



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

ELEMENTS PRIMARY SCHOOL

UNIQUE REF NO 06549

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

Section A:	Applicant details and declaration
Section B:	Outline of the school
Section C:	Education vision
Section D:	Education plan
Section E:	Evidence of need
Section F:	Capacity and capability
Section G:	Budget planning and affordability
Section H:	Premises
Section I:	Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form 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:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: 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?	<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	<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?	<input type="checkbox"/>	<input type="checkbox"/>

<p>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: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <p>9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</p> <p>9am on 5 May 2014 and 12 noon on 9 May 2014.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<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*

<p>Section I of your application</p>		
<p>11. Have you sent:</p> <p>a copy of Section A (tab 1 of the Excel template); and</p> <p>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</p> <p>a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</p> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<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: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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

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

Basic information

Pre-registration reference number	6549
Name of proposed school:	Elements Primary School
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	Wellspring Academy Trust, Digital Media Centre, County Way, S70 2JW
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	01226 720 742
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	Multi-Academy Trust
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Wellspring Academy Trust
Company address:	Wellspring Academy Trust, Digital Media Centre, County Way, S70 2JW
Company registration number:	8120960
Date when company was incorporated:	27-Jun-12
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please give the names of all company members:	

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

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group	<Redacted>
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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.	Yes
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Wellspring Academy Trust. Currently with 1 academy and 2 academy orders awaiting conversion.
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g.. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
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<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p>Barnsley College PO Box 266, Church St, Barnsley S70 2YW, Corporate Member & Sponsor of Wellspring Academy Trust. Relationship to the Free School will be the same as the relationship to all schools within the MAT.</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>None</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>None</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	



1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. 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.</p>	
In which local authority is your preferred location?	Barnsley
Proposed opening year:	2015
Age Range:	3-11
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 philosophical principles driving the pedagogy of the Elements school are a combination of a number of approaches to learning that include Steiner and Nurturing and link with drama, media and film to provide an immersive curriculum that is the platform for all teaching within the school. The extension into community and family supports the whole ethos
Maximum capacity of proposed free school:	420
Please say which year groups the school will have in first year and the PAN for each	Reception with 2 classes of 30 pupils in each
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:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	Yes
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If yes please say when you propose the principal would start:	Prior to school opening from 2014 funded by Wellspring Academy Trust.
---------------------------------------------------------------	-----------------------------------------------------------------------

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?	Not sure
----------------------------------------------	----------

Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	Not sure
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	Directing teacher time beyond the classroom
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Section C: Education vision

Section C1

Who are we? The Steering group for the Free School application is being directed by the CEO of Wellspring Multi Academy Trust. The Wellspring Academy Trust ('WAT') is a Multi Academy Trust ('MAT') and an approved DfE Academy sponsor. The principal sponsor of the WAT is Barnsley College. Barnsley College is an 'Outstanding' institution with Beacon status. The Board of Directors of the WAT and the Steering Group have a wealth of experience in working, supporting and leading across all phases of educational institute as well as finance, audit and legal experts, including a qualified Ofsted inspector, leaders of outstanding teaching institutions, primary school specialists, chartered accountants and qualified solicitors. WAT is involved in the Barnsley Teaching School Alliance network which is being led by one of WATs' outstanding schools in Barnsley.

At the WAT we believe that access to the best education is a right for all of our children and young people. Our aim is to support schools and academies through collaboration and sharing. We will ensure that our members are able to provide an excellent education to the children, families and communities that they serve. We believe in freeing teachers and leaders from bureaucracy to concentrate on providing the very best teaching, learning, support and development that every child deserves.

Schools that are part of the WAT will retain their own identity and links with their local community. WAT is the Trust for schools in Yorkshire and Humber.

We are seeking to open a 2FE primary school in Barnsley. The age range will be 3-11. This school will engender all of the core values, structural support and high aspirations of other schools within the WAT, making use of all academy freedoms. The Free School will be part of an established way of working with pupils, families and the community, developing a successful established curriculum.

Rationale:

Why are we taking this course of action? Why Barnsley Needs This Free School?

1. The Elements curriculum has proven its ability to accelerate progress of all pupils especially in hard pressed communities and is well placed to impact significantly on learning outcomes and community aspiration
2. Educational provision within the targeted Free School area is poor
3. There is a major shortage of places across the whole borough but particularly within the selected Free School area
4. We know that we have the expertise and local knowledge that will ensure that we can offer a school that delivers an outstanding opportunity for pupils, parents, families and the wider community in the most challenging areas.

What would the new school offer? We intend to provide key opportunities which will ensure that standards of learning, achievement and behaviour are raised for all pupils within the school and by ensuring that training and continued professional development for all staff is at the core of all we do. This will ensure that there will always be the highest quality of staffing within an Elements School.

Mission

(we will address in turn the above four points illustrating why this school is needed and detail what we will do to address each of these needs within the Elements Free School).

- 1. The Elements curriculum has proven its ability to accelerate progress of all pupils especially in hard pressed communities*

The core mission is to enable families especially from challenging areas to engage and work alongside their children's learning programmes, which guarantees their commitment and inclusion in society. The profile of education will be enhanced for all and the outcomes and progression will be assured both for the pupils and families. We have selected the Elements approach because of its significant successes within special education and alternative provision over the last five years. More importantly, because of the demand and spread of this curriculum into mainstream settings supported by Springwell and the educational consultant that supported its development, see pages 54 & 60 in section E. The successes include change in parental engagement and increased and accelerated pupil progress. The new school will aim to support and compliment the parents and the community in the development of the full spiritual, emotional, cultural, intellectual and physical potential of each child within a secure safe caring environment that stimulates learning outcomes and positive progression pathways.

What we need is an Elements School, which will bring:-

- A pedagogy that is built around emotional, intellectual, cultural and physical self-awareness.
- Inspirational Learning opportunities based around specialist multi- media drama and film utilising key skills in 21st century technologies
- Extended days and enrichment activities that include family learning
- Community engagement beyond the school day
- 21st century learning and technologies in every area
- Celebration of learning built into the curriculum and beyond

In the new school the approach to teaching and learning will be delivered through The Elements Curriculum, a visionary, inclusive and engaging curriculum that has been developed within Springwell Community Special School, an outstanding teaching school during the last 6 years.

The curriculum was developed within a special school setting but has now been used in a number of mainstream schools nationally with great success. The Forest Academy which converted into the WAT in May 2013 has already shown significant improvements in curriculum access and attendance and engagement. Attendance data is showing an increase of more than 2% to 96.7%.

A parental survey has been undertaken the results are as follows:-

- Parents are happy with the changes taking place (88.1% strongly agree)
- Parents feel welcome in school (92.1% strongly agree)
- Parents would recommend the school to a friend (78.1% strongly agree)
- Parents feel that the school works with parents to ensure its pupils are well behaved (80.0% strongly agree)
- Parents feel that the school supports their child to develop and grow (96.5% strongly agree)
- Parents are enjoying being involved more fully in school curriculum (85% strongly agree)

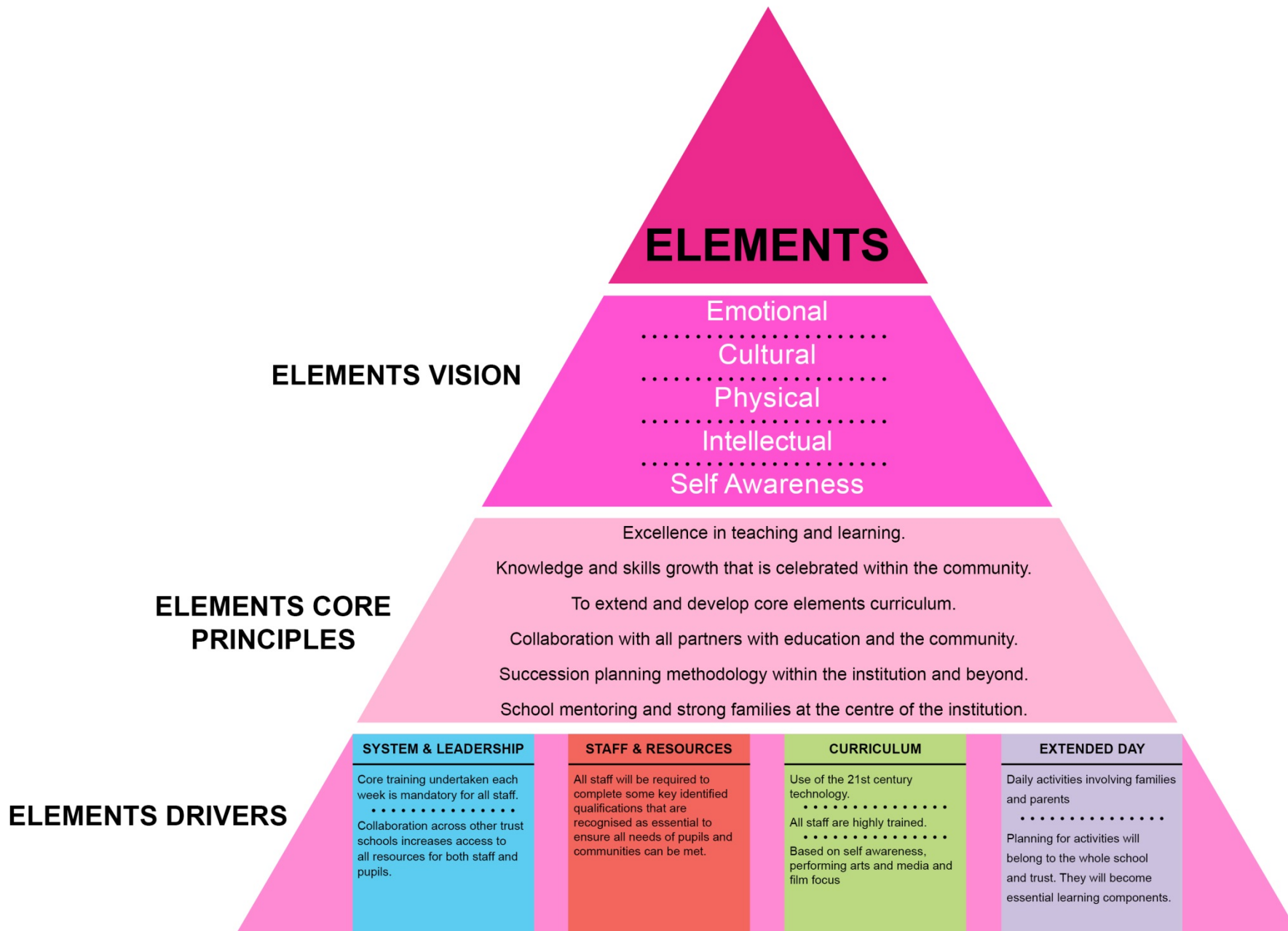
Since The Forest Academy joined the WAT in May 2013, parents have set up with the support of the academy a very active Parent Teachers Associations and been involved in various high profile events with their children. A team of parent volunteers are in the process of setting up breakfast clubs and groups to help in class rooms with reading. The training programmes for staff have been intensive and demanding. All staff have readily embraced the changes and increased

responsibilities that the Elements Curriculum brings. The commitment of staff to planning in the new curriculum thematically working alongside two outstanding schools, one primary NLE and one special NLE partners in the Barnsley teaching school alliance has been evident. Furthermore, in Sheffield the E-Act Pathways Primary Academy has improved their Ofsted judgment and overall attainment after working with the Elements team delivering the approaches to learning. Nationally, training in the Elements approach is being received by staff and leaders as a significant tool to implement changes in their teaching.

The teaching school, Springwell Special School has been commissioned by the Barnsley Borough to deliver training to all of the secondary schools in Barnsley.

This is what Ofsted said about Elements in their January 2012 report:-

“Pupils respond well to the Elements blended curriculum designed by staff to specifically meet the needs of pupils... Topics and use of storytelling and narrative are at the centre and there are many opportunities for pupils to improve their literacy and numeracy skills whilst learning through this highly relevant and interesting curriculum”



The approach is an inductive method, built upon the more traditional instructional approach adopted by many schools. Section D2 shows the high levels of planned community involvement and family support to secure school readiness. The Elements Curriculum has been designed to ensure engagement and the raising of aspiration within the most hard pressed communities. Family and community involvement will be at the heart of the school and we have proven experience (see examples in section D about Celebration days and Open Minds days pages 18, 28) that the Elements Curriculum engenders positive interaction between academic institutions and whole families; this ensures pupil standards are raised significantly. This approach to learning through Elements is already being very successful in the newly converted primary Academy within the WAT, The Forest Academy. It has been very successful within an E-act Primary Pathways Academy in Sheffield moving the school into a “good” Ofsted category. Training within the Elements approach is being requested and undertaken with high levels of success across the country linked to the curriculum developments within Springwell Special School. The humanising curriculum opportunities within Elements will drive agendas that will provide key advantages for community unity going forward.

The curriculum provides opportunities through film, media, drama and engagement activities thematically approached to develop trust and confidence in pupils and families helping them to be better citizens.

2. Educational provision within the target Free School area is poor

We will raise standards and aspirations and offer higher standards than local schools.

The Borough of Barnsley has not previously been able to produce high performing schools across all phases and the secondary phase is still very much in recovery. The primary phase has been improving over the last five years but there are still significant pockets of very poor educational provision. The area of poorest provision is close to town central areas and at the heart of the highest birth rates and the target area for the Free School. See table on page 7.

The schools closest to the proposed Free School, (Doncaster Road and Queens Academy and The Edmunds) have been judged as inadequate in 2013.

Ofsted judgments within this area show very clearly that more than 75% of the primary schools within a 1 mile radius of the proposed Free School zone are in an Ofsted category. The DfE performance tables show clearly the low overall standards when compared to national averages in all areas for the majority of schools closest to the Free School site. The aims and mission require that the highest levels of staff training and succession planning will ensure standards are continuously met.

Ofsted reports show two key indicators in the area selected for the Free School 19 primary school judgments for leadership and management and judgments for teaching and learning are less than good which is approximately 16% of primary schools in Barnsley the majority of these schools are located within 2 miles the post code [REDACTED]. This is in the central town area of Barnsley.¹

It is anticipated that the increased birth rate and the Free School proximity to the town centre will result in a much wider cultural mix as there is a more itinerant population linked to economic migration. Queens Academy formally Pipers Grove DfE performance data indicates the wider mix of pupils in that school which is placed in a similar area.

¹ Ofsted collated reports for Barnsley 2011-2013:

The community within the proposed area is challenging for a number of reasons. Since the closure of the mines in Barnsley many of the families have not worked and have very low self-esteem and have little or no confidence that education will provide aspiration and opportunity (see data on page 9 section C for unemployment statistics). The area has been an easy target for political extremes linked to worries about asylum seekers and economic migration. For this reason social integration is a big issue. The recent comments of Ofsted monitoring visits indicate the very high levels of distance still to be travelled in school improvement and social integration issues add to this problematic community.

- Doncaster Road Primary Ofsted reports

“However, while steps have been taken to tackle the significant underperformance of pupils, the improvements necessary are not having a fast enough impact. Improvement is not embedded and there is insufficient evidence of its sustainability.”

“Ofsted will make recommendations on governance to the authority responsible for the school.”
Ofsted March 2012

In a recent report on the same school inspectors said,

“In a minority of lessons, uninspiring teaching and tasks mismatched to pupils’ needs result in indifferent attitudes to learning and mediocre application to work.” Nov 2013 Ofsted

- Edmunds Primary Nov 2013

*“Improve the impact of leadership, management and governance at all levels by:
Developing a coherent and accountable leadership structure that enables leaders to review and evaluate their areas of responsibility and to take charge of making improvements quickly”* Ofsted
Nov 2013

The educational provision currently available in this central hard-pressed area is less than good overall. The profile of Ofsted judgments indicate that need is not being met. There are issues in eight primary schools within 1 mile of the proposed Free School site.

Closest schools:	Outstanding	Good	Needs Improvement	Inadequate	2013 % of pupils in cohort disadvantaged	2013 % in cohort Achieving L4+ Eng. & Maths	2013 Gap between school & % for others	2013 % 14 Eng/math	Level 4b Eng/Math & writing
Doncaster Road				06/03/2013	40%	35%	-23%	35%	19%
Pipers grove* Now Queens Road Academy				24/04/2013	31%	70%	4%.	70%	65%
Hunningley			14/11/12		63%	74%	-1%	74%	56%
Forest Academy				Fast track conversion	67%	33%	-22%		
Joseph Locke			12/06/13		34%	62%	-22%	62%	38%
Little Worth Grange			10/05/11		56%	85%	23%	85%	69%
Summer Lane			04/10/11		33%	77%	17%	82%	77%
Worsborough Common	23/11/2011				64%	64%	-7%	64%	41%
The Edmunds				Nov 2013	48%	50%	-6%	50%	42%

National Benchmarks

73%

63%

*The above data is taken from Ofsted reports 2011-2013 & DfE performance tables

3. There is a major shortage of places across the whole borough but particularly within the selected Free School area

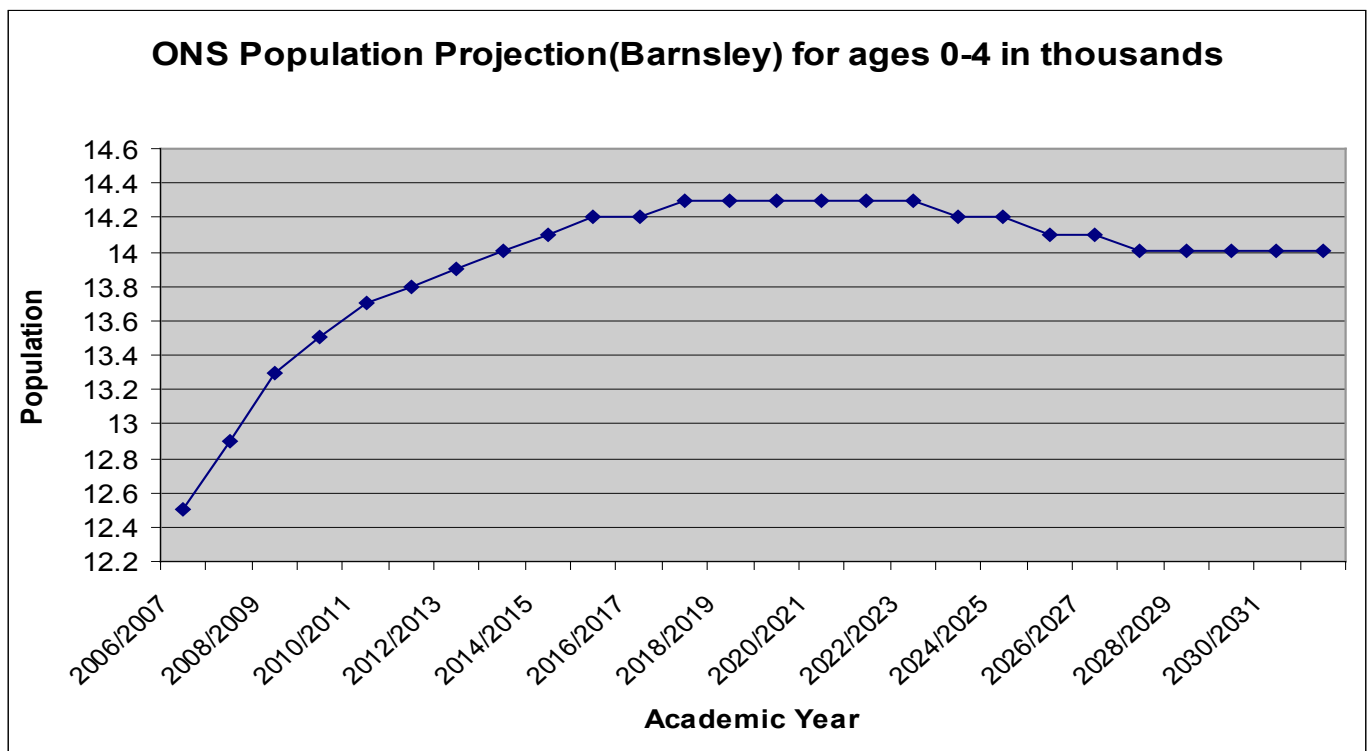
Data showing Profile of Free School:

The Local Authority have provided figures showing a steady rise in reception class expectation that results in a situation by 2015 when there are 84 reception class places needed that cannot be provided within the existing provision.

The birth rate reaches a peak in 2018 but is projected to continue at the same rate for the next five years.

2006/7 12.4 aged 0-4 2015 14.2 aged 0-4 2018/9 14.3 aged 0-4 ²

This graph shows the rapid growth.



The Elements Free School is needed in the town and in the central area Barnsley for two key reasons:-

- There is a rising birth rate and evidence of both economic migration and asylum displacement within the central areas in Barnsley (see data on page 9).
- The current educational provision is poor overall in central Barnsley. The percentage of underperforming schools within the central area of Barnsley is higher than in the rest of the Borough.

The total number of primary pupils is shown as ³

2012 17,449 places excess numbers being supported in bulge classes

² Data supplied by BMBC 2013

³ Data sourced from BMBC 2013

2015: 18,710 places are needed. There are currently less than 15,400 places available but in the target area there is an increased shortfall of four 2FE form entry primary schools by 2018

2016/17: 19,569 places are needed

In the analysis of reception intake undertaken by the Local Authority the figures show clearly that in the target area there will be a shortage of in excess of 84 places in 2015 and these pupils cannot be accommodated within any educational provision.

These numbers do not take account of the increasing number of economic migrants or immigrants that are arriving into Barnsley. The profile of pupils and families has changed significantly during the last five years. This creates additional placement issues but also stress within the largely closed communities of Barnsley which is struggling to come to terms with external influences. Social integration has become an issue.

Demographical Information within the shortage area

(Where statistical data is given on page 9 this is produced from the ONS Census 2011 whole of Barnsley)

ONS 2011 census shows 15,000 other ethnicities born outside of GB. The majority are shown to live within the central areas of Barnsley because of difficulties around social integration.

The shortage of Barnsley primary school requirements have been identified as minimally four two form entry primary schools needed by 2018. We have used a post code of [REDACTED] to identify a pupil and community profile. This is the area of highest birth rate and most need in the Borough with the poorest educational opportunities.

