (GLD) in terms of the EYFS. The target is for the percentage of learners achieving GLD to be greater than the national average (currently 52%). Learners in the area served by the Temple learning Academy will typically start the Foundation Stage significantly below the expected level of development and we will expect them to make accelerated progress during the course of the Foundation Stage in order to reach our target by the end of the Reception year.

This will be achieved through close partnership work with parents who can settle learners to work in the morning. Our Guild leaders will be attached to families and will form a strong relationship with those families with the greatest needs, enabling a personalised programme of integration and allowing any problems that arise to be addressed promptly.

The Academy will also use volunteers through its 'return to work' programme to give learners access to regular one to one reading and writing support. Older learners will offer these younger learners support through the 'My Place in the World' Faculty as they develop a deep understanding of parenting and the importance of reading and story telling in childhood. This practical experience will not only benefit early year's learners but also enable older learners to have practical experience in an aspect of parenting which will make a real difference to the life chances of future generations of learners within the area.

### End of Key Stage 1 and 2:

The target for attainment at the end of Key Stage 1 is for the percentage of learners achieving Level 2b+ in Reading, Writing and Maths to exceed the average of similar schools in the local area and the national average at the end of the first year.

### Comparison table – Sample Schools in the local area 2013:

The following table shows the National average performance and that of local schools to the Academy and the percentage of learners achieving expected levels for the end of Key Stage:

**Table 1: National Average and Local School KS1 and KS2 Data as a Percentage**  
(Source: Ofsted Dashboard and DfE Performance Table Website)

School	End of KS 1			End of KS2		
	Reading	Writing	2B+ Maths	Reading	Writing	4B+ Maths
<b>National Average 2012</b>	<b>87</b>	<b>83</b>	<b>72</b>	<b>81</b>	<b>81</b>	<b>84</b>
Meadowfield Primary	64	55	72	83	76	54
Corpus Christi Primary	83	65	79	94	72	94
Wykebeck Primary	58	40	47	73	93	93
<b>Temple Learning Academy Target:</b>	<b>87</b>	<b>83</b>	<b>80</b>	<b>94</b>	<b>93</b>	<b>93</b>

At KS1, schools in the local area underperform significantly when compared to National Average in writing and in reading. The Academy will ensure that all learners have access to the highest quality provision and will achieve in line with National Average despite their lower than average starting points through the intensive support package of Guild leaders and intervention which will be heavily focussed on the youngest learners to ensure no child is left behind right from the very start of their learning journey.

At KS2, most local schools ‘close the gap’ with the National average in Reading, so it is realistic to set a target for the Academy that outperforms National Average at the end of KS2. The Academy will set equally high standards in writing and Maths.

Wykebeck Primary, which has a similar demographic to the projected Academy population, makes significant progress in Writing and Maths from KS1 to KS2 and this indicates that with a strong investment in Key Stage 1 there is every expectation that learners can exceed the National Average significantly at KS2.

**Two levels of progress in English and 2 levels of progress in Maths at KS2:**

We expect that 100% of learners make the expected rate of progress through Key Stage 2 in these key areas. In addition, we will expect a significant number of learners to have achieved 3 levels in order to exceed the expected rate of progress. This will mean that some learners achieving Level 1 at the end of Key Stage 1 will reach Level 4 by the end of Key Stage 2 and that some learners who achieve Level 2 at the end of Key Stage 1 will go on to achieve Level 5 at the end of Key Stage 2. We also expect to set targets for learners who achieve highly at Key Stage 1 (Level 3) to continue make accelerated progress in Key Stage 2 and to achieve Level 6 at the end of Key Stage 2.

**End of Key Stage 3 and 4:**

In order to sustain further improvements, we will set end of key stage targets for individual learners using the following progression table:

**Table 2: 2012 Local Primary and Secondary School Attendance**  
(Source: Ofsted Dashboard)

KS2 Level	Sub levels from KS2 to end of KS3	Sub levels from KS2 to end of KS4	KS4 Final grade
5a/6	6	12	A*
5b	6	12	A/A*
5c	6	12	A
4a	6	12	B
4b	6	12	B
4c	5	10	C
3a	5	10	C
3b	4	8/9	D
3c	3	6	E
2	3	6	F

The initial Academy targets at KS4 will be as follows:

Table 3: Academy Targets

School	End of KS4					AVERAGE GRADE
	3 LOP Maths %	3 LOP English %	3 LOP Maths FSM/ EAL %	3 LOP English FSM/ EAL%	A*-C Inc English and Maths %	
<b>National Average 2013</b>	<b>70</b>	<b>69</b>			<b>60</b>	
Temple Moor High School 2013	76	77	49	65	64	C
Corpus Christi Catholic High School 2012	64	50	50	31	49	
East Leeds E-ACT Academy 2012	58	52	54	47	39	
<b>Temple Learning Academy Target:</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>65</b>	<b>C+</b>

*N.B Where data is used from 2012, it is because the 2013 data was not yet available at the time of writing. The Average grade measure is a new measure and so not all data from comparative schools is available.*

Two of the secondary schools within the area are currently not meeting National average outcomes and therefore the Academy will offer parents choice and promote the communities ambition for change.

The targets for academic achievement are above National Average. There is no difference in targets for learners from deprived backgrounds or with EAL as the Academy will be set up to ensure that all learners are given equal access to academic success.

The mandatory enrichment sessions which run from 2.30 pm - 3.30 pm will be targeted at learners who are 'falling behind'. Learners with EAL will attend pre-learning sessions in breakfast club, sessions in mandatory enrichment and family sessions. Those who arrive within two years of sitting examinations from a foreign country are not calculated in DFE figures but the Academy will ensure they reach their full potential in line with their peers wherever possible through the enrichment support programme designed to ensure rapid 'pick up' of English.

### Behaviour targets:

We will set very high expectations of standards of behaviour at the Temple Learning Academy. These are to be promoted by fostering a spirit of belonging and community within the Academy. Collective responsibility to make our Academy a positive, warm and productive place to learn and work will be at the heart of our Positive Behaviour Policy and Management systems. Behaviour expectations will take the form of a set of statements written by all members of the Academy's community and communicated widely to all groups.

### Rewards:

Rewards will be offered to learners who demonstrate behaviours in line with the agreed code of conduct. This will involve instant rewards for individual learners that will be recognised by the award of 'Guild points'. Learners will then collectively earn rewards for their good behaviour.

Individual learners will be recognised through a 'Stars of the Week' system in the Primary phase. Learners receiving this reward will be recognised through a system of rewards in school as well as communicating this success to parents/carers by sending a postcard to the home address. Collectively, learners will earn rewards as a class and as a 'Guild' (half termly rewards earned by all learners in that Guild throughout the Academy – e.g. cinema trip).

In the Secondary Phase learners will continue to collect their Guild points in order to earn rewards. Their teachers will be able to send postcards home to recognise the following:

- Academic success regardless of ability
- Effort and commitment to learning
- Resourcefulness, Resilience, Reliability or Responsibility
- Helping others

Additionally there will be ‘on the spot’ rewards which staff can issue to learners when they see them behave in a way which deserves positive recognition.

There will also be whole school rewards for reaching targets such as a visit to the theatre.

The success of the behaviour policy will, in part, be measured by the number of rewards given to learners over a period. The award of ‘Guild points’ or other rewards for behaviour will be regularly moderated by the whole staff to ensure consistency. This will allow us to monitor the effectiveness of the behaviour policy as we should see an increase in the number of rewards earned across the Academy.

### Consequences:

Negative behaviour will attract a sanction and these will be recorded on the Academy’s data management system so that we can easily see patterns and set targets. The thresholds for recording negative behaviours will be agreed as a whole school team so that we can set appropriate targets.

### Exclusions:

Exclusions are seen as a last resort and do not effectively serve the needs of individual learners. We expect that we will record no fixed term or permanent exclusions at the Temple Learning

**Table 4: 2013 Local School Numbers of Fixed and Permanent Exclusions**  
(Source: Local Authority and Cluster Database 2013)

School	Fixed Term 2013:	Permanent 2013:
Meadowfield Primary	2	0
Corpus Christi Catholic Primary	0	0
Wykebeck Primary	8	0
Temple Moor High School	2	0
Corpus Christi Catholic High School	19	0
East Leeds E-Act Academy	123	2
<b>Temple Learning Academy Target:</b>	<b>0</b>	<b>0</b>

### Monitoring the effectiveness of the behaviour strategy:

We will monitor the effectiveness of the strategy by:

- Analysing data – rewards, sanctions, exclusions via management information system.
- Learner Voice – The Academy’s Learners Council will review behaviour regularly and report to the Academy’s leadership team.
- Wellbeing surveys – we will use systems such as the ‘Growing Up in Leeds’ tool to monitor the opinions of our learner group, especially in terms of how they perceive behaviour and how safe they feel in school.
- Parent/Carer surveys – we will gather the views of parents/ carers at regular intervals (e.g. parents evenings, drop-in sessions with the leadership team, etc) and especially at the end of each school year through a parent questionnaire.

**Attendance:**

- The average rate of absence in the schools serving the local area last year was 4.9%. Our target for the Temple Learning Academy is 3% in the first full year.
- The importance of regular attendance at school will be a significant area of communication with parents at the Temple Learning Academy.

**Table 5: 2012 National Average and Local School Attendance Data**  
(Source: Ofsted Dashboard)

School	Attendance (%)	
	2012 Primary	2012 Secondary
<b>National Average</b>	<b>95.6</b>	<b>94.3</b>
Meadowfield Primary	95.6	
Corpus Christi Catholic Primary	95.2	
Wykebeck Primary	93.6	
Temple Moor High School		94.7
Corpus Christi Catholic High School		93.5
East Leeds E-Act Academy		89.6
<b>Temple Learning Academy Target:</b>	<b>97.0</b>	<b>97.0</b>

**Monitoring attendance:**

- The Pastoral Team will monitor and respond to first day absences and any attendance patterns. Any learner absent without prior notification will receive a phone call at home. If there is no answer, a home visit may be appropriate. We will liaise closely with any families of learners with attendance problems. Guild Leaders will also engage the support of the TNLP Extended Services team and the Local Authority Attendance Improvement Service to resolve any longer standing difficulties over attendance.

**Pastoral care and learner well-being:**

The Academy's Pastoral Team and Heads of Guild will have responsibility for ensuring that pastoral care is robust and allows all learners to access learning, reporting directly to the Assistant Principal for Inclusion. Within the Trust, there are clear links with the well-established and successful extended services team in all TNLP schools who will extend their work into the Academy to ensure pastoral care goes beyond the classroom and into the home. Families will have access to services and support that meets their need in the form of a Common Assessment Framework process led by a Lead Professional.

We will monitor the number of referrals made for pastoral support and those cases that are passed on to the Trust's Extended Services team. The impact of this work will be measured in terms of vulnerable learners accessing learning successfully as a result of any intervention.

We will also measure the effectiveness of pastoral support in school by using a learner well-being tool to measure how learners feel; whether they consider themselves to be safe and happy.

**Assessment and data tracking:**

In Early Years learners will be assessed on entry to the setting and thereafter continuously assessed against the EYFS curriculum through observations, outcomes of learning opportunities and conversations with parents.

In later Key Stages, formative and summative assessment data will be collected at regular intervals in reading, writing, mathematics and science and this information will be used to inform planning and provision for future learning.

Individual learners will always be tracked rigorously and accurately so that no child ever falls behind. The data will be fed into the SIMS assessment manager system, which will hold continuously updated information about the attainment and achievement of all learners.

All data will be analysed under the direction of the Assistant Principal Data and Intervention and individual staff will be responsible for ensuring that any learners not achieving their full potential are given additional learning opportunities to help them to catch up with their peers, locally and nationally.

#### **Phonics development:**

In the Primary phase teachers will assess learners's progress through daily dedicated phonic sessions, which will track their progress throughout the phases of phonic progression until they are confident in applying these phonic strategies in their independent learning throughout the curriculum.

#### **Reading development:**

Learners will be continuously assessed through a variety of individual and group reading opportunities to ascertain their competence and confidence with reading and their ability to use a range of reading strategies in real life situations.

#### **Writing development:**

Teachers will continuously assess learners writing levels in a variety of genres to ascertain their competence and confidence with writing and as authors.

#### **Maths skills development:**

Teachers will continuously assess learner progress and attainment through a variety of assessment opportunities that will expect learners to demonstrate their knowledge of, and ability, to apply mathematical knowledge and skills across the curriculum and in real life situations.

Learners will take part in statutory assessment as required by government and their results relayed to the necessary bodies.

#### **Key Stage 3 Assessment:**

Formative and summative data will be gathered in relation to reading, writing, spelling age, numeracy and science along with feedback on individual learner's progress in developing the 5 R's.

#### **Key Stage 4 Assessment:**

Data will be gathered from all courses that are designed to lead to an academic outcome. Despite the curriculum set up which ensures a holistic approach to teaching where learners study courses in tandem, grades will be collated for all learners' progress in individual subjects. In Years 9 and 10, this data will be collected termly and in year 11, half termly.

