

# Free school application form 2014

**Mainstream and 16 to 19** (updated August 2014) .

**CHEADLE HULME PRIMARY SCHOOL (ref 83107)**

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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](mailto: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 a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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 a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> 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
<b>1. Have you completed the <a href="#">pre-application registration form</a>?</b>	✓	
<b>2. Have you established a company limited by guarantee?</b>	✓	
<b>3. Have you provided information on all of the following areas:</b>		
<b>Section A:</b> Applicant details	✓	
<b>Section B:</b> Outline of the school	✓	
<b>Section C:</b> Education vision	✓	
<b>Section D:</b> Education plan	✓	
<b>Section E:</b> Evidence of need	✓	
<b>Section F:</b> Capacity and capability	✓	
<b>Section G:</b> Budget planning and affordability	✓	
<b>Section H:</b> Premises	✓	
<b>4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding</b>	✓	

annexes) in total?		
<b>5.</b> Have you fully completed the budget plans?	✓	
<b>6.</b> Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
<b>7.</b> 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		
<b>8.</b> 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?		
<b>9.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk?</a> (See guidance for dates and deadlines).	✓	
<b>10.</b> Have you sent 2 hard	✓	

<p>copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>		
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*\*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><b>Section I of your application</b></p>		
<p><b>11. Have you sent:</b></p> <p><input type="checkbox"/> a copy of Section A (tab 1 of the Excel template); and</p> <p><input type="checkbox"/> 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><input type="checkbox"/> a list of those members, directors and principals designate who have submitted</p>	<p>✓</p> <p>✓</p> <p>✓</p>	

<p>Section I forms within the past 365 days</p> <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<p>✓</p>	
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## Declaration

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

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

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

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

I confirm that I am not and have never been barred from Regulated Activity within the



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

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

**Signed:**

**Position: Member of company (please delete as appropriate)**

**Print name:** [REDACTED]

**Date:8/10/2014**

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

Please tick to confirm that you have included

all the items in the checklist.

✓

## **Section A: Applicant details**

Please complete the Excel application form.

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

Please complete the Excel application form.



**SECTION A: APPLICANT DETAILS**

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
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	83107
Name of proposed school:	Cheadle Hulme Primary School
Is this a route one application or a route two application?	Route 1
Name of lead applicant:  Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Cheadle Hulme High School Woods Lane Cheadle Hulme SK8 7JY
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group:	Multi Academy Trust Cheadle Hulme Education 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:	Cheadle Hulme Education Trust
Company address:	Woods Lane Cheadle Hulme SK8 7JY
Company registration number:	7907463
Date when company was incorporated:	12 January 2012
Please confirm the total number of company members (must be a minimum of 3):	5
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	All those listed below are currently Directors of the Trust
	<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**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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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:	Cheadle Hulme Education Trust
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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:	137843
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Outstanding
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/106140">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/106140</a>
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137843">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137843</a>
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

<p>Through its members, trustees 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.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:          • 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>	<p>Altrincham Girls Grammar School / Bright Futures Education Trust          Co Number 07695771          The two Teaching School Alliances work very closely on a number of projects, for example they are joint leads for the North West 1 Maths Hub</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at 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>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>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>	



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER 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](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.	
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In which local authority is your preferred location?	Stockport
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Proposed opening year:	2016
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Age Range:	4-11
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If 'other' please specify	
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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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
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	420
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	420 primary places
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Please say which year groups the school will have in first year and the PAN for each	Reception 60
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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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:	Sep-16
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Please say how many people will sit on your governing body:	11-15
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**Use of freedoms**

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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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	
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## Section C: Education vision

### Section C1

Cheadle Hulme Primary is a non selective, non-denominational, two form entry primary academy. We will have a maximum class size of thirty pupils and at full capacity 420 pupils will attend the school. We plan to admit our first cohort of Reception children in September 2016 and the school will grow each year with Reception children admitted each year. The school is being proposed by Cheadle Hulme Educational Trust. Cheadle Hulme High School, the founder school within the trust, is a hugely oversubscribed academy converter with a reputation locally (and further afield) for outstanding teaching and learning, the relentless pursuit of excellence and a determination to ensure that every child succeeds. The vision which informs our work in the 11 – 18 school, and the framework which we have in place to deliver this vision, have generated the core values for our primary school. **This primary school – in this area** (which mirrors the catchment area of the high school) – would complete the continuum of outstanding education for children from 4 to 18:

**Our vision is that every child, regardless of background and circumstance, will flourish, enjoy their education and succeed. Their experience at primary school will pave the way for success at secondary school and beyond and will ultimately open the door to the future of their choice.**



## Rationale

In establishing the Cheadle Hulme Primary Free School, we will deliver our vision and -

- Address basic need by helping to fill a shortage of school places in the local area, as requested by the Local Authority
- Respond to parental demand
- Offer higher standards than local schools by raising academic attainment for all pupils (see below)
- Add to choice/diversity of provision locally
- Make use of academy freedoms to improve standards in the local area

### Address basic need

A key driver in the bid to open a primary free school in Cheadle Hulme is the projected shortage of primary places in the area.