Total population Barnsley	Born outside of UK Children aged 4-16	EU economic migrants
231,221	12245	10,000

ONS census 2011 ⁴

2011 figures show 35% households are single parents, 29.1% of such households have dependent children within them.

Economically active	Economically inactive	Long Term unemployed	Long term sick disabled	Part time work	Single parent household	Other ethnicities born outside of UK
100,751	57,009	3,324	11,925	24,807	38,500 households	15,000 plus

Within the central area of Barnsley the proportions of the adult population that are economically inactive or on long term benefits and single parent households is high.

In data marked in yellow (above) is much higher because of trends over time for the indigenous population and the ethnic minorities have tended to remain closer to the town centre.

The profile of the current cohorts within the schools closest to the proposed Free School site (see pages 7 and 20) will be very similar to the demographic for the Elements Free School. This

⁴ ONS population projection (Barnsley) in thousands & data supplied by Barnsley metropolitan District Council

focused the WAT on the curriculum choice that will both engage with the pupils and assure outstanding outcomes.

The anticipated cohort within the Elements School is detailed above and is based upon averages of the schools within a 1 mile radius of the potential site, as shown in this diagram.

Average of stats from five nearest schools to target area	Number of pupils in school	%FSM	% English not first language	% with SEN or additional needs	%Disadvantaged pupils
Elements Free School	420	55%	12.1%	9.2%	59.3%

4. We know that we have the expertise and local knowledge that will ensure that we can offer a school that delivers an outstanding opportunity for pupils, parents, families and the wider community in the most challenging areas

We know we can, because the other Trust schools and the CEO of the Trust have successfully developed the Elements curriculum and received outstanding Ofsted judgements.

The Ofsted report on Springwell Special School comments about the potential of the Elements curriculum and in a mock Ofsted in September 2013 of The Forest Academy said that “staff are actively engaged in the thematic curriculum that is already impacting upon pupils and parents” (see parents survey results page 2). This survey shows significant improvement after only two months of Elements Curriculum.

The staffing structures within the Free School and the proposed leadership systems and training regime and the core curriculum will impact upon the proposed cohort by providing the necessary skills and knowledge to lead the way into an outstanding educational provision

Special education in Barnsley is outstanding and the Elements curriculum has been developed within this phase and, as full Trust members, these schools will be part of the development team and a full Free School partner in training and succession planning as Springwell is also a Teaching school.

The specific design of the Elements Day is focussed upon families in areas that require a school curriculum with many additional supporting facilities to secure parental engagement which will allow deeper learning to take place. See section D2 for outline of day.

Within recent decades Barnsley has been within the bottom two or three Local Authorities for performance year on year. Historically families did not value education as a tool because they largely focused upon leaving school with minimum qualifications and going into the mining industry. On the closure of all mines, some mining areas nationally quickly changed their views and long term aspirations. The Barnsley community did not. There are many areas within Barnsley where there are three generations of worklessness, totally relying upon the benefits systems. This has produced an adult population with very low literacy levels and little or no aspirations. This impacts hugely upon the children in the Borough’s schools.

Helping children and their families overcome poverty will make a huge difference to their lives and the community, but a wide range of complex issues will need to be addressed in the process.

The most recent data available tell us that:

- Barnsley is the 43rd most deprived local authority in England out of 354. It is the fourth most deprived in Yorkshire and the Humber out of 21.

- 23% of the local population live within the 10% most deprived wards. The lack of primary school capacity is within these wards
- Barnsley has 11,320 children in poverty, 23.9% of the under 16 population; this is higher than the England average of 19.7%. 25% of children and young people who live in poverty are dependent upon unemployed adults. There are approximately 8,700 children in Barnsley living in the 20% of areas in England with the lowest child wellbeing⁵

Vision and Ethos

The Elements principles and curriculum design is to support change and aspiration for the pupils and parents in Barnsley and beyond and this will impact upon community change and result in downturns in social exclusion and potential for the pupils to bring about change themselves. The ultimate goal for the Elements Free School is to ensure that its pupils achieve to the highest standards which will impact upon their opportunities and through them the wider community

Ethos

The Elements School ethos will ensure that all staff are responsible for the overall principles that will support pupils and their families to tackle some of the social issues by creating a school that is outward looking and involves parents and families in a myriad of ways that impact upon raising aspiration and tackle disaffection and generational disillusion. The bespoke curriculum will ensure the highest levels of engagement by families and the community.

The Elements School will have within its 6 core principles key strands that will support success:-

Excellence in Teaching and Learning

The curriculum will ensure that key deficits in numeracy and literacy are tackled strongly whilst ensuring that disaffection, lack of aspiration and wider community engagement are core strands of the curriculum.

To extend and develop core Elements Curriculum

In order to bring about this change, the design of the whole delivery process of learning is able to embrace 21st century technology alongside, fun and adventure and significant and deep-seated opportunities to learn and explore.

Each strand of the core curriculum will have a modular approach that has been developed to allow a number of essential components to take place.

Pupils will address their learning by doing and sharing with others. Learning will take place with the appearance of little effort.

Pupils will learn to share their knowledge each week and take part in many exercises that include film, media and IT that support sharing with others.

This use of media will ensure a massive growth in skills and self-confidence and will embed knowledge by utilising opportunities to revisit new information as they prepare to share what they have done and seen.

The whole curriculum design supports this methodology.

Daily activities involving families and parents

Parents are then ever present in the processes by initially being non-participants but quickly becoming involved in the weekly and daily “show and tell” opportunities. Pupils acquire confidence by using media linked equipment as it appears to distance them from seeing themselves as being in the “limelight” and centre stage. This allows them to demonstrate their personal learning while

⁵ Child Poverty Needs Assessment 2010

sharing knowledge with parents that have missed out significantly on their own educational opportunities. This initially stimulates positivity by sharing and enjoyment but quickly moves into engagement with the process. Parents learn and acquire social skills and knowledge and become comfortable within learning zones after a lifetime of disaffection. Within the Barnsley wider borough services this approach with parents has been very successful over the last five years. There are now many families actively engaging in learning alongside their children.

There are innumerable examples of creating subliminal learning opportunities by setting up family learning following practical sessions “doing” together or following enquiries together into problem solving. Many of the pupils in this area are street wise but not world wise. The blended curriculum lends itself to extending and providing a much wider knowledge that contributes to all skills, see Ofsted comments on page 3 The development of Elements ensures that learning happens through the lens of themes. The themes are rooted in experience and reality, using hooks and lures to capture children and then their families emotionally.

Knowledge and Skills Growth that is celebrated within the community

To support this process, the school day will be extended and this will ensure that there are inbuilt openings to bring the pupils, parents/carers and community together.

Each half term, success and achievement will be celebrated throughout a whole day as another learning opportunity alongside parents and carers. These days will be called “Open Minds Days”. Initially, they will be teacher/pupil led but will quickly move to family and other groups taking leads as the confidence grows within the setting.

Annually, a whole day of Celebration with the wider community will provide a forum for excellence for all pupils and families.

The guarantee within the curriculum of support and differentiation will ensure that every one can share success.

Succession planning methodology within the institution and beyond

Staff Training

The central strand for all staff (not just teachers) working within an Elements School is to be most knowledgeable about the key components that support the pupil and family demographic described above. Subject knowledge is very important but, without knowledge of wider issues and understanding about how deep-seated education happens and how to create significant learning, raising aspirations will not naturally occur.

The whole school training programme for staff will be obligatory and all staff will be required to participate.

Previously, staff in Springwell Special School have all been fully engaged in development and exploration of curriculum opportunities. This programme has been enhanced by providing each teacher with an Ipad and a £50 e-tunes voucher that require the development of the curriculum and use of the IT resources evidenced within the classroom. Massive innovation has followed and staff are hugely engaged by this process.

The core school staff will be recruited knowing that they will take part actively in developing and writing a bespoke curriculum package based upon the outlined rationale. Staff will show leadership at all levels and the performance management structures will recognise this.

The Elements School staff will understand attachment theories; special needs support and blended curricula. They will be expert in technology as part of a team that is research-based.

Annually, the Celebration of learning will recognise the advances by pupils, families and the community.

Staff will be supported to develop enquiry circles that continue to push boundaries within the school setting. Staff will work alongside current parent support mechanisms that develop beyond current known ways of working. The school will require parental engagement and this will become the yardstick for admission to the school. A culture of parental engagement will create an expectation and a new norm within an Elements School.

Aspirations and outcomes (see detailed aspirations at pages 44-46 of section D)

Our aspirations and extended outcomes achieve these aspirations are as followed

- Pupils will achieve above national standards in all areas
- They will successfully transition into secondary education and will continue to achieve
- The Elements School is actively involved in high level educational research specialising in raising educational standards in areas of poverty and social exclusion.

The training programmes for all staff impact upon the community learning through volunteer programmes and are being shared across Barnsley.

Summary of Vision

Elements Primary School will be an outstanding school from the outset for many reasons but at its heart it will improve the life chances of pupils and families within the hardest pressed areas.

There will be more time for learning because of the extended day and interaction and learning opportunities for parents.

Outstanding teaching is at the core of all we do and requires all teaching to be minimally good or better.

The approach to learning is key to success as inclusion is at the heart of all we do is based upon a tried and tested pedagogy.

Negative behaviours and attitudes will be eradicated because alienation from the curriculum and the institution will not happen.

Standards will be at the highest possible from every staff member there will be no excuses about being unable to follow the agreed principles.

Staff will be the most highly trained at every level as training is at the core of all we do.

All school staff will become experts and succession planning will be built into every day experiences

There will be a focus upon success and celebration in every area of the curriculum

New horizons will be provided for both pupils and parents.

Social and emotional skills will grow alongside academic successes.

The school will become a beacon of best practice that will drive changes in other areas similar to the target Free School area.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Elements	12.5 hours	Mandatory	<p>Within this the following subjects will be taught</p> <p>Science 2 hours weekly (focus but included across wider curriculum)</p> <p>Humanities 2 hours weekly (focus but included across wider curriculum)</p> <p>RE/citizenship 2 hours weekly</p> <p>(Focus but included across wider curriculum)</p> <p>Music/Arts across all areas</p> <p>ICT across all areas</p>
Numeracy/Literacy	10 hours	Mandatory	Taught across key stages 1 and 2

Phonics	weekly		
French	1 hour	Mandatory	Taught within Elements framework but each area has key topic taught in Elements way
PE	2 hours	Mandatory	Taught alongside themes and totally inclusive
Bright and Ready sessions	3.25 hours	Voluntary until 8.45	
Parents plus time	8 hours weekly timetabled Option to increase time	Voluntary but expectation of participation built into admission	Full timetable in section D including a wide variety of options, dance, drama, ICT, cookery, Story time, physical activities Craft and DT
Parents sessions during core day	Flexible but is a mandatory part of Elements celebration and involvement of community and families	Voluntary	Expectations built into admission processes
Open Minds days	5.5 hours every half term	Voluntary but expectation built into curriculum	
Holiday Activity	Daily timetabled activities	Voluntary but targeted vulnerable groups	Work with other agencies to partner and offer wide variety of activities investing in the best use of school facilities

Section D1 – curriculum

The Wellspring Academy Trust ('WAT')?

All of the Trustees are local leaders in the community and are totally focused upon improving education within the Yorkshire and Humber context.

The focus of the WAT to date has been based upon high level local expertise around primary schools and special education, cross phase from key stage 1 to 4.

The steering group leading the free school application is a large professional group (which also includes primary head teachers) with very high-level of educational expertise in curriculum development and in financial and institutional leadership across a wide variety of phases of education.

Why are we making this application?

The WAT is making an application to open a 2FE Free school in one of the most deprived areas of Barnsley because we are specialists in this area and have a bespoke curriculum, "Elements", that will ensure that outcomes for pupils and families are hugely improved and will allow pupils to progress beyond national benchmarks in educational standards.

- Within the WAT we have the expertise of an outstanding Special School and Alternative Provision that has worked on developing a curriculum that has been nationally recognised for its ability to improve life outcomes for pupils and families from hard-pressed communities. This curriculum approach has ensured success for many pupils much beyond their expectations.
- Currently the core offer is being embedded into other schools as part of the outreach work of Springwell Special School, in its role as a teaching school since 2012. The school works across the whole borough with 81 primary schools and 10 secondary schools.
- The shortage of primary places in Barnsley has resulted in the WAT seeking to open a Free School to widen the opportunities for pupils and families within an area of Barnsley that has poor educational provision and high needs and a shortage of places. We believe passionately that the bespoke curriculum will bring about a revolution within this community and increase potential and aspiration within the school and the wider community.
- The community targeted by the WAT has been selected because of the profile of pupils and families who currently are being served poorly by the available schools. The identified issues within this community require a solution that is different and focused upon key deficits that are identified within many reports nationally about areas of poverty and population integration issues. (data on charts page 9)

These issues range from three generational worklessness and higher than average numbers of single parent families. 38,500 households borough wide (see chart section C page 9) The communities have low aspiration and very low self-esteem which is reflected in the overall low educational attainment.

It is essential that the wider community culture is embraced through the curriculum and the wider family involvement within education.

The Elements team is unique in bringing about a bespoke curriculum that has grown organically and has already shown high levels of success with the hardest to reach pupils and families in mainstream schools as well as special settings. The curriculum has been used successfully with pupils from age 4-18. The staff engaged on this investigation of the curriculum have worked alongside the Universities of Leicester and Manchester following evidenced based programmes of study that are based upon the impact of the curriculum with hard pressed families and pupils.

Learning is at the core of all activities but the approach to learning has been refined exponentially to ensure full engagement that results in pupil and family success. Aspiration is returned to the community and social isolation is reduced which reduces anti-social behaviours and increases community wide social capital.

See Elements pyramid in Section C page 4.

The base of the Elements pyramid (page 4) has been replicated here to outline the key curriculum approaches to tackle the issues within the educational settings and the community.



Elements Primary School

The design for the Elements Free school curriculum is based upon a number of key aims that are linked inextricably to the core principles. The curriculum structure has already been shown to produce outstanding outcomes and standards in special school settings. The curriculum has been adopted within mainstream settings with a high degree of success over the last three years. The location of the proposed free school is within a disadvantaged community with a high birth rate and poor availability of current educational provision.

The new school will provide opportunities for pupils, parents and the community to share in outstanding educational opportunities being delivered through an exceptional core curriculum built upon some identified strengths within the national curriculum.

Why Elements will deliver the principles The blended curriculum, now called Elements, was originally begun some five years ago in Barnsley in response to an acknowledgment by staff working within a very challenging special school and alternative settings to a total lack of engagement by pupils with the curriculum model currently then on offer.

The traditional approach to behavioural change was through a sanction led offer that brought about some improvements but did not necessarily engage pupils in significant learning that could impact upon life changes.

A team of teachers recognised the theory that if learning for disaffected pupils from hard pressed communities was designed more appropriately then poor behaviour would be eradicated as pupil and family self-worth and social capital was built.

A curriculum revolution was required and so “Elements” was born.

The curriculum is visionary, inclusive and challenging.

Learning happens through the lens of themes. The themes are rooted in experience and reality, using hooks and lures to capture the pupils emotionally. If you engage children at the heart then the head soon follows.

Rather than writing about the day in the life of an Egyptian slave, they become that slave by stepping into the shoes of the character.

The themes can last for up to half a term.

There is already five plus years-worth of planning across themes in place. The work is already taking place using this base planning in other primary and secondary mainstream settings. The new free school would benefit from this expertise while expanding and developing new avenues in research to ensure that all such areas within towns and cities can benefit from the core curriculum.

The outcomes within the special and alternative settings across four key stages are outstanding.

Other schools in Barnsley and nationally have accessed training and shared in the experiential developments within the curriculum.

There is a big demand to share in this pedagogy as the visible differences to the pupils and their families are tangible.

The special school that leads the way in this field is an outstanding school and is a teaching and training setting and is a WAT member.

The Elements curriculum focus will ensure that the five crucial areas that are essential for outstanding progress can be captured within the syllabus.

Celebration of learning days show clearly the appetite of the community to take part in learning together.

Places are highly prized at these events and sometimes the community spills out of the school into hired marquees to accommodate their eagerness.

The natural step forward is to provide a new primary setting with the same dedicated focus as the special school.

The success is already visible in mainstream schools, highlighting the fact that the use of this curriculum in such settings in challenging areas will enable families to access a curriculum that is

fully engaging. The traditional educational approach within hard pressed areas can have many challenges that frequently results in very limited success.

Expected Pupil Intake

The impact on pupils and families in communities with three generational worklessness will be equally significant. It will allow and encourage the speedy development of new interest in educational institutions and the reinvigoration of education at the heart of the locality.

It has been identified by the Local Authority that there is a shortage of primary school places in the central areas of Barnsley, particularly the area around post code [REDACTED]. The anticipated cohort of pupils for the Elements School will predominantly come from this area (see data in section C provided by local authority page 8).

Ofsted reports show two key indicators in the area selected for the Free school:-

19 primary school judgments for leadership and management and judgments for teaching and learning are less than good which is approximately 16% of primary schools in Barnsley. The majority of these schools are located within the central area of the proposed Free school⁶.

The demographic mix of pupils and families will be similar to the three schools highlighted in green on page 20. It is anticipated that the birth rate and the proximity to the town centre will result in a much wider cultural mix and a more itinerant population linked to economic migration Queens Academy, formally Pipers Grove, indicates the wider mix of pupils. The community within the proposed area is challenging for a number of reasons:-

Since the closure of the mines in Barnsley many of the families have not worked and have very low self-esteem and have little or no confidence that education will provide aspiration and opportunity. The area has been an easy target for political extremes linked to worries about asylum seekers and economic migration. For this reason social integration is a big issue. The issues remain below the surface but present themselves within the community and schools regularly.

The humanising curriculum opportunities within Elements will drive agendas that will provide key advantages for community unity going forward. The curriculum supports and drives self-awareness and empathy by presenting situations and problem solving opportunities that are distanced from reality through character development and film and involvement in difficult situation resolution. This provides a touchstone for future understanding and problem solving. Many pupils from hard pressed communities face such challenge and lack of perception and problem solving skills that inevitably prevent successful outcomes in all areas

The curriculum provides enabling factors to develop trust and confidence in pupils and families helping them to be better citizens.

Data showing Profile of Free school

The Local Authority have provided figures showing a steady rise in reception class expectation that results in a situation by 2015 when there are 84 reception class places needed that cannot be provided within the existing provision within the postcode area previously highlighted. The November 2013 birth rate figures are still showing the rise continuing in this key area.

The birth rate reaches a peak in 2018 but is projected to continue at the same rate for the next five years:-

2006/7 12.400 aged 0-4 2015 14.200 aged 0-4 2018/9 14.300 aged 0-4 ⁷
(See chart section C page 8)

The target area for the proposed school will be in a hard pressed area with high FSM and generational worklessness and community disaffection.

⁶ Ofsted collated reports for Barnsley 2011-2013: <http://www.ofsted.gov.uk/inspection-reports>

⁷ Data supplied by BMBC 2013

The schools closest to the proposed Free school have both been judged as inadequate in 2013. The closest schools are shown in the table on page 7 section C. The profile of the current cohorts within these schools will be very similar to the demographic for the Elements Free School.

The WAT has already been working with a fast track primary sponsored academy (The Forest Academy) since 1st May 2013 that is within the same central area.

It is clear that there is a much needed change in this school too, in the teaching pedagogy and relationships with the community

Data is showing improvements in reading writing and Maths across the area indicated. The high need for the proposed free school delivering a curriculum that meets the needs of the community is evident.

Overall the need for an additional outstanding primary school that meets the needs of this hard-pressed community is an absolute priority.

The traditional model in primary schools in this area is not delivering outcomes for pupils within the targeted areas. It is essential that the community can access opportunity for their children and through this for themselves.

School Nearest to the proposed Free School	Number of pupils	% On FSM	% English not first language	% With SEN	Disadvantaged pupils %
The Edmunds	217	35%	5.2%	10%	37%
Worsborough Common	195	48.9%	5.2%	12.4%	63%
Hunningly	276	38.1%	n/a	8.6%	63%
Doncaster road	289	39.2%	11.1%	5.9%	43%
Worsborough Bank End	213	57.2%	6.7%	15.9%	62%
The Forest Academy	210	60%	2.1%	9.2%	76%
Pipers Grove	175	33%	22.8%	6.5%	59%
Littleworth Grange	413	45.6%	2.4%	6.4%	92%
Joseph Locke	390	37.8%	10.9%	5.9%	
Elements Free School	420	55%	12.1%	7.2%	59.3%

Averages for Elements Free School based upon community profile for three closest schools highlighted in green.

The Elements curriculum is designed to support and empower communities highlighted in green above. It is no surprise that the overall educational provision is much less than good so these communities become ever more isolated.

The educational provision of schools within the central areas of Barnsley show clearly the demographic profile of pupils is similar to the proposed Elements Free School and the Ofsted judgments of schools indicates that the provision of education does not meet the needs of the cohort or the community.

This focused the WAT on the curriculum choice that will both engage with the pupils and assure outstanding outcomes.

The expansion of Elements into the fast track converter primary, Forest Academy since May 2013 is already showing significant impact upon the pupils, staff and the wider community. There is clear evidence of a step change in the commitment of staff to planning in the new curriculum thematically working alongside two outstanding schools, one primary NLE and one special NLE partners in the Barnsley teaching school alliance.

Overall, the educational provision currently available in this central hard-pressed area is less than good. The profile of Ofsted judgments indicates that needs are not being met. There are issues in eight primary schools within 1 mile of the proposed Free school site, (full chart in section C page 7). The eight schools highlighted show only one school as outstanding and none that are good. Four schools need improvement and three judged inadequate.

The Ofsted reports from inspections in the central areas of Barnsley highlight similar issues in delivering the curriculum in the areas close to the Elements proposed school site.

We feel that in order to meet the needs of the cohorts within the central area the approaches must include the wider community and the methodology for engagement in a more focused and specialised manner.

- The identified needs of a new school would require a number of key facets to be present in order to ensure sustained successes over the long term.
- The higher numbers of free schools meals, poverty, ethnic minorities and itinerant populations requires a curriculum focused on full engagement and involvement at all levels.
- Elements can provide this.

The successes already seen within the special education settings has shown the capacity to bring about an engagement with learning that is not usually seen within behavioural settings.

Reasons why the Elements curriculum will support and improve schools in hard pressed areas but particularly within central Barnsley.