#### **The data collated, stored and analysed will include:**

- **Learning Targets** generated by the target setting system
- **Adjusted Targets**, where a teacher may adjust learner targets up if they believe he or she is capable of greater success
- **Current level teacher assessment**, based on National Curriculum levels, which the Academy intends to use as a benchmark for success

- **Predicted outcome** based on current performance. The teacher will make an informed judgement on the rate of the learner's progress to predict what they will achieve at the end of the academic year.
- **Effort grades** – A grade awarded from A-E will be given in order that the effort of each child/learner is recognised

### **Assessing progress of individuals and groups:**

Each time the data is inputted for each year group a full RAG (Red Amber Green) will be conducted where the progress of each child is assessed against their target along with that of cohorts and sub cohorts, which will be checked against their targets. (SEN, FSM, EAL, boys, girls, upper, middle and lower ability groups). Once the RAG is compiled, reports will be generated and then interventions put into place. This will be co-ordinated by the Assistant Principal for Intervention and Attainment. The monitoring cycle then means that the impact of the interventions will be reviewed in the next data cycle, cohorts amended and changed according to the new data set and interventions put in place.

### **Interventions:**

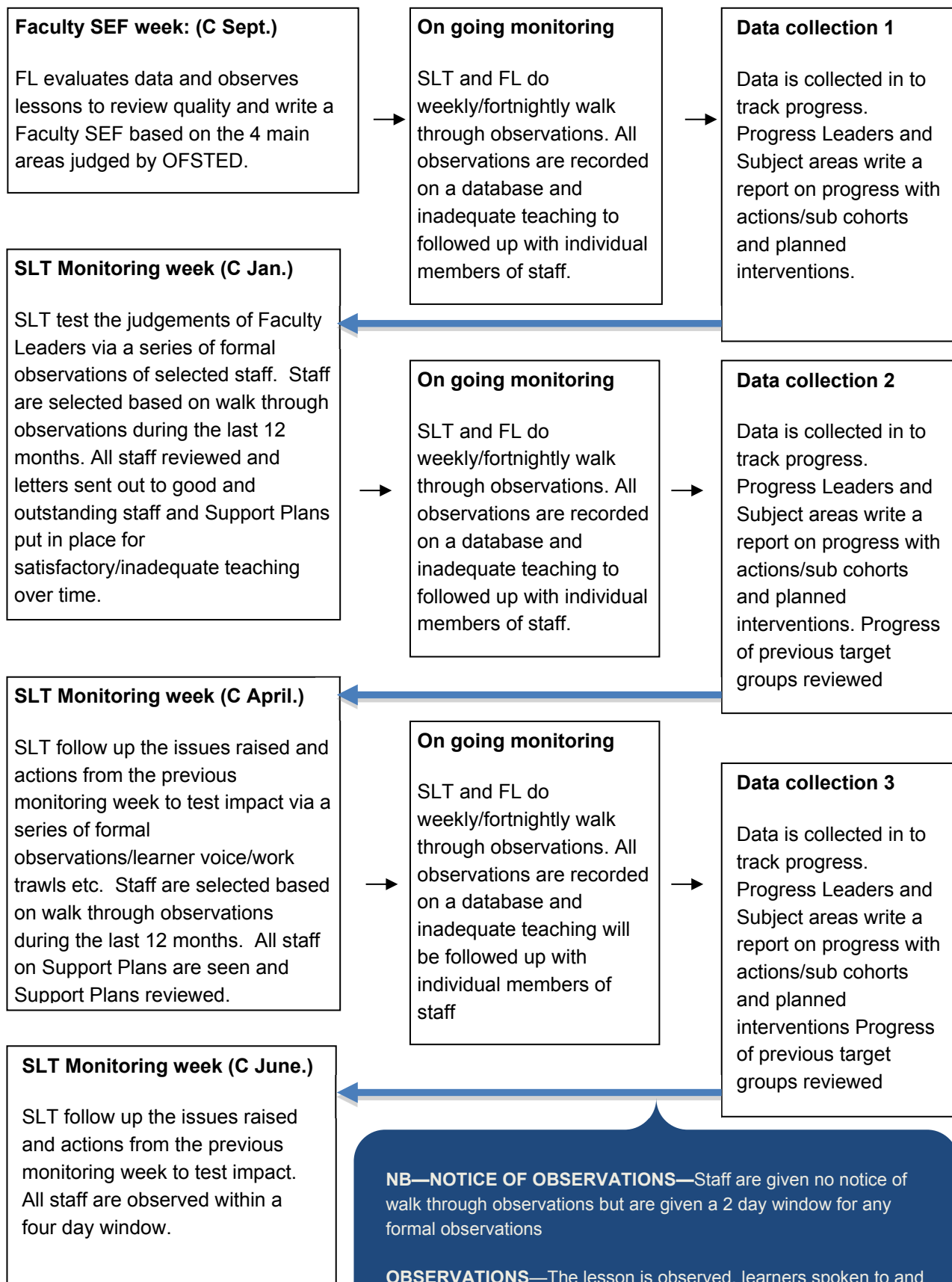
We believe strongly that no child should ever be left behind. Therefore, every opportunity will be taken to give identified learners the chance to catch up and the school day and staffing has been deliberately constructed so that there are planned opportunities for this to take place. Because of this, learners will not have to be removed from the daily core timetable and therefore miss the many enrichment activities enjoyed by their peers, which could result in further disadvantage.

### **Data reliability and moderation:**

The Academy will form part of the Temple Learning Partnership group and will have strong links with all the schools within this group, which have shown a strong record of success. Cross moderation already takes place across the primary sector and will also take place across the secondary sector as both phases are represented within the Trust and on the proposed board of Governors.



## Annual SEF evaluation cycle:



**NB—NOTICE OF OBSERVATIONS**—Staff are given no notice of walk through observations but are given a 2 day window for any formal observations

**OBSERVATIONS**—The lesson is observed, learners spoken to and books looked at to measure progress and impact of teaching over time.

**DATA SETS**—Data is collected in 6 times a year for all year groups and 5 times for year 11

### **Monitoring and Evaluation:**

The above diagram indicates how data tracking and the assessment of teaching over time will work together to ensure that the quality of the provision is tracked, monitored and used to secure accountability and ultimately improvement.

A Self Evaluation Document (SED) based on the Ofsted criteria is used at Faculty level and at Senior Level and are reviewed continuously throughout the cycle. As a result of the SED, the School Action Plan is consequently updated to ensure all identified areas are actioned in a cycle of improvement.

Underpinning and working alongside the whole system is the collection and evaluation of parent, staff and learners/learner views. The views of learners and parents will be gathered regularly and systematically in order to inform the work of the Academy. There will be lots of opportunity for parents and learners to offer their views; this is why it is crucial that we work to create positive relationships with all sections of the Academy's community and develop a spirit of openness.

Parents will be encouraged to be active partners in their school and will be invited to offer their views through regular informal meetings as well as the more formal annual questionnaire.

More formal data collections will be carried out regularly during each school year. An annual parent/ carer survey will be based on the Ofsted questionnaire format. We expect that the results of the initial survey will be positive and that the responses we gather will improve over the first few years of the Academy's existence.

Learners will also be surveyed on an annual basis and also have opportunities to voice their satisfaction or otherwise through the School Council system. Our aim is that the vast majority of learners feel happy, safe and valued in our Academy. A clear measure for the success of the Academy will be participation rates in extracurricular provision, which encourage learners to develop a richer experience of life and a healthier approach physically, mentally and emotionally securing their well being and breaking the cycle of deprivation within the area.

Staff will be consulted regularly via an annual formal survey and through the line management system in the Academy, which will ensure everyone has a voice.

### **Securing improvement in learning through high standards of teaching:**

The database, which will be used to collate data on the quality of teaching over time via Learning Walks and formal observations, will be a secure and confidential document. Information relevant to each Faculty area will be given over to be used as part of the CPD programme and to ensure targeted support to individual members of staff. Personal and rigorous support plans will be used for all teaching staff who are judged to be teaching less than 'Good' lessons twice in a row. Following a six-week programme, should there not be an improvement demonstrated via a formal observation, a formal plan will be put into place in line with capability procedures.

The Academy will operate a bespoke CPD programme every Monday for 2 hours from 2.30 pm - 4.30 pm. The CPD will be targeted at the areas of need as identified by the cycle of Monitoring. External expertise can be used from partner schools within the Trust and the local Teaching School who already work in partnership with Temple Moor High School to ensure the highest quality CPD alongside developing a sustainable model within the Academy in order that it is well placed to achieve Teaching Status in its own right within 5 years.

The Assistant Principal for Teaching and Learning will hold responsibility for the monitoring of teaching and learning and for ensuring that support plans are put in place and CPD is bespoke and used to develop staff expertise. However, all leaders are deemed to be leaders of learning and will have accountability for the quality of provision built into their job descriptions.

We recognise that the quality of teaching is the single most important factor influencing learner performance and standards and we will strive for the highest possible standards in the Temple Learning Academy. In the first year, we expect that 100% of all lessons observed will be 'Good' or better according to the Ofsted descriptors in the most recent framework. By the time the Academy receives its first Section 5 Inspection teaching will be outstanding.

### **Liaising with and reporting to parents:**

#### **Formal reporting provision for each Key Stage each academic year:**

##### **Reception/Early Years:**

In line with good practice, qualitative and quantitative data will be shared with parents/carers on a daily basis through profiles, which provide for online parental access as well as paper access. As well as having a clear picture of their child's progress in real time, there will be three formal meetings to look at progress, but these will also be opportunities to train parents in how to support their child's early learning, particularly around transition to Key Stage One. We will also utilise the support of specialist 0-5 family outreach workers in educating parents about their child's developmental stages and ways in which they can accelerate this. This will be done personally but also through small group sessions.

##### **Key Stage One and Two:**

Qualitative and quantitative data will be shared at six points throughout the year (half termly) and there will be an annual written report. The half termly meetings will share information related to academic progress, learning attitudes and behaviours as well as provide training for parents in how to support their child's learning at home.

Meetings will also review parent and child access to before and after school provision and to the enrichment and adult learning opportunities. There will be clear referral pathways to support the development of aspiration for learners and parents, e.g. parent support workers, extended service team. Meetings will be tailored to individual needs, e.g. through a CAF, rather than one size fits all and will take the right to an outstanding education to the family.

##### **Key Stage Three and Four:**

In KS3 and KS4 there will be 3 data reports to parents, 1 written report and 2 parent consultation evenings.

In Years' 7, 8, 9, 10 and 11, the information on academic progress in data form increases so parents can track their child's progress against National benchmarks and then continues into KS4. Written reports will remain the role of the main teacher in school with a pastoral responsibility who can provide comment on Academic but also pastoral information and PTCs allow parents to meet with all teachers involved in educating their child and engage to a two way dialogue to secure care and progress.

##### **Parent involvement:**

In line with key principles of the Academy, parents and carers are expected to be fully engaged partners in the education of their learners. There is a clear target to involve all families in the extended and significantly enriched curriculum. Parents and carers will also be

proactively involved in developing their own confidence and skills in assessing and supporting their own child's learning e.g. supported home learning clubs, training for parents/carers in supporting phonics and reading developments.

The traditional concept of 'parent/carer consultation evening' will be tailored to the needs of parents and carers with reports of progress delivered four times a year by champions/teachers and support staff, alongside targets and practicalities for enabling their child to succeed. Additionally opportunities for reporting progress will be available on an individual bases.

Exceptionally close working relationships with families will lead to a targeted programme of additional opportunities for volunteering and adult learning. Adults actively supporting learning will benefit not only themselves but also the learners as they will act as positive role models therefore help ensure that learners from all backgrounds fulfil their potential and make the very most of their talents, achieving our goal of generational change through innovation.

### **Section D3: Staffing structure to deliver the planned Curriculum within expected income levels.**

#### **Introduction:**

The staffing structure has been developed to meet the needs of our education vision and ambition for change; all-through learning environment ; effective delivery of a curriculum which is innovative and distinctive which we are confident will break the longstanding cycle of underachievement and lost opportunity within the community. The curriculum model is shaped around four central themes and underpinned by the cross curricular them of Enterprise.

The Academy's vision will provide a clarity and understanding for all its staff of the continuity of curriculum, focus on English, Maths and Science through project based learning and the development of an enterprise theme as an all-through school. As part of that vision, its staff will understand the delivery of pastoral support and their role within it. All staff will have a clear understanding of how this is to be successfully delivered by the academy teams through rigorous appointment processes, induction and personal development.

The staffing will support our formal school day, enrichment hours, extra curricular hours and extended opening as the academy will be open across the year, evenings and weekends.

The academy will provide childcare provision for 2-4 year olds providing 26 pre-school places with priority given to vulnerable 2 year olds, along with wrap around care also being available across the age ranges. The staffing and funding for this provision will be separate and not applicable as evidencing in this section.

A wealth of support and expertise will be provided through the Temple Newsam Learning Partnership Trust Cluster Team in regard to supporting families within the community; interventions by a range of specialists, ie dedicated psychologist, health workers; parent support; packages of support ie parenting programmes, programmes of specialist groups ie special needs, transition groups, housing, mental health, domestic violence. The academy will operate a service level agreement with the TNLP Cluster Team along with the existing TNLP Trust schools.

The staffing structure encompasses all aspects of the vision and is 'fit for purpose' to ensure effective delivery. The ratio of staffing to learners takes account of the need to meet elements of the vision as outlined.

The phased growth of the school and staffing levels has been designed to ensure the academy and its leadership will have the human resource to deliver an enhanced curriculum, albeit interim to the first children who walk through the doors of the academy.