The local authority's projections for places acknowledge 2,379 places available in the area, including a catholic establishment, and the projected need for 2,574 places by 2016-2017 and 2,597 places by 2017-18, as detailed in the table below:

Primary School	Modified NCA July 2014	Actual 13/14	Predicted NOR				Surplus Places					% Surplus				
			14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
Bradshaw Hall	378	383	397	413	431	439	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Cheadle RC Infant	259	269	270	271	271	268	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Cheadle RC Junior	336	347	361	360	360	355	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Husthead Infant	261	268	270	270	271	271	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Husthead Juniors	336	354	358	357	357	358	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Lane End Primary	203	208	208	208	210	203	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Orrishmere *	196	207	208	207	206	203	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Queens Road	203	207	240	249	265	295	0	0	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Thorn Grove	207	200	202	204	203	205	7	5	3	4	2	3.4%	2.4%	1.6%	2.0%	1.1%
<b>Total for Cheadle Hulme</b>	<b>2379</b>	<b>2443</b>	<b>2514</b>	<b>2539</b>	<b>2574</b>	<b>2597</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>0.3%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>0.1%</b>

### What has been done so far to address basic need:

Queen's Road (1FE) and Orrishmere Primary (1FE) are being amalgamated via the closure of Orrishmere and the expansion of Queen's Road. There is a new 3FE primary school building being built now at Queen's Road for the merged communities - these figures are included in our projection. The Orrishmere site is only accessible via the streets surrounding Queen's Road's new 3FE building and the local infrastructure / roads cannot accommodate 4FE in the tight area the 2 schools currently serve. Indeed informal advice from planners is that a fourth form of entry in this area would not be permitted. The current Queen's Rd site had a

spare room that has been converted to take a bulge class for September 14 entry. This action was taken concurrently with the ongoing statutory process to enlarge Queen’s Road.

### Why further expansion of existing schools is not possible:

School	Expansion Issues
Lane End	Planning refusal. School is at the end of an ‘overlong cul de sac’ and also has the traffic for the independent school neighbouring it as a local issue.
Bradshaw Hall	Already expanded in recent years to 2FE, no scope for further expansion
Cheadle Hulme RC (I+J)	Already 3FE, no scope for expansion on their shared site
Hursthead (I+J)	Already 3FE on a site only suitable for 2FE – no expansion possibility.
Thorn Grove	Below standard access to a landlocked site, planning opinion is that without this improving (buying and demolishing housing) no expansion possible.

All school sites have already been expanded or are being expanded to their planning limits and therefore the local authority have a plan whereby children will be taught as bulge classes in school halls and gyms. This will impact on the schools’ ability to deliver the physical education curriculum; adversely affect the delivery of school meals (including the infants free school meals); prevent the schools from holding school assemblies; place a class of pupils in an unsuitable environment for the 7 years of primary education. This is not the outstanding provision we would like for the children of Cheadle Hulme.

### Shortfall

There are currently 360 Reception year places and projections show that by 2016, including figures to allow for 5% and 8% spare capacity, there will be a need for 406/418 places. By 2017 these figures rise to 430/442.

	Admission Limit 2013/14	Spare Capacity 16/17		Spare Capacity 17/18	
		5%	8%	5%	8%
<b>Cheadle Hulme</b>	360	406	418	430	442

### Respond to parental demand

Although this would indicate that a 2FE primary free school would solve the local capacity issues, most of the neighbouring areas contain schools that are full, and in these areas are many parents who would wish for a Cheadle Hulme place for their child. This is shown by the first and total preferences column in the chart below where first preferences alone for 2014 entry across these schools are at 314 for the 270 places available. The case for the free school creation should therefore

acknowledge not only the critical place pressures but the current inability to offer parents the opportunity for a Cheadle Hulme school place.

Cheadle Hulme Cluster	OFSTED grade	PAN	First / total preferences expressed
Bradshaw Hall	Good 15/05/12	60	63/162
Hursthead Infant (co-located with Junior Academy)	Outstanding 13/05/08	90	120/320
Lane End	Good 16/10/07	30	50/203
Orrishmere	Good 12/09/11	30	19/105
Queen's Road	Good 17/01/12	30	42/162
Thorn Grove	Good 04/07/11	30	20/87

## Standards

A key driver in the bid to open a primary free school in Cheadle Hulme is to ensure that the highest possible standards of academic attainment and progress are realised. Cheadle Hulme High School has a reputation for outstanding provision across all subjects and aspects and is the most popular and over subscribed School in the Stockport LA. We have been the top performing school in Stockport in terms of progress measures for the past 3 years, were top for attainment in 2012 and 2014 and second in 2013.

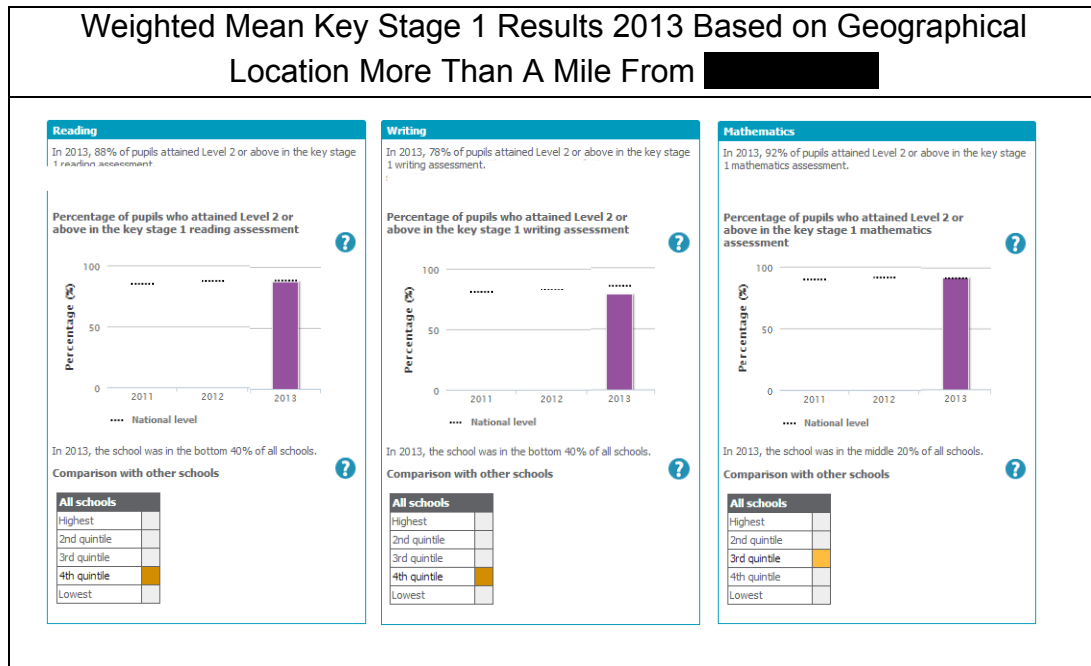
Our OFSTED inspection confirmed this when inspectors awarded us an Outstanding grade in every category describing us as