The developed 'Blended Curriculum' was a response to teacher frustration over the 'off the shelf' curriculum that is available, which was not written for the needs of pupils like those in Barnsley. The pupils face a range of challenges – Social and emotional disaffection, Behavioural Difficulties, some learning difficulties and very low learner confidence, generational lack of trust of education. Teachers have developed their own themes in such a way as to ensure they were engaging for the pupils, families and their communities.

The key facets of the curriculum offered are linked to tried and tested pathways that will ensure success.

The strengths of the National Curriculum will not be lost but will be delivered through the Elements focus to ensure core principles are fulfilled.

Engagement is crucial –

Material and resources will be engaging for the pupils otherwise they will not opt in. Hooks and effective ways into learning contexts are a must and the planned curriculum will always bring this about.

Story is at the heart of each theme –

Pupils become engaged in stories and the curriculum, like the story structure, unfolds episode by episode, with the pupils involved in the journey. The narrative tradition is enabling for all because it creates a logical sequence. It allows pupils, whether from Barnsley by birth or from other areas,

to share engagement sequentially. Frequently pupils that traditionally become disaffected often do so because of missed learning opportunities.

The ability levels of individual pupils will not prevent any pupil from building onto the narrative sequences allowing all ability levels to share but presenting many opportunities for extension activities.

Through the use of story, pupils are able to learn about the world around them and learn in context. Enjoyment in the retelling of the story and carefully planned sharing opportunities with the community and family ensure much wider engagement

These opportunities will build into the curriculum wide learning opportunities for families to share together by utilising 21st century technologies.

Contextual learning –

Subjects will not be taught discretely – but through the lens of a context that is made meaningful to the pupils and as a result is more relevant.

There are many opportunities within an Elements curriculum to deliver contexts that engage and allow themes to expand that refocus opinion and knowledge appropriately ensuring that opinions are based on facts not on distorted views of the world. The world view for many of the pupils in Barnsley is very narrow.

Use of film is an essential tool in this regard that links with practical ways to tackle low self esteem and increase in ability to communicate more widely.

Pupils and local families struggle with the concept of sharing their skills visibly and meaningfully with others.

Through use of media this becomes a distancing tool but is most effective.

All pupils are fully accustomed to viewing how things are done or said via film and television but, if asked, would never offer to perform within such media.

Over time, use of contextual learning through media encourages and grows skill sets.

In the early stages by utilising animation of snap shots turned into “show and tell” opportunities.

Use of green screen technologies, even by key stage one pupils, results in impactful learning and engaging activities that stimulates action and activity across families and brings fun into the story telling background of the wider curriculum.

Context within Barnsley is very important. Many of the adult population have little experience outside Barnsley this is being challenged by the growth of an itinerant population in Barnsley.

Educationally, they have huge pockets of low attainment and many of the family homes are single parent and have non-economically active backgrounds. See Section C page 9 data on economic activity.

The community lack of trust in education and its purpose will be deflected by the engaging curriculum.

There is very clear evidence within Barnsley and other schools undertaking Elements approaches of the high levels of trust being developed with the hardest to reach families. The successes being enjoyed by pupils that attend educational provision for those at the fringes of society are evident and have been judged so by Ofsted.

The use of nurture beginnings⁸ and whole teams that meet and greet all parents and community have impacted enormously on the comfort zone for parents and families coming into schools. By using ‘Open Minds’ days to share learning and core activities with parents, the staff in the special settings have raised the bar within some communities in Barnsley.

The profile of the pupils and families in the new Elements free School will require a curriculum that enables them by providing:-

Relevant learning

Pupils need to know there is a purpose behind the skills, knowledge and understanding we want them to have. By creating a context, for example, where they need to read a map because they

⁸ Nurture beginnings utilise Boxall principles and Steiner methodologies alongside best practice in engagement they are fully described on page 25 of this section

are rescuing a child in Snowdonia, they are more likely to engage with, and apply, their learning. By designing a curriculum that develops such opportunities based in reality advanced skill sets can develop.

Raising literacy levels

One of the most important outcomes of the new curriculum is to create opportunities for a range of writing for different purposes. This will be easier to produce because of the ‘talk to write’ approach, where pupils are engaged in the context; speaking and listening opportunities are plentiful and pupils are then compelled to write, e.g. as international rescue workers writing home describing the devastation caused by the earthquake and tsunami in Japan.

Time

There will be up to 12.5 hours a week allotted for the Elements curriculum. This enables the teachers to work at a deeper level with pupils to enable meaningful learning to take place.

A humanising curriculum

To develop empathy and compassion for others. Many of the pupils struggle to feel these emotions because they haven’t featured much in their own lives. By developing themes with stories and characters at the heart, pupils can be enabled in putting themselves in the character’s shoes. This is a safe way for the pupil to think about their own life without having to talk about themselves. The use of character is a distancing tool, which enables them to look at their own life and experiences safely.

Opening minds

Elements is a curriculum that aims to open pupils’ eyes and minds to cultures, physical environments and social groupings of the world at large, enabling them to develop as tolerant, accepting adults who celebrate diversity and who are consistently thoughtful.

Every half term Open Mind days are celebrated together with parents. Initially professional actors were employed to support teachers in their planning and delivery of such days. This resulted in many outstanding events that parents became involved in and enjoyed some level of role play while they enjoyed seeing how exploration was done in the Antarctica or America was discovered and the pupils and their guests took part in provisioning a ship for a journey to a world as yet undiscovered. These events are filmed and edited and enjoyed as a spectacle at the next event. The pupils’ writing and engagement as a result of sharing learning are improved. Imaginatively they can now engage and see. The vocabulary extends in every way. Invisibly, but equally as important, the family feel welcome and supported in school. The pupils engage in family learning and share times with parents that are unexpected and have previously never occurred.

Spiritual, Moral, Social and Cultural Development – The curriculum is designed to move pupils through the learning of facts and the retention of knowledge toward developing an understanding of the wider world beyond that which they experience every day. Elements will support pupils in developing more positive upward spirals and to build aspirations around self worth, personal contribution and spirituality. The need for our children to see themselves as contributors to wider society is very important as they can often see themselves as distanced from it. The curriculum needs to rehearse children for real life and this is why we have chosen themes and stories that will resonate with them. The themes offer many opportunities for exploration of the area of spiritual, moral, social and cultural development, for example, cause and consequence, right and wrong, responsibility and rights, difference and understanding.

The exploration of slavery through the narrative and film, role play from resulted in outstanding written work and a major shift in the understanding of immigration.

A typical Elements day is shown on the next page.

The colour coding for ‘Elements’ is used throughout the application as shown in the colour key code here.

Colour Key Code

Elements -



Parent Involvement and family time -



Structured lunch and Breaks –



Bright and ready start to the day –



National curriculum delivered through Elements focus



Phonics –



The Elements day is used to show how the core strengths of the overall curriculum will be delivered

- Hard pressed communities need support to ensure they can acquire the core social skills and emotional resilience to prosper within school and beyond
- The major deficits of not being school-ready most frequently result in total disaffection of both pupil and parent, even before year one
- Primary pupils who suffer regular exclusion and seclusion impact on the whole community and their family life chances

A Typical Elements Day

8.00am	Bright and Ready Session staffed and organised starting the day the right way learning with breakfast
8.45am	Structured beginning to day
	Every day literacy and Numeracy lessons at beginning of day to ensure highest levels of concentration Phonics embedded throughout all areas and daily focus session
	Structured Breaks
	Every Day 2.5 hours of Elements thematic curriculum covering morning and afternoon Which covers all of the following subjects Science, ICT, History, Geography, French, Music, Arts, RE and Citizenship
	Structured Lunch
	Elements continued
3pm	End of core day
3.00 - 5.00pm	Parents Plus time or family learning and Fun: sport, dancing, drama cooking reading and acting

Bright and Ready Sessions will begin each day and will provide a model for the whole day for staff, parents and pupils.

The staff recruitment and pre-opening literature will ensure that all staff sign up for the holistic methods to be employed within the school.

There will be a greeting team including senior staff and the head teacher speaking, welcoming parents, modeling of behaviours and social interactions will be as important as all other aspects of the humanising curriculum.

Breakfast will be provided in a setting that encourages social interaction (this will involve volunteer parents).

Boxall principles will be observed in the breakfast setting replicating family practices and ensuring that all pupils learn how to sit and share and have conversations. "Turn taking" and themed discussions will be embedded through whole start up.

Tasks will be divided as in a family setting allowing pupils and staff to undertake joint activities within the familial settings.

The school building will dictate the best possible scenarios for this setting to be managed.

Previous research undertaken by steering group members in other countries and settings has enabled a combination of educational methodologies to be brought together within a very structured environment that uses Steiner colours and Boxall principles and positive regard alongside clearly understood rules and expectations to ensure that every day begins without trauma or issue and pupils are ready to learn. Potential problems are resolved and pupils and families feel welcomed and are able to engage within the institution very easily.

Governors will support this by agreeing that uniform and other items are available for parents discretely, to ensure standards are visibly maintained but do not create insurmountable barriers.

By modelling beginnings like this, it will impact on the whole community within school and beyond. Key staff will be responsible for this as part of their job description but there will be an expectation on staff to ensure they share as frequently as required in the overall ethos of the family beginning to the day.

Elements alongside formal numeracy and literacy sessions

In recognition of the most important focus upon the core skills of numeracy and literacy, every school day will have at least two hours devoted to this. Phonics will be central.

Within the Elements time allocated, assemblies will be built into this curriculum, when pupils share work and successes, parents and families will be invited. Full family days will be built into the timetable when the theme being studied is ready to share and enjoy learning together.

Numeracy

There will be an overriding focus on Elements principles within the teaching methodology. An inductive approach will be at the heart of all teaching.

We will teach maths every day, using different strategies to encourage children to not only learn skills but also use these in their everyday life. We aim to teach a broad range of mathematical skills such as mental and written methods of calculation, shape, time, and measures such as weight, capacity and length. We provide, in every classroom, practical resources to help children learn and encourage a good understanding of mathematical concepts; practicality is essential in the exploration of abstract concepts for the pupils and the families. The Elements approach has been selected to ensure full engagement will provide support and drive in this key areas extended by teaching methods. We will use opportunities with families to create practical events exploring shape and size and making crafted items together. Planning journeys and exploring will allow role play with maths and all activities in school can become part of the maths curriculum. Pupils will have homework and extension activities at every opportunity. Pupils who require additional support will be given teacher level support and interventions will be relevant and assessed weekly for impact. The core facet that will bring about change is teaching the pupils to assess their own progress alongside the family ability to assess together the journey they are on. We will ensure there is a good understanding of mathematical concepts. Through other areas of the curriculum we teach children how to manage and present data using diagrams, tables and graphs and how to apply their mathematical skills through problem solving.

Literacy

The three areas we will cover are: Speaking and Listening, Reading and Writing and Phonics. Literacy is the key skill that will be at the centre of every aspect of teaching within the Elements School. Writing starts with the formation of written letters; writing imaginative stories, learning about proper sentences, paragraphs etc. and punctuation, spelling and grammar. As they get a little older, all pupils are encouraged to write at greater length and develop their stories further.

They will lead to the production of instructions and information, reports and persuasive writing. Poetry includes nursery rhymes, shape poems and harder poems for Year 6 pupils. All of these areas will be thematically linked which ensures high interest levels and an enquiry methodology throughout all class work and beyond the school day. If the narrative is connected to news and events and involvement in high profile challenges, pupils and families are immediately interested. An example could be the recent very high profile proceedings in the shopping mall in Kenya. Pupils are enabled to put themselves in the shoes of a child or family that had experienced this. Thoughts and feelings can be explored in a wide variety of ways. Historically, geographically, socially, politically, through story, instructions about how to act and thoughts and feelings. The pupils are able to identify with others because they are grounded in what a shopping mall is and this creates many opportunities to provide "enquiry questions" for themselves. Poetry anthologies have been produced with pupils' work on Bullying and the second edition on slavery with frontispiece from Ian Mc Millan and the books were sponsored and then sold. Families were amazed to see their child in print within a published book.

Pupils may not be able to have answers but in allowing a world view to begin it supports all learning and key areas of potential integration issues to be addressed through narrative and discussion.

Reading starts with the basics at P Level and Level 1. Pupils are encouraged to talk about what they have read. They will read lots of different books and answer comprehension type questions. Pupils will read every day; either to a member of staff or, if they are free readers, to themselves. The volunteer parents group will be able to provide listeners too. Speaking and Listening involves lots of talking about personal experiences and listening to stories, songs and rhymes. Children will talk to a partner and will be encouraged to make suggestions in a small groups. They will also talk in role play situations and drama lessons. Most lessons have a 'talk' component that involves all pupils.

Phonics

Reading intervention in the Elements School will be primarily phonics based and will overcome the phonological gaps in knowledge the children have: phonics is widely accepted as the best way to teach pupils to read. We will follow well researched letters and sound schemes, in specific sequence pupils are taught to blend sounds to make words. We will use the LCP daily planning of Letters and Sounds as a guide to follow as it provides a clear structure of the order sounds and high frequency words are taught.

Phonics is usually taught in mainstream schools to the end of KS1, making resources difficult to find and the concept of phonics alien to many of our older pupils. We have planned a wider ranging impact across both key stage 1 and 2 because we recognise that many pupils are not school ready at the end of foundation stage in Barnsley. Data issued this year by BMBC states that 49.2% of FS2 pupils do not meet national standards.

We will work with parents and families and we will provide many non-fiction phonics books free of charge and promote multi sensory learning techniques with pupils and train their parents to work with us to ensure the pupils acquire all relevant skill sets. The social and emotional focus within whole school and the Elements inductive approach will support progress. Books and their availability to families will provide a bedrock for the whole of the literacy programme.

Active Phonics

This was created in response to a lack of engagement in Springwell school and has had some national recognition. It has proved highly successful in engaging older pupils in phonics work. The Elements School will utilise the skills learned and extend its practice involving pupils and parents too. We will deliver daily sessions as interventions for identified pupils and fun sessions post the end of the formal day to pupils and families. It is recommended that sessions are delivered daily, they are usually 15-20 minutes long, based on previous assessment and are multi-sensory. An example of an activity is vowels, letters and linked sounds (leading to words) being captured on laminated A3 sheets displayed around the hall/outside/or on corridors.

Pupils bounce balls if appropriate on the sound as they say or count them and speak, other pupils capture on film hand-held, then play and show and tell to others. They can make the equipment for others and help to supervise. This methodology is part of a research based development involving

key staff in Springwell Special School who are working with Leicester University and are working alongside seven primary schools in the borough using [REDACTED] awarded to help develop this practice

The key is active involvement in an area they avoided at all costs.

This method and others linked to the “active” theory has enabled pupils much beyond formal phonic teaching to progress rapidly without embarrassment and it allows parents without literacy to take part and learn alongside too.

This can be done in teams individually with support workers or parents /carers.

All school staff will be intensively trained in phonics delivery. Teachers will be expected to deliver short daily phonics sessions at the start of each literacy session.

Pupils will be assessed using a phonics phase assessment sheet and through PM benchmarking. This gives a reading age, level and, more importantly, a coloured book band which allows the pupil to access the correct levelled book via the banded books in the school library.

A theme can be used across the primary phase but the individual teacher will ensure that planning is level appropriate but props and resources can be used

Extract from Lesson plan:

Teaching and Learning Activities years 1-3 Viking quest

To participate in the quest for the dragons head.

To contribute ideas to group discussions.

Drama

Y3 a. Present events and characters through dialogue to engage the interest of an audience.

b. Use some drama strategies to explore stories or issues

Y2 Adopt appropriate roles in small or large groups and consider alternative courses of action

Y1 Explore familiar themes and characters through improvisation and role-play

Speaking

Y3 Sustain conversation, explain or give reasons for their views or choices

Y2 Tell real and imagined stories using the conventions of familiar story language

Creating and Shaping texts

Y1 Use key features of narrative in their own writing

Y3 Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved

Teaching and Learning Activities years 4, 5, 6

I can write a character description, including some description Y4

I can work with others with support and am able to show understanding and able to write a fluent story

Composition: I can draft and write in narrative – Y5

Can work with others and can produce a well written story that demonstrates in depth knowledge and understanding of Vikings their history and journey

Characters. I can build a varied and rich vocabulary. Y6

I Can work alone and in groups and investigate and motivate myself

Aim: to make a description for our Viking character including good/exciting adjectives/describing words.

Resources

Immersive environment created jointly across school

CD to show journey IWB clues

Map of Viking journey

Structured Breaks

All Staff that work within an Elements school will sign up to the overarching core principles that are identified within the vision. This relates to the necessity to use all times to provide modeling and structure for pupils and families. There will be planned activities and staff will ensure this is part of every strand within school, including all breaks. Pupils and staff will have responsibilities for themselves and others. There will be high level expectations of how the pupils act and what is acceptable and on whom and how behaviours are modeled. By ensuring the social and emotional growth of pupils is carefully developed, parts of a school day that often provide potential conflict will be eradicated. Key staff will be identified to ensure this happens and the happenings are known and planned and understood by all. Consideration will be given and recognition of the pupils that lead such activities. The use of external staff and volunteers will become a core facet of this process.

Elements

The 'Elements' curriculum was written with the needs of pupils and families in hard pressed communities in mind. It covers Science, ICT, History, Geography, Arts, DT, Citizenship, PHSE, RE and French, and provides a platform for literacy and numeracy.

Through the use of story, pupils learn about the world around them and learn in context.

Pupils know there is a purpose behind the skills, knowledge and understanding we want them to have.

By creating a context they engage with, and apply their learning. The materials and resources we use engage everyone. Hooks and effective ways into learning contexts are a core feature.

'Elements' creates opportunities for a range of writing for different purposes. 'Talk to Write' approaches engage pupils in the context; speaking and listening opportunities are plentiful and pupils are then compelled to write about their experiences.

Opening Minds Days

These half termly days which are shared with families, community and invited guests ,aim to open pupils' eyes and minds to cultures, physical environments and social groupings of the world at large, enabling them to develop as tolerant, accepting adults who celebrate diversity and recognise equality and who are consistently thoughtful. They enable the celebration of learning using "show and tell" opportunities across the whole school. An example of this highlights the in depth opportunities that this approach provides. A recent theme **Memories** provided a Living Museum for the parents and families to enjoy. Local people some famous others not, mostly pensioners were invited to be interviewed in classes on film with prepared questions that depended upon the individual class approach and the age range and capability of the pupils. The learning that followed linked to research into all areas covered. This ranged from the war, changes and discoveries that made life easier during the last 50 years, travel and how this had impacted, the miners strike and what had happened since and many other areas, including food. The pupils then undertook work. They built and created items and set up a living museum to share their enquires and results. The outcomes were immense and the community were totally in awe of the museums they visited showing life in Iran /Poland/Nigeria and Barnsley alongside each other and how life had changed. Subjects covered overall in this event extended across the whole curriculum.

The parents and pupils complete a survey and questionnaire on every occasion this leads to meetings involving the parents and pupils liaison group to work alongside staff in planning the next day . Assessments are made of numbers engaged and levels of engagement. The profile of types of family and pupil engagement is also profiled. The data indicates three things

All families are now engaged in the days regularly from a very low starting point. Pupils enjoy and actively engage with their parents particularly in primary key stages

The number of active volunteers and adult learners has increased significantly

Spiritual, Moral, Social and Cultural Development

The curriculum is designed to move pupils through the learning of facts and the retention of knowledge that will enable pupils and through them their families towards developing an understanding of the wider world beyond that which they experience every day. This is an essential component of the core delivery because empathy and understanding are not features of

communities within areas with high levels of antisocial behaviour and lack of economic activity. The approach to topics is as much part of the learning processes as the topics themselves. Elements supports pupils in developing more positive attitudes and builds aspirations around self-worth, personal contribution and spirit. The need for our children to see themselves as contributors to wider society it is very important as they can often see themselves as distanced from it. The curriculum rehearses children for real life and the chosen themes and stories resonate with them. The themes offer opportunities for exploration of the area of spiritual, moral, social and cultural development, for example, cause and consequence, right and wrong, responsibility and rights, difference and understanding. An example of a theme in this area was linked to two areas contemporaneously being undertaken that the pupils did not see the link until they had fully explored and developed so that their understanding was complete. This theme led to a full day with the community and families too. This work was undertaken within mainstream and special settings with equal levels of engagement and success. The importance of pushing boundaries within the safety of the thematic curriculum is a core principle within Elements schools. The Channel 4 programme "Secret Millionaire" opened up a theme, which led to 'Stephen Lawrence' enquiries as the pupils expanded their understanding. This was a cross phase activity within Elements from key stage 1-4. The primary pupils looked at the injustice to Mr. Tumnus within Lion the Witch and Wardrobe using character and film and drama and then "show and tell." Actors were filmed presenting their case to Channel 4 as to why they should select a particular character for funds and why they deserved this. The actors were a local Sikh manager of a supermarket, a single parent mother, and old man who was an ex miner. The classes were totally focused on the needs of the characters and believed in them. This was further assured as two actors came into school twice in character as if they were a Channel 4 film crew. Many sequences were filmed. The classes all chose independently the Sikh manager. They then explored areas of injustice and race issues the writing that resulted across all age ranges was so powerful and impacted upon everyone involved but most especially the parents. The areas of study were wide ranging. The hook to be involved was assured because of the character and contextualization. The older pupils explored themes that they worked towards themselves which allowed as many contexts as necessary to deliver a balanced holistic curriculum within communities identified in Barnsley.

Design & Technology In design and technology, pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They will learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. Topics run alongside the Elements Curriculum to deepen pupils' understanding, with body smart kinesthetic activities tailored to engage and inspire even the hardest to reach learners. Assessments are carried out every half term with key pieces of written and practical work combining to provide accurate levels. All pupils are assessed at least once in the year on each of the following skills – research, specification, generating ideas, development, planning, making and evaluation. **This is extended on family days and at family learning times to involve the community in positive activities.** Ensuring the full engagement of families within accessible subject areas allows the growth of empathy and understanding and sharing, all qualities that the community would aspire to, but need support to access shared outcomes through the "fun" within the curriculum.

Science In science, our planning will support full enquiry questions at all levels, with the aim of teaching children about the understanding of the world around them. Our aim is to encourage children's curiosity while developing the skills needed to plan and carry out different types of practical investigations. We will use ICT in science lessons where it enhances their learning and we will engage the children in a wide variety of problem-solving activities. The children will take part in role-play and discussions and present reports to the rest of the class. Wherever possible, we involve the pupils in 'real' scientific activities and use the local environment to enhance learning.