## Temple Learning Academy Staffing Model 2015 - 2022

### Senior Leadership Team

Year		2015	2016	2017	2018	2019	2020	2021	2022	Salary Range
Learners on Roll		60	240	420	600	780	960	1020	1020	
1	Executive Principal	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	L33-39
2	Principal Primary Phase	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	L19-23
3	Principal Secondary Phase	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	L19-23
4	Assistant Principal (Inclusions & Community)	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	L14-18
5	Assistant Principal (Curriculum, Data, Intervention)	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	L14-18
6	Assistant Principal (Teaching & Learning)	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	L14-18

### Teaching Staff

Year		2015	2016	2017	2018	2019	2020	2021	2022	Salary Range
Learners on Roll		60	240	420	600	780	960	1020	1020	
7	Faculty Leader (1)	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	L9 - L13
8	Faculty Leader (2)	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	L9 - L13
9	Faculty Leader (3)	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	L9 - L13
10	Faculty Leader (4)	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	L9 - L13
11	Programme Leader (1)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS3 + TLR 2c
12	Programme Leader (2)	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS1 + TLR 2c
13	Programme Leader (3)	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS3 + TLR 2c
14	Programme Leader (4)	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS1 + TLR 2c
15	SEN Coordinator	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS3 + SENCO Allowance
16	Teacher	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS1
17	Teacher	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS1
18	Teacher	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	MPS6
19	Teacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	MPS4
20	Teacher	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	MPS2

21	Teacher	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS3
22	Teacher	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS1
23	Teacher	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	MPS6
24	Teacher	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	MPS4
25	Teacher	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS3
26	Teacher	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS1
27	Teacher	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS1
28	Teacher	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	MPS6
29	Teacher	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	MPS4
30	Teacher	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	UPS3
31	Teacher	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	MPS6
32	Teacher	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	MPS4
33	Teacher	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	UPS2
34	Teacher	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	MPS4
35	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	MPS4
36	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	UPS2
37	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	UPS1
38	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	MPS6
39	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	UPS3
40	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	UPS2
41	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	UPS1
42	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	MPS4
43	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	MPS4
44	Teacher	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	MPS4
45	Teacher	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	UPS3
46	Teacher	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	UPS2
47	Teacher	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	UPS1
48	Teacher	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	MPS4
49	Teacher	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	MPS4
50	Teacher	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	MPS4
51	Teacher	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	MPS4
52	Teacher	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	UPS3

53	Teacher	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	UPS2
54	Cover Teacher (P)	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	MPS6
55	Cover Teacher (S)	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	MPS6

## Learner Support

Year		2015	2016	2017	2018	2019	2020	2021	2022	Salary Range
Learners on Roll		60	240	420	600	780	960	1020	1020	
56	Head of Guild 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	PO1 52 weeks 37 hr week
57	Head of Guild 2	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	PO1 52 weeks 37 hr week
58	Head of Guild 3	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	PO1 52 weeks 37 hr week
59	Head of Guild 4	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	PO1 52 weeks 37 hr week
60	Head of Guild 5	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	PO1 52 weeks 37 hr week
61	Learning Manager 1	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	PO1 52 weeks 37 hr week
62	Learning Manager 2	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	SO1 41 weeks 37 hr week
63	Learning Manager 3	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	SO1 41 weeks 37 hr week
64	Learning Manager 4	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	SO1 41 weeks 37 hr week
65	Learning Manager 5	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	SO1 41 weeks 37 hr week
66	Learning Support Assistant SEN 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
67	Learning Support Assistant SEN 2	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
68	Learning Support Assistant SEN 3	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
69	Learning Support Assistant SEN 4	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
70	Learning Support Assistant SEN 5	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
71	Learning Support Assistant SEN 6	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
72	Learning Support Assistant SEN 7	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
73	Learning Support Assistant SEN 8	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
74	Learning Support Assistant SEN 9	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	C1 41 weeks 37 hr week
75	Learning Support Assistant SEN 10	0.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0	C1 41 weeks 37 hr week
76	Learning Support Assistant 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
77	Learning Support Assistant 2	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
78	Learning Support Assistant 3	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
79	Learning Support Assistant 4	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week



80	Learning Support Assistant 5	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
81	Learning Support Assistant 6	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
82	Learning Support Assistant 7	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
83	Learning Support Assistant 8	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
84	Learning Support Assistant 9	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
85	Learning Support Assistant 10	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
86	Learning Support Assistant 11	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
87	Learning Support Assistant 12	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
88	Learning Support Assistant 13	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	C1 41 weeks 37 hr week
89	Learning Support Assistant 14	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	C1 41 weeks 37 hr week
90	Assistant Head Of Guild	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
91	Assistant Head Of Guild	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
92	Assistant Head Of Guild	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
93	Assistant Head Of Guild	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
94	Assistant Head Of Guild	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
95	Speech Therapist	0.5	0.5	0.5	1.0	1.0	1.0	1.0	1.0	PO1 52 weeks 37 hr week

## Administrative

Year		2015	2016	2017	2018	2019	2020	2021	2022	Salary Range
<b>Learners on Roll</b>		<b>60</b>	<b>240</b>	<b>420</b>	<b>600</b>	<b>780</b>	<b>960</b>	<b>1020</b>	<b>1020</b>	
96	Reception/Administrator	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	B1 41 weeks 37 hr week
97	Business Manager*	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	PO1 41 weeks 37 hr week
98	PA/ Administrator	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	SO1 41 weeks 37 hr week
99	Administrator Curriculum	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	C1 41 weeks 37 hr week
100	Administrator Finance	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	B3 41 weeks 37 hr week
101	Administrator HR	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	B3 41 weeks 37 hr week
102	Finance Officer	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	SO1 41 weeks 37 hr week
103	Administrator Pastoral	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	B3 41 weeks 37 hr week
104	Administrator Pastoral	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	B3 41 weeks 37 hr week

## Premises

Year		2015	2016	2017	2018	2019	2020	2021	2022	Salary Range
Learners on Roll		60	240	420	600	780	960	1020	1020	
105	Premises Manager*	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	SO2 All year round contract
106	Site Assistant 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	B1 All year round contract
107	Site Assistant 2	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	B1 All year round contract
108	Site Assistant 3	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	B1 All year round contract

## Catering

Year		2015	2016	2017	2018	2019	2020	2021	2022	Salary Range
Learners on Roll		60	240	420	600	780	960	1020	1020	
109	Catering Manager*	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	C3 41 weeks 37 hr week
110	Catering Assistant 1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	A3 41 weeks 15 hr week
111	Catering Assistant 2	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	A3 41 weeks 15 hr week
112	Cook	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	B3 41 weeks 20 hr week
113	Catering Assistant 3	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	A3 41 weeks 15 hr week
114	Catering Assistant 4	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	A3 41 weeks 15 hr week
115	Catering Assistant 5	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	A3 41 weeks 15 hr week
116	Catering Assistant 6	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	A3 41 weeks 15 hr week
117	Catering Assistant 7	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	A3 41 weeks 15 hr week
118	Catering Assistant 8	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	A3 41 weeks 15 hr week

## Other

Year		2015	2016	2017	2018	2019	2020	2021	2022	Salary Range
Learners on Roll		60	240	420	600	780	960	1020	1020	
119	Supervisory Assistant	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	A1 41 weeks 6.5 hr week
120	Supervisory Assistant	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	A1 41 weeks 6.5 hr week
121	Supervisory Assistant	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	A1 41 weeks 6.5 hr week
122	Supervisory Assistant	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	A1 41 weeks 6.5 hr week

<b>123</b>	Supervisory Assistant	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	<i>A1 41 weeks 6.5 hr week</i>
<b>124</b>	Supervisory Assistant	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	<i>A1 41 weeks 6.5 hr week</i>
<b>125</b>	Technician – Science	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>B1 41 weeks 37 hr week</i>
<b>126</b>	Technician – Arts/Technology	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>B1 41 weeks 37 hr week</i>
<b>127</b>	Parent Support Worker	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	<i>C3 52 weeks 37 hr week</i>
<b>128</b>	Play Leader	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	<i>C1 41 weeks 7.5 hr week</i>

**Staffing Totals at Capacity:**

<i>Staff Category</i>	<i>Category Total</i>
<i>Senior Leadership Team</i>	6
Middle Leaders (Teaching)	9
Middle Leaders (Support)	3
Teaching Staff	40
Learner Support	40
Administrative	8
Premises	3
Catering	9
Other	10
<b>ALL STAFF TOTAL</b>	<b>128</b>

## **Phased Staffing Growth:**

### **Pre opening to December 2014:**

The Executive Principal Designate (0.5 full time equivalent) will be in post from September 2014, however the preparation for the appointment process of the Principal Primary Phase Designate will commence in May 2014 by the Teaching Learning Foundation (TLF) of which the Executive Principal Designate is a member.

Other responsibilities at this stage will include working collaboratively with the Temple Learning Foundation (TLF), the Pre-Opening Development Team and Temple Newsam Learning Partnership Trust (TNLP Trust) to develop the vision, school improvement systems, consolidate curriculum planning, develop and secure partnerships, ensure a marketing and communication plan is in place and delivery commenced, all of which will be encompassed in short and medium term development plans.

The Executive Principal Designate along with the above teams have the expertise, capability, proven track records to ensure all monitoring systems in relation to education and progress, finance and human resource

### **January 2015 to August 2015:**

At this stage, the staffing will consist of:

- Executive Principal Designate (0.5fte)
- Principal of Primary Phase Designate(full time)
- Support of the Pre Opening Development Team (see hours allocated on F1a)

The Executive Principal Designate and Principal of Primary Phase, with the support of TLF and Pre Opening Development Team, will ensure appropriate staffing appointments have been made in readiness for the September opening.

They will have copious other responsibilities at this phase which will include safeguarding arrangements, pastoral delivery and community engagement.

### **June 2015 to August 2015:**

All appointments as detailed in post for September 2015, will commence employment between June, July and August.

Teaching staff appointments at this phase, consist of one mainscale teacher and one middle leader (Programme Leader) and will commence as soon as possible during this period. The responsibilities during this phase will be to work with the Executive Principal Designate and Primary Principal to ensure the academy is ready open in September in terms of the cross-curricular curriculum for Reception and further curriculum planning.

Pastoral Appointments will be in post to ensure all strategic and operational pastoral and guidance systems are in place and implicit.

### **Administration and Finance staffing:**

The administrator/receptionist will be appointed in June – August ready for September 2015 and will be supported during the initial phasing through a service level agreement which has been costed in the finance model for the first three years initially to provide support to the administration, HR and business requirements of the Academy. Service level agreements and services for HR payroll and pension will be sourced and are costed into the financial model.

This will be provided from TNLP Trust to ensure academy administration, HR and finance system and accountability models are in place. Currently all schools within the TNLP Partnership hold service level agreements with the Trust for these services.

**Site staff :**

Support will also be provided by the TNLP Trust.

**Catering Manager:**

This post is key to the academy and commence in June 2015. The academy will provide a service to its learners and the community provision ie in relation to meals, ensuring nutritional standards are met and to give an understanding of nutrition and healthy life-style choices.

**September 2015:**

At opening in September 2015, the number of learners on roll will be 60 children of Reception age.

The staffing levels at this stage will consist of (all staff are full time unless stated :

- Executive Principal (0.5full time equivalent)
- Principal of Primary Phase
- Programme Leader (teacher with curriculum responsibility)
- Teacher
- Head of Guild (pastoral care, mentor and parent liaison) - non-teacher
- Three Learning Support Assistants, one who may be supporting SEN/ complex need
- Receptionist/Administrator
- Site Assistant
- Catering Manager
- Catering Assistant (part time)
- Play Leader (part time)

**September 2016 onwards:**

The staffing structure identifies the phasing of roles against learner intake to the academy.

In September 2022, the staffing structure shows the consolidation of its staffing compliment.

**Contractual:**

The Academy staff will have contracts in place to meet the needs of the learners and community and this is reflected in terms of 41 week contracts, full time all year round contracts. The salary levels have taken this in to consideration and set appropriate remuneration and grading levels.

## Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	72		120%	60	86		143%
<b>Year 1</b>					60	72		120%
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>					120	129		108%
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>								

### Evidence of need obtained through extensive consultation process:

As can be seen from the table above we have acquired indications of solid and increasing demand at around 120% of capacity for the primary phase provision and around 140% of capacity for the secondary phase provision.

## Section E: Evidence of need – part 2

### Section E1:

The evidence of need and sustainable demand for the Academy which underlines the 234 preferences for Reception, Year 1 and Year 2 in 2015, 2016 and 2017 along with 253 for Year 7 and Year 8 places in 2016 and 2017 will be fully explored through an analysis in three sections.