*'an outstanding learning community where second best for anyone simply will not do'*

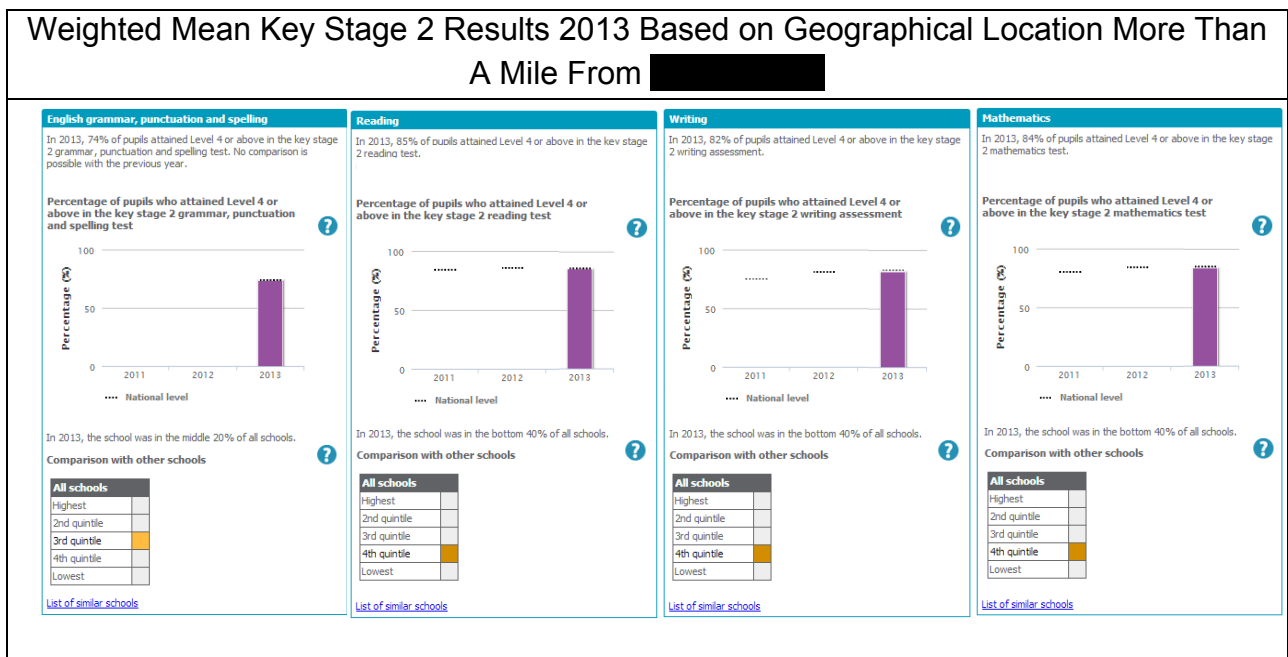
In 2013 we extended our outstanding learning community with the opening of our Sixth Form (funded through the Free Schools capital programme). Our decision to apply for funding for a Sixth Form was based on our firm belief that 'second best' is not sufficient for the students of Cheadle Hulme and our bid to open a primary school is driven by the same commitment.

The local primary provision in Cheadle Hulme is generally of a good quality and heavily oversubscribed. Through carrying out a statistical analysis based on weighted student end of key stage outcomes (2013) for our local link primary schools, it is clear that geographical location is important. The graphs below detail

the quality of key stage 1 provision - children who are more than a mile from CHHS have significantly poorer outcomes in reading and writing.



At key stage 2 children within a mile of CHHS leave primary school with good outcomes. However we have concerns over those children who attend school over a mile away and their comparatively poor outcomes. With local demand for places projected to be extremely high we have major concerns that children who live close to CHHS will not only have to travel over a mile for their primary education but that they receive an education of a significantly inferior quality.



Deeper analysis of the data indicates that there is significant academic variability within slight increases of distance, masked by schools judged to be good or outstanding and demonstrated by the ranges outlined below

Distance up to 1 mile from CHHS

**\*KS2 Gap Range 6%**

**KS1 Ranges**      Reading 15%      Writing 24%    Maths 15%

**KS2 Ranges**      Reading 20%      Writing 21%    Maths 9%

Distance up to 1.4 miles from CHHS

**\*KS2 Gap Range 17%**

**KS1 Ranges**      Reading 34%      Writing 29%    Maths 17%

**KS2 Ranges**      Reading 20%      Writing 21%    Maths 20%

Distance up to 1.7 miles from CHHS

**\*KS2 Gap Range 28%**

**KS1 Ranges**      Reading 34%      Writing 35%    Maths 19%

**KS2 Ranges**      Reading 34%      Writing 24%    Maths 29%

\*The gap between disadvantaged and other pupils achieving level 4 or above in Reading and Maths tests and Writing TA

We are cognisant that the gap in achievement starts at an early age. Our all through educational experience is designed to address this at source. This variability is addressed in more detail in Section D.