This is extended on family days and at family learning times to involve the community in positive activities

ICT We believe that ICT should be embedded in all areas of the curriculum. It should not be a

discrete subject but a tool for learning in and outside school. We aim to use and teach ICT as creatively as possible making links across the curriculum and make learning meaningful. We recognise that all classes have differing ICT abilities. This is especially true when some children have access to ICT at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child and the availability of family support.

We will cover skills in a multitude of ways different areas such as the list below will ensure a broad coverage of skills and allow the parents opportunities to acquire skill sets too.

- Word Processing to write stories, poems or letters **All of these areas will also be available for after school family work**
-
- Databases to record information, e.g. rainforest animals. **Building on skills in class and “show and tell” sharing opportunities**
-
- Spreadsheets to calculate data and to create tables, charts and graphs.
-
- Blogging to contact children and teachers and share work. **The school blog will be done post school by the blogging team**
-
- iPad technology to work creatively and encourage interactivity. **An Ipad library will be made available**
-
- Desktop Publishing programs to design posters, leaflets, cards, booklets and hyperlinked texts.
-
- Video Editing Software to create professional films. **Film production and multi media work focusing on community life**
-
- Multimedia Presentation to create slide show presentations using text, sound, images, video and effects.

The items listed are not exhaustive and will be reviewed frequently by staff the overarching principle of highly trained specialist staff sits at the heart of every curriculum strand delivered

- Painting Programmes to create pictures and designs. **Joint activities in all areas for family days, post school and weekends**
-
- Internet and CD-ROMs to find information. **Joint activities in all areas for family days, post school and weekends**
-
- Digital Cameras to record what they have done in class or on a visit. **Joint activities in all areas for family days ,post school and weekends**
-
- Electronic toys to help understand how things work. **Joint activities in all areas for family days ,post school and weekends**

Staff will be required to be up to date in all areas to ensure that pupils and their families are able to access technology when needed rather than being stranded economically and socially as the rest of the world acquires key skills to drive learning agendas.

Physical Education

The children will take part in PE lessons at least twice weekly.

PE lessons will often be linked to other areas of the Elements curriculum. ICT will be used to record, analyse and review children’s learning. In all year groups, knowledge and understanding of

fitness is embedded within PE lessons so that children understand the benefits and effects of exercise. Families will become involved whenever possible to try to encourage after school activities. Part of the programme delivered will be built upon volunteers' and staff expertise offered to parents and the wider community.

A full outline of after school family activities will be expanded upon later.

Music and Art

Music is a unique way of communicating that can inspire and motivate children and families.

Music will be used subliminally throughout sections of school to signal lesson change and work patterns. There are many examples of best practice in this area and as the one of the over-arching aims of Elements is to create special places and learning zones; colour and sound will be key in this. We make music an enjoyable learning experience. Each week children will be offered opportunities to sing in whole school assemblies. Children will be offered opportunities to play and create their own music using a range of musical instruments.

They will be taught how to select the appropriate instrument, compose as a group and record their compositions. We will require children to participate in a variety of musical activities which we will perform in school and in concerts with other schools. We aim to build up the confidence of all children in performing in front of others. Multimedia allows this confidence to build carefully over time. The school and staff will sing together and staff on appointment will understand that this is a fundamental part in their modeling role. Building pupil and community confidence and self-esteem is an essential way forward.

French -The teaching of French through Key Stage One and Two offers opportunities for children to become increasingly familiar with the sounds and written form of a modern foreign language. It also increases their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities.

We believe that creativity improves pupils' self-esteem, motivation and achievement. Therefore, creativity is central to all curriculum teaching and learning and we view Art and Design as a vehicle for this creativity.

Art and Design activities are central to the curriculum planning. Each term, cross curricular lessons are planned to ensure that pupils experience an enriched and diverse curriculum. Furthermore, we value the opportunity to explore art from different cultures and times.

In the Elements School we will provide opportunities for independent and collaborative work in Art and Design. Pupils are also given the opportunity to explore a range of materials and techniques and to develop a wide range of skills and knowledge in Art and Design. In addition we will make very good use of the resources and Art available at Museums and Galleries and it will be ensured that pupils experience work by well-known artists.

External visits will be undertaken to bring this about and families will share in these outings whenever funds allow.

Structured Lunch

The break for lunch will be built seamlessly into an Elements day.

On being employed, staff will be aware that modeling behaviours and social interactions are continuous activities throughout the day. At lunch times staff will eat together with pupils and part of their role will be to demonstrate manners, choices and conversation and interactions.

Staff will have their meals provided free of charge. This methodology has been used in other settings within the WAT and works particularly well for the pupils that are from hard pressed

communities.

Many of the primary pupils are unaccustomed to being seated at table and choosing healthy foods. The kitchen staff will be required to set the highest standards and choices available. The dining room will be labeled as a restaurant and the methods will encourage pupils to serve each other and respond to acceptable actions. Noise levels will be low and subliminal music will be played. There will be key words and phrases modeled linked to good manners.

All staff will universally operate in this way. It is essential that staff recognise the power of repetitions of words on pupils so that essentially they use key words like, please, thank you, can I help? or can I get something for you? This methodology has seen significantly high levels of success within both mainstream and special settings within the WAT and is an essential component of the social and emotional awareness needed within Elements.

Families have regularly been invited into school to eat alongside the pupils and their teachers and the impact has been tangible.

After the meal pupils will have structured play supervised in the same way as the morning break.

Family Learning Opportunities Post School 3pm-5pm Monday –Thursday

Parents Plus time or family

Activities will take place each day between end of school and 5pm. Many will be free of charge but there will be options available for additional specialist courses.

A timetable will consist of joint parent/pupil activities building on the themes being explored. A small dedicated team will lead these sessions with volunteers and others from school and within the wider Trust.

Homework clubs and games workshops and sporting activities will be covered too.

Plans for Friday include a 3pm finish as part of staff wellbeing.

Smart Getaway - A typical offer for a week would look like this:-

Monday	Tuesday	Wednesday	Thursday	Friday
Homework club every day	Homework club every day	Homework club every day	Homework club every day	Homework club every day
Sport/joint with parents and children	Music/Dance/joint activities	Sport pupils only	Active phonics and Fun	Training for volunteers*any evening
Cooking together the healthy way Let's do English?	Craft clubs /parents meetings as required /PTA Local History	Reading is fun /story time Let's do English?	Zumba parents /community Photography and film making	

The expectation for staff to work beyond the school day is a norm but a prompt end each Fridays restores the focus upon the contribution they make to the whole school and ensures a smart start to the weekend for all staff.

If the school decided to extend Friday activities because of demand, it would be planned around

additional staffing rather than core staffing only

Qualifications (external assessment)

Foundation stage (Reception)	EYFSP assessments (early years foundation stage profile)
Key stage one	Phonics screening tests and teacher assessments, PASS(pupils attitude to self and school) testing
Key stage two	SATs tests, English reading, English grammar, punctuation and spelling and mathematics plus level 6 testing, Pass Testing

Internal assessments linked to national benchmarking processes
 PASS testing, BPVS(British Picture Vocabulary Scale), GM Maths and APP (Assessing Pupils' Progress)

SEN and Role of SENCO

Within the WAT we have an outstanding special school that is a Teaching School with an exceptionally well qualified SENCO in post with two assistant SENCOs. Their expertise will support and drive the highest possible standards of differentiation and ability to tackle all needs within the mainstream primary setting.

Extensive Base line assessments will be undertaken of all pupils on entry to school which will facilitate carefully measured progress data. This will drive planning for teaching staff. The SENCO role is crucial in this school because the anticipated profile of pupils.The curriculum will be differentiated to take account of individual learning need.

The SENCO will work with all agencies:- Child and Adolescent Mental Health Services (CAMHS), School Nurses and National Health Services, Safeguarding and Education Welfare. The SENCO will link with community groups and charities that work within the area. All pupils with additional needs will be supported and targeted throughout the whole school day.

Those pupils identified with SEN needs identified within the SEN code of practice will be on the central SEN register, with support/action plans or full IEP's (individual education Plan)if they have a statement. In addition there will be a Vulnerable children's register that will show SEN needs plus other areas of concern including, LAC ,ESOL, young carers child protection, neglected, divorce, bereavement and any other issues that impact on learning or opportunity.

The school will operate a tiered response in the following way after careful discussion about pupils on the register with SENCO and other lead practitioners, teacher, PSA, safeguarding lead. They will be identified internally as the Care team (they will meet fortnightly) and will agree a response or monitoring role.

All Pupils	Tier 1	Tier 2	Tier 3
Including SEN who are also captured on the special needs register to ensure all statutory obligations are met	Monitored weekly at key worker level may not require an action plan Allocate key worker	Mentor or initial support plan May be working with parents/carers	Support from mentor, PSA and key worker Action plan in place External agencies involved
After base line assessment			

Teachers will carefully organise the lessons, the classroom, social groupings, books, materials and the way they teach to ensure a child can make the most of any given learning opportunity.

Opportunities will be created and assessed to provide additional support and individual opportunities whenever needed. The assessment methods and reporting mechanisms that are used within the special school will be utilised where ever possible in order to maximise the data capture to inform the SEN learning processes within the Elements School. The strong partnership of working with an outstanding special school within the WAT will ensure that all workers within the school are fully trained and conversant with additional needs and how to meet them

The SENCO role will be embedded across the whole school and will partner with the special needs co-ordinators within the WAT.

It will be required that the SENCO will aspire to masters level qualification to ensure the expertise is available for all staff. The recognition of need is not always easily supported especially within the targeted community for the Elements School. The lack of ability to successfully access education because of the nature of the family background brings high needs that often do not **have a label but impact enormously upon potential success**. That is why the bespoke curriculum is so needed within hard-pressed communities. The potential cohort for the Elements School will require the high level SEN expertise but it is essential that the levels of detail given to identified SEN needs is also given to social and emotional readiness to learn and high level parental involvement to ensure success at all levels .The aims of the Elements School are part of the overall links to the core principles identified within our vision to work with pupils, families and the wider community at all times and in every way possible to ensure success. The Elements methodology will ensure full engagement with all diverse groups because of the easier accessibility of the curriculum.

Mentoring a key strand within school it will be undertaken in many ways

Targeted mentor programme for small groups working towards stretch grades and standards

Targeted mentor programme for small groups of identified vulnerable pupils, EAL, LAC, Young Carers,

Individual mentoring for any child that needs this level of work

Staff will be trained to mentor and work alongside pupils professionally

The school ethos overall is one of support and targeted help and drive to support and create a strong learning atmosphere for all groups. Children in trauma cannot learn and achieve.

The vulnerable children register will capture all information and will be robustly managed and monitored. A range of interventions will be readily available to support pupils and families.

Mentoring will be a core function within school and staff will be expected on appointment to subscribe to their potential key worker role linked to these groups of pupils. All staff from the Principal to the caretaker will be trained and be expected to mentor in some way.

Sometimes it will be modeling behaviours to individuals or groups but mostly will be guided and built into the unique programmes for pupils.

The targeted Free school area will have a high number of pupils with additional needs. The programmes used within the special and AP settings within the WAT will be adopted and adapted to meet the needs of the primary pupils and their families. The individualised programmes used within special settings will be the models for all interventions. Elements School will focus on all needs individually rather than grouping EAL and SEN together the programmes of intervention will

be need specific.

Gifted and Talented

This programme will operate right through school in every curriculum area to ensure that all talents are recognised and celebrated. Staff will record progress for pupils individually but the identified gifted pupils will be enabled by partnering with other schools and secondary schools to provide staff to teacher higher levels of Maths, Science, English and other key subjects.

This collaborative approach across subject areas will be followed to ensure pupils are stretched and celebration opportunities will arise cross phase. This will contribute to transition programmes too.

Sporting activities will be targeted in the same way to raise the profile and self confidence of pupils.

Identified and target groups will have allocated time each day for extension activities and target setting within core lessons to ensure stretch is there throughout the school day in every area they have additional capacity. This group will be reviewed every half term

After assessment, the pupils will share their targets in every part of the curriculum and throughout every day extension and stretch activities and homework will be given in every area that is appropriate

Parents will become involved in this process over time so that they better understand why the additional tasks are being required and undertaken

Pupil Transition

Prior to the new school opening all new pupils will take part in a sequence of activities involving staff, parents and wider family when appropriate. The WAT schools will host possibilities in this area so as to ensure costs are minimal but opportunities are plentiful. In the summer term we will hold sports activities at weekends and meetings after school for discussions and information sharing and fun. In this way they will be acquainted with some of their potential cohort and the families will be better able to understand the school ethos and vision.

Transition from foundation stage or home into reception and onto secondary school or another school

The formal planning and programme for reception class intake will begin at least one term before entry. The families will take part in a programme that involves a number of key visits and opportunities to see and share.

This will be called Family Diploma in New Beginnings. The parents will attend tours and opportunities in assembly and a 'meet the staff' evening and two fun events around parent plus time. Staff will film and photograph progress and events that will be edited and shown at the celebration assembly.

We will highlight the key elements we are building on

Self-awareness Intellectual capacity Physical skills Emotional intelligence
Cultural awareness

Stickers will capture the following:-

I know what to do I have met my class I have toured my school I have new friends I

have helped someone to feel good I am looking forward to learning, I am confident I can learn in my new school

This will be the beginning of their journey into the use of multimedia and how the shared images influence and create self confidence for the pupil and the family. Parents will be filmed and talked to and will see each other projected positively onto the screen. They will be welcomed and become part of their school community. Parents will be fully aware that they will share fully in the journey now begun for their child. In the same manner as the passport methodology between primary and secondary, there will be a diploma awarded to families in New Beginnings that will show successful completion of the pre-school programme. Stickers cards for the pupils will show their attendance and they will join their parents for a celebration assembly at the end of their first week in school when the diplomas are awarded. The individual family photographic and dramatic file will be opened and PACE surveys will begin with parents. **Secondary Transition** The target secondary schools will be invited to take part in an Elements transition programme. Work will be undertaken throughout the whole school career with partners and feeder schools, initially by inviting key secondary teachers into school, science to undertake a “Christmas” lecture and show an experiment, music to bring secondary pupils who play and sing with primary and parents too. Drama opportunities and inviting the secondary heads to primary school shows. Partner’s schools will work alongside the Elements School from year 5 formally embedding the transition processes in a targeted way. The Passport programme will begin at the outset of year 5. All of the key skills linked to transition will require visas to progress. All visas will have two parts: one achieved with staff in primary and the second part with secondary staff working alongside primary staff initially in year 6, but in last half term of year 6 a programme based on the production of a documentary showing the skill sets achieved in their primary school.

Parents will be able to support this in a number of ways:- by physically helping with the film making or attending the final show and awards evening. The Transition Passports will be awarded at this event when the films are available in an edited form for show. These core principles of Elements will be measured on transition:-

A Visa will be attached as they progress through each of the five stages of transition highlighted above, school visits, meetings, film making and shared activities.

It is possible to have group travel and individual work so that peer support is built into the programme.

**Self-awareness
intelligence**

**Intellectual capacity
Cultural awareness**

Physical skills

Emotional

Work will be undertaken with parents to ensure they understand how to support the processes too.

Enrichment Activities: The whole school programme has innumerable formal and informal opportunities for enrichment that include a wide ranging list of skills-based fun activities and formal learning to build skills for all. They include planned half termly events, weekly assemblies, after school activities almost every day and opportunities to take part in outings and volunteering and fun.

The programme the Free School will offer will begin from 8 am each day potentially until 5pm each day Monday –Thursday. Friday will have a **Smart Getaway** for overall staff wellbeing but, as previously explained, if demand required Friday activities then additional staff would meet that need (see

chart outlining activities and typical day plan for Elements).

The ethos is one of the communities being part of school. The profile of need and low self-esteem and aspiration requires the highest level of enrichment programmes being available. (See Elements typical day at page 24).

Volunteering will be as much part of the parent role as being part of their child's learning programme. The Parent Support Adviser role will work alongside the leaders and staff to bring parents into school daily to share in fun and family learning and to volunteer to help alongside core staff.

The range of activities will include, sport, dance, drama, cookery, reading and homework clubs, craft sessions and ICT design and fun. The pupils will have the opportunity each day to take part in activities outlined above either with their classmates or family. Some activities will be discreet for pupils only.

Regular outings linked to widening horizons and themes will be undertaken. Overnight and special away day opportunities will be built into the curriculum to develop independence and confidence.

The staffing of the programme will be provided by a discreet planning team who will link with support and specialist staff willing to take part in these activities post the school core day. On interview, staff will have the outline of the day described and there will be an expectation that the delivery of enrichment will be undertaken by all staff.

The parents will be part of the programme linked into the principle of engagement across the community. The enrichment activities are an essential component of an Elements school.

The reasoning behind the design of the enrichment programme links to the already identified needs of the target community and pupils of social integration, development of social skills and emotional awareness and the ability to work alongside educational institutions and trust them. The aspiration is to move into a more formal learning programme through the WAT sponsor an FE provider of adult education. This will enable community groups to access on-site learning in the future.

The high needs of parents to access structured activities that will provide them with opportunity for their personal development alongside their children will provide platforms for the whole community to grow.

D2 – Assessment: Measuring pupil performance effectively and setting challenging targets

Data and assessment is at the core of every area of teaching and learning. The whole staff will be involved in the process and will contribute to the overall picture of each pupil. The initial target setting will be linked to the baseline testing of all pupils on entry the tests will be holistic and include crucial assessments linked to attitudes to school and learning and feelings about safety within school. The areas covered within Pupils Attitudes to Self and School (PASS) testing for pupils and Parents Attitudes to Contribution and Curriculum (PACE) testing for parents are crucial to understand the level of difficulty emotionally and socially pupils and parents feel. The PASS and PACE testing are undertaken annually with the whole cohort, individually testing will be undertaken on the arrival of new pupils mid-year. Stand alone testing can be undertaken for pupils on the vulnerable register to measure progress

Training in appropriate testing methods and support will be linked to the whole assessment area within school.

The data assessment information provided every half term must be consistently managed and understood. The careful analysis of the data will inform all strategic planning at pupil level and within every area of the learning zone for staff.

Assessments on entry in foundation stage will be undertaken around the seven core areas but the assessment levels will be linked to teacher assessed criteria that Elements will provide.

The moderation of these assessments will be undertaken with other primary schools and across classes internally. If necessary external assessment will be undertaken as an additional quality control. This base line procedure will enable the careful planning and understanding of individual key deficits in pupils.

A very robust baseline assessment will be undertaken for all pupils on entry in key stage 1 and 2 it will include the following areas:-

British Psychological Verbal scales (BPVS), PM bench marking to provide a reading age, Assessing Pupil progress (APP) to give national curriculum equivalents for comprehension. Ros Wilson writing assessments (where appropriate)

GM Maths to indicate progress and the Sandwell diagnostic testing for maths also done by G L from p6 to level 3 to indicate gaps in knowledge.

PASS testing for social and emotional skills.

Based on all of the above analysis an assessment will be made based upon the evidence of expected progress for each pupil. This process will be led by the special school methods to ensure that clear progress targets are plotted and understood by all.

This information will be shared with parents in an acceptable form but will ensure each pupil's needs are better met. The presentation of the information will be pupil and parent friendly.

The mentoring and key worker roles will be allocated on the basis of the PASS testing results.

Half termly collection of data and regular benchmarking exercises will ensure that all staff are able to collect, collate and share progress data with pupils and parents.

The half termly 'Open Minds' days will provide many opportunities for parents to view progress data.

The pupils not meeting required progress will be recorded within the vulnerable children's register alongside already identified groups, EAL, SEN, LAC. Pupils will be allocated specific interventions to support them and help to ensure the required progress targets are met. Those pupils identified as having an accelerated learning profile in any area of the curriculum areas will have extension tasks set and will have additional monitoring of their individual progress.

Responsibility for the overall monitoring and improving of the quality of lessons sits with the Principal in partnership with the WAT teaching school.

As the school grows the internal management team will become expert in this field and the posts of lead teacher and the deputy principal post will lead the performance management cycle and lesson observations and the improvement of the lesson observation outcomes.

An electronic system called 'Paragon' will be used to capture all data and evidence from staff of their performance cycle, observations and their appraisal.

Support workers and all lower grades will have task analysis and observations and they will be taught to self evaluate their contribution to supporting pupil learning.

This model is already well embedded within the WAT and will be shared.

Targets and reviews for SEN pupils

Children with special educational needs will have an individual education plan (IEP) that sets out the short-term targets for the child, the teaching strategies and the process for reviewing the IEP.

The pupil's education plan will run alongside their individual progress and intervention plan.

The special need coordinator will work within all statutory guidelines and will link with the parent support adviser to ensure parents of any pupils with special needs whether stated or not are well supported.

The IEP will be monitored half termly and fully reviewed annually.

EAL pupils will be very well supported through the Elements curriculum because of demonstration, interaction and role play but, in addition, the school will research the heritage and country the pupils arrive from; a designated teacher taking this responsibility and then sharing a summary with all staff.

At each lesson, key vocabulary to be used is highlighted for the pupil. Seating arrangements for EAL pupils will be carefully managed to provide peer support whenever possible.

Marking exercises for EAL pupils will initially support progress rather than capture every error.

Parental support will be given by the designated link and new arrivals from similar heritages will be provided information about other families and support mechanisms.

LAC pupils will be supported by the designated teacher and the multi-agency links established by the Community assistant head and SENCO post.