#### 1 Evidence of a shortage of places - demand and supply for Primary and Secondary places:

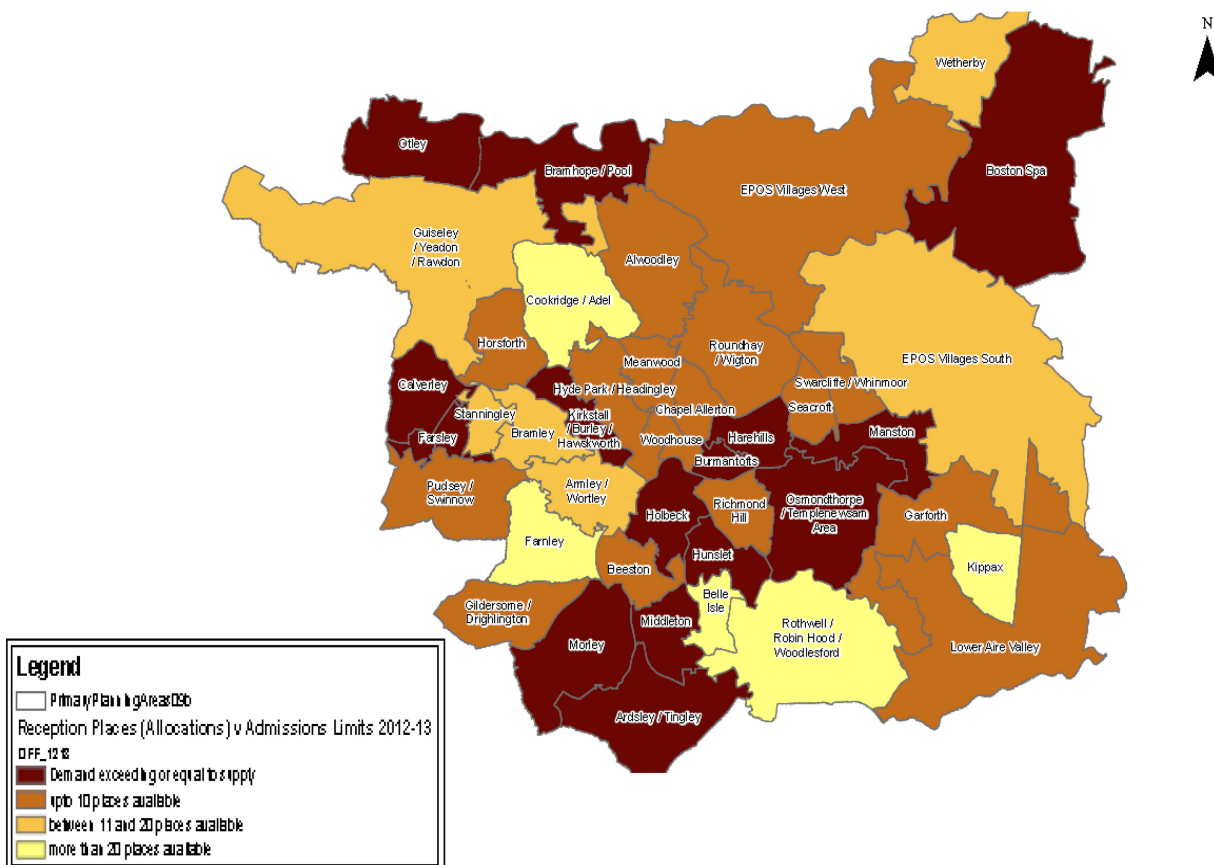
##### a) Supply and demand for primary and secondary school places at a City level:

- Live births have been above 10,000 for three consecutive years.
- In addition to the increasing birth rate, the City's Core Strategy group anticipates that 70,000 new homes will be built in Leeds by 2026.
- Birth rates and new build will lead to requirement of the equivalent of 42 new 2FE primary schools and 6 new 8FE secondary schools to be built to accommodate such numbers. The total estimate for the number of places required is £474m.

##### b) Supply and demand for primary and secondary places at a local level:

There are currently no surplus places within the Osmondthorpe and Temple Newsam Area and an increasing demand both from within the area and from the surrounding areas of Burmantoft, Harehills, Hunslet and Manston. There is a potential drift from Richmond Hill to high quality provision within the Temple Newsam area.

The map below indicates the current position, showing the distribution of demand for new school places in Leeds. *Source: Leeds City Council Admissions and Planning Team*



**Table 1:** Current Distribution of Learners between Birth and Year 11 for Inner East (Burmantoft and Richmond Hill, Gipton and Harehills and Killingbeck and Seacroft)

Source: Leeds City

Age Range:	Current Total Number of Children in Burmantoft and Richmond Hill:	Current Total Number of Children in Gipton and Harehills:	Current Total Number of Children in Killingbeck and Seacroft:	Year of Opening of New Primary Phase Provision:	Year of Opening of New Secondary Phase Provision:	
0 – 1	581	620	381	2017	2025	
1 – 2	597	604	398	2016	2024	
2 – 3	535	566	378	2015	2023	
3 – 4	511	621	413		2022	
4 – 5	520	576	367		2021	
Reception	379	586	356		2020	
Year 1	396	530	336		2019	
Year 2	336	521	322		2018	
Year 3	313	522	310		2017	
Year 4	314	474	330		2016	
Year 5	290	491	307		2015	
Average year on year increase over a 10 year period	29.1	12.9	7.4			

From the above table it can be seen that between 2016 and 2020 there is a clear trend of expected growth in demand for places for both primary and secondary phases by 29 places per year in the Burmantoft and Richmond Hill area, 12 places per year in the Gipton and Harehills area and 7 places in Killingbeck and Seacroft area.

#### **Demand for secondary places:**

There is an average requirement for 29 additional secondary places per year from 2016 onwards in the Burmantoft and Richmond Hill area; 13 secondary places per year from 2016 onwards in the Gipton and Harehills area and 7 secondary places per year from 2016 onwards in the Killingbeck and Seacroft area.

This suggests that there is a minimum current unmet demand of 49 new places per year from within these areas before any additional requirement is created by planned new house building being taken into account.



**Table 2: The Local Authority Year 7 Census Projection**  
*Source: Leeds City Council and Planning Team*

Year:	Excess Demand for Year 7 Secondary Places in the Inner East Area:	Excess Demand for Year 7 Secondary Places in the Outer East Area:	Excess Demand for Year 7 Secondary Places in the Temple Newsam Ward:	Excess Demand for Year 7 Secondary Places in the Cross Gates and Whinmoor Wards:	Excess Demand for Year 7 Secondary Places in the Garforth and Swillington Wards:	Excess Demand for Year 7 Secondary Places in the Kippax and Methley Wards:
2014/2015	41	82	44	26	14	-4
2015/2016	66	123	47	25	63	-12
2016/2017	133	134	65	34	44	-9
2017/2018	140	218	84	49	64	20

This table shows that there is a significant increase in demand within the Inner East and Outer East areas.

### **Demand for Primary Places:**

The demand for places in a primary setting both inside of Temple Newsam and in the surrounding wards is outlined in Table 3.

**Table 3: Birth Rates in and around the Temple Newsam Area:**  
*Source: Leeds City Council and Planning Team*

Year Born	2008/09	2009/10	2010/11	2011/12	2012/13
Reception Year	Sep-13	Sep-14	Sep-15	Sep-16	Sep-17
Burmantofts	263	257	228	269	244
Garforth	116	139	123	145	120
Harehills	673	756	713	779	733
Manston	125	122	115	109	129
Osmondthorpe/Temple Newsam Area	311	321	304	302	314
Richmond Hill	240	219	219	219	236
Seacroft	222	266	232	253	267

From the table above it can be seen that there is a significant growth in demand for primary school places in the Osmondthorpe/Temple Newsam and surrounding areas from 2015 onwards. Corpus Christi Primary School has 45 places per year and Meadowfield Primary School has 60 places per year and therefore when taking the growth and limited provision within the area that currently exists, the Academy's 60 place primary provision is sustainable.

The evidence from this section shows that there is a sustainable demand for 60 Academy Reception places from 2015 onwards.

### **c) Planned Housing developments and the increase in demand for school places:**

On top of the increased birth rates there are also planned housing developments in and around the borders of the Temple Newsam area which include the following developments which are outlined in the map below:

- Three sites which will open between 2020 and 2025 within the Academy's catchment area of Osmondthorpe and Halton Moor. Two sites have been given permission to develop 75 houses developed which would increase demand for primary and secondary places by 19 primary and 7 secondary learners.
- Two sites in Manston and Pendas Field will open between the years of 2015 to 2025 which will place additional demand on the Temple Newsam area for secondary and primary school places. There will be 808 houses developed which would increase demand for school places by 203 Primary and 81 Secondary learners.

- The Seacroft Hospital development would accommodate 530 houses, which would increase demand for school places by 133 primary and 53 secondary learners.
- The Crossgate development would accommodate 192 houses, which would increase demand for secondary school places by 19 learners.

**d) Summary of evidence of sustainable demand for places in the Temple Learning Academy:**

The primary demand for 60 places a year from Reception through to Year 6 and the Secondary demand for a minimum of 120 places a year from Year 7 through to Year 11 is provable through:

- Existing inability to meet the demand for first choice places within the Temple Newsam area;
- The increasing birth rate within Temple Newsam and the surrounding areas; and
- The proposed increase in housing within Temple Newsam and the surrounding areas.

The roll of admissions over the time period of 2015 and 2027 can be found within the main part of the application on page 64.

In addition, Temple Learning Academy would provide Nursery Care for 0 to 4 year olds with a specific focus on vulnerable 2 year olds.

The demand for provision is also evidence in Table 5, showing 444 0 to 2 year olds that are currently present within the local community and is also supported by the Local Authority's identification of a significant lack of places for vulnerable 2 year olds.

In addition, from our questionnaires which we used to establish a viable and sustainable demand for the Academy we identified that:

- 61 parents did not think there is currently sufficient child care for under 5's; and
- 65 parents identified that they didn't think there is currently sufficient childcare for 2 year old in particular.

**2 Evidence of low educational standards:**

The educational standards of local schools are summarised in the Primary and Secondary provider sections outlined below.

**a) Primary providers:**

**Table 4:** Current Primary School Ofsted Grading and Standards Data for 2012  
*Source: Ofsted Website and Dashboards*

<b>Area:</b>	<b>School Name:</b>	<b>Current Ofsted Grading:</b>	<b>Data:</b>
Osmondthorpe, Wykebeck and Halton Moor	Corpus Christi Primary School	3 (January 2013)	<b>Key Stage 1:</b> Reading - 83% level 2 or above Writing – 65% level 2 or above Maths - 79% level 2 or above <b>Key Stage 2:</b> English – 87% level 4 or above Reading – 94% level 4 or above Writing – 72% level 4 or above Maths – 94% level 4 or above English Expected Progress – 96% Maths Expected Progress – 98%
	Meadowfield Primary School	2 (March 2013)	<b>Key Stage 1:</b> Reading - 64% level 2 or above Writing – 55% level 2 or above Maths - 72% level 2 or above <b>Key Stage 2:</b> English – 83% level 4 or above

Area:	School Name:	Current Ofsted Grading:	Data:
			Reading – 83% level 4 or above Writing – 76% level 4 or above Maths – 54% level 4 or above English Expected Progress – 100% Maths Expected Progress – 84%
Temple Newsam, Whitkirk, Colton and Austhorpe	Temple Newsam Primary School	2 (March 2012)	<b>Key Stage 1:</b> Reading - 79% level 2 or above Writing – 82% level 2 or above Maths - 84% level 2 or above <b>Key Stage 2:</b> English – 89% level 4 or above Reading – 84% level 4 or above Writing – 87% level 4 or above Maths – 77% level 4 or above English Expected Progress – 87% Maths Expected Progress – 79%
	Whitkirk Primary School	2 (January 2012)	<b>Key Stage 1:</b> Reading - 82% level 2 or above Writing – 80% level 2 or above Maths - 89% level 2 or above <b>Key Stage 2:</b> English – 76% level 4 or above Reading – 86% level 4 or above Writing – 67% level 4 or above Maths – 67% level 4 or above English Expected Progress – 93% Maths Expected Progress – 76%
	Colton Primary School	1 (September 2012)	<b>Key Stage 1:</b> Reading - 100% level 2 or above Writing – 100% level 2 or above Maths - 96% level 2 or above <b>Key Stage 2:</b> English – 91% level 4 or above Reading – 91% level 4 or above Writing – 91% level 4 or above Maths – 100% level 4 or above English Expected Progress – 100% Maths Expected Progress – 100%
	Austhorpe Primary School	2 (March 2011)	<b>Key Stage 1:</b> Reading - 100% level 2 or above Writing – 97% level 2 or above Maths - 100% level 2 or above <b>Key Stage 2:</b> English – 86% level 4 or above Reading – 93% level 4 or above Writing – 86% level 4 or above Maths – 93% level 4 or above English Expected Progress – 89% Maths Expected Progress – 100%

This table indicates that there is a lack of choice for local parents to access good quality primary provision within the immediate area of Osmondthorpe, Wykebeck and Halton Moor as only one school, Meadowfield Primary School, is currently graded as good. The remaining schools, which are part of the Temple Newsam Learning Partnership Trust, are all currently graded as good or outstanding and all have significant waiting lists.

The Academy's aspirational Early Years and KS2 targets which at a minimum will meet national average levels of attainment along with its total commitment to achieve the highest of standards in

all aspects of Academy life means that it offers local families with primary aged children a high quality choice of provision .

**b) Secondary providers:**

**Table 5:** Current Secondary School Ofsted Grading and Standards Data for 2012

Area:	School Name:	Current Ofsted Grading:	Data:
Osmondthorpe, Wykebeck and Halton Moor	Corpus Christi College	3 (June 2013)	5 A* to C including English and Maths – 49% 3 LOP English – 50% 3 LOP Maths – 64%
	Temple Moor High School	2 (March 2013)	5 A* to C including English and Maths – 65% 3 LOP English – 80% 3 LOP Maths – 73%
Manston and Seacroft	John Smeaton High School	4 (May 2012)	5 A* to C including English and Maths – 40% 3 LOP English – 50% 3 LOP Maths – 50%
	E-ACT East Academy	4 (June 2013)	5 A* to C including English and Maths – 39% 3 LOP English – 52% 3 LOP Maths – 58%
	DYCA	2 (May 2012)	5 A* to C including English and Maths – 50% 3 LOP English – 58% 3 LOP Maths – 48%
Inner East – Burmantofts and Harehills	Co-operative Academy	Is awaiting first Ofsted inspection	5 A* to C including English and Maths – 34% 3 LOP English – 51% 3 LOP Maths – 56%

This table shows that there is a significant lack of choice for parents from five ward areas to access good or better quality secondary provision and when placed in conjunction with the Academy’s aspirational KS4 targets.