**Add to choice/diversity of provision locally**

The character of local pupils is one of parental high ambition backed by largely good socio-economic indicators that show relatively low free school meals eligibility, and the corresponding pupil premium is low. There are no pockets of deprivation in the Cheadle Hulme area, although there is some variability in socio economic indicators, with some localities having lower than expected outputs particularly in the areas of health and crime. These indicators produce some core principles for our PSHE curriculum.

There is risk of educational disadvantage and we believe that a primary free school solution will offer considerable **educational advantage**, and offer a local example of 'outstanding' provision in an area where only one community maintained infant school is outstanding. The proposal for a free Primary School in this area is based on the premise that Cheadle Hulme Education Trust has the expertise and professional standing to create a school that will offer the community an enhanced

primary offer. At present there is only one primary academy in this part of Stockport and we seek to increase the diversity of offer whilst solving the severe capacity shortfall in primary places. For the latter reason we have the support of the local authority.

Extending the Cheadle Hulme Education Trust to incorporate a primary school would bring with it a number of unique advantages associated with an all through educational experience, for example:

- Improved pastoral care for children in challenging circumstances by offering a 'joined up' strategy for special and behavioural needs
- Developing seamless transition between phases to enable progression in learning
- A shared language of learning and skills/knowledge progression
- Better use of English and Mathematics Leaders (and the outcome of related strategies) throughout the schools
- Development of a common assessment framework, allowing for more accurate tracking of individual progress and the setting of targets
- The sharing of expertise and professional learning across phases
- Introduction of subject specialisms earlier
- Offering better opportunities for more able and SEND pupils
- Enhanced opportunities for the recruitment, retention and deployment of all staff
- A shared educational ethos that supports children from 4-18 and provides consistently high expectations for all (See Section D2)

We envisage the impact of the all through educational environment would add circa 10% to the end of Key Stage 4 outcomes of Cheadle Hulme High School. Furthermore, the cornerstone activities delivered via the Aspire and Enhance\* programmes will ensure that there is an increase in participation rates at A-level and beyond to Russell Group universities. Thus our education continuum would enhance the local offer not only at primary but at secondary level.

\*The Aspire programme encompasses the full range of academic opportunities through the cornerstone of Academic Aspiration, whilst the Enhance programme is designed to enrich this experience through the remaining cornerstones of Culture & Creativity, Competition & Physical Endeavour and Leadership & Service.

### **Make use of academy freedoms to improve standards in the local area**

As described above, the incorporation of a primary school into the Cheadle Hulme Academy Trust would generate a number of educational advantages. It would also benefit from academy freedoms around organisation and budget, not least the ability to target financial, physical and human resources at key areas of school improvement as well as achieving greater cost effectiveness through the sharing of resources in a variety of ways. These will include

- appointing teaching and support staff to work across phases
- appointing IT, Finance, HR and Estates staff to work across the Trust
- creating common administrative appointments
- identifying and exploiting opportunities to exercise economies of scale
- sharing equipment, hardware and accommodation
- increasing the range and capacity for community and out-of-hours learning or extra-curricular activities which generate additional income and enhance local provision

## Vision and Ethos

**Our vision is that every child, regardless of background and circumstance, will flourish, enjoy their education and succeed. Their experience at primary school will pave the way for success at secondary school and beyond and will ultimately open the door to the future of their choice.**

Our Ethos is built on the four Cornerstones of Success

- Academic Aspiration
- Culture and Creativity
- Competition and Physical Endeavour
- Leadership and Service

### **Academic Aspiration**

**Our ambition is for all of our children, regardless of background, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our children to be resilient, to value effort, to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.**

### **Culture and Creativity**

**Alongside our high aspirations for academic success we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in such activities as Art, Music, Drama and the development of oracy and literacy. We will ensure that children from all backgrounds are able to discover new talents and interests and develop existing ones.**

### **Competition and Physical Endeavour**

**We strongly believe that physical activity and competition, both intra and inter school, are vital to the holistic development of young people, fostering their physical, social and emotional health.**

**We believe that the benefits of physical activity and sport reach way beyond their impact on physical wellbeing and are evident in other aspects of education and welfare.**

**All children will be expected to embrace the notion of 'mens sana in corpore sano' 'Healthy Body Healthy Mind'**

### **Leadership and Service**

**We value individuality, celebrate diversity and encourage our children to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and will encourage children from all backgrounds to take on roles of responsibility and engage in School and House activities.**

**By the time they leave us we want each child to have that true sense of self-worth which will enable them to stand up for what is right and what they believe in and, in doing so, to be of value to society.**

Our curriculum and approach to teaching and learning will support our cornerstones and in turn be supported by them.

#### Academic Aspiration

Our academic curriculum (National Curriculum) will be sufficiently broad to ensure that the needs and talents of all children are recognised and developed. It will focus on areas which we believe are essential if children are to have a firm foundation for



further study and future success – namely reading, writing, mathematics, sciences and languages. In terms of reading, writing and mathematics, we will adopt models, pedagogies and techniques which are both traditional and with a proven record of success. For example, the Shanghai Maths model could be readily cascaded from current practice in our High School to the primary school, utilising the research carried out by one of the Maths SLEs from CHHS. Our vision is to have Maths, MFL and Science teaching delivered by specialists. We believe that it is never too early to start teaching children a modern foreign language. Building on the success of our high school in this curriculum area (last year 63 students gained an A\* or an A in GCSE French at the end of Year 9), we will introduce MFL in Reception (Spanish, French, German) with the ultimate aim of providing a platform from which children can gain a top GCSE grade. Again building on our experience in the High School, we place a high value on teaching specialist Science subjects as distinct disciplines and a specific body of knowledge rather than as integrated Science. [REDACTED].