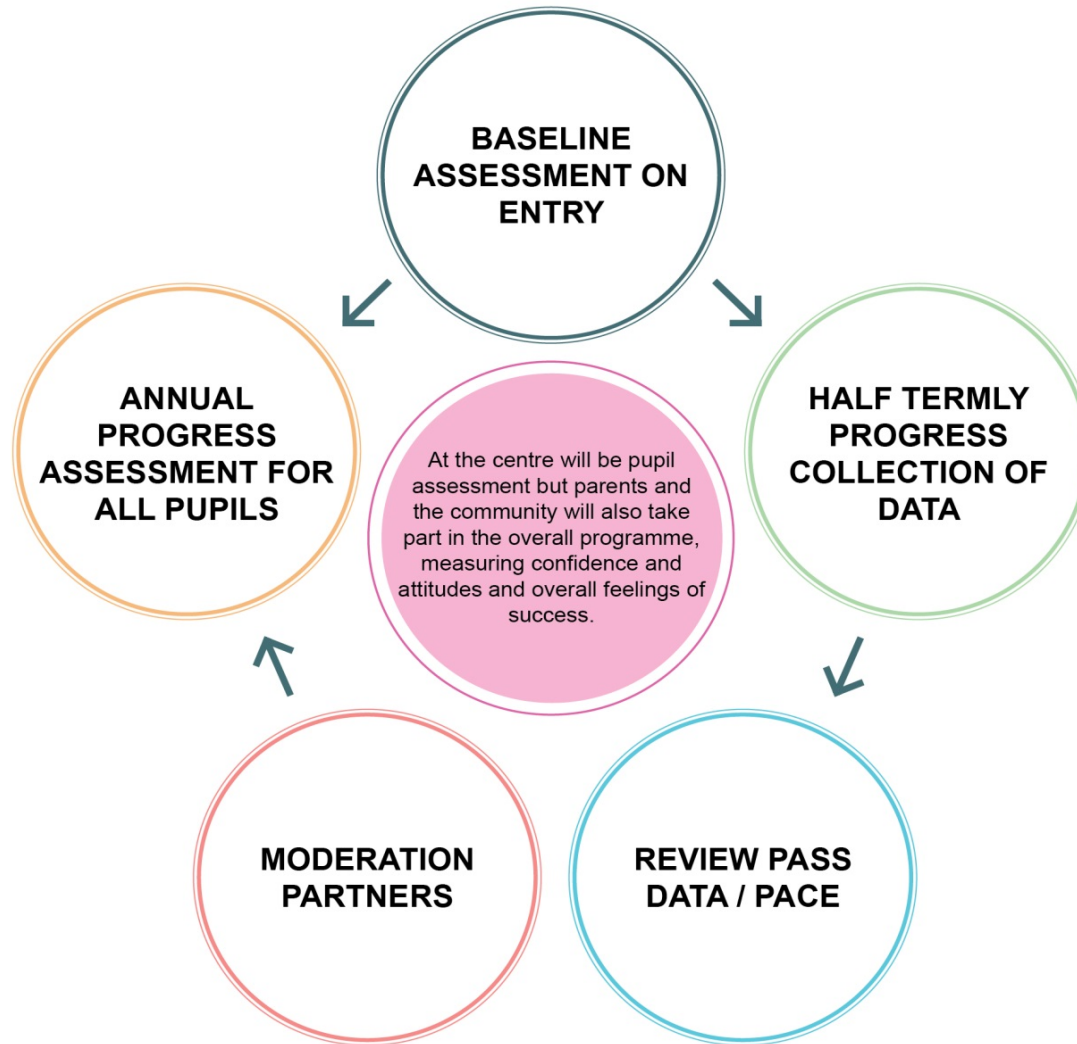
The Pupil Premium will be targeted at high level support and intervention for all groups identified and pupils on free school meals to ensure their progress remains high and the overall ethos within school is supported and challenged the funds will work across all identified groups including gifted and talented .

ELEMENTS SCHOOL WILL HAVE AN ANNUAL CYCLE OF ASSESSMENT THAT WILL IMPACT IN EVERY AREA OF THE SCHOOL

KS1 Phonics testing
KS1 Teaching assessment
KS2 SATS testing

End of Academic year + issue
in all subject areas reporting
system half termly plus full
written report termly.

Moderation across classes will
take place every half term but
partnerships will be made with
other primary schools, minimally
there will be three opportunities
to share in external bench
marking and moderation in each
academic year.



Annual full PASS survey for pupils and parents reviewed at end of term two
Based on national assessments and comparisons
SEAL assessments collected alongside wide ranging half term data collections. Collect readings, uniting numeracy, phonics BPVS.

Half termly Data based on all subjects but focusing on reading, writing, numeracy, social and emotional developments, attendance (including enrichment), exclusion (including internal arrangements).

Review + Publish

Assessment and Tracking

The tracking systems designed specifically to track and assess progress across all subject areas and personal and social and emotional development is bespoke to the Elements School and it includes a combination of “best practice” from two existing schools that are both outstanding.

The systems have been combined and added to in the following ways so as to raise the opportunities of assessment that is inbuilt into all processes so as to ensure that learning is never interrupted purely for assessment purposes:-

Assessment is part of the learning journey, and, as with most journeys, it helps to know where you’re going, why you want to go there and how you plan to get there. It’s also important to know where you are before you begin the journey!

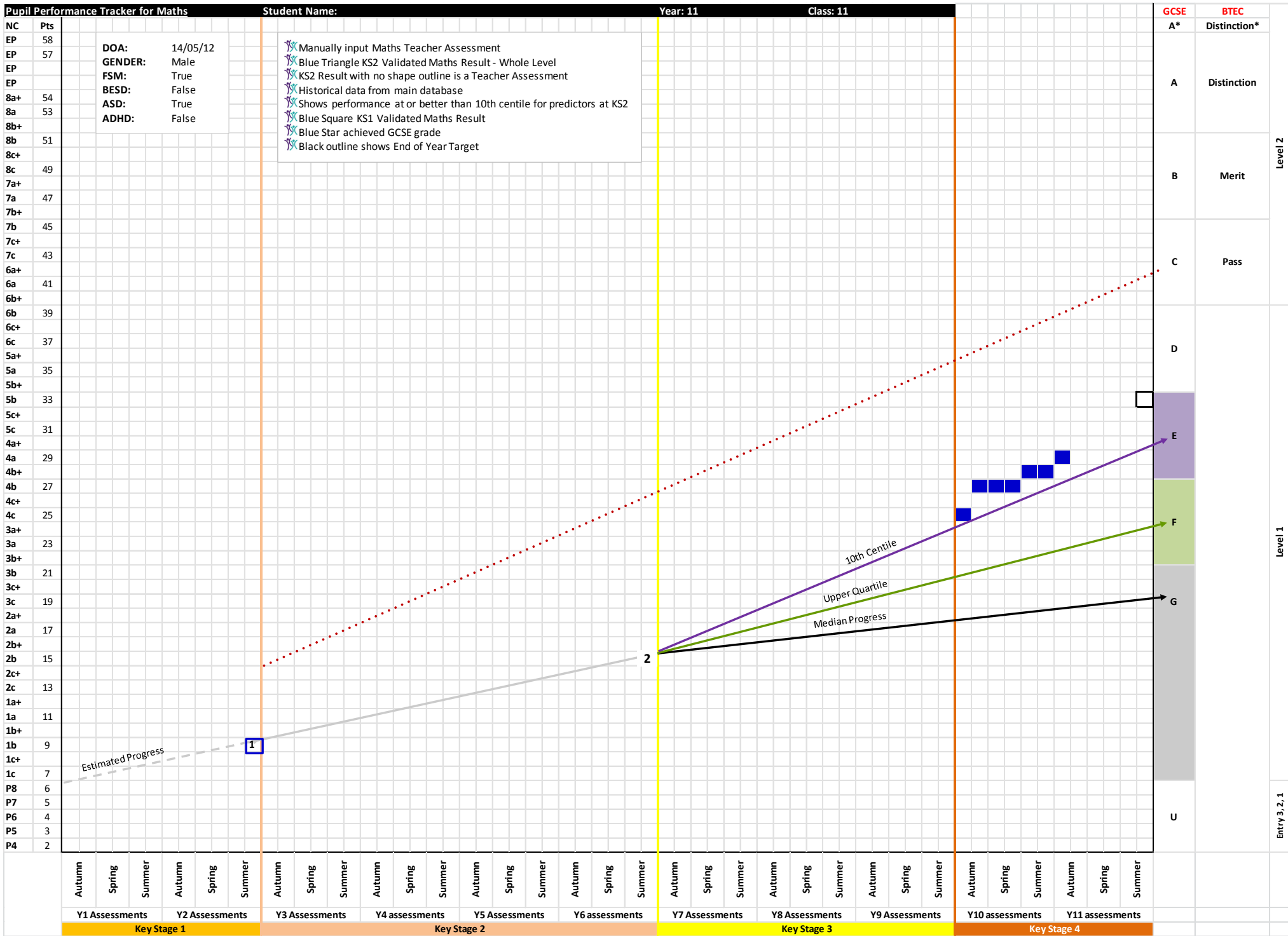
How we will assess?

Many people assume that ‘assessment’ means taking a test, but our assessment is broader than that. We will undertake both types of assessment summative and formative. It is likely that both happen at some level in most classrooms. The learning journeys for pupils will be carefully planned. This is where formative assessment will be used. Formative assessment will take place during learning, allowing teachers and pupils to assess progress on the learning journey. It will begin with a full diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. As the learning journey unfolds, further formative assessments will indicate whether teaching plans need to be amended to reinforce or extend learning. **Diagnostic flight paths** will be made for each pupil.

A pupil performance tracker for Maths is shown on the next page.

The pupil’s attainment progress is plotted in blue solid boxes. The flight path shows expected chronological progress, pre-populated, and also the Leicester SEN Toolkit progression Guidance.

The Number 1 in the square show a validated KS1 score and the number 2 shows an un-validated KS2 score. Pupil attainment data is plotted against these two elements every half term.



Staff will be trained to plot these and plan the learning journeys with pupils and parents. Our assessment methods will be fitted to the learning context and learners' needs and the bespoke curriculum will support the learning needs of this hard pressed community. The Elements assessment policy will outline best practice, as well as expectations for staff, pupils and parents about when assessments will take place. The policy and its underlying principles will be linked to the core principles of the Elements School. There will be an assessment coordinator or assessment leader who will ensure all staff understand and work within the systems. The roles of all people involved in assessment and planning ways to make best use of them will include, teachers, the assessment coordinator, heads of key stage, learning support assistants and the pupils themselves. Their roles will be detailed within the school policy on assessment.

The first key step will be to link the Elements principles to the assessment kits to be used. This will be built upon the already tried and tested methods piloted then embedded within the special school. The assessment methods within the Elements School will benefit from the exceptionally methodical and research based approach adopted within the special school.

When setting our objectives, we will ensure there are half termly formal verbal opportunities to update parents with pupils about the progress being made. The aim will be to develop this method so that the pupils will become involved overtime in the presentation to their parent about their progress and developments. The pupils will gain in their self esteem and confidence whilst understanding the learning gaps and their methods to learn. It will also help parents to feel comfortable more quickly in school settings and enable their understanding of learning to develop alongside their children.

This removal of the formal teacher-parent approach where teachers talk and parents listen will sustain the community's growing trust of the Elements School. We will embed AFL and APP throughout school alongside peer assessment and peer moderation. Written reports will be given termly with a full and detailed annual report delivered personally in a face to face meeting with parents alongside their child, talking through the progress, success and any learning gaps.

An annual day of celebration will be held with a wide guest list of local people and high profile guests that will share in the success and presentations. This will be central to the reporting mechanism as a visible outcome for the whole community.

We will partner with other primary schools to arrange joint moderation and bench marking sessions.

The parents and grandparents and other family members will take part in all areas of school development as their confidence grows. Support will be provided by other agencies and charities to assist families with language, culture, finance, welfare at every opportunity

At Open Minds days at each half term in Springwell for the last five to six years the number of charities and agencies attending has increased because of the easy access to families that are keen to engage. Parents now save with community schemes and this helps to prevent debt and many interventions have happened that have enabled family strengths to develop. Links with the sponsor Barnsley college make the possibility of adult education and other employer engagement programmes.

The most important developments are the capacity building within the family making their own film and stories happen which leads onto skill development formally

There are currently more than 20 adults in Springwell following formal qualifications

Monitoring and Evaluation

The annual cycle of business will have inbuilt mechanisms for whole staff and governance evaluation based on data and lesson observations and surveys of pupils, parents and others. A formal document (SEF) will be updated and bench marked against external evaluation of progress against outstanding schools within the borough. Mock Ofsted processes will be used regularly to inform judgements after evaluation. The school will adopt the robust system used in other WAT schools.

Monitoring and Improving teaching

The school will adopt the 'Paragon' system of electronically recording all performance management processes. This system is used within the WAT very successfully. All staff will be involved in this, not just teaching staff. Support staff will be target set and have task analysis undertaken assessing how they contribute to learning. Staff targets and institution shared targets will be produced annually in line with the assessment cycle. Teaching will be observed in a number of key ways:- formally, learning walks, pupil evaluations of outcomes, team teaching, peer assessment and by external assessment.

All of these factors will focus on lesson grades but alongside this the teacher training focus will be shared with the teaching school to ensure all lessons are minimally good or better. The school policy will be to monitor, support and challenge to ensure excellence is reached for all staff.

Reporting to Parents

Termly written report all subject areas and half termly. 'Open Minds' days will give verbal and shared feedback on all subject areas. Target Setting. Parents will be core to all activities it is expected that they will be continually involved in the progress of their children.

Reporting will be aspirational and stretch targets will be in place for all pupils as a norm.

Aspirations: for staff and pupils	We will know we have achieved this when:	National data	Local Data
Elements School	Outstanding judgment from Ofsted by 2019		
1. End of key stage tests to be at least the national average but trends over time to increase upwardly year on year reaching target level by 2018	85% level 4 or above at key stage two using new assessment and reporting arrangements 60% 4b or above 35% level 5 or above Phonics levels above national standards Foundation stage 85% to reach national standards at end of year task assessments	79% 2012 level 4+ N/A	78% level 4+ 50%
2. Absence to be well below the national averages by 2016	Attendance is at 96.7% and above with particular focus upon the most vulnerable groups having	95.6%	95.3%

	this level of attendance		
3. Behavioural issues resulting in exclusion to be eradicated totally by 2016	All pupils engaged in learning successfully and zero exclusions	exclusions data not collated nationally but figures will be benchmarked against schools locally	
4. Successful transition into secondary school to be 100% measured by attendance and exclusion data over 12 months post transition	100% admission to Secondary School and progress assured Working in partnership influencing practice in other schools		
5. Community and family engagement and interaction measured by national survey and local data from WAT sponsor and collected locally in ward alliance	Families engaged in learning together as a norm Visible progression and recruitment of parents into work evidenced by partnership work with the WAT sponsor in the ERDF section for employment by 2017 publish details Increase in adult learning and adult apprenticeship programme of parents based on links with WAT sponsor programmes Partnership working across primary alliance to influence practice in other settings		Bench mark in 2015 against adults in community engaged in further education
6. Data collected from pupils/parents/carers half termly showing positive trends utilising national PASS data and assessment half termly across section of similar schools nationally	Trends over time are always positive and lead to engagement 10% of parents in formal learning by 2016		Publish PACE data showing parent satisfaction levels
7. Staff retention and succession planning evidenced	Full staff retention and growth of expertise with assured succession planning within WAT schools and associates Full record of all additional qualifications that staff	Bench marked against bets value and staff retention returns	

acquire links with National college through teaching school within WAT embedding practice in curriculum development across broader partnerships by 2018		
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Bench marking will take place across other primary schools that are outstanding

D3 – Staffing Structure

The staffing structure reflects the growth of the school and increases in expertise of the specialist staff.

- 1 The senior team in year one will include only the principal and one upper pay scale teacher.
- 2 This methodology can be used because of links with other WAT schools.
- 3 The back office functions will be supported by WAT schools and the SENCO role will be undertaken by the special school in the first year while training a successor from core staff .
- 4 Planning for intervention programmes and staff training will be undertaken by the Teaching school.
- 5 Apprenticeship programmes are very well embedded within the FE sponsor and the WAT which has enabled the succession planning of specially trained staff to grow. The capacity within the WAT for training and support will allow more intensive enrichment programmes to be available from day one.
- 6 Staff working within the WAT will be encouraged to offer additional hours post core day to this new school.
- 7 Partnership links already established within the locality alliance will bring about strong volunteering programmes and support in training.
- 8 Work based programmes undertaken by the sponsor will provide large pool of potential volunteering and specialist support.

Contingency:-

Pupil numbers will dictate staffing and some capacity about delivering the full enrichment programme. These situations will be protected to some extent by the partnership working across other associate primary schools and full WAT members.

The staffing structures will be reviewed and adjusted to support the pupils' numbers recruited. There is additional teaching capacity within the leadership team to draw on and the potential to change teacher recruitment for HLTA or specialist staff on non-teacher grades
Training of volunteers will provide additional opportunities for the school and the community as the free training volunteers receive will ensure their potential progression into more sustainable roles within the community.

Roles Described:-

The key roles of being a lead practitioner are present in every post described below because essentially that recognises the core principles within Elements.

Principal

The Principal will be a lead practitioner in the Elements ethos and will be the model for all behaviours of staff.

Belief in core principles of school and in developing new ways of working beyond the school day. The longer school day will be at the core of all recruitment and the commitment to continuing professional development working alongside pupils and parents.

Partnership working within the WAT will support the Principal in the development and growth of Elements within mainstream.

Key worker and lead mentor.

Vice Principal

A lead practitioner in the Elements ethos and will be the model for all behaviours of staff. Belief in core principles of school and in developing new ways of working beyond the school day. The longer school day will be at the core of all recruitment and the commitment to continuing professional development working alongside pupils and parents.

Partnership working within the WAT will support the Deputy Principal in the development and growth of Elements within mainstream.

The role of Deputy will lead on curriculum and assessment and partnership across primary schools.

Assistant Head Enrichment and inclusion

A lead practitioner in the Elements ethos and will be the model for all behaviours of staff (shared responsibility with other assistant head post for overall growth in parental involvement). Belief in core principles of school and in developing new ways of working beyond the school day.

The longer school day will be at the core of all recruitment and the commitment to continuing professional development working alongside pupils and parents.

Partnership working within the WAT will support the post in the development and growth of Elements within mainstream.

The post will lead all developments in community and enrichment activities that link into enrichments, 'Open Minds' days and visits and overnight opportunities. Supervision of enrichment teams and volunteer recruitments and developing new programmes for learning for the community.

SENCO/Wellbeing

A lead practitioner in the Elements ethos and will be the model for all behaviours of staff (shared responsibility with other assistant head post

for overall growth in parental involvement). Belief in core principles of school and in developing new ways of working beyond the school day.

The longer school day will be at the core of all recruitment and the commitment to continuing professional development working alongside pupils and parents an expert in special needs and individual needs that will arise from the disparate community that will be within the cohort.

Partnership working within the WAT will support the post in the development and growth of Elements within mainstream. The post will link with the other senior posts around overall well-being. They will lead all developments in community and enrichment activities that link into enrichments, 'Open Minds' days and visits and overnight opportunities. Supervision of enrichment teams and volunteer recruitments and developing new programmes for learning for the community.

Lead Teacher posts

Lead practitioners in the Elements ethos and will be the model for all behaviours of staff (these posts could be taken by teachers on the upper pay scale but could equally be taken by teachers with the right skills after three years of teaching).

Belief in core principles of school and in developing new ways of working beyond the school day. Both posts are core members of middle leaders' teams and they will take responsibility for the

development of teaching and learning linked to Elements and developing more sophisticated assessment tools so as to be lead schools in best practice in both areas.

Teaching posts

Belief in core principles of school and in developing new ways of working beyond the school day. The individual's responsibilities will include core classroom-based responsibilities but all staff except NQT staff will have an additional strand

to ensure that all areas have teacher input into learning opportunities.

Teachers will not be required to work every day until 5pm but the schedule of activity will require their availability and guidance.

This will be established on interview alongside breakfast and lunch arrangements.

All staff from the principal down will work differently but the professional development opportunities will be very high.

The strands will be: - community & enrichment, parents' development opportunities, assessment and curriculum.

The range of experience will be wide from three NQT staff to mid range pay scale and UPS staff.

The key to appointment is to ensure there is a sound skills base that will ensure the team development and growth in expertise within the WAT is Assured.

HLTA posts and Parent support staff (higher grade) Belief in core principles of school and in developing new ways of working beyond the school day.

Specialist staff trained to deliver intervention programmes, lead on enrichment teams and bright and ready teams. Trained to provide PPA time for teachers and links to community developments.

Parent support to link with well being and parental involvement to support pupil attendance and inclusion opportunities for EAL students and their families.

All Support Staff and apprentices

Belief in core principles of school and in developing new ways of working beyond the school day.

Trained to support in classroom to high standards, expectation of contributing to curriculum development alongside teaching staff.

Working in similar way to special educational settings where support staff are key task orientated and mentor strongly especially in behavioural settings.