**3 Evidence of demand from parents and the community:**

Through a continuing series of consultations described in further detail in Section E2 – Successful Engagement with the Community, it can be seen that the demand for primary phase and secondary phase places within the all-through Temple Learning Academy meets the criteria of being specific; committed and viable.

**a) Specific:**

Parents within the local community have had the right information and opportunities to explore and question the proposal through leaflets, newsletters, public meetings and questionnaires. Events were publicised using flyers, texts, Twitter, Facebook, and word of mouth via parent/carer volunteers, posters, newsletters and websites. Information was made accessible in a range of formats and was hand delivered by outreach workers where appropriate (see Appendix for examples of flyers, questionnaires and other information distributed to the community).

A total of 5,000 consultation documents were circulated. All active partners that are involved with Temple Learning Newsam Learning Partnership Trust were given the opportunity to provide feedback. These included Children’s Social Work Service, Housing, Youth Services, Museums and Galleries, YOS, Nacro YIP, Attendance team, Governors, Job Centre Plus, Homestart, Learners’ Centres, Health, Local Businesses, Local Councillors, the Local Authority, YMCA, local community groups e.g. H20 residents association, members of the local community.

Initial questionnaire; notice of community based meetings; information leaflet - Next Steps Vision and Consultation; questionnaires 2 and 3; and external third party survey of demand for the all through school are documents that were shared with the community.

**b) Committed:**

As a direct result of circulating 5,000 consultation documents; conducting 3 public meeting and directly surveying 561 parents who live within LS9, LS14 and LS15:

- 72 parents said the Academy would be their first choice for a Reception place in 2015;
- 86 parents said the Academy would be their first choice for a Reception place in 2016;
- 76 parents said the Academy would be their first choice for a Reception place in 2017;
- 129 parents said the Academy would be their first choice for a Year 7 place in 2016; and
- 124 parents said the Academy would be their first choice for a Year 7 place in 2017.

**c) Viable:**

The parents who have expressed interest in enrolling within the Academy's Reception group for September 2015, September 2016 and September 2017 all live in a close proximity to proposed site of the Academy. This can be seen from the post code analysis which is correlated to the local geographical area outlined in the map below.

**POSTCODES OF PARENTS WHO WOULD CHOOSE TEMPLE LEARNING ACADEMY AS THEIR FIRST CHOICE FOR RECEPTION IN 2015, 2016 AND 2017:  
Proposed Sites:**



The parents who have expressed interest in enrolling within the Academy's Year 7 group for September 2016 and September 2017 all live in a close proximity to proposed site of the Academy. This can be seen from the post code analysis which is correlated to the local geographical area outlined in the map below.



Parental comments made through responses to questionnaires; at public meetings and when directly surveyed showed that they were committed to the Academy:



In a meeting with a local Councillor on the 18<sup>th</sup> November 2013 they stated that they were reassured that there was a business enterprise and vocational element throughout the Academy's curriculum and especially in the preparation for 11 to 16 olds to be ready to meet the needs of the emerging local, city wide as well the regional job market. The Councillor expressed support for the Free School application.

**Summary:**

There is primary data that shows that families want to send their children to the Academy and are willing to make it their first choice in terms of both primary and secondary phases of learning. The data gained through working with the Local Authority in terms of increased birth rates and future new build areas shows that the Academy meets the city's strategic needs for educational provision from 2015 onwards.

## Section E2: Successful engagement with the local community

Within this section we show how we have proved that the 1020 place Temple Learning Academy is both welcome and sustainable through successfully engaging with a high proportion and cross section of the community and being able to adapt our proposal to meet the emerging needs expressed by the community.

To outline this process fully eight themes will be developed.

### Methodology of engagement:

The regular consultation of all community groups is embedded as good practice in the work of Temple Newsam Learning Partnership Trust Co-operative Trust (TNLP) as the partnership is led by its members, who are involved at every stage of decision-making. Consultation is conducted on a termly basis with all member groups including learners and young people, parents and carers, community groups and staff.

TNLP was, therefore, able to use existing mechanisms and networks to take soundings and research the basis for the specific proposal to establish a new Free School to serve the local community. However, to ensure that there was not any unintentional bias built in to any of the research outcomes a third party market research company PDQI Ltd was contracted to undertake an independent survey to firmly establish the demand for places at the Academy.

### Stage 1 – The initial questionnaire:

- 5000 Parent/Carer voice questionnaires were circulated across 8 TNLP Co-operative Trust schools and partner agencies in early October 2013 (see appendix Consultation: Parents and Carers).
- Surveys were distributed to every child and family within the community.

### Survey results:

A total of 210 copies of the survey were completed and returned - around 4% of those distributed. The majority were completed by parents and carers in the Halton Moor and Osmondthorpe neighbourhood.

A consultation report was collated which highlighted the main findings.

In general, it was clear that the local community believe that a number of important services are missing and a lack of choice exists in the following areas:

- Schools – 48 parents and carers, which is 23% of those, consulted felt that there was not enough choice for schools in the local area. 40% of those consulted did not get their first choice of primary or secondary school and/or had to be placed on a waiting list.
- Breakfast clubs – 63 parents and carers, which is 30% of those consulted, felt that there are not enough breakfast club places available in the local area.
- Community cafe – 57 parents and carers which is 27% of those consulted felt that a community cafe is required in the local community
- Under 5 childcare – 61 parents and carers which is 29% of those consulted felt that there wasn't enough provision in the area
- Weekend provision - 95 parents and carers which is 45% of those consulted felt that activities and services should also be offered at the weekend, 70 parents did not
- Adult learning – 57 parents and carers which is 27% of those consulted felt that there needs to be more local opportunities for adult learning.
- Before and after school provision – 97 parents and carers, which is 46% felt that current arrangements do not meet the needs of the community

- Leisure and sports facilities - 115 parents and carers, which is 55% of those consulted, felt that leisure and sports facilities, including swimming are lacking in the local area.

In addition to consultation feedback from parents and carers, the TNLP Trust is also aware that due to an increase in birth rates and local housing developments there will be a lack of primary school places in the near future.

This initial survey results highlighted that 35 families (17%) had not been able to access their first choice of primary school. We anticipate that this number will dramatically increase over the coming years. TNLP Trust wishes to respond with the establishment of a new all-through free school in the local area.

The Academy would be committed to the Co-operative ethos, which the local community already value highly (equality, equity, social responsibility, empowerment, ownership, self help, self responsibility, solidarity, honesty, openness, caring for others).

### **Stage 2 – Consultation Meeting Feedback:**

Following the initial survey, the TNLP Trust wanted to consult in greater depth about the proposed free school development and three local events were organised to gather further information.

These events took place at a variety of settings: a local learning centre; a one-stop centre and a community venue. The sessions were arranged at different times to accommodate as many people as possible e.g. after school/work, during the school day and on a weekend. Events were publicised using flyers, texts, Twitter, Facebook, word of mouth via parent/carer volunteers, posters, newsletters and websites. Information was made accessible in range of formats and was hand delivered by outreach workers where appropriate (see appendix including flyers, website info). The publicity was circulated and visible in local community centres including local shops, schools, learning centres, GP surgeries, churches, libraries, health centres, local businesses, community venues, childcare facilities, nurseries.

At each of these events additional information was provided about the vision. Attendees were given time to discuss, debate, contribute to plans and indicate whether or not they were in support of the free school.

In total 35 members of the community attended the three sessions, which were held on 12<sup>th</sup> and 16<sup>th</sup> November 2013. The sessions were led by a representative of TNLP Trust and a community advocate. Local community volunteers were present to encourage participation and ensure those who do not normally have a voice were heard and encouraged to participate. Most of the people who attended the events have learners attending a school or learning centre in the TNLP Trust. They were from a cross section of the local community although most were white British. This reflects the local community (89% of learners attending TNLP schools are white British). The discussions allowed TNLP to review its vision and local priorities based on feedback gathered directly from parents and carers and other community stakeholders.

Comments included:



### **Stage 3 – Feedback from the Second Questionnaire:**

The TNLP Trust produced a “Next Steps Vision and Consultation” document to support consultation at the three meetings and these documents were also circulated to the same 5000



families as detailed above. As it was not convenient for everyone to attend a community event copies of the Next Steps document were circulated by post and via e-mail.

This literature provided more information on local priorities, details about what a free school is and what the partnership would like to do next in relation to its vision in partnership with local people. Young people were asked to respond using this document as well as staff, partners, local community, parents/carers and governors.

All active partners that are involved with the TNLP Trust were invited to provide feedback. These include:

- Learners' Social Work Service
- Youth Services
- YOS, Nacro YIP
- Governors
- Homestart and Learners' Centres
- Local businesses
- Local Authority Strategic Planning Team
- Local residents
- Housing
- Museums and Galleries
- Attendance team
- Job Centre Plus
- Health workers
- Local Councillors
- YMCA

All members of operational and strategic partnership groups e.g. Guidance and Support also received an e-mail signposting to the consultation and offering an opportunity to be involved in the free school events.

We received 82 completed feedback forms in total. The majority of responses were made by parents, carers and members of staff from the Halton Moor and Osmondthorpe neighbourhood which is where we hope the free school will be sited.

- 72 members of the community (88% of those consulted) agreed that there should be more choice for parents and carers in the area.
- 49% felt that the TNLP Trust should look into all through provision, as there is a need for more choice in regards to both Primary Schools and High Schools.
- 66% of those consulted indicated that they were in support of the TNLP Trust exploring the possibility of setting up a new school, with 27% wanting to know more before making a decision and only 7% not in support of it.
- 87% of those consulted agree with the Vision and 88% believe it meets the needs of the community.
- 44% of those consulted indicated that they would consider the free school as an option for their learners, with 45% wanting to know more first.
- 33% would choose the TNLP Trust free school as their first choice as long as it met all their needs and an additional 16% indicated that they may choose it as a first choice once they had more specific information about the school.

In addition, consultations were conducted with the Local Authority Admission and Strategic Planning teams. Through these consultations we were able to establish birth rates and the potential increases in demand arising out of planned housing developments. From this consultation it was established that there was a significant demand for Reception and Year 7 places that would equate to a sustainable yearly role of 60 places within the primary phase and 120 places within the secondary phase of the Academy.

#### **Stage 4 – Third Questionnaire and Survey to establish whether the local community would make the Academy their first choice of Provider:**

A further 5000 questionnaires were distributed throughout the community with the specific question of whether they would choose the Academy as their first choice for a Reception place

and for a Year 7 place along with a number of personal face to face surveys that were conducted by TNLP Trust key workers.

The outcomes from this stage of the consultative process were:

- 72 parents indicated that the Academy would be their first choice as their primary phase provider; and
- 124 parents indicated that the Academy would be their first choice as their primary phase provider.

### **Stage 5 – Third Party Independent Survey:**

To ensure that the demand for primary school and secondary school places was sustainable and without bias a third party marketing company PDIQ was commissioned to undertake a survey of the local community.

PDIQ conducted 561 face to face interviews within the LS9 area which had a close proximity the proposed Academy site. These areas included East End Park, Richmond Hill, Burmantofts, Harehills, Osmondthorpe, Halton and the Torre Road Area.

The findings from these interviews are:

- 246 parents had a single child
- 315 parents had two children aged between 0 and 9
- 213 parents did not get their first choice of school
- 291 parents were concerned that they may not get the school they really wanted
- 62%, 349 parents, of those interviewed stated that they would make the Academy their first choice of school
- 165 of the 349 parents stated they would use the Academy to meet all their primary and secondary learning needs which equates at least 300 learners.

A copy of PDIQ presentation on their findings can be found in Annex B.

By combining the post code information from all stages of the consultation process to ensure no double counting occurs we established that the sustainable demand for places at the Academy is as follows:

<b>Year Group</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Reception</b>	72	86	76
<b>Year 1</b>		72	86
<b>Year 2</b>			72
<b>Year 7</b>		129	124
<b>Year 8</b>			129

### **What changed as a result of the consultation process:**

Firstly and most important, the proposal developed firmly into a vision for a single all-through school, reflecting the issues of basic need for school places and the continuity of learning and support that were expressed by the local community.

Secondly, the consultation, together with other data from research into the local demographics and likely growth in population served to confirm the case for a larger and more sustainable school, with two forms of entry at the primary phase and four forms of entry for the secondary phase of provision.

Thirdly, the final two stages of the consultation process showed that there was a sustainable demand for both the primary and secondary elements of the Academy by focusing on post code of the parent and child as well as their current age. The final independent stage showed that the data collected by the TNLP Trust was not biased.

Finally, community support was so strong for the Academy that seventeen members of the community expressed an interest in being on the governing body for the new school. Not only is our local community vocal in expressing support as consumers for our Academy but there are already the seeds of real engagement in helping to set the agenda for “Ambition for Change”.

Learners and young people within the Trust were consulted through their joint Schools Council in December 2013 and received the proposal positively and with interest. They also expressed an interest in hearing more about the developments at future Trust School Council meetings.

**Conclusion as to viability of the Academy:**

The consultation process clearly shows that not only is there a need for the Temple Learning Academy within the community but there is also a real sustainable demand for places within both the primary and secondary phases by that community. Therefore, the 1020 place all through Temple Learning Academy is viable both in the short and the long term.