### Culture and Creativity

It is never too early to invest in cultural capital. We will provide a wide programme of extra-curricular enrichment activities such as visits to galleries, museums and theatres, and will meet the full offer for extended services, but will not simply relegate this area to 'out of hours' activities. Music, Art, Drama and Dance will be incorporated into the curriculum, again utilising state of the art facilities in the High School. In addition, the Humanities curriculum will incorporate aspects of cultural development and of British beliefs and values. We believe that creativity should not be confined to the Arts subjects but can also be developed through exposure to technologies and computing.

### Competition and Physical Endeavour

NHS reports state that more than 1 in 5 children aged 5 years old in the UK is overweight or obese. This figure increases to 1 in 3 by the time they reach 11 years old. We will ensure that our curriculum incorporates not only physical exercise but also a Health Education programme which promotes 'Healthy Body, Healthy Mind' and which involves parents and carers in helping their children to make positive lifestyle choices. We will ensure that the Sport Premium is used effectively to increase participation levels in physical activity and to develop an exciting and sustainable PE curriculum that is staffed by highly skilled teachers and coaches with support from our pupil Sports Ambassadors. The competition element of this cornerstone will not simply be limited to sport – children will have the opportunity to compete in subject/enrichment based competitions at both local and national levels.

## Leadership and Service

Our experience in our 11 – 18 school leaves us in no doubt as to the value of giving children the opportunity to take responsibility and contribute to their community. We will make posts of responsibility available via a House System and subject/club/team representation. Similarly, children will be encouraged to take part in community based activities. We will develop a framework through which children engage in cross phase projects and activities, allowing younger children access to older role models and in turn the opportunity for older students to develop their own leadership and mentoring skills.

## Outcomes

Our Aspirations and Outcomes link directly to our Vision and to the Cornerstones which provide the framework for the realisation of that vision -

### **Academic Aspiration**

Learning will be at the heart of everything we do. Our aspirations and expectations will be high for children and staff - ***“every child, regardless of background and circumstance, will flourish, enjoy their education and succeed”***

- The outcomes outlined in Section D2 will be as a result of all teaching being judged consistently outstanding. (<Redacted>|Internal QA procedures are outlined in D2).
- The most effective pedagogy will be developed and utilised. Innovative practice, informed by research and a growth mindset, will inspire and engage our pupils and teachers alike. (See D2).
- The achievement of Pupil Premium pupils and SEND pupils will be equal to that of their peers or will be improving rapidly. (Variability in the range of the gap is described earlier in this section).
- From each different starting point, the proportion of pupils making more than expected progress (expected is currently two whole national curriculum levels) will be well above the national average. All pupils will make sustained progress in every year group and across all subjects including English and Mathematics.
- The school will be in the top quintile for results in English grammar, punctuation and spelling, Reading, Writing and Mathematics (see Section D2)

## **Culture and Creativity**

Culture and Creativity will be embedded in the curriculum as well as offered via extra-curricular activities - ***“We will ensure that children from all backgrounds are able to discover new talents and interests and develop existing ones.”***

- Opportunities for cultural and creative development will be incorporated into each individual subject’s scheme of work. These opportunities will include visits both in and out of school time (for example, galleries, museums, exhibitions, theatre, concerts, drama and music workshops). 100% of pupils will take part in at least one visit per term
- The development of oracy and literacy will be incorporated into each individual subject’s scheme of work.
- There will be a full programme of extra-curricular activities based on the Cornerstone of Culture and Creativity. 100% of pupils will take part in these activities. All pupils will work towards the Arts Award Discover (5+). They will be mentored by high school students completing the level 1 Arts Award

## **Competition and Physical Endeavour**

Opportunities for competition and physical activity will contribute to the ***“holistic development of young people, fostering their physical, social and emotional health”***

- A comprehensive ‘Healthy Body, Health Mind’ programme will be developed and delivered in curriculum time. We will work with a number of outside agencies to ensure that we are able to provide a wide range of expertise, activities and opportunities.
- There will be a full programme of extra-curricular activities and competitions based on the Cornerstone of Competition and Physical Endeavour, including externally organised competitions (such as the Primary Engineer Challenge). 100% of pupils will take part in these activities.

## Leadership and Service

Opportunities for Leadership and Service will enable pupils to engage with the local community, the high school community and their peers and thereby develop ***“the confidence to think for themselves ...tolerance, teamwork and collective responsibility”***

- There will be one ‘community’ event per term, for example the Christmas Market. 100% of pupils will take part in at least one of these events
- Opportunities for leadership will be made available via forms, houses, subjects and ‘Cornerstone’ groups and activities. 100% of pupils will take on a leadership role in school. 50% of pupils will embark on an externally accredited Leaders Course (eg Primary Leaders STEM, Playmakers Award)
- We will embed the research-based KiVA anti-bullying programme that has been adopted by 90% of schools in Finland. This programme has been proven to significantly reduce both self and peer-reported bullying and victimisation and to foster collective responsibility. 100% of pupils will take part in the programme.