All Other staff

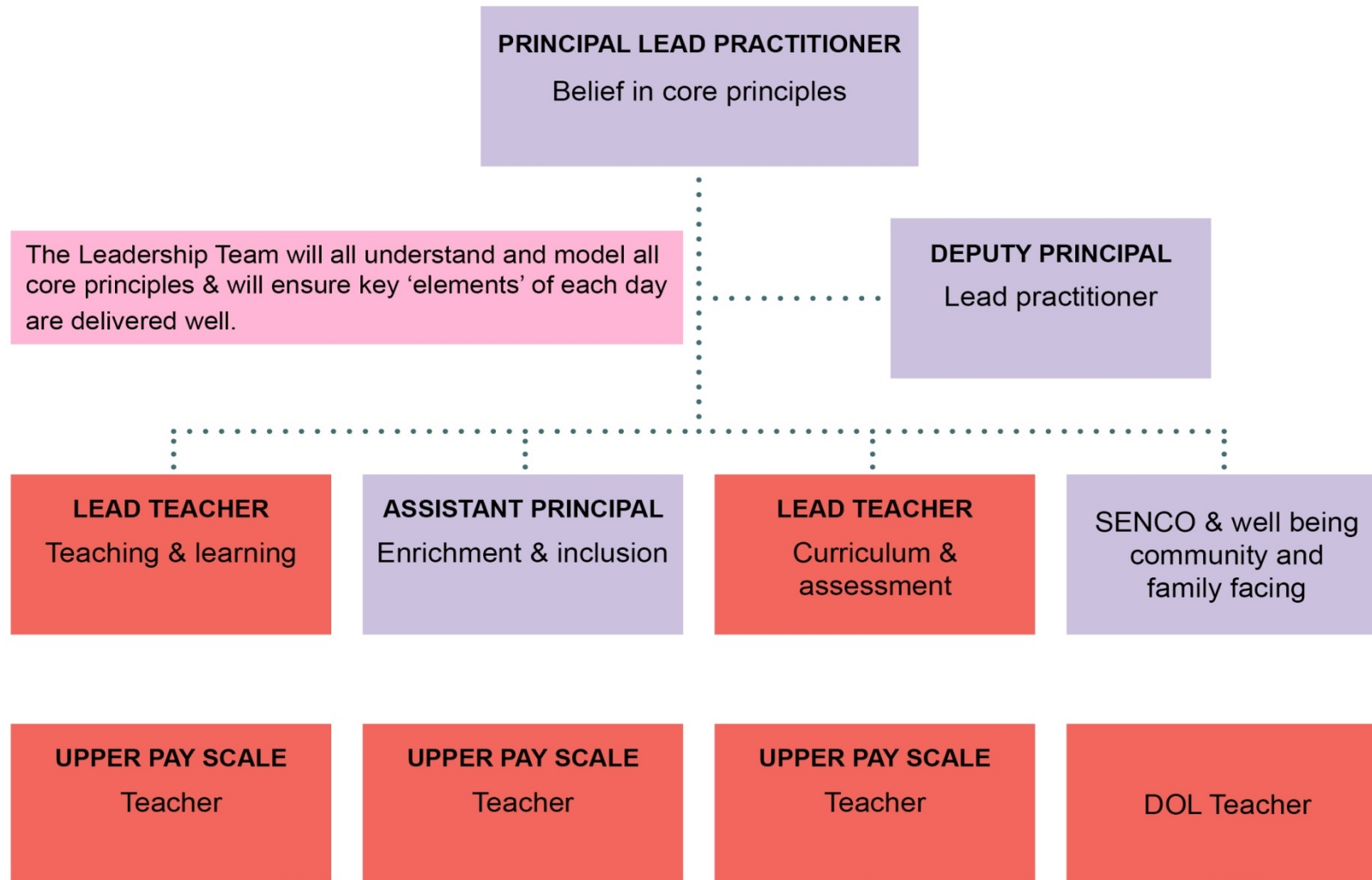
Belief in core principles of school and in developing new ways of working beyond the school day.

Part of full team. They will link with mentor role when they are part of programme

Everyone on team must work to the same expectations of contributing to the overall school success.

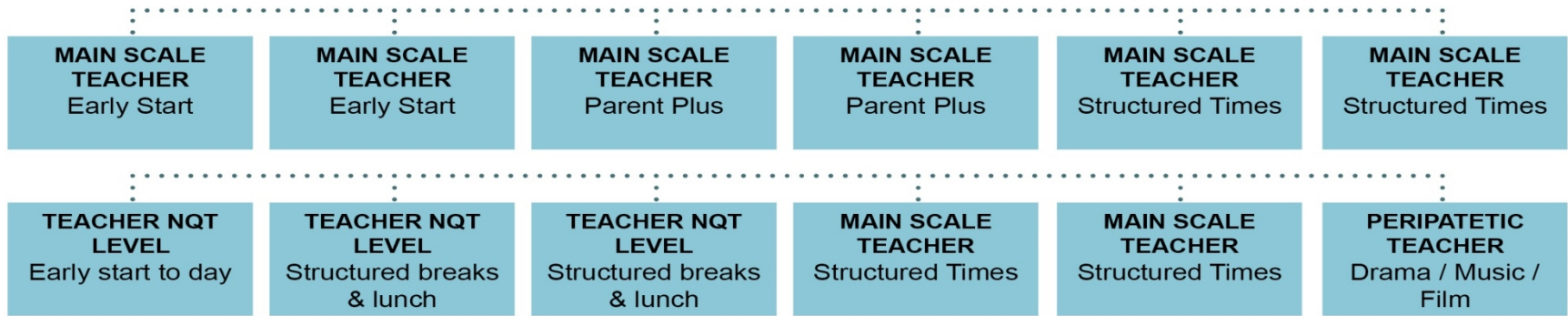
We have illustrated the school staffing structure in the next three pages.

Elements Free School Staffing Structure

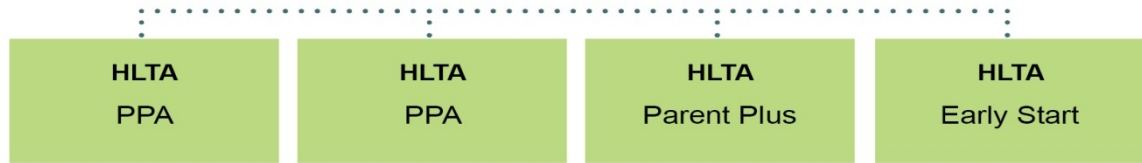


The modelling of new and extended practices within education are essential strands within the school.

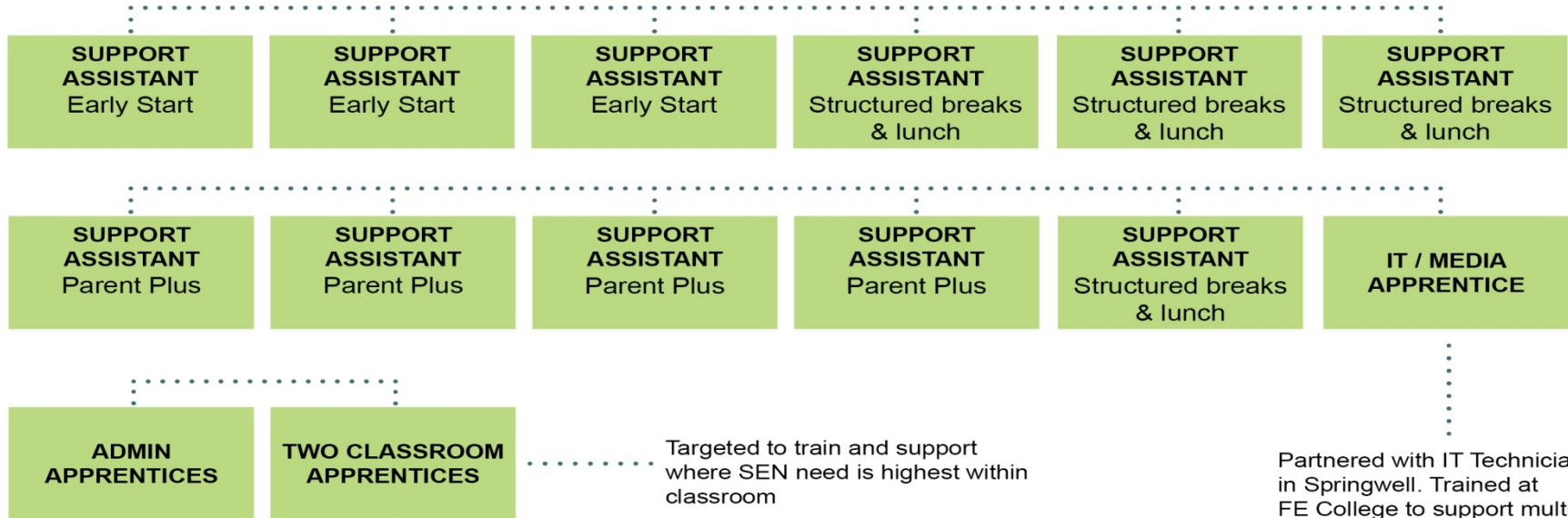
Teams from senior and middle leaders will be responsible for the running, planning and supervision of the three areas of extended day alongside their key roles. This will be within their job description.

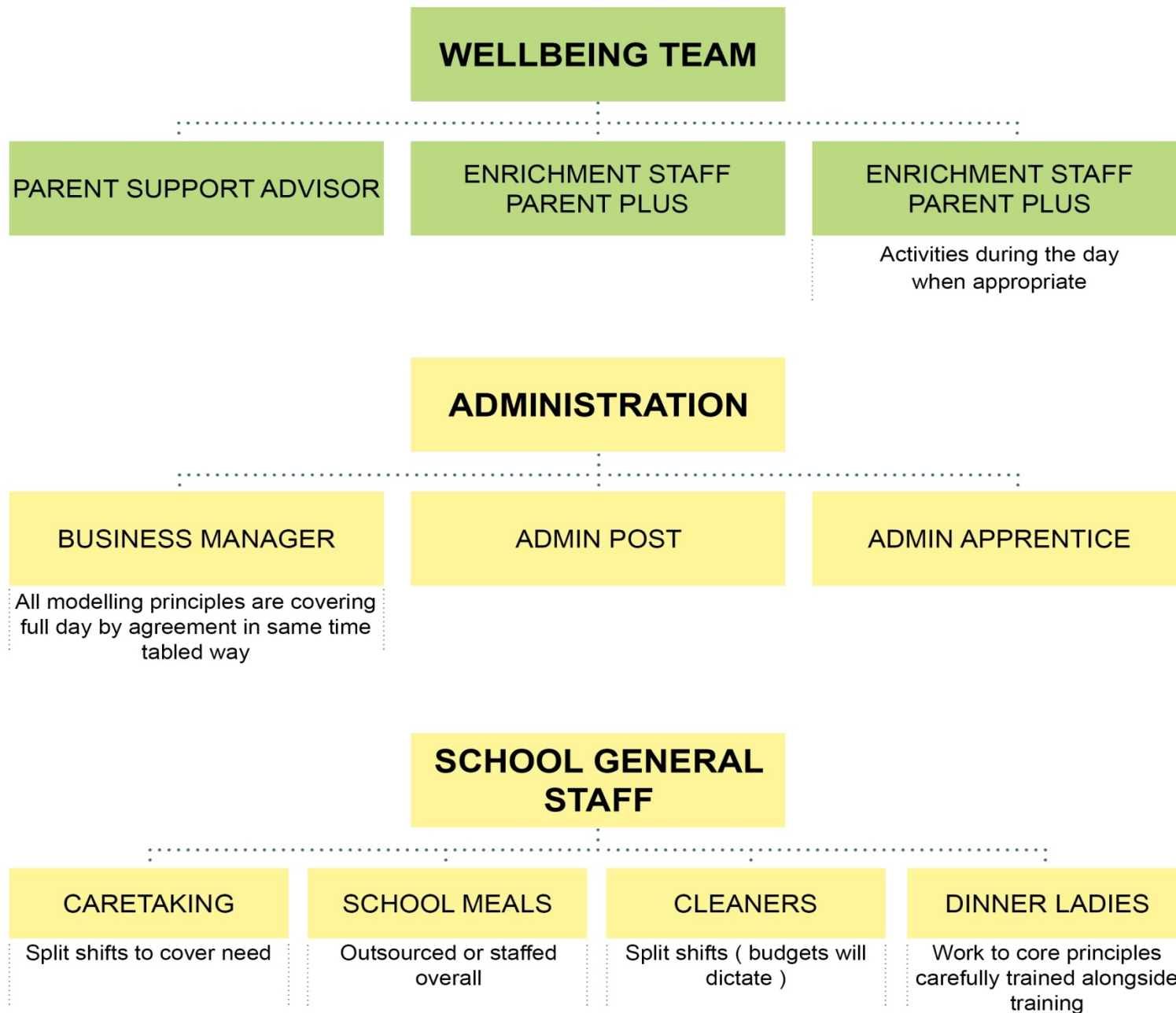


Main scale teachers will have some agreed additional responsibilities that will ensure core Elements stands are delivered which include structured areas of the day.



Teams will be formed that embrace all areas





OVERVIEW OF STAFFING GROWTH YEAR ON YEAR

	2015	2016	2017	2018	2019	2020	2021	2022
Students on role	60	120	180	240	300	360	420	420
Reception classes (30 per class)	2	2	2	2	2	2	2	2
Mainstream classes (30 per class)	0	2	4	6	8	10	12	12

Leadership Team								
Principal	1 (L26)	1	1	1	1	1	1	1
Vice Principal		1 (L10)	1	1	1	1	1	1
Business Manager	0.5 (grade 6,24)	0.5	1	1	1	1	1	1
Assistant Head					0.6 (L2)	1	1	1
Office Admin	0.5 (grade 2,12)	0.5	1	1	1	1	1	1
IT/Media Apprentice	1 (£4k pa)	1	1	1	1	1	1	1
SENCO	1 ^{9*}	1*	1 (U1)	1	1	1	1	1
Caretaker	1 (grade 2,9)	1	1	1	1	1	1	1
Caretaker						0.5 (grade 2,9)	0.5	0.5
Caretaker Apprentice						1 (£4k pa)	1	1
Cleaner	2	2	3	4	5	6	7	8
Dinner ladies	1	1	2	2	3	3	4	4

⁹ * The SENCO post will be supported by Springwell Special School until year three (2017)
A Main Scale teacher will work alongside Springwell in years one and two to undertake the responsibility.

Teaching Staff								
Main scale teachers	2 (M3)	3	4	6	8	9	11	11
Upper pay scale teacher		1 (U2)	2	2	3	3	3	3
HLTA	1 (grade 6,27)	1.5	2	2.5	2.5	4	4	4
Support Staff	2 (grade 2,11)	4	6	8	10	12	14	14
Classroom apprentice	2 (£4k each pa)	2	2	2	2	2	2	2
Enrichment Staff (1=2PT positions)	1 (grade 3,15)	1	2	2	2 1 (grade 6,27)	2 1	2 1	2 1
PSA	1 (grade 5,24)	1	1	1	1	1	1	1
DoL Assessment				0.6 (M6 +TLR)	1	1	1	1
Peripatetic	0.2 (M2)	0.3	0.3	0.4	0.4	0.5	1	1

PPA cover								
No of qualified teachers (exc senior leadership team)	2.2	4.3	7.3	10	13.4	14.5	17	17
PPA hours per week requiring cover	8	16	24	32	40	48	56	56
Covered by	Cover team fully trained HLTAs	HLTAs	HLTAs/ SENCO	HLTAs/DoL Assessor/ SENCO	HLTAs/DoL Assessor/ SENCO	HLTAs/DoL Assessor/ SENCO	HLTAs/DoL Assessor/ SENCO	HLTAs/DoL Assessor/ SENCO

Section E: Evidence of need – part 1

E1: Evidence of Need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	80		133.3%	60	69		115%
Year 1	60	61		101.7%	60	80		133.3%
Year 2	60	43		71.6%	60	61		101.7%
Year 3	60	35		58.3%	60	43		71.6%
Year 4	60	30		50%	60	35		58.3%
Year 5	60	20		33.3%	60	30		50%
Year 6	60	8		13.3%	60	20		33.3%
Totals	420	277			420	338		

Elements Free School will open as a two form entry primary school in September 2015 with a Reception year intake with 30 pupils in each class. We will have nursery provision which is not part of our Free School application.

Evidence of Need – Part 2

There is a shortage of primary school places in the whole of the Barnsley Borough but in particular in the town centre and in the central area of Barnsley. There is a rising birth rate and evidence of both economic migration and asylum displacement within the central areas of Barnsley, with the increasing number of economic migrants or immigrants increasing.

The shortage of Barnsley primary school requirements have been identified by our local authority as minimally four two form entry primary schools needed by 2018. We have used a post code of S71 1EU to identify a pupil and community profile. This is the area of highest birth rate and most need in the Borough with the poorest educational opportunities. See pages 8, 9 of section C with data on the shortage of places.

Low Standards in local schools

The area of poorest provision is close to town central areas and at the heart of the highest birth rates and the target area for the Free School.

The DfE performance tables show clearly the low overall standards when compared to national averages in all areas for the majority of schools closest to the Free School site.

The educational provision currently available in this central hard-pressed area is less than 'good' overall. The profile of Ofsted judgments indicate that needs are not being met. There are issues in eight primary schools within 1 mile of the proposed Free School site. More than 75% of the primary schools closest to the proposed Free School zone are in an Ofsted category of 'requires improvement' or 'inadequate'. Refer to page 5-7 in section C which sets out the position.

Informed Choice

In order to ensure that potential parents have made an informed choice we have collected evidence of demand and interest from parents in a variety of ways. We have included literature from our marketing items below. We also used our website (elementsprimaryschool.co.uk) and Facebook and Twitter accounts to publicise our new school and gather support.

Our School Support Survey

We used this when canvassing support from parents at various events: - market stalls in Barnsley Town Centre, the Alhambra shopping centre, the Metrodome Leisure complex, Barnsley College open evenings, talks at nurseries and at our Public Meeting.

School Support Survey



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

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

The Elements Primary Free School in Barnsley is a school committed to hard work, a love of learning, and academic excellence proposed to open in September 2015.

Age range: 3-11 years.

Proposed size: 420 places.

Curriculum: National Curriculum & Elements Curriculum.

Vision & Ethos: The vision for the school is one where a respect for excellence in learning will pervade all aspects of school life. The National Curriculum will be delivered through a unique curriculum with a national reputation for excellence, known as Elements which will focus upon the key areas of: • Self-Awareness • Emotional Intelligence • Cultural Development • Intellectual Ability • Physical Activity.

Elements is a thematic curriculum that does what it says on the tin. Learning happens through the lens of themes, and the themes would be rooted in experience and reality, using hooks and lures to capture the children emotionally – if you engage children at the heart, the head soon follows. Rather than writing about the day in the life of an Egyptian slave, the children become the slaves by stepping into the shoes of the character.

The school climate will be one of high expectation and aspiration for each child. Our pupils will be confident individuals, responsible citizens and successful learners. The school day will offer pupils extended opportunities to learn together with their families and commitment to providing 21st century learning.

Name	Postcode	Child's date of birth	I would select (Elements Primary) as first choice for my child (yes) Please sign	OR: I am interested in finding out more information	Email address

Elements Primary School Information Leaflet
Approximately 7,000 of these Leaflets and A5 flyers (see picture 2) were distributed to homes in the town central area and within a 1 mile radius of the proposed Free School.

Picture 1

Text used from this front cover picture 1:-

A new free school would provide places for the town centre area whilst addressing mainstream curriculum needs. Also a specific type of school is required to raise standards and aspirations locally.

A series of public meetings will take place for you to find out more about Elements Primary School proposals. The first one will be held on Monday 21st October 2013 at 5pm at Barnsley College, Old Mill Lane.

Visit: elementsprimarieschool.co.uk for more details or call: 01226 720 742.

Picture 2

sign up

elementsprimarieschool.co.uk
tel. 01226 720 742

To a brighter future for your children



The Wellspring Academy Trust is seeking to open a new mainstream primary school in Barnsley for three important reasons:

- We know that we have the expertise and local knowledge that will ensure that we can offer a school that delivers an outstanding opportunity for pupils, parents, families and the wider community.
- The bespoke curriculum offered will enhance the National Curriculum and enable pupils to improve their learning outcomes.
- Barnsley needs new primary school places, there is a major shortage in the centre of Barnsley and the government at this time has only one way to provide such places, by opening a Free School. As a local Trust we always seek what is best for Barnsley and providing a new primary school in a shortage area is why we are following this course of action.

Sign up to the newly proposed Elements Primary School

You are invited to **Public Meeting, Monday 21st October, @ 5pm, Barnsley College, Old Mill Lane.**

This is your opportunity to find out more about our proposals, meet the team, ask questions and have your say. **Barnsley College, Old Mill Lane Site, Barnsley, S70 2AX at 5pm.** Refreshments will be served.

Elements PRIMARY SCHOOL
Creative, Unique, Innovative and Right Here in Barnsley

WELLSPRING ACADEMY TRUST
In partnership with EMBC & Barnsley College

sign up

To Elements Primary School



The Heart of Wellspring
At the heart of our approach to supporting new academies are a set of key drivers:

- Outstanding Teaching and Learning.
- Empowered autonomy and individual accountability which allows leaders, managers and teachers to be innovative in meeting the needs of pupils.
- A responsive and dynamic curriculum in each academy that addresses the needs and wants of pupils and parents.

We will ensure that all staff working within the Trust:

- Believe in their own value, and have a desire to fulfil their individual potential.
- Have respect for others, a sense of community and understanding of everyone's role within the academy and outside
- Have a love of learning and a belief in the value of lifelong learning.

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- The bespoke curriculum offered will enhance the national curriculum and enable pupils to improve their learning outcomes. The school day will offer pupils extended opportunities to learn together and have fun with their families.
- Barnsley needs new primary school places, there is a major shortage in the centre of Barnsley and the government at this time has only one way to provide such places by opening a Free School. As a local Trust we always seek what is best for Barnsley and providing a new primary school in a shortage area is why we are following this course of action.

Wellspring Academy Trust, Digital Media Centre, County Way, Barnsley S70 2JUN. Tel: 01226 720 742
Email: info@elementstoschool.co.uk
Visit: elementsprimarieschool.co.uk

sign up

To a brighter future for your children



Elements PRIMARY SCHOOL
Creative, Unique, Innovative and Right Here in Barnsley

WELLSPRING ACADEMY TRUST
In partnership with EMBC & Barnsley College

We used this A3 poster and an A5 size flyer to advertise Elements Primary School and our public meeting. Information packs (including the poster & leaflet at picture 1) were sent to local supermarkets/doctors surgeries, dentist, shops, Sure Start children's centres, dance schools, nurseries and local businesses. For text used refer to picture 1 opposite which starts at "The Wellspring Trust is seeking to open a new mainstream..."

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At the heart of our approach to supporting new academies are a set of key drivers:

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The Elements Primary School is a unique and innovative state funded primary free school designed to meet the educational needs of all children in Barnsley. Located in the heart of our town, The Elements School will support and develop innovation, creativity and aspiration through a unique curriculum with a national reputation for excellence.



Children will grasp knowledge and develop skills whilst, most importantly, practicing and playing with learned concepts. This practice and play can sometimes be what is missing from traditional curriculum delivery.

At The Elements School engagement is crucial and this will be attained through our compelling curriculum. At the heart of our Elements curriculum is Story. Subjects are not taught discreetly but through the lens of a storytelling context that is made meaningful to pupils and as a result are relevant.

Children at The Elements School will learn to recognise there is a purpose behind their skills, knowledge and understanding.

At the Elements School one of the most important outcomes will be to create opportunities to raise literacy levels. Pupils, engaged in contextual learning, will have the opportunity to develop skills in speaking and listening and, in turn, be compelled to write.

“ Pupils respond well to the ‘Elements blended curriculum’, designed by staff to specifically meet the needs of the pupils... Topics and the use of story-telling and narrative are at its centre and there are many opportunities for pupils to improve their literacy and numeracy skills whilst learning through this highly relevant and interesting curriculum. ”

Ofsted
January 2012



Why Elements?