## Section F: Capacity and capability

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

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	5 *0.5 fe
██████████	Y	██████████	██████████	2
██████████	Y	██████████	██████████	2
██████████	Y	██████████	██████████	2
██████████	Y	██████████	██████████	2
██████████	Y	██████████	██████████	2
██████████	Y	██████████	██████████	20
██████████	Y	██████████	██████████	20

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

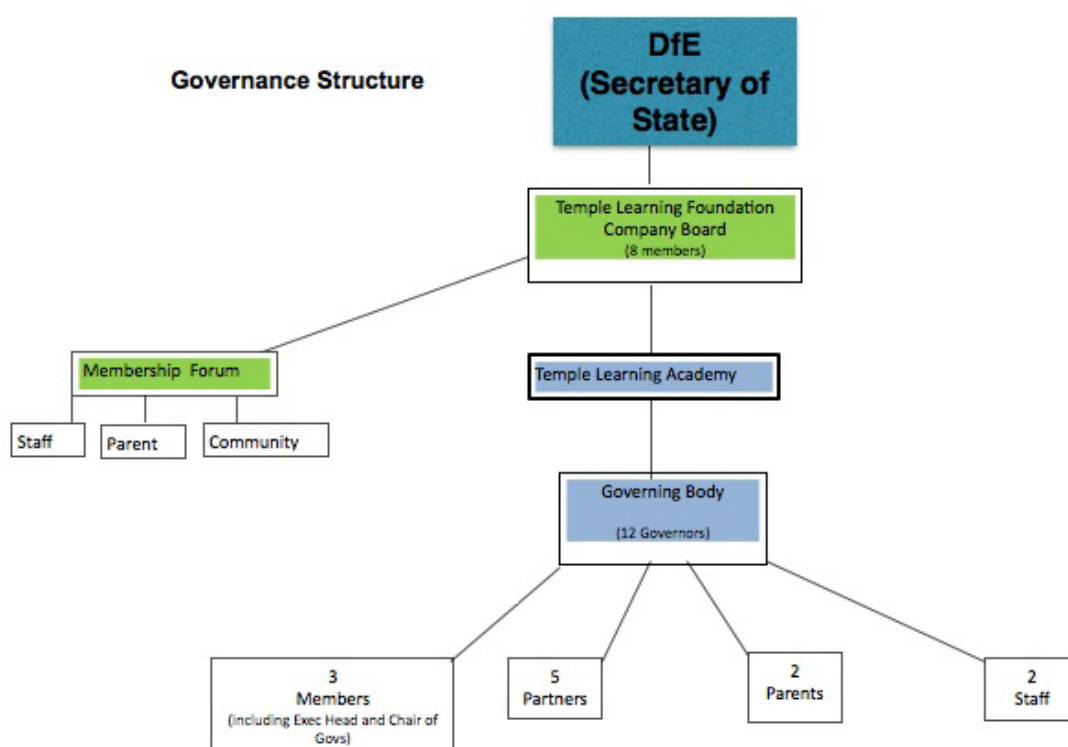
Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Independent financial auditing	Buy in auditing service and support via service level agreement/contract with the local authority or other external auditor. The SLA/contract will be bespoke to the needs of the academy and meet the required legal requirements Funded from pre-opening grant.
HR Services ie payroll	Payroll and additional HR support regarding contracts and pensions will be accessed through a service level agreement with the local authority who have experience of supporting free schools in the area of HR and in particular contracts, payroll and pensions or research outsourcing with HR Service. The SLA/contract will be bespoke to the needs of the academy and meet all statutory, legal requirements Funded from pre-opening grant.
Legal	A service level agreement/contract with an Academy specialist legal provider to encompass all legal requirements. Funding from pre-opening grant.
Curriculum Development and resource management	Buy in expertise within educational expertise ;TNLP Trust schools and established Educational Partnerships ie Yorkshire and Humberside Learning Partnership, Leeds Cooperative Schools Network. Early appointment of Executive Principal Designate and Principal of Primary Designate.
HR and school policies, procedures, recruitment and selection	Utilise expertise within the Pre- opening Development Team and access support from TNLP Trust and its Development Team (see hours already allocated) plus addition expertise from outsourcing/SLA and employ temporary skilled administrative staff. Funding from pre-opening grant.
Free School Expertise	Cooperative College and New Schools Network. Funding from pre-opening grant.
Engaging with community and community consultation expertise	Access expertise from Extended Services Cluster Team (TNLP Trust). Appoint temporary staff to back fill. Funding from pre-opening grant
Governance legislation and expertise	Access expertise from New Schools Network, TNLP Trust Governor Support Leader. Appoint temporary administrative staff to back fill. Funding from pre-opening grant.
Administrative support	Appoint experienced high level administrator to support the Pre-opening development team. Funding from pre-opening grant.

## Section F2 – Accountability and decision making (post opening)

### Governance structure

A diagram outlining the proposed governance structure for the Temple Learning Foundation and Temple Learning Academy is shown below. The proposed structure is in line with accepted academy trust models and the Academies Financial Handbook. The structure is also as stipulated within the Articles of Association for the Temple Learning Foundation and registered with Companies House on formation of the company with limited guarantee in December 2013.



Note: Chair of Governors and Executive Head Trustees of Temple Newsam Learning Partnership, A Co-operative, Trust Board.

Through the structure as shown above there are clear lines of accountability with the Temple Learning Academy's senior leadership team and Executive Principal reporting directly into and being accountable to the schools Governing Body. In turn the Temple Learning Academy's Governing Body will report directly into and will be accountable to the Board of the Temple Learning Foundation, which will answer directly to the DfE.

Methods of escalation will exist via certain key roles holding positions within each level of the governance structure. The Executive Principal will be a governor on the Governing Body of the Temple Learning Academy. Likewise three Governors from the governing body will be members and sit on the board of the Temple Learning Foundation.

Additionally and in line with the co-operative values and principles outlined within the Articles of Association, a Membership Forum will be established with three members of the Forum representing staff, parents/carers and the community will be elected and sit on the Board as Members of the Temple Learning Foundation. This then allows a further process of escalation. The purpose and role of the Membership Forum is:

- to make recommendations to the Members / Governors in relation to the role of the Academy in the community;

- to make recommendations to the Members / Governors in relation to the exercise by the Governors of their powers of co-option;
- to perform such other functions as the Forum may be requested to perform from time to time by the Members / Governors.

**Roles and responsibilities of company Members, Governors, committees and the PrincipalMembers**

The Members are the eight individuals who created the Temple Learning Foundation Company and who are registered with Companies House and listed within Section A of this application. They will act as the decision makers for the Company in areas such as the appointment or removal of Members and Governors, amendments to the Articles, receiving annual accounts.

A key responsibility is the appointment of Governors to the Governing Body for when the school opens and on an on-going basis. Members will review and update the skills analysis of the Governing Body to ensure it has the right breadth of skills and experience to ensure the Temple Learning Academy meets its vision and delivers its targets in learners’ outcomes within agreed parameters e.g. financial budgets.

Members will also receive and agree key proposals, recommendations and reports. Members will not involve themselves in the role of the Governing Body but will be able to intervene where necessary i.e. appointing or dismissing Governors.

**Governors**

The Governing Body of the Temple Learning Academy will have legal responsibility for the strategic responsibility of the school. Governors are appointed by the Members and the Chair of the Governing Body will automatically become a Member on the Board of the Temple Learning Foundation. Two other Members will also be Governors, but Members will comprise less than half the total number of Governors.

It is proposed that the Governing Body will have a maximum of 12 Governors as follows:

- Three Members of the Board, including the Chair of the Governing Body and the Executive Principal.
- Two parents of children on the roll of the school.
- Two members of staff elected by staff.
- Five partners from organisations working with the Academy in order to help deliver the school’s vision, or to fill gaps identified within section F3 below.

Once the school has opened the full Governing Body will have responsibilities for setting the overall direction of the school to meet its vision, monitoring and evaluating performance and will determine and approve key policies. The full Governing body will meet at least once a term to consider matters set out in the provisional meeting schedule as below:

Autumn Term	Election of officers Receive report on exam results and review examination targets Consider draft School Development Plan and Self Evaluation updates Agree annual reports for parents, DfE, Companies House Receive reports from sub committees – see below Consider Auditors recommendations and review delegated responsibilities
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Spring Term	Agree School Development Plan Receive reports (from sub committees and departments as appropriate) Consider self evaluation updates Consider draft financial budget Review schedule of contracts, vendors and Service Level Agreements Review asset register and agree any changes Consider school prospectus for following academic year
Summer Term	Consider Key Stage and Extra Curricula reports Receive reports (from sub committees and departments as appropriate) Consider self evaluation updates Review risk register Review governance structures Agree financial budget for following year

Two sub committees will be established with delegated powers from the main Governing Body. These are:

- **Resources (Finance) Committee.** The Committee will be attended by at least three Governors, including the Chair of Governors plus the Executive Principal, a Deputy Principal, Business Manager, secretary and other relevant staff and partners as required. The Resources Committee will be responsible for the areas of finance, HR, CPD, premises and procurement.
- **Learning Committee.** The Committee will be attended by at least three Governors, including the Chair of Governors plus the Executive Principal, a Deputy Principal, all Assistant Principals and other staff and partners where relevant. The Learning Committee will be responsible for the areas of curriculum development, teaching and learning developments, pastoral policies and developments, attainment progress and data, attendance data and practices.

### **Executive Principal and Senior Leadership Team**

The role of the Executive Principal will be to provide professional leadership and management of the Temple Learning Academy via the schools Senior Leadership Team. Key powers and decision making will be delegated to the Executive Principal from the Governing Body. These powers will be as follows:

- Implementing agreed actions within the School Development Plan and monitoring progress.
- Reviewing staffing structures within agreed financial budgets.
- Recruitment of staff within agreed financial budgets.
- Approval of orders for goods and contracts for services within agreed financial limits.
- Actions to address premises and security developments.
- Actions to address Health and Safety legal requirements.

The school's Executive Principal and Senior Leadership Team will be held accountable for the school's performance against agreed key indicators.

### **Avoiding and minimizing conflict of interest and securing independent challenge**

- Section 110 of the Temple learning Foundation's Articles of Association state that any Governor who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Governor shall disclose that fact to the Governors as soon as he becomes aware of it.
- Governors must absent themselves from any discussions in which it is possible that a conflict will arise between his duty to act solely in the interests of the Academy Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).



- Personal financial interest is defined within sections 10 to 15 of the Articles of Association.
- Rigorous audit procedures will be implemented to ensure the requirements of the Articles of Association in this respect are adhered to. These will include financial controls to ensure high standards of probity are adhered to. This will include arrangements for signatories; order and invoice processing; seeking best value. The Chair of the Resources (Finance) Committee will be a Governor with significant financial management experience.

### **Managing potential conflicts of interest**

Following a review with all Members of the Temple Learning Foundation there are no potential conflicts of interest at the current time. This will continue to be monitored as the schools Governing Body develops and grows in the coming months.

Control measures will be implemented to ensure this is the case, including a documented register of business interests completed annually by all Governors and a standing item at each meeting of Governors.

### F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1

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

Skills/experience missing	How you plan to fill the gap
Business Community – provide expertise of merging business skills with a service industry environment ensuring best value for money leads to best quality outcomes.	Through existing links via partners in the Temple Newsam Learning Partnership Trust, initial discussions have started with [REDACTED].
Business Community – provide expertise of merging business skills with a service industry environment ensuring best value for money leads to best quality outcomes.	Through existing links via partners in the Temple Newsam Learning Partnership Trust, initial discussions have started with [REDACTED].
Arts/Cultural Community – provide expertise in insuring that the Academy’s enrichment programme empowers young people and their families to break long standing cycles of under achievement and lost opportunity.	Through existing links via partners in the Temple Newsam Learning Partnership Trust, initial discussions have started with [REDACTED].
Arts/Cultural Community – provide expertise in insuring that the Academy’s enrichment programme empowers young people and their families to break long standing cycles of under achievement and lost opportunity.	Through existing links via partners in the Temple Newsam Learning Partnership Trust, initial discussions have started with [REDACTED].
Local Community – representing the views of local community organisations.	Representatives of local community organisations such as [REDACTED] all of whom have expressed an interest in becoming Governors of the Academy, would be proposed for election through the Academy’s Membership Forum.
Parent Governor x 2 representing the views of families within the	Through the Academy consultation process 17 potential parents have expressed a desire to be directly involved in the development and running of the academy. An

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Academy	election process will take place via the Academy's Membership Forum.
Staff Governor x 2 representing the views of families within the Academy	The plan is to elect through the Academy's Membership Forum one member of staff per year over the first two years of opening.

## Section F4: Recruiting a High Quality Principal

### Introduction:

#### Identifying a high quality Principal

The Temple Learning Foundation (TLF) membership explored the need for an experienced Principal to be able to quickly and effectively lead the Academy in establishing its vision, ethos and values. The ability to form effective teams was also identified as a key element in selecting the Principal. They were also mindful of the need of leadership to be able to develop effectively both the Academy's primary and secondary phases of learning within a short time frame.

In establishing the post, the TFL have used due diligence in the recruiting of a high quality Executive Principal Designate.

#### The purpose of the role:

Responsibility for the professional leadership, strategic vision and management of Temple Learning Academy whilst ensuring the Academy's aims are implemented in accordance with the policies of the Governing Body. Central to this post is the provision of strategic and operational leadership: that leadership should be both challenging and supportive; should be forward looking; should require operational effectiveness and efficiency; should encourage a unity of purpose; should contribute to the creation of a positive environment in which staff can gain professional satisfaction and learners flourish and should promote a culture which encourages the enhancement of learning and achievement across the whole community.

#### Key assessment criteria for Executive Principal:

##### Accountable to:

The Temple Learning Foundation and the Temple Learning Academy Governing Body.