## D. Education plan

### D1 – Curriculum plan

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

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
<b>Reception</b>			60	60	60	60	60	60	60
<b>Year 1</b>				60	60	60	60	60	60
<b>Year 2</b>					60	60	60	60	60
<b>Year 3</b>						60	60	60	60
<b>Year 4</b>							60	60	60
<b>Year 5</b>								60	60
<b>Year 6</b>									60
<b>Year 7</b>									
<b>Year 8</b>									
<b>Year 9</b>									
<b>Year 10</b>									
<b>Year 11</b>									
<b>Year 12</b>									
<b>Year 13</b>									
<b>Totals</b>			60	120	180	240	300	360	420

## Section D: Education plan – part 2

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.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
Early Years Foundation Stage		Mandatory	Our EYFS will provide continuous ‘free-flow’ provision based on the statutory EYFS curriculum comprising 3 ‘Prime Areas’ and 4 ‘Specific Areas’ as detailed below.
Communication and Language	5	Mandatory	This Prime Area will focus on all opportunities to develop listening and attention, understanding and speaking skills.
Physical Development	3	Mandatory	This Prime Area will focus on all opportunities to develop moving and handling, health and self-care skills, knowledge and understanding.
Personal, social and emotional development	3	Mandatory	This Prime Area will focus on all opportunities to develop our pupils’ ability to make relationships, build self-confidence and self-awareness and to manage feelings and behaviour.
Literacy	5	Mandatory	This Specific Area will focus on all opportunities to develop our pupils’ reading and writing skills with a strong emphasis on phonics.
Mathematics	5	Mandatory	This Specific Area will focus on all opportunities to develop our pupils’ skills, knowledge and understanding in

			number, shape, space and measures.
Understanding the World	2	Mandatory	This Specific Area will focus on all opportunities to develop pupils' knowledge and understanding about people, communities and the world and skills in technology.
Expressive Arts and Design	2	Mandatory	This Specific Area will focus on all opportunities for pupils to explore and imagine using different media and materials.
Key Stages 1&2			We will deliver the 2014 National Curriculum in KS1&2 and the 'hourly commitment' will be broadly similar in both Key Stages with the exception of the subjects noted below. In KS1, subjects may be chunked into shorter sessions as indicated.
English	5	Mandatory	Daily 1 hour English lessons in both KS1&2. In KS1 this may be chunked into a 40 minute session with a 20 minute pre teach or follow up session to maximise the impact of teacher assessment and to ensure pupil concentration is at its best.
Phonics	1 hour 40 minutes	Mandatory	Daily phonics will be taught for all pupils in Reception and KS1. Further phonics will be taught on a daily basis for those pupils who require it in KS2. The focus will gradually shift from phonics to spelling and reading comprehension.
Mathematics	5	Mandatory	Daily 1 hour Maths lessons in both KS1&2. In KS1 this may be chunked into a 40 minute session with a 20 minute pre teach or follow up session to maximise the impact of teacher assessment and to ensure pupil

			concentration is at its best.
Science	2	Mandatory	As a core subject we will allocate the equivalent of 2 hours per week to Science in both KS1&2. This allocation will be chunked to suit what is being taught. This is likely to increase to 3 hours in UKS2 to allow for more in depth teaching and learning.
Art and design	1	Mandatory	With the exception of PE it is likely that Foundation Subjects will sometimes be taught discretely on a weekly basis and sometimes they will be taught in blocks and/or in a cross-curricular way that allows more than one subject to be taught at the same time through a particular theme. Our rationale for this approach is detailed in the 'Curriculum Models' section.  *Our Computing curriculum will develop pupils' skills, knowledge and understanding in coding, connecting, communicating and collecting information. As such we expect a gradual increase in the amount of time spent on this aspect of the curriculum building up to an hour per week by UKS2.  *Similarly the amount of time allocated to Languages will increase from 30-40 minutes in KS1 to one hour per week in KS2. In KS2 all pupils will learn French, German and Spanish in readiness for Y7 building on the strengths of the language specialism at CHHS.
Computing*	1	Mandatory	
Design and technology	1	Mandatory	
Languages*	1	Mandatory	
Geography	1	Mandatory	
History	1	Mandatory	
Music	30 minutes	Mandatory	
Physical education	2	Mandatory	
Religious education	1	Parental right to withdraw.	
Sex and relationship	1	Parental right to withdraw	SRE will be taught discretely on a half termly rather than a weekly basis. SRE will be introduced in Reception with a



education		from non-scientific aspects.	<p>focus on ‘New beginnings’, ‘Feelings and emotions’ and ‘Differences and diversity’. From Year 1 to Year 6 pupils will progress through the nationally recognised ‘Christopher Winter Project’ Scheme of Work. Key learning objectives for this aspect of the curriculum are:</p> <ul style="list-style-type: none"> <li>• To know and understand that they will change and develop and will have confidence in managing physical and emotional changes.</li> <li>• To promote positive self-image and increase self-esteem.</li> <li>• To develop skills in making and maintaining relationships.</li> <li>• To develop the ability and confidence to make informed choices and healthy decisions.</li> <li>• To understand the rights and responsibilities of themselves and others.</li> <li>• To develop and understand a positive attitude to difference and diversity, their own and others beliefs and values.</li> </ul>
Spiritual, Moral, Social and Cultural education	-	Mandatory	SMSC will underpin all aspects of our curriculum and will rarely be taught as a discrete session.
Personal, Social, Health and Economic education	1	Mandatory	All pupils will follow a bespoke PSHE programme that draws on the EYFS PSE Early Learning Goals, the non-statutory guidance in the 2000 National Curriculum (KS1&2) and the KiVA anti-bullying programme (KS2).
Philosophy for Children	25 minutes	Mandatory	P4C opportunities will be created across the curriculum however a daily thought to encourage critical thinking will be facilitated by Class Teachers

			throughout the school.
Extra-curricular clubs enrichment activities		Voluntary	Pupils will have the opportunity to participate in a range of sporting and non-sporting activities before and after school. Some of these will change on a termly basis to offer a wider range of choice for pupils. A number of activities will be offered at lunch time.