In an Ofsted Outstanding school in Barnsley, a curriculum revolution was born!

The Elements Curriculum was rated outstanding by Ofsted in January 2012. A vision, created by a necessity to provide real and relevant learning accessible to all children. Who better to design a visionary, inclusive, challenging and engaging curriculum than the teachers themselves, working with school leaders, visiting experts and the children?

In The Elements School the National Curriculum is delivered through a compelling and relevant experience for our children.

Elements...

- ...will stimulate creativity in problem solving
- ...will challenge children's perceptions about the world and their place in it
- ...allows children's to explore real situations from a variety of points of view and in a safe environment
- ...provides training for all aspects of human communication
- ...reinforces tolerance, compromise and empathy
- ...develops self-control and discipline
- ...is team orientated
- ...develops confidence and self-esteem
- ...makes learning relevant

Open to all children from 3 to 11 years old and proposed size of 420 places when full. If successful, the school will open Sept 2015.



To show your support for the new school - and a potentially brighter future for your child.

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

Name:

Postcode:

Your child's date of birth:

I would select (Elements Primary School) as first choice for my child(ren): Please sign

OR. I am interested in finding out more information:

Please tick

Email address:

Please return to:

Josie Thirkell, Wellspring Academy Trust, Digital Media Centre, County Way, Barnsley S70 2JW.

We may share this information with the Department of Education as part of our application.

Please detach along this line



Elements Primary School Prospectus

We created an A5 alternative type prospectus. Copies of the prospectus were made available to parents when they attended our public meeting and when we were distributing information leaflets in Barnsley Town Centre. We have included extracts (see below) from the prospectus which we feel are most relevant to information about the Elements Primary School, in order for parents to make an informed choice about the school.

Within the prospectus we also included:-

- Welcome message from the Wellspring CEO
- Text content from picture 1 continued as above
- Our (Wellspring Academy Trust) Mission & Educational Aims
- About Wellspring Academy Trust and the Trust's expertise
- Contact details and website addresses
- Logos to show we are working in partnership with Barnsley Metropolitan Borough Council and Barnsley College to support the creation of this new school.

Due to limited space we have not included all text from the prospectus but we would be happy to bring copies of the full prospectus to the interview for further consideration.

Extracts from page 4 of Elements Prospectus:-

Raising Standards and Aspirations in Barnsley

What would your new school offer?

- The School day will be from 8am until 5pm or later depending upon demand (with the core mandatory day being from 8.45am to 3.00pm). The day will involve a variety of core offers. A typical Elements day and timetables are shown at pages 6 and 7.
- An affordable school uniform will be there to ensure standards are met by all pupils and staff (a free uniform will be provide on entry to the school).
- The school age range is 3-11 and the planned numbers of pupils are 420 places.
- The Community and parents will be part of this school in many ways ensuring opportunities for family fun and learning.
- Specialist highly trained teachers and support staff will be at the heart of the school.
- The training programme for staff will be mandatory and an essential component of their professional development.
- The community and parents will at times have access to training for their own development.
- The location of the school is finally decided by the Department of Education based upon the local birth rate and area of most need.
- The identified highest birthrates are located off Doncaster Road close to the central area of town.
- The Department of Education can provide money for a new school build or chose to support a major conversion of an unoccupied building in this area: The Trust with Barnsley Council will provide recommendations and details for such developments.
- The important thing is the school will be new and designed to deliver the Elements curriculum.
- A new school would provide places for the town centre area whilst addressing mainstream curriculum needs. Also a specific type of school is required to raised standards and aspirations locally.

Extracts from page 9 of Elements Prospectus:-

Elements brings:

- Inspirational Learning opportunities
- Extended days and activities
- Community engagement beyond the school day
- 21st Century learning and technologies
- Celebration of learning built into the curriculum

An Elements Day

8.00am	Bright and Ready Session staffed and organised starting the day the right way learning with breakfast
8.45am	Structured beginning to day
	Every day literacy and Numeracy lessons at beginning of day Structured Break Every Day 2.5 hours of Elements thematic curriculum covering morning and afternoon Which covers all of the following subjects Science, ICT, History, Geography, French, Music, Arts, RE and Citizenship
	Structured Lunch
	Elements continued
	3pm End of core day
3.00 - 5.00pm	Parents Plus time or family learning and Fun: sport, dancing, drama cooking reading and acting

The colour codes are important because only the blue is the mandatory school day. Pink and purple coded times are optional but highly recommended.



Proposed weekly timetable

Pre school Bright and Ready Sessions						
Monday	Tuesday	Wednesday	Thursday	Friday	Intervention programme	Gifted and talented
Structured start	Structured start	Structured start	Structured start	Structured start		
Literacy	Literacy	Literacy	Literacy	Literacy	Identified cohort of pupils	Identified cohort of pupils
Numeracy	Numeracy	Numeracy	Numeracy	Numeracy	Identified cohort of pupils	Identified cohort of pupils
Elements	Elements	Elements	Elements	P.E.		
Lunchtime	Structured activities and clubs					
P.E.	Elements	Elements	Elements	Elements	Identified cohort of pupils in P.E.	Identified cohort of pupils in P.E.
Elements	P.E.	Elements	Elements	Elements		
Family Learning	Family Learning	Family Learning	Family Learning	Family Learning		

Within the Elements time allocations, assemblies will be built into time when pupils share work and successes, parents and families will be invited. Full family days will be built into the timetable when the theme being studied is ready to share and enjoy learning together.

Map showing post codes from demand gathered for Reception classes for 2015 & 2016

[Redacted]

[Redacted]

[Redacted]

Supporting quotations from parents:-

[Redacted]

...from postcode [Redacted]
" ...from postcode [Redacted]

Section E: Evidence of need – part 2

E2: Successful engagement with the community

We consider our local community to be local residents in the Barnsley Town centre area, within approximately 1 miles radius of the proposed Free School site (using post code [REDACTED]) and also residents within neighbouring areas. This is a very hard pressed community and demographic data is shown in sections C & D. The school is also attractive to parents that work in Barnsley Town centre as the school offers provision to drop off their children at 8am and so it was important that we engaged with local employers within the town centre. We have worked alongside local associations that support ethnic minorities and other cultural backgrounds in ensuring that our school's vision and ethos is delivered and is accessible for all. This also enabled us to target non-English speaking parents. We have engaged with people from deprived parts of the community by delivering information leaflets to homes within our local community. We also had a presence in the town centre area by having information stalls on the streets in the town centre itself and speaking to people.

Activities that we have undertaken to engage with a cross section of the local community are set out in the below timeline, pages 62-63. This timeline starts from the point at which we began our project in August 2013 to date. Details of the activity undertaken (i.e. how we engaged with the community) for each stakeholder are given according to the relevant month. We are confident that we have target our potential pupil cohort (see section C) including those groups which fall into the FSM categories as we targeted our campaign in the areas of highest deprivation, areas within the town centre and areas bordering the town centre.

We have used our website to engage with the community and linked this through our Facebook and Twitter pages. We have received support from our local paper, the Barnsley Chronicle who has published all of our press releases regarding our proposals.

To ensure that we engaged with all elements of the community including those parents which are disadvantaged and unable to access information regarding our school on our website and social media sites, it was vital that we made ourselves as accessible as possible to the community. We did this by holding stalls in the town centre area, shopping centres and local leisure centres. We handed out leaflets in our local area and held a public meeting. We found doing this to be very successful and it allowed us to speak with parents and for them to easily access information about our proposal. We also placed two adverts in the Barnsley Chronicle and in the Barnsley Independent which is a free newspaper distributed to homes with the central area of Barnsley.

When speaking to parents about our Free School they were very keen and asked many questions about the main characteristics of the school, the unique Elements curriculum and the community involvement embedded into the school's ethos. The response we have had has been positive. We ensured that when speaking with parents that we asked them if they had any feedback on anything they would like to see changed about our proposals. At our public meeting we also invited formal feedback and produced a feedback form for people to complete. To date, we haven't received any feedback with suggestions of change.

Engagement with the Community	August 2013	September 2013	October 2013	November 2013	December 2013
Local Residents	Discussions with Wellspring Trustees (members) all local residents within our community.	Distributed information packs to 5,000 homes throughout Sept and Oct.	<p>08.10.13 Handed out leaflets to public in the Town Centre.</p> <p>11.10.13 Handed out leaflets to public in the Town Centre.</p> <p>18.10.13 Gazebo/stall in Town centre, speaking with parents about our school, distributing flyers and publicising the Public Meeting.</p> <p>21.10.13 Public Meeting at Barnsley College for interested parents & local groups. Presentation about our proposals & questions.</p>	<p>08.11.13 Stall in the Alhambra shopping centre, Barnsley: Handing out flyers and speaking to the public & local businesses in the centre.</p> <p>12.11.13 Stall at the Metrodome leisure centre, speaking with members of the public and staff at the leisure centre.</p> <p>End Nov/Dec Distributed leaflets to 2,000 homes</p>	<p>07.12.13 Stall at 360 Community Engagement Ltd event (an organisation whose vision is to bridge the gap between communities and organisations)</p> <p>06.12.13 Elements Free School advert published in the Barnsley Chronicle and Free Barnsley Independent paper</p> <p>17.12.13 Elements E-Christmas card sent to parents</p>
Local Community groups			<p>30.10.13 Met with parents at Chatterbox Nursery (Barnsley Centre) to discuss our proposals.</p>		Speaking with toddler groups held at Barnsley Central library & toddler group on Doncaster Road, Barnsley.
Local Organisations / Media	<p>01.08.13 Press story in Barnsley Chronicle about our Free School application.</p>	<p>20.09.13 Press Story in Barnsley Chronicle about progress of our application</p>	<p>16.10.13 Information stall at Barnsley College Open Evening</p> <p>18.10.13 Elements Free School advert (re our public meeting) published in the Barnsley Chronicle and Free Barnsley Independent paper (which is distributed to homes in Barnsley).</p>	<p>01.11.13 Press article in the Barnsley Chronicle.</p> <p>27.11.13 Information stall at Barnsley College Open Evening</p> <p>On-going: Regularly discussing school proposals with businesses at the Digital Media Centre, where the Wellspring Trust head office is based.</p>	<p>Regular updates to Facebook and Twitter accounts and Elements website throughout the campaign.</p>

	August 2013	September 2013	October 2013	November 2013	December 2013
Local Politian			10.10.13 [REDACTED]		
		20.09.13 [REDACTED]			
Barnsley Metropolitan District Council	19.08.13 Group met with the LA, Directorate for Children, Young People and Families to discuss our plans & vision	03.09.13 Group met with LA admissions & planning dept. to discuss potential sites and birth rates data	On-going meetings and discussions with the LA re our proposals & progress of our application		
Other	28.08.13 [REDACTED]			01.11.13 [REDACTED]	Planned: Group to discuss proposals with Dickie Bird OBE, who has very strong connections to communities within Barnsley.
Future Plans 2014	We will continue to gather evidence of demand and engage with our local community. Our plans January 2014 include; holding an information stall at the Digital Media Centre (Barnsley town centre), a market stall in the town centre itself, distributing further information leaflets to homes in the local area, holding another information stall at the Metrodome Leisure Complex, attend & discuss plans with other town centre based day nurseries.				

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 in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	20 hours weekly
██████████	Y	██████████	██████████	20 hours weekly
██████████	Y	██████████	██████████	10 hours weekly
██████████	Y	██████████	██████████	3-5 Five hours Weekly
██████████	Y	██████████	██████████	1 hour
██████████	Y	██████████	██████████	2 hours
██████████	Y	██████████	██████████	3 hours
██████████	Y	██████████	██████████	3 hours
██████████	N	██████████	██████████	As required
██████████	Y	██████████	██████████	5 hours
██████████	Y	██████████	██████████	20 hours

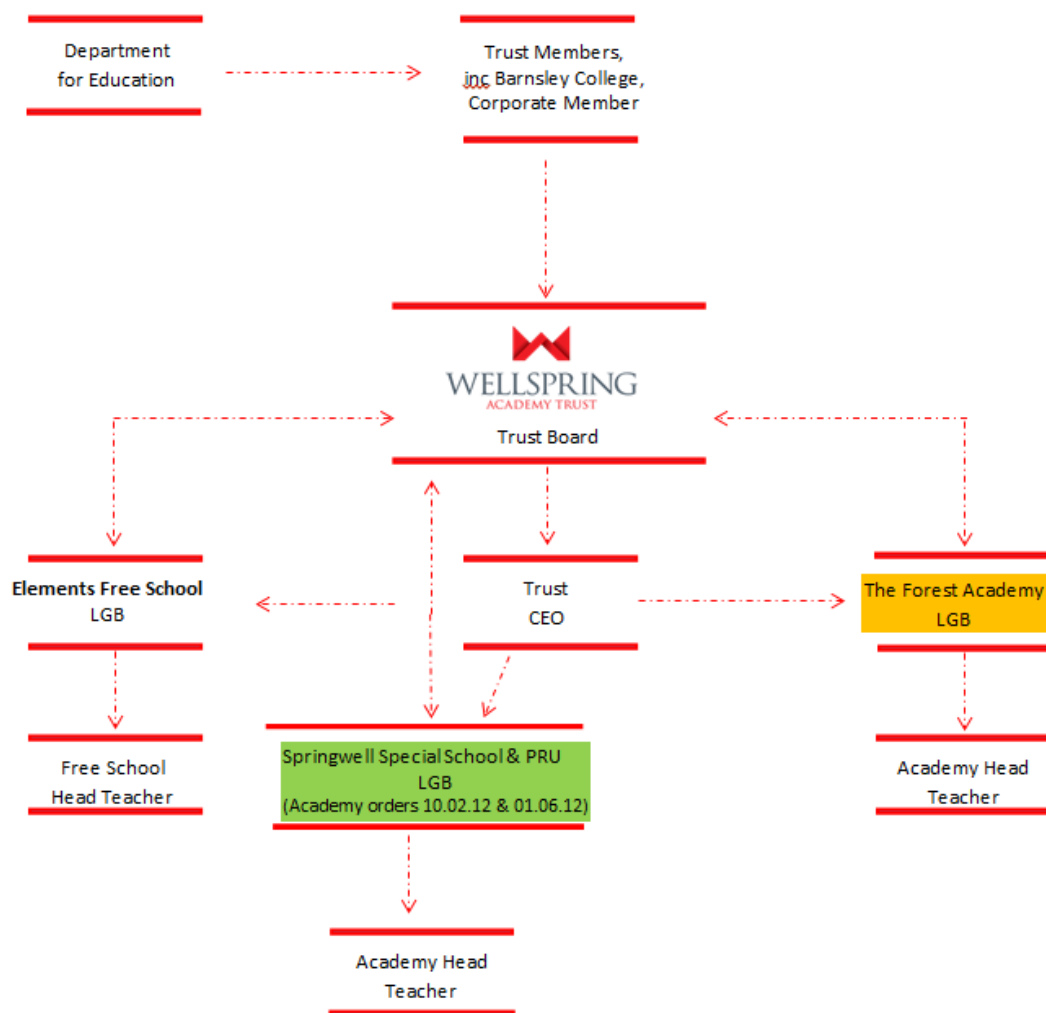
Please see CVs for key members at Appendix 1.

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Project management (project lead) & marketing expertise (around recruitment of pupils)	<ul style="list-style-type: none">- We plan to use part of the DfE's Project Development Grant to acquire these skills gaps. In particular we would look for project management groups used in the free school field which have the expertise in targeting and recruiting pupils.- Drawing on our personal and professional networks- We would also identify people from the local community (from meetings) that may have the skills we require.- We core group (through [REDACTED]) will oversee the whole project and any project teams supporting and working on the free school project.

F2. Accountability and decision making (post-opening)



KEY: Where academies/schools are shown in diagrams throughout they are colour coded to their Ofsted status.

Green – Outstanding/Good
Amber – Requires Improvement
Red – Inadequate

Elements Free School - working towards Outstanding

The Articles of Association for WAT are the model DfE articles for MATs. The WAT has adopted two sets of schemes of delegation which the WAT operates to alongside its Articles. They have been designed to support and challenge schools / academies that are not “good” or better whilst ensuring there is still a high level of autonomy of governance at local level. The level of autonomy for governing bodies reflects this.

Scheme for Academies in categories: Needs Improvement or Inadequate

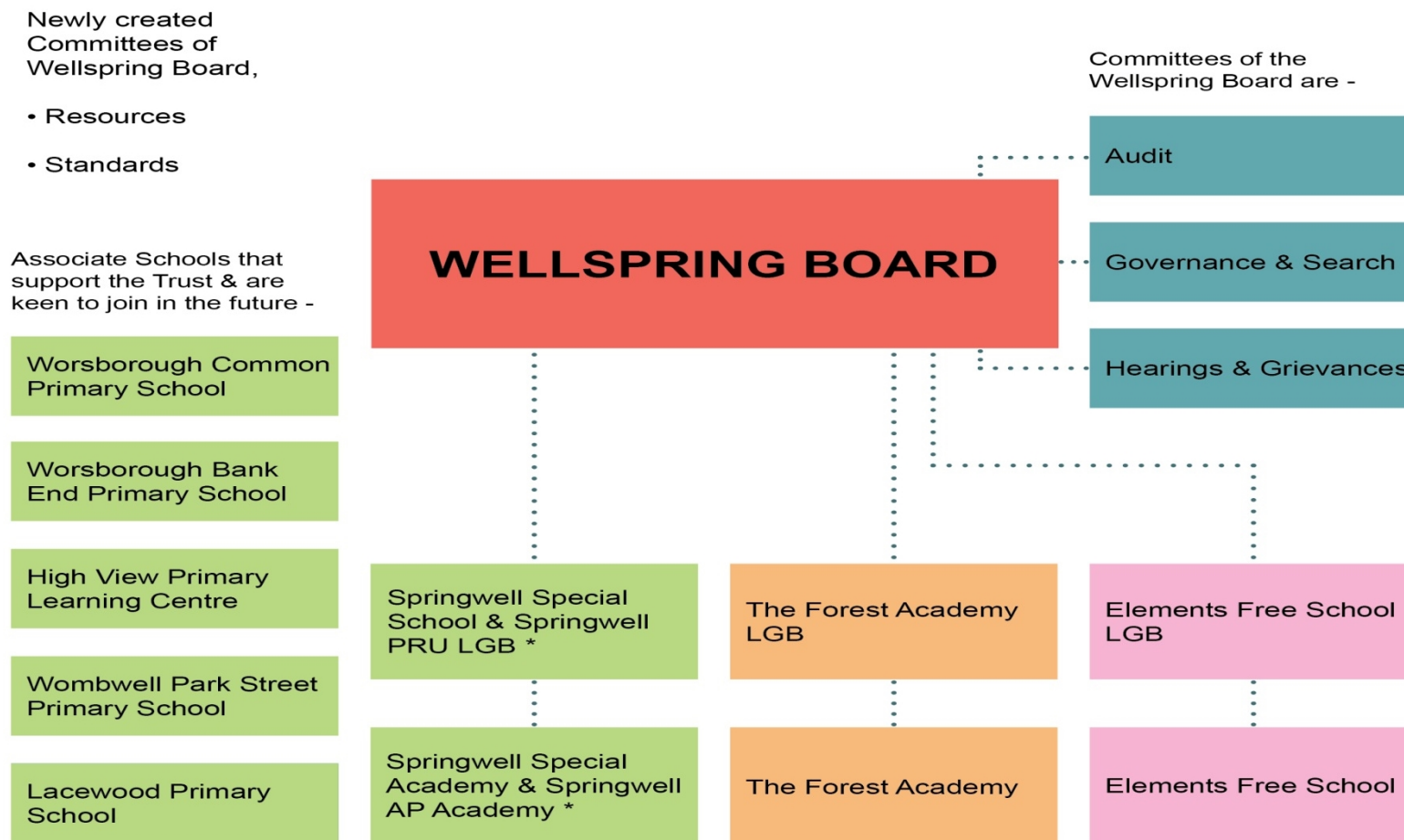
Academies that are less than good will be required to take advice of the WAT Board through the CEO in matters relating to school improvement, finance and recruitment if required. In the case of a new free school within the MAT the governing body and new school would be regarded as being in the second category for governance until the WAT Board feel the school is able to function unsupported except as a full MAT member. This decision would be based upon data, monitoring and potentially an Ofsted report. Full details of how the process works are detailed on pages 71-75.

The WAT has confidence in the Elements Free School LGB we recruit and they will start out with freedoms with the need for the WAT Board to monitor closely and intervene if needed.

Scheme for Academies in categories: Outstanding or Good

Academies within the WAT that are “outstanding or good” will essentially have all powers devolved but the robust monitoring of data at committee and board level ensures the academy performance remains at the highest level. The Board through the CEO may offer advice and guidance but the governing body are empowered to make their own decisions and are not required to follow all advice given.

This diagram shows the governance structure currently in place and as the WAT expands. A detailed description of the governance model and how the Board, its committees and the Local Governing Bodies operate is shown on the next page.



* Academy order for Springwell School 10.02.12
 Academy order for Springwell PRU dated 01.06.12

Local Governing Body recruitment is a high priority and we have a track record in providing very well trained and professional bodies who will have freedoms to manage but will be under close scrutiny at all times to ensure standard are at their highest at all times. There would be intervention from the WAT Board if needed.

Necessary Tripartite Agreements will be in place in readiness for the Free School Opening.
 Core services based on “best value” shared by the WAT’s academies are HR/Payroll/Finance/recruitment. They are provided by the WAT’s Sponsor Barnsley College on a ‘at cost’ basis.

The WAT Board committees: Standards & Resources will receive reports from the Local Governing Bodies ('LGB'), monitor and report up to the Board. The Board will receive the reports & recommendations and celebrate success or challenge where necessary. The meetings are sequenced to ensure reports from the LGBs feed into the resources and standards committees prior to the WAT board who then report to the members who set strategic developments for the WAT. As an existing MAT the members meet bi-annually and the Directors of WAT report to them formally. The academies within the WAT have their own LGB. The WAT Board has as part of its make up the LGB Chairs. Bench marking and target setting is completed in the first week of each academic year.