##### Leadership:

- Develop a shared vision, which inspires and motivates learners, staff and all other members of the Academy community.

##### Strategic Direction and Shaping the Future:

- Ensure the vision for the Temple Learning Academy is clearly articulated, shared, understood and acted upon by all staff.
- Work with the Governing Body and senior leadership team to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement

##### Teaching and Learning:

- Create an ethos, and provide educational vision and direction which secures effective teaching, successful learning and achievement by all learners and sustained development in their intellectual, spiritual, moral, cultural and physical growth.

##### Managing the Organisation and Resources:

- Create a structure which reflects the Academy's values and enables the supporting systems, structures and processes to work effectively in line with legal requirements.
- Produce and implement clear, evidence-based improvement plans and policies for development of the Academy.
- Manage the setting of annual performance targets of senior managers and review progress against them in line with the Academy's aims and policy and procedures.

- Oversee the management of a robust performance management framework in line with the Academy's aims and policies and procedures.
- Manage and organise the Academy environment effectively.
- Ensure value for money of all resources.
- Deploy and manage the Academy's financial and human resources efficiently and effectively to achieve the Academy's educational goals and priorities in line with strategic plans and financial context.
- Recruit, deploy and develop all staff effectively in order to improve the quality of education provided.

#### **Leading and Managing Staff:**

- Lead, motivate, support, challenge and develop staff to secure improvement.
- Ensure that all staff are engaged with key priorities and the development of the Academy's aims and objectives, through effective communication

#### **Community and Partnerships:**

- Act at all times as an ambassador for the Academy in a manner which upholds its values and ethos
- Build an Academy culture and curriculum which takes account of the richness and diversity of the Academy's communities.
- Develop and sustain community-based learning experiences.
- Work in partnership with the TNLP Trust Extended Services Cluster Team to support families in the community.
- Collaborate with other agencies in providing for the intellectual, spiritual, moral, cultural, physical, social and emotional well-being of learners and their families.
- Co-operate and work with relevant agencies to protect children.
- Create effective partnerships with parents, carers and the community to support and improve all learners' achievement and personal development.
- Collaborate and contribute to develop, by sharing effective practice, partnerships with other schools and learning environments.
- Develop and sustain opportunities to involve parents and carers, community members, business or other organisations into the Academy to enhance and enrich its value to the wider community.

#### **Skills and Attributes:**

- Strategic thinker
- Ability to articulate the vision and values of the Academy ensuring both are translated to all stakeholders.
- Possessor of an educational vision
- Commitment to enhancing provision and raising attainment in collaboration with the community as a whole
- Ability to demonstrate commitment to extra-curricular enrichment
- The ability to lead and motivate and develop all staff
- The ability to collaborate with other agencies to support the all learners and their families.
- The ability to think creatively in order to stimulate innovation and secure future success of the Academy

**The key assessment criteria were met in the following ways:**

**a) Qualifications:**

The Executive Principal Designate ( [REDACTED] ) [REDACTED]

**b) Experience:**

The Executive Principal Designate has been [REDACTED]

The Executive Principal Designate [REDACTED]

The Executive Principal Designate [REDACTED]

The Executive Principal Designate [REDACTED]

**c) Personal Characteristics:**

The Executive Principal Designate [REDACTED]

[REDACTED]

**d) Track Record and Potential to be an Effective Executive Principal Designate:**

The Executive Principal Designate [REDACTED]

A full CV of the Executive Principal Designate is attached in Annex B and augments the CV that be found in Section F4. The Executive Principal Designate will commence their role from September 2014 and the Principal of Primary Phase will commence their role in January 2015.

**Recruitment Process of Principal of Primary Phase :**

The Foundation, which includes HR expertise and the Executive Principal Designate, have outlined a timeline of appointments to ensure the efficient and effective use of resources whilst ultimately ensuring the delivery of a quality education and outcomes for its learners over a 7 year period.

**To ensure the successful recruitment of an outstanding leader of the Principal of Primary Phase:**

The role of Principal of Primary Phase will bring an exciting opportunity for development of a serving Headteacher or Deputy who is passionate about the development of a primary phase and wants to make a difference within an all though setting. It is expected the role will bring interest from candidates who wish to lead the delivery of an enhanced, high quality education in the heart of its community, for its community, as part of the new school Educational Vision (Section C), work in close partnership with, be a member of and have access to the (NLP Trust, whose aims and vision also include:

- the raising of standards of attainment through enabling all learners to access an innovative curriculum delivered through personalised learning experiences;
- consistently raise standards of achievement across our schools through enabling all pupils to access high quality teaching and learning experiences by sharing 'best practice', resources and staff within the partnership;
- the meeting of lifelong needs of parents and families through the involvement of extended services professionals and the establishment of family and support programmes;
- improved attendance and behaviour and a reduction in exclusions across the cluster; Guidance and Support for children and families across the group of schools via a multi-agency, multi-disciplinary team.

The successful candidate will also be passionate about the opportunity to enhance learning through an innovative early years learning programme. They will ensure that any gap in performance due to any social economic difference is addressed immediately. They will be responsible for ensuring that there is a smooth transition between pre-school provision for vulnerable two year olds and harmonising the learning pathway between and throughout all the key stages.

#### **Recruitment and Selection:**

- Initial research will be undertaken to review current market forces.
- A contract of employment with terms and conditions to reflect the requirements of the new school which includes the extended opening will be drawn up.
- A job specification will be drawn up to reflect the requirements of the role in terms of its key purpose, specific areas of responsibility and accountabilities.
- A person specification to identify qualifications, experience, skills, abilities and attributes, knowledge and understanding, leadership and management and how this will be measured.
- Key attributes will be clear to support the new Academy's core purpose; meeting the needs of the community, i.e lifelong and enriched learning, vulnerable early years, meeting at least national standards.
- Marketing and recruitment strategy agreed; national advert, recruitment open day to include representation from the TNLP Trust community; proactive approach to encourage wide range of candidates.
- Recruitment and selection timeline in place.
- Recruitment and selection panels confirmed from the TLF, TNLP Trust and external partners to ensure clear accountability, ensure safer recruitment requirements are fully met, employment legislation, equal opportunities legislation which results in a fair and transparent process.
- Assessment centre confirmed which will test against required expertise and attributes within the job and person specifications.

In particular the assessments will focus on early years education, standards, teaching and learning, leadership and management, community, curriculum and collaborative working  
Formal interview and presentation; questions and presentation confirmed

Recruitment scoring matrix in place to assess all activities, assessments and formal interview

Offer of appointment made to successful candidate in line with recruitment and employment procedures.

***Note the timeline for the above process for Principal of Primary Phase has already commenced, in relation to initial research and recruitment process will commence May 2014 for January 2015 commencement of employment.***

#### ***Financial Viability:***

The Executive Principal Designate and Principal of Primary Phase salary costs are affordable within the financial and staffing model.



## Section F5

### Introduction:

The Directors of the Temple Learning Foundation, the Executive Principal Designate and Temple Learning Academy Governors have together a proven track record of success in achieving sustained educational impact and have a proven capacity to drive improvement forward in the Academy.

The Directors and members of the Temple Learning Foundation who will provide school improvement support all have CV's which are outlined in Annex B and their current Ofsted position is:

SCHOOL	Headteacher/Principal Name	UNIQUE REFERENCE NUMBER	DATE OF LAST INSPECTION	OVERALL EFFECTIVENESS
Austhorpe Primary School	██████████	107939	3 March 2011	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/107939">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/107939</a> GOOD
Colton Primary School	██████████	107929	26 September 2012	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/107929">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/107929</a> OUTSTANDING
Meadowfield Primary School	██████████	134516	19 March 2013	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134516">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134516</a> GOOD
Templenewsam Halton Primary School	██████████	107941	5 March 2012	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/107941">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/107941</a> GOOD
Whitkirk Primary School	██████████	107942	25 January 2012	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/107942">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/107942</a>  GOOD
Temple Moor High School	██████████	108064	19 March 2013	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/108064">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/108064</a>  GOOD

In addition, ██████████, who are also ██████████ and have CV's in Annex B will give extra capacity to drive the Academy forward through the expertise in business management and human resource management.

**Track Record:**  
**a) Primary schools**

*SOURCE: OFSTED dashboard 2012, DfE Performance tables 2011, 2012 & 2013*

Headline measure	Austhorpe primary				Colton Primary				Meadowfield Primary			
	2011	2012	2013		2011	2012	2013		2011	2012	2013	
<b>Proportion achieving L4+ in reading</b>	97	93	93	Above NA and LAA	96	91	93	Above NA and LAA	92	83	81	Below NA and LAA
National average	84	86	86		84	86	86		84	86	86	
LA average			85				85				85	
<b>Proportion achieving L4+ in writing</b>	70	86	86	Above NA and LAA	100	96	96	Above NA and LAA	57	76	60	Below NA and LAA
National average	75	81	83		75	81	83		75	81	83	
LA average			82				82				82	
<b>Proportion achieving L4+ in English overall</b>	97	86		Above NA and LAA	100	91		Above NA and LAA	84	83		In line with NA and LAA
National average	81	85			81	85			81	85		
LA average	81	84			81	84			81	84		
<b>Proportion achieving L4+ in Maths</b>	100	93	89	Above NA and LAA	92	100	96	Above NA and LAA	92	54	62	Below NA and LAA
National average	80	84	85		80	84	85		80	84	85	
LA average	78	82	83		78	82	83		78	82	83	
<b>Proportion making expected progress in English (KS2)</b>	100	89		In line with NA and LAA	100	100		Above NA and LAA	91	100		Above NA and LAA
National average	83	89			83	89			83	89		
LA average	88	92			88	92			88	92		
<b>Proportion making expected progress in reading (KS2)</b>			93	Above NA and LAA			96	Above NA and LAA			89	In line with NA and LAA
National average			88				88				88	
LA average			91				91				91	
<b>Proportion making expected progress in writing (KS2)</b>			86	Below NA and LAA			100	Above NA and LAA			93	In line with NA and LAA
National average			91				91				91	
LA average			94				94				94	
<b>Proportion making expected progress in Maths (KS2)</b>	100	100	100	Above NA and LAA	92	100	96	Above NA and LAA	97	84	89	In line with NA and LAA
National average	82	87	88		82	87	88		82	87	88	
LA average	85	89	90		85	89	90		85	89	90	

Headline measure	Templenewsam Halton Primary				Whitkirk Primary			
	2011	2012	2013		2011	2012	2013	
<b>Proportion achieving L4+ in reading</b>	83	84	88	Above NA and LAA	83	86	89	Above NA and LAA
National average	84	86	86		84	86	86	
LA average			85				85	
<b>Proportion achieving L4+ in writing</b>	75	87	88	Above NA and LAA	81	67	78	Below NA and LAA
National average	75	81	83		75	81	83	
LA average			82				82	
<b>Proportion achieving L4+ in English overall</b>	80	89		Above NA and LAA	86	76		Below NA and LAA
National average	81	85			81	85		
LA average	81	84			81	84		
<b>Proportion achieving L4+ in Maths</b>	77	77	90	Above NA and LAA	69	67	71	Below NA and LAA
National average	80	84	85		80	84	85	
LA average	78	82	83		78	82	83	
<b>Proportion making expected progress in English (KS2)</b>	92	87		Below NA and LAA	94	93		Above NA
National average	83	89			83	89		
LA average	88	92			88	92		
<b>Proportion making expected progress in reading (KS2)</b>			93	Above NA and LAA			93	Above NA and LAA
National average			88				88	
LA average			91				91	
<b>Proportion making expected progress in writing (KS2)</b>			97	Above NA and LAA			89	Below NA and LAA
National average			91				91	
LA average			94				94	
<b>Proportion making expected progress in Maths (KS2)</b>	82	79	90	In line with NA and LAA	83	76	71	Below NA and LAA
National average	82	87	88		82	87	88	
LA average	85	89	90		85	89	90	

Proportion of students obtaining Level 4+ in Reading, Writing and Maths	Austhorpe Primary		Colton Primary		Meadowfield Primary		Templenewsam Halton Primary		Whitkirk Primary	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
<b>School result</b>	86	82	91	93	43	47	67	86	57	62
<b>LA average</b>	73	74	73	74	73	74	73	74	73	74
<b>National average</b>	75	75	75	75	75	75	75	75	75	75

KS2 Value Added score	Austhorpe Primary		Colton Primary		Meadowfield Primary		Temple-newsam Halton Primary		Whitkirk Primary	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
<b>KS1 – 2 Value Added Score</b>	100.4	99.9	100.9	100.5	101.1	101.1	98.7	100.2	100.4	98.9
<b>National average</b>	100	100	100	100	100	100	100	100	100	100
<b>LA average</b>	DATA UNAVAILABLE									

<b>Reading Value Added Score</b>		100.2		100		102.1		100		100
<b>National average</b>	100	100	100	100	100	100	100	100	100	100
<b>LA average</b>	<b>DATA UNAVAILABLE</b>									
<b>Writing Value Added Score</b>		98.8		100.7		100.2		100		98.9
<b>National average</b>	100	100	100	100	100	100	100	100	100	100
<b>LA average</b>	<b>DATA UNAVAILABLE</b>									
<b>Maths Value Added Score</b>		100.2		100.6		101.0		100.3		98.4
<b>National average</b>	100	100	100	100	100	100	100	100	100	100
<b>LA average</b>	<b>DATA UNAVAILABLE</b>									

The primary school data shows that three of the five primary schools (Templenewsam Halton, Colton and Austhorpe) have achievement in English and Maths which is generally above Local authority and National average. These three schools all have higher percentages of students obtaining Level 4 in reading, writing and Mathematics than both the LA and national averages.