## Curriculum Principles

Our vision is that every child, regardless of background and circumstance, will flourish, enjoy their education and succeed. Their experience at primary school will pave the way for success at secondary school and beyond and will ultimately open the door to the future of their choice.

The **Curriculum Principles** that underpin this vision are:

- **Outstanding teaching** results in all pupils including disabled pupils, those who have Special Educational Needs and/or disabilities and those for whom the Pupil Premium provides support, making rapid and sustained progress. (Further detail in D2)
- Teachers have consistently **high expectations** of themselves and of their pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with **notable impact on the quality of learning**.
- The teaching of reading, writing, communication and mathematics is highly effective and **cohesively planned** and implemented across the curriculum.
- Teachers and other adults generate **high levels of engagement** and commitment to learning across the whole school.
- Consistently **high quality marking and constructive feedback** from teachers ensure that pupils make rapid gains.
- Well-judged teaching strategies, including **sharply focused and timely support** and intervention, match individual needs accurately so that pupils learn exceptionally well across the curriculum.
- Pupils' **attitudes to learning are exemplary**. Staff and pupils are unreservedly positive about both behaviour and safety.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an **exceptionally positive climate for learning**.

At Cheadle Hulme Primary School, the 'curriculum' will represent all the planned activities that we organise in order to promote learning and personal development. It will include not only the formal requirements of the National Curriculum but also our School Curriculum which is underpinned by our four Cornerstones: **Academic Aspiration, Culture and Creativity, Competition and Physical Endeavour and Leadership and Service.**

Our 'cornerstone inspired curriculum' will be the driving force behind the realisation of our vision.

**Academic Aspiration** will be nurtured through a rich and relevant curriculum that fosters the needs and talents of all pupils. Outstanding specialist teaching (initially in core subjects, Languages and PE) will enrich the learning opportunities planned for our pupils and result in all pupils making rapid and sustained progress. Eventually we envisage the PPA at CHPS being covered by specialist teachers from CHHS as part of our 'all through' environment. In six years, when our original Reception cohort move into Year 5, we will implement a transitional curriculum for Years 5 to 7 that makes optimum use of cross-phase specialist teaching. (Further details regarding how this will be budgeted for can be found in D3 and E).

Our curriculum will focus on the areas we feel are vital for further study and future success: reading, writing, mathematics, science and languages. A blend of discrete, specialist teaching and cross-curricular teaching will secure excellent progress in these areas within a culture where 'the sky is the limit' and 'anything is possible' with the right mind set and optimal conditions for learning.

At Cheadle Hulme Primary School, it will be the impact of high quality teaching on pupil learning that will make the most notable difference. For this reason our approach to learning will place the most emphasis on: teachers systematically and effectively checking pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so; cohesive curriculum planning and implementation; teachers and other adults generating high levels of engagement and commitment to learning across the whole school; consistently high quality marking and constructive feedback; and well-judged teaching strategies, including sharply focused and timely support and intervention, accurately matched to individual needs.

**Culture and Creativity** will be integral to our school curriculum and programme of extra-curricular activities. The Arts will be valued as an integral part of our Social, Moral, Spiritual and Cultural curriculum through which we will aim to:

- Raise pupils' self-confidence, self-value and respect for themselves and for others

- Enhance interpersonal skills by promoting cooperative learning and collaborative creativity
- Inspire 'limitless learning' through innovation with all forms of creativity including the use of technology
- Prepare pupils to play a valuable role in society

The curriculum will plan for all pupils to experience a range of cultures both in and outside of the classroom. Their skills, knowledge and understanding will be broadened through educational visits and visits from inspirational professionals and in turn this will build their cultural capital.

**Competition and Physical Endeavour** will be a prominent feature of our curriculum in our relentless promotion of 'Healthy Body, Healthy Mind'. A cross-curricular approach will develop the skills, knowledge and understanding needed for our pupils to make healthy lifestyle choice. A number of subjects in particular will be utilised to this end, namely, Science, Physical Education, Personal, Social, Health and Economic Education and Sex and Relationship Education.

The Sport Premium will be used effectively to ensure high participation levels in physical activity and to develop an exciting and sustainable PE curriculum that is staffed by highly skilled teachers and coaches with support from our secondary aged pupil Sports Ambassadors.

**Leadership and Service** is the cornerstone of our curriculum that perhaps most clearly illustrates our belief in the value of giving children the opportunity to take responsibility and contribute to their community. We believe that this dimension of our curriculum will contribute to the development of our pupils' understanding of their roles and responsibilities as citizens in a modern democracy. Furthermore, it will help them to deal with difficult moral and social questions that may arise in their lives and in society. Although not a compulsory subject at primary level, we will introduce aspects of the Key Stage 3 & 4 Citizenship curricula from the Early Years onwards. Not only do we see this as a vital enhancement of the Personal, Social, Health, Economic Education aspects of our school curriculum but also of the community based activities that will take place both in and out of school hours. Pupils will collaborate cross phase on a programme of projects and activities that will allow younger children to be inspired by older role models and in turn the opportunity for older students to develop their own leadership and mentoring skills. We will utilise components of the previous Primary National Curriculum non-statutory guidance for PSHE namely: developing confidence and responsibility and making the most of their abilities; preparing to play an active role as citizens; and developing good relationships and respecting the differences between people. This cornerstone will be an essential means by which we secure exemplary pupil attitudes to learning and

an exceptionally positive climate for learning. We feel that an emphasis on PSHE and citizenship at CHPS will empower our pupils to make a significant contribution to their community and to society as a whole. We believe that well educated individuals who possess excellent personal and social skills are far more likely to succeed in life and that academic knowledge is not enough. Local factors influencing this decision include the socio economic indicators referred to in Section C, notably crime and health.