Schedule of Meetings within an academic year:- 6 Wellspring MAT Board meeting (half termly), 9 Local Governing Body Meetings (monthly) per academy, 6 Resources & Standards Board Committee Meetings, 2 Governance & Search Board Committee Meetings, 2 Members Meetings and 3 Audit Board Committee Meetings

This ensures a flow of data and information to ensure robust monitoring and opportunities to challenge/support/celebrate

Annual Governance Cycle	Elements Free School LGB	Resources Committee	Standards Committee	WAT Board	Audit Committee	WAT Members	Governance & Search
Sept	3 rd Week Sept						
		4 th Week Sept	4 th Week Sept				
Oct				2 nd Week Oct			
	3 rd Week Oct					Last Week Oct	
Nov	3 rd Week Nov				Last week Nov		2 nd Week Nov
Dec		1 st Week Dec	1 st Week Dec				
	3 rd Week Dec			3 rd Week Dec			
Jan	2 nd Week Jan						
		Last week Jan	Last Week Jan				
Feb				1 st Week Feb			
	2 nd Week Feb						
March	2 nd Week March						
		3 rd Week March	3 rd Week March				
				Last Week March	Last Week March		
April						Last week April	2 nd Week April
May	1 st Week May						
		2 nd Week May	2 nd Week May				
				Last Week May			
June	Last Week June						
July					2 nd Week July		
		1 st Week July	1 st Week July	Last week July			

Elements Primary Free School: Proposed Governing Body Model (Modified Carver Model)

The Elements Primary Free School LGB will not operate with various committees but will have clear lines of accountability where each member of the senior leadership team (SLT) has a link governor (see below). The governing body will meet monthly with governors delivering reports provided by each member of SLT. This will allow the LGB to meet the increased levels of accountability required under the new OFSTED framework. It will also allow a robust system of accountability to exist where governors have an obvious area of responsibility (this is the same model operating across the WAT).

The responsibilities and decision making functions of the LGB and directors are outlined below.

The appointment of Principals/Head teachers will be made by the WAT Board of Directors with advice from the CEO. The final decision of any Principal/Head teacher will be made by the WAT Board.

The Principal of Elements Free School will report to the school's LGB and the WAT CEO will report to the WAT Board of Directors.

Reasons for the modified Carver Model of Governance

A version of the Carver model of governance has been adapted within the WAT Academies for a number of reasons:-

Role and Responsibilities

- To ensure full LGB governor accountability. Governors have been recruited after detailed application and interview. The WAT Directors have ensured a full skill set is represented on the LGBs. The Forest Academy Governors has a solicitor, financial expert, Educational Psychologist, safeguarding officer, school improvement experts, and local people and staff and parents represented. The Free School governance model will be replicated. There are already within the nominated governing body of the Elements Free School, skill sets that will ensure the same high levels of ability within governors that will provide advice and specialist knowledge and challenge to the Principal.
- The number of governors for an optimum governing body is between 10-12 this ensures the right balance of skills set and gives the LGB the right level of capacity. There will be no sub committees of the LGB because all governors will attend school and monthly meetings and this ensures an in depth knowledge of the Free School issues by all governors. Prior to opening and until the full recruitment of the Free School governors the WAT Board will operate as governors.
- The careful recruitment ensures that prior to becoming a governor all governors have the necessary skill sets and are will be required to attend detailed training on data, safeguarding, finance, Ofsted dash boards and personnel and school improvement and performance management. Governors will have personal targets set for attendance at meetings.
- Governing body recruitment will ensure professional levels of governance are represented across the key strategic areas of school this policy is already working well within The Forest Academy. The key staff are linked to an expert governor who visits outside of the governing body meeting and reports in written form to the board

How we ensure Effective Decision making

- Regular governor visits to school events (examples are parents evening, school productions, sports day, assemblies) involving parents and staff to provide opportunities for them to speak with pupils, stakeholders and staff informally.
- The LGB governors have personal targets for attendance and interactions in school to ensure their focus is on the school improvement plan.
- In addition there will be at least one monthly link meeting between governor expert (see below for governor expert roles) and a designated school lead link, who will generate a monthly report of activity from expert governor to the LGB. The templates for reporting have been developed within the newly converted Forest Academy and Springwell under the guidance of ██████████, ██████████. On every LGB meeting there are standard agenda items, they include data on pupil performance, attainment and examinations, test results and outcomes for different groups of pupils, finance and staffing and attendance and actions arising from previous reports that required follow up. This ensures a robust reporting mechanism and guarantees no actions from previous meetings are overlooked.
- The specific focus for agenda items follows the school annual cycle for example the first meeting in September will have a specific focus on pupil progress and standards which will be revisited in a timely manner towards the end of each term. Pupil progress will be visited at every LGB meeting but will be addressed in much more detail at certain meetings throughout the year. Other meetings will have a specific focus on finance, staffing, behaviour and safeguarding.
- The LGB receive the reports and challenge/support/celebrate with the Principal and or staff based upon the information provided. This process is the same in all the WAT academies regardless of their Ofsted category. This ensures that the governing body are trained to understand the information and have the ability to raise key issues as required. The WAT CEO (or their representative) attends all LGB meetings. This ensures that the WAT Board can be advised immediately if situations require it. There is no requirement of intervention by the CEO in any area of local management unless finance or staffing requires speedy consideration because of potential deficits.
- The LGB set their budget and staffing levels and manage their day to day affairs through the Principal. This includes hiring and managing staff in school. The WAT could within the Articles of Association, if needed challenge this process in the event of very serious issues raised by staff, governors or others. This level of intervention is the same as previously utilised by the local authority.

Effective Challenge

- The link governing body reports feed (via the clerk Local Governing Body) into the WAT Board committees that will monitor robustly all areas linked to standards, resources and staffing. Bench marking data will be used by the committees and external experts will contribute to this process. This will allow robust target setting. The Principal will have external performance management by an appointed person from the Directors of the WAT.
- The committees will report to the WAT Board and recommend actions if they feel it is necessary. Directors of the WAT Board will serve on the Board committees (committees highlighted on page 71-72). The focus of all committees will be to use educational, financial expertise to ensure the journey to excellence is maintained. This ensures careful and robust monitoring at school governor level and into the WAT Board. It supports the development of a new level of professional governance that is open and honest and highly visible.
- Resource and Standards committees will have Board Directors as part of their core make up but the CEO (or the representative) will chair meetings with additional educational expertise from associate or partner schools to ensure there is expert knowledge and appropriate levels of challenge.

- The WAT will develop a handbook of bench marking data to support this process across phases and special education. The bench marking will be against outstanding schools only
- It will enable bench marking to be realistic and challenging.
- An external “mock” Ofsted will be commissioned regularly to ensure that standards are improving they can be targeted based upon the Board committees monitoring of the governing body reports and the CEO updates.
- There are six CEO reports to the WAT Board and the reports from the Board committees (highlighted on in blue on page 74) are submitted to every Board meeting.
- WAT members meet bi-annually and receive a formal report from the CEO/Board of Directors. The WAT members are responsible for setting strategic developments.

Conflicts of Interest

- The WAT already has in place a strategy for avoiding and minimising conflicts of interest. It maintains a register of business/financial interests of both the Directors, Members and senior staff members. This is updated and maintained by the WAT’s Company Secretary who clerks all of the Board of Directors’ and Members’ meetings. The LGB of the academies also follow the same process. Conflict of interests is a standing item at all Board/Member and LGB meetings and attendees are asked to declare any interests at the beginning of proceedings. The Clerk to the LGB is responsible for the updating and maintaining the conflict of interests register.
- If at any meeting there is anyone with an interest in an item then that person would not be permitted in contributing and excluded from voting where a decision is required. This is recorded in the minutes. The WAT ensures that it is fully compliant with the Companies Act 2006 and its Memorandum and Articles of Association. The WAT is part of the Academy Clerks Network which provides shared resources in governance and standards.

Procurement

- The WAT has in place robust procurement procedures in order to ensure best value of all services & school spending. The WAT and the academies within it are part of The Crescent Purchasing Consortium which provides value for money contracts across the UK for academies and educational institutions. The WAT’s Sponsor, Barnsley College also includes the WAT in its procurement tenders. All services provided by the WAT’s Sponsor are provided at cost and benchmarked against alternative provision.

F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
MAT Governors (Directors) :-	The MAT Governors are currently Directors of Wellspring MAT now.			
██████████	Director of MAT & Resources committee member.	██████████	██████████	3 hours
██████████	Director of MAT Governor of LGB: (supporting the recruitment of new governors) Pastoral Care, Behaviour & Community Governor/SEN)	██████████	██████████	3 hours
██████████	Director of MAT Chair of Audit Committee	██████████	██████████	2 hours
██████████	Director of MAT Governor of LGB: (Teaching & Learning)	██████████	██████████	3 hours
██████████	Director of MAT Audit Committee member Governor of LGB: (Multi-agency, Partnerships & Safeguarding Governor)	██████████	██████████	4 hours
██████████	Director of MAT	██████████	██████████	2 hours
██████████	Director of MAT/Chair of MAT Board Governor of LGB: (supporting and developing robust governance systems)	██████████	██████████	3 hours

██████████	CEO of MAT Governor of LGB (in attendance only)	██████████	██████████	4 hours
██████████	Principal Designate of Elements Free School	██████████	██████████	Full time from April 2014. 1 day per week until then.
██████████	Director of MAT	██████████	██████████	4 hours
To be recruited	Staff & Parent Governors	██████████		3 hours
Proposed Governors not part of MAT (see Governance Model page 79-81 for links to the MAT Board)				
██████████	Proposed Chair	██████████	██████████	5 hours
██████████	Vice-Chair Governor of LGB (Curriculum & Assessment)	██████████	██████████	4 hours
██████████	Newly appointed Director of MAT Finance expertise Governor of LGB: (Business, Finance & Personnel)	██████████	██████████	

People highlighted in red above will have a direct role as a governor on the Elements LGB.

F3 (b) Skills gap for governing body

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

Skills/experience missing	How you plan to fill the gap
Parent governors	They will be recruited prior to opening. We will contact by post/email all prospective parents inviting application which will be assessed by the Trust Board and depending upon

	capacity parents will be invited to select from the shortlisted parents.
	We will constantly review our proposed governing body and will adapt and recruit new governors where necessary. The Free School will be members of the Barnsley Governors Association, which gives access to high quality training for governors and recruitment of such.

The Trust already has in place a Governor Application form and role description that is used for recruitment of governors to our MAT Board and the Trust's academies

Section F4

Role of Principal for the Elements Free School requires exceptional skills because of the core ambitions within the WAT to ensure that the Trust is at the cutting edge of educational innovation with outstanding aspiration and vision to provide families of schools that offer exceptional educational opportunities.

The WAT recognised the need for primary expertise to drive the agenda for excellence. The inclusion of an advert within the TES asking for primary leaders to consider being within a Trust at the cutting edge of curriculum development proved very successful. Three NLE's were attracted to talk and all are currently involved within outstanding primary schools. It was of paramount importance to the Free School that the

designate principal shared and wished to develop the Elements curriculum. The WAT is very confident that the designate principal will fully deliver this plan.

The designate principal role will provide opportunities for the School and its place within the Trust to take on a strategic leadership role to ensure the core principals are embedded in other primary institutions.

All three of the outstanding Heads that expressed an interest in the role were eager to continue working within the trust if further opportunities arose.

The attraction of working innovatively within the Trust while supported by strong governance and a board of directors and trustees was at the centre of their interest.

The Designate principal for the Elements School is [REDACTED] who is currently [REDACTED]
[REDACTED]

Core Purpose

The Principal will be responsible for the internal organisation, management and control of the academy and beyond.

This includes the national extended schools agenda in accordance with safeguarding legislation, the current School Teachers' Pay and Conditions Document, the policies of the governing body (including its annual budget), applicable legislation and the policies of the Wellspring Academy Trust.

The Principal, working within the WAT Board with the local governing body, senior leadership team and school staff will develop a strategic view for the school in the context of its wider community and will ensure accurate school self-evaluation to inform school improvement planning.

A major role for the designate principal will further provide a conduit to ensure that the recruitment of the Elements team reaches the highest standards attracting professionals to a developmental curriculum that will make a difference to whole communities

The Designate principal will be required to lead all areas.

Section G: Budget planning and affordability

Budget assuming full occupancy

██████████

Income

██████████

██████████

<u>Total income</u>	2015	2016	2017	2018	2019	2020	2021	2022	Average
Total income per pupil (exc POG and nursery provision)	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████	██████████

██████████

Expenditure

A. Staff Salaries – ██████████.

██████████

██████████

B. Other Staff costs

[REDACTED]

C. Premises Costs

[REDACTED]

PREMISES COSTS	2015	2016	2017	2018	2019	2020	2021	2022
Total Premises costs (including caretaker and cleaners wages)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Costs per pupil	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

D. Educational Resources

[REDACTED]

E. Professional Services

[REDACTED]

F. Other (including planned outsourced costs)

[REDACTED]

TOTAL COST SUMMARY (exc nursery provision)	2015	2016	2017	2018	2019	2020	2021	2022
Costs per pupil	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

PREDICTED SURPLUS/(DEFICIT)	2015	2016	2017	2018	2019	2020	2021	2022
Surplus	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
% of income	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Section G3: Financial resilience to reductions in income

70% MODEL	2015	2016	2017	2018	2019	2020	2021	2022
	£	£	£	£	£	£	£	£
Reduction in income								
Reductions in expenditure;								
Staff costs *5								
Other staff costs								
Supply teachers *1a								
Employee expenses *1a								
Development and training *6								
Recruitment *6								
Insurance *6								
Premises								
Buildings								
Maintenance and Improvement *2								
Grounds maintenance and improvement *2								
Cleaning and caretaking *2								

Water and Sewerage	*2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Energy	*2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Equipment maintenance F&F lifecycle replacement costs	*2	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<u>Educational resources</u>									
Learning Resources - Not ICT	*1b	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
ICT Learning Resources	*1b	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Administrative supplies	*1a	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
ICT Lifecycle Refresh Costs	*7		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<u>Professional services</u>									
Auditing (internal & external)	*4	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<u>Other (including any planned outsourced costs)</u>									
Contingency	*1a	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Catering	*1c	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Finance & HR	*3	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Wellspring AT m'ment fee	*3	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
TOTAL COST SAVINGS		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
FURTHER CONTINGENCY	*8	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>The selected area for the new Elements Primary School is Barnsley Town Centre based post code <Redacted> approx the immediate vicinity of this post code across the town centre within a mile radius would provide places where the birth rate is highest and the inward population growth from other migrants is most prevalent (annotated map sent to free schools team) access to sites and transport links are important and they have been carefully considered.</p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p><Redacted></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------

Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<p><Redacted></p>
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<p>In which local authority is the site?</p>	<p>Barnsley</p>
----------------------------------------------	-----------------

<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>NA</p>
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>NA</p>
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>NA</p>
-------------------------------------------------------------------------------------------------------	-----------

<p>Please tell us how you found the site:</p>	<p>Working with the local authority to identify sites that are within the shortage area setting ideal because of potential and adjacency to most need, full refurbishment needed but potential an outstanding school to expand to meet future need.</p>
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<p>Please confirm the tenure:</p>	<p>Other - please explain</p>
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<p>If other, please explain further:</p>	<p>as one property is now privately owned tenure would need a negotiation or purchase the other primary school on site belongs to BMBC and is available to us</p>
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<p>Please Include information on purchase or lease price if known:</p>	<p><Redacted></p>
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<p>Who owns the site?</p>	<p><Redacted></p>
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<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)</p>	<p>Not sure</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------

Name and contact details of owner:	Still awaiting full details of owner
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
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What kind of site is it?	Existing building
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What is the current use?	School/education building
--------------------------	---------------------------

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

Why have you chosen this site? What makes it suitable for your free school?	It is a large school with large classrooms and hall there are no external playing fields but there are large playgrounds It has major potential for conversion into an area of outstanding learning by being able to provide much needed additional space for conversion for drama, film, media and it is very close to many other educational and cultural opportunities the conversion would ensure some buildings with stature remain in central Barnsley that the community know and trust
-----------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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:	Plans already sent
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Photos sent one building in use the other has been vacated but maintained until recently
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Second choice site

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

In which local authority is the site?	Barnsley
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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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:	Working with local authority to select site in area with most need
----------------------------------------	--------------------------------------------------------------------

Please confirm the tenure:	Other - please explain
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If other, please explain further:	Owned by local authority so negotiation around long term lease at peppercorn rent
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Who owns the site?	Local authority building
--------------------	--------------------------

Please include information on purchase or lease price if known:	Not known but discussions have taken place that they are willing to offer up the site is prepared as part of a previous sale by BMBC to a builder the site and utilities were made ready for a future school build
-----------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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:	Yes
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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:	Yes
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:	Open space landscaped
Why have you chosen this site? What makes it suitable for your free school?	Proximity to most need for school places and suitable access for a school via local roads in an ideal setting to provide both community recreational opportunities and a very safe school setting
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:	Plans sent to free schools 6.2 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:	Photos sent and aerial shots land in excellent condition utilities and water already provided and new road constructed

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
In which local authority is the site?	Barnsley
If the preferred site is near to the boundary with another local authority, please say which:	NA
If the preferred site is near to the boundary with a third local authority, please say which:	NA
If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
Please tell us how you found the site:	Working with local authority on available opportunities and steering group expertise
Please confirm the tenure:	Peppercorn lease
If other, please explain further:	<Redacted>
Please include information on purchase or lease price if known:	
Who owns the site?	Local authority building
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:	Yes

Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
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What kind of site is it?	Cleared site requiring new build
--------------------------	----------------------------------

What is the current use?	Office
--------------------------	--------

If government building or 'other' - please describe:	Car parking
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Why have you chosen this site? What makes it suitable for your free school?	proximity to most need for highest birthrate and new economic migrants arriving and other ethnicities and groups that have come to barnsley and have continued to select the cheapest housing and landlords within the central areas.
-----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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:	sent on to free schools site more than 1.2 hectares
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	there are some issues with this site linked to previous burial grounds and formal discussions have not taken place with planning around access because of high level traffic flow
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Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Barnsley
---------------------------------------	----------

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

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

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

Please tell us how you found the site:	working with steering group and local authority to identify potential sites within the core area
----------------------------------------	--------------------------------------------------------------------------------------------------

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

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

Please include information on purchase or lease price if known:	been on market for a considerable time there is planning permission on site for retail development it is a brown field site
-----------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------

Who owns the site?	Other
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Yes
---------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----

Name and contact details of owner:	<Redacted>
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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?	Cleared site requiring new build
--------------------------	----------------------------------

What is the current use?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	<Redacted>
------------------------------------------------------	------------

Why have you chosen this site? What makes it suitable for your free school?	proximity to highest birthrate excellent transport links and close to many additional cultural opportunities
-----------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

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:	sent plans on site is 1.42 hectares
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------

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:	cleared site
--------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------

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:	
-----------------------------------------------------------------------------------------------	--

Annexes

F1 Pre-opening: CV's of core applicant group:-

[Redacted]

F3 Proposed Governors & Directors of MAT:

[Redacted]

Plus parent and staff governors

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths	██████████

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████




1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	
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	appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	- ██████████
8.	Reference names(s) and contact details	1. ██████████




1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held	██████████
	length of time in position	██████████
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body</p> <p>membership number</p> <p>how your qualifications are maintained</p>	1. ██████████
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your</p>	

	school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	➤ ██████████
8.	Reference names(s) and contact details	██████████



1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable 	

<p>b</p>	<ul style="list-style-type: none"> • For education only: if you are in a teaching or head of department role in your latest school (where available): <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	<p>Not applicable</p>
<p>.</p>	<ul style="list-style-type: none"> • Brief comments on why your previous experience is relevant to the new school 	
<p>7.</p>	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
<p>8.</p>	<p>Reference names(s) and contact details</p>	

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	Name of school/ organisation	██████████
	Position and responsibilities held	██████████
	Length of time in position	
4.	<p>For finance only: details of professional qualifications, including:</p> <p> Date of qualification</p> <p> Professional body membership number</p> <p> How your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p> The school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3</p>	

	<p>qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including 	

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	<p>The school / AP results in my current role are showing the latest AP in England. Springwell is a EBD Special School so attainment data is not applicable.</p> <p>The Ofsted rating is outstanding in all areas and we have been designated a Teaching School in 2013, and now I am an NLE.</p> <p>The School is cross phase from age 4-18.</p>

5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 	<p>I am a teacher, author and educationalist and have worked with many schools, colleges, universities and other educational organisations across the UK and beyond.</p> <p>I was a senior leader and Advanced Skills Teacher at a secondary school in the North of England until 2009. I am also a visiting practitioner to Leeds Metropolitan University, Manchester Metropolitan</p>

	<p>5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	<p>[REDACTED]</p>
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	<p>[REDACTED]</p>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[REDACTED]</p>
8.	<p>Reference names(s) and</p>	<p>[REDACTED]</p>

	contact details	
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1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3	

	<p>qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C	██████████

	<p>GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

F3 Proposed Governors & Directors of MAT:

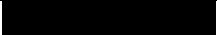
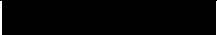
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	2. name of school/ organisation	██████████
	3. position and responsibilities held	██████████
	4. length of time in position	
4.	For finance only: details of professional qualifications, including: 5. date of qualification 6. professional body membership number 7. how your qualifications are maintained	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): 8. the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	██████████

	9. school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>10. Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	N/A
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

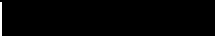
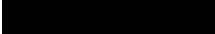
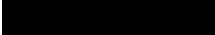
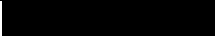
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	<ul style="list-style-type: none"> ▪ name of school/organisation 	██████████
	<ul style="list-style-type: none"> ▪ position and responsibilities held ▪ length of time in position 	██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including 	██████████

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████


1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	<ul style="list-style-type: none"> • ██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths	

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
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8.	Reference names(s) and contact details	

1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p>	<div style="background-color: black; height: 20px; width: 100%;"></div> <div style="background-color: black; height: 20px; width: 100%;"></div> <div style="background-color: black; height: 20px; width: 100%;"></div>
4.	<p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 40px;">date of qualification</p> <p style="padding-left: 40px;">professional body membership number</p> <p style="padding-left: 40px;">how your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 40px;">the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score</p>	

	<p>per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
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7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	




1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held	██████████
	length of time in position	
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5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	
5.b	For education only: if you	

	<p>are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3	██████████

	<p>qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	NOT APPLICABLE
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held length of time in position	██████████
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score	██████████

	<p>per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	