The achievement of Meadowfield is, in most cases, in line with National average and LA average achievement. Achievement at Whitkirk primary school is generally below NA and LA averages, although students do perform better than NA/LA in reading. The achievement at both Whitkirk and Meadowfield is reflective of the low number of high ability students attending the schools in 2013 and the higher number of FSM students who attend (which is indicative of social deprivation) compared to the other schools. Indeed, Meadowfield primary has 75% of students classed as FSM6, whilst the figure at Whitkirk is 21.6%.

However, the KS2 value added scores for reading, writing and Maths indicate value added in line with or exceeding national average for most figures. The biggest VA scores obtained across the five primary schools are in Meadowfield primary, in spite of it having below NA achievement, which evidences the fact that the intake is skewed toward the lower and middle ability. All of the schools show expected progress above national average for some/all of the measures.

The combination of value added scores being in line with national average, and the strong achievement of most of the primary schools against national performance indicators, shows the strength in leadership across the five primary schools under the guidance of the TNLP Trust.

## b) Temple Moor High School

### Key Stage 4 results and trajectory

Source: DfE performance tables 2011 and 2012, school data, RAISE online summary reports

	2011	2012	2013	3 year trajectory/ commentary
<b>KS2points</b>	27.7	27.6	27.4	N/A
<b>Difference to National</b>	-0.3	0.0	-0.5	
<b>Difference compared to LA</b>	-0.1	-0.3		
<b>CAPS</b>				Upward
Capped APS	330.9	342	358	
National average	335.1	339.5	338.3	Above NA and LA
LA average	335.2	341.6	340.9	
<b>APS</b>	470.2	482	518 sig +	Upward
National average	463.9	473.8	461.7	Above NA and LA
LA average	486.0	497.2	489.4	
<b>Best 8 (CAPS) + Bonus</b>	406.8	421.4	438	Upward
National average	414.1	418.3	415.9	Above NA
Difference	-7.3	3.1	22.1	
LA average	DATA UNAVAILABLE			
<b>5 A* to C</b>	82	87	95 sig+	Upward
National average	79	82	84	Above NA and LAA
LA average	80.8	83.8	85.7	
<b>5 A* to C including English and Maths</b>	54	67 sig+	65	Upward
National average	57	58	60	Above NA and LAA
LA average	53.7	55	56.7	
<b>5A* to G</b>	93	97	97	Upward
National average	94	95	95	Above LAA and NA
LA average	94.0	95	95.4	
<b>1A* to G</b>	99	100	100	Maintained
National average	99	99	99	Above LAA and NA
LA average	97.8	98.6	98.2	
<b>English A*-C</b>	63 sig-	76 sig+	73	Upward
National average	71	66	67	Above NA and LAA
LA average	63.5	61.4	63.1	
<b>Maths A*-C</b>	58 sig-	68	71	Upward
National average	67	68	70	Above LAA and in line with NA
LA average	59.4	65.5	67.6	
<b>Expected progress English</b>	60 sig-	80 sig+	77 sig+	Upward
National average	71	67	69	Above NA and LAA
LA average	65.7	62.4	65	
<b>Expected progress Maths</b>	57 sig-	73	78 sig+	Upward
National average	64	68	70	Above NA and LAA
LA average	59.4	66.3	71	
<b>School Best 8 VA</b>	982.8 sig-	994.7	1017.8 sig+	Upward
National average VA	1000	1000	1000	DATA UNAVAILABLE
LA average	DATA UNAVAILABLE			

Temple Moor's data shows strong improvement across all key measures over the last 3 years, with a number of key measures moving from being sig- in 2011 to being sig+ in 2013, in spite of many year groups having slightly below national average KS2 APS on arrival. This is strong evidence of outstanding leadership supporting an upward trajectory overall and having a significantly positive impact on the learning and outcomes of students.

The 2013 data shows that the Best 8 value added score is significantly above National and Local authority averages, as are key progress measures including expected progress in English and Maths, 5A\*-C and APS. Indeed, on all measures, Temple Moor outperformed the National and Local authority averages in 2013 (including for 5A\*-C inc En and Ma).

### Key Stage 5 results and trajectory:

Source: DfE performance tables 2011 and 2012, Leeds EPAS, school data, Level 3 VA report, Historic LAT report

	2011	2012	2013	3 year trajectory/ commentary
<b>APS on entry (GCSE)</b>	43.7	39.7	41.6	
<b>Average Points Score</b>	810.6	756.9	770	Static
LA average	709.6	722.3	694	Above LAA and in line with NA
National average	728.3	714.5	691	
<b>Average Points per entry</b>	203	200.1	207	Upward
LA average	208.6	207.3	208.3	In line with LAA
National average	213.1	209.3	213	
<b>% achieving 3 or more A-level A*-E</b>	68	74	58	Upward
LA average		53.4		Above NA and LAA
National average		52.3	55.5	
<b>% achieving 2 or more A-level A*-E</b>	76	88	75	Upward
LA average		65.4		Above NA and LAA
National average		60.7	63.3	
<b>% achieving 3 or more A-level and equivalent A*-E</b>	92	84	86	Static
LA average	75.4	82.1	76.9	Above LAA and in line with NA
National average	80.9	81.3	86.5	
KS5 Value Added A-level qualifications		3.3 sig+	-0.07	

\* greyed spaces in data indicate data which is unavailable or not yet published.

Temple Moor's Post-16 data shows an upward trajectory in headline measures over the last 3 years. This includes measures such as the APE, the % A\*E in 2 and 3 level 3 subjects, and the AAB in facilitating subjects. The data shows that Temple Moor is above the Local authority average on key measures (which is in itself ranked within the 2<sup>nd</sup> or 1<sup>st</sup> quartile for many measures), and is in line with or above National average. This is strong evidence of outstanding leadership having a significantly positive impact on the learning and outcomes of students whilst maintaining a broad and balanced curriculum offer.

The Ofsted Dashboard school data (currently shown up to 2012) confirms this summary of a strong and improving school profile in a number of key measures. Temple Moor's results are in the second quintile compared with all schools for the percentage of pupils achieving 5 GCSEs including English and Maths (A\*-C); for EBACC achievement; they rank within the highest quintile for Science attainment and for those making expected progress in English.

## **Capacity to drive improvement:**

The three year trend analysis and individual journeys each of the schools that forms the Trust have made in improving and maintaining high standards shows that the Foundation has the capacity to drive the Academy forward to be outstanding source of learning within the community.

### **Section G: Budget planning and affordability**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

### **Sections G1, G2 and G3**

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







## Section H: Premises

The Temple Learning Foundation (TLF) has been investigating potential premises sites for the location of The Temple Learning Academy over the last six months. Through these investigations three locations were evaluated as follows:

1. [REDACTED] - This is a privately owned site and the property developer was interested in working with the TLF to establish a free school on the location of an existing business on the site of a [REDACTED]. However, after consideration of proposed development plans and a visit to the site it was deemed unsuitable due to its size and location. Subsequently the owner has withdrawn the site from sale.
2. [REDACTED] - This site was deemed suitable due to its location within the key area of future demand for school places. However, although the site is owned by the Local Authority, following discussions with the LA it was found that the site is in use for the provision of a community 'one stop shop' service giving access to local residents to council services. Also the adjacent cleared land which was the location of an old primary school, which is also owned by the Local Authority, was not deemed to be of sufficient size to accommodate the new Academy.
3. [REDACTED] - This site is the location of the [REDACTED]. Adjacent to the [REDACTED] Through discussions with the Local Authority by the Temple Learning Foundation, a very strong agreement with the support of the Local Elected Representative, has been reached to include this site as our preferred location for the premises of The Temple Learning Academy.

### Preferred Site for the Temple Learning Academy – [REDACTED]

The preferred site is owned by [REDACTED]. However this activity can continue to run within the new Academy location. The site tenure is freehold. The site is not currently on the market and as above the Temple Learning Foundation has a strong agreement with [REDACTED], with the support of the local Elected Representative, for the site to be used for the location of the Temple Learning Academy. The property is currently being managed by [REDACTED] [REDACTED]

The [REDACTED] site has been known to the TNLP team for some time due to community events and activities that have taken place at the location previously. Following a visit to the [REDACTED] The area of land adjacent to the [REDACTED] on [REDACTED] will require new build and it is believed there is sufficient area for this use. There are [REDACTED] owned playing fields available for use on [REDACTED] therefore a full PE curriculum can delivered via use of these fields.

### Conclusion

In conclusion the Temple Learning Foundation believes this location fully meets to needs of the Temple Learning Academy to deliver the curriculum needs of the learners attending the Academy. It also has great potential to provide wider, out of hours support to the learners, their families and members of the local community in line with the vision of the school.

[REDACTED]

[REDACTED]

[REDACTED]

plan of preferred site for the Temple Learning Academy has been provided by the Local Authority and is shown below.



Please fill in details for each of your preferred sites, taking care to complete every section.

Please note that the text boxes can be made bigger expanding the row in which it sits.

To insert a new line in a text box, press alt + enter.

**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/studio school/UTC 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](#)

In which local authority is your preferred location? - this information is brought through from section B	Leeds
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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.	The new free school needs to be located within the Halton Moor / Wybeck / Osmandthorpe area of Leeds, on the border area of post code areas <Redacted>. Through working with its strategic partner <Redacted>, the Temple Newsam Learning Partnership Trust has obtained a very strong agreement and full support for the use of the<Redacted> site and land adjacent to it on <Redacted>.
--	--

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:	
--	--

**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, Halton, Leeds, <Redacted>.
---	--

In which local authority is the site?	Leeds
---------------------------------------	-------

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:	The TNLP Trust has been aware of the <Redacted> site through its work in and with the local community in East Leeds.
--	--

Please confirm the tenure:	Freehold purchase
----------------------------	-------------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	Not known
---	-----------

Who owns the site?	<Redacted>
--------------------	------------

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)	Yes
---	-----

Name and contact details of owner:	<Redacted>
------------------------------------	------------

Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

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:	<Redacted>
---	------------

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:	The site has an existing build which is <Redacted> and also areas of cleared land where new build can be developed.
--	---

Why have you chosen this site? What makes it suitable for your free school?	It is in the ideal location for the future excess demand for school places within East Leeds. It is in the centre of a key area of need for educational provision.
---	--

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:	21,298 sq m / 5.26 acres
---	--------------------------

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 existing <Redacted> would need internal alterations and refurbishment however the main structure and fabric of the building is in good condition. It is an early 1990's build.
--	--

### Second choice site

Full address and postcode of your second 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
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Please tell us how you found the site:	
--	--

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

Who owns the site?	Please select
--------------------	---------------

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:	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
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
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:	
<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
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

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:	
--	--

**Fourth choice site**

Full address and postcode of your fourth 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
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

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:	
--	--

**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

# **Annex A**

**Section A – Applicant Details**

**Section B – Outline of the School**



## Annex B – Section F4: CVs

1.	Name: [REDACTED]
2.	Area of expertise: [REDACTED]
3.	Details of last three roles: [REDACTED] [REDACTED] [REDACTED]
4.	[REDACTED]
5.a	[REDACTED]
5.b	N/A
6.	[REDACTED]
7.	[REDACTED]
8.	[REDACTED]

CV	
1.	[REDACTED]
2.	[REDACTED]
3.	[REDACTED]
	[REDACTED]
	[REDACTED]
4.	[REDACTED]
5.a	[REDACTED]
5.b	[REDACTED]
6.	[REDACTED]
7.	[REDACTED]
8.	[REDACTED]

1.	[REDACTED]
2.	[REDACTED]
3.	[REDACTED]
	[REDACTED]
	[REDACTED]
4.	[REDACTED]
5.a	[REDACTED]
5.b	[REDACTED]
6.	[REDACTED]
7.	[REDACTED]
8.	[REDACTED]

1.	[REDACTED]
2.	[REDACTED]
3.	<ul style="list-style-type: none"><li>• [REDACTED]</li></ul>
	<ul style="list-style-type: none"><li>• [REDACTED]</li></ul>
	<ul style="list-style-type: none"><li>• [REDACTED]</li></ul>
4.	[REDACTED]
5.a	[REDACTED]
5.b	[REDACTED]
6.	[REDACTED]

1.	[REDACTED]
2.	[REDACTED]
3.	[REDACTED]
	[REDACTED]
3.	[REDACTED]
4.	[REDACTED]
5.a	[REDACTED]
	[REDACTED]
5.b	[REDACTED]
6.	[REDACTED]
7.	[REDACTED]
8.	[REDACTED]
1.	[REDACTED]
2.	[REDACTED]

3.	[REDACTED]
	[REDACTED]
	[REDACTED]
4.	[REDACTED]
5.a	[REDACTED]
5.b	[REDACTED]
6.	[REDACTED]
7.	[REDACTED]
8.	[REDACTED]

1.	[REDACTED]
2.	[REDACTED]
3.	[REDACTED]
	[REDACTED]
	[REDACTED]
4.	[REDACTED]
5.a	[REDACTED]
5.b	[REDACTED]
6.	[REDACTED]
7.	[REDACTED]
8.	[REDACTED]

1.	[REDACTED]
2.	[REDACTED]
3.	[REDACTED]
	[REDACTED]
	[REDACTED]
4.	[REDACTED]
5.a	[REDACTED]
5.b	[REDACTED]
6.	[REDACTED]
7.	[REDACTED]
8.	[REDACTED] [REDACTED]