In summary, at Cheadle Hulme Primary School will meet the educational needs and ensure the success of our pupils by providing a rich and relevant curriculum that will enable them to make a seamless transition to Cheadle Hulme High School where their outstanding provision will continue.

### Expected pupil intake

We expect our pupil intake to be in line with the other local schools detailed below. High parental aspirations backed by good socio-economic indicators suggest that our intake will be relatively low in terms of free school meals and Pupil Premium eligibility. There are no pockets of deprivation in the Cheadle Hulme area. That said, there is significant academic variability masked by schools judged to be good or outstanding as detailed in section C. We intend to address this variability through a curriculum structure weighted towards core subjects and basic skills whilst ensuring higher attaining pupils are challenged to achieve as highly as they possibly can through specialist teaching provided by colleagues at CHHS.

Cheadle Hulme Cluster: Community maintained Primary	Number of Pupils	% of pupils eligible for FSM	% of pupils eligible for FSM at any time in the past 6 years	% of pupils whose first language is other than English	% of pupils with special needs
Bradshaw Hall	378	12.7%	18.2%	12.7%	8.1%
Hursthead Infant (co-located with Junior Academy)	261	1.1%	1.5%	1.7%	1.9%
	348	1.4%	3.4%	3.2%	5.5%
Lane End	203	2.4%	4.8%	4.5%	4.8%
Orrishmere	196	5.8%	8.3%	10.2%	10.7%
Queen's Road	203	4.8%	8.7%	19.1%	4.5%
Thorn Grove	207	12.6%	16.6%	18.4%	16.0%

## **Type of curriculum**

We believe that the aims of the 2014 Primary National Curriculum are appropriate for our expected pupil intake as it seeks to provide pupils with ‘the essential knowledge that they need to be educated citizens...and helps to engender an appreciation of humour, creativity and achievement.’ We wholeheartedly subscribe to the sentiment that the National Curriculum is ‘just one element in the education of every child’ and intend to utilise fully the time and space available to go above, beyond and even further with the curriculum on offer at Cheadle Hulme Primary School. Thus we intend to use the National Curriculum as a framework of core knowledge from which teachers can plan and deliver engaging learning opportunities. From this launch pad we will develop in our pupils a broader and deeper understanding of the world; both the world that we know and the world that we do not know - yet.

Our Cornerstones of Success (Academic Aspiration, Culture and Creativity, Competition and Physical Endeavour and Leadership and Service) will give our school curriculum its distinct flavour and will be integral to the realisation of our Curriculum Principles.

## **Curriculum Models**

As shown in the curriculum model table we intend to deliver all subjects contained within the Early Years Foundation Stage and 2014 Primary National Curricula and to offer additional subjects and learning opportunities that go beyond statutory guidance in order to enrich the educational experience provided for our pupils. This will be achieved through our school curriculum which is underpinned by the ‘Cornerstones of Success’ detailed in the previous section, ‘Curriculum Principles’.

Our school curriculum will also include: Personal, Social, Health and Economic learning pertinent to the needs of our pupils e.g. linked to local factors from section C as well as a strong Social, Moral, Spiritual and Cultural dimension across all subjects and during Collective Worship, Leadership and Service activities. Given the aspirational nature of the parents of our likely intake, there will be a strong focus on academic achievement. By adding to the statutory curricula through our school curriculum we intend to respond to the needs of our learners in a more personalised way e.g. linked to local factors from section C.

## **Content of the Curriculum**

Core subjects including Phonics will be delivered on a daily basis and will meet the requirements of the Primary National Curriculum. Specialist teaching will be provided in English, Mathematics, Science, Languages and PE. Over time we will extend

specialist teaching to include Music, Art and design. We see this as a unique aspect to the enhanced provision on offer at Cheadle Hulme Primary School. Indeed specialist teaching combined with considerably better equipped learning spaces will contribute to the outstanding pupils and levels of attainment reached by our pupils.

Cheadle Hulme Primary Free School will be a fully inclusive school. All pupils will access all aspects of our curriculum. Effectively differentiated teaching will enable all pupils to engage in our curriculum and to experience success in doing so. A thematic approach will enable pupils to make meaningful links between subjects and for teachers to adapt the 'context of learning' to meet the needs and interests of different learners and cohorts. A thematic approach will provide additional opportunities for our pupils to practise, refine, extend and be more creative in their application of basic skills in all subjects in the school curriculum.

Seven year overviews for all curriculum areas will ensure a whole school approach that promotes continuity and progression. These will be used to map out medium term plans for termly themes. Medium term theme maps will be the basis for subsequent lesson planning all of which will be 'TOP', that is, 'Teacher assessed', 'Objective driven' and 'Pupil steered'.

Whilst we do not anticipate high numbers of pupils with English as an Additional Language, Special Educational Needs and/or Disabilities, it will be a priority for our school that such pupils achieve at least as well as their peers or that they are improving rapidly.

A comprehensive programme of study for English based on the National Curriculum strands of communication, reading, transcription, composition, analysis and presentation will form the backbone of our school curriculum.

Similarly our curriculum will plan for the effective delivery of a progressive programme of study for Mathematics comprising: number and place value; the four operations; fractions, decimals and percentages; ratio and proportion; algebra; measurement; geometry; and statistics. Our pupils will benefit from specialist teaching particularly in Upper Key Stage Two when many pupils will already be working on the Key Stage 3 curriculum. CHHS is a strategic lead for one of the 32 Maths Hubs nationally. The Mathematics Hub China-England teacher exchange programme promises to deliver tangible pedagogic improvements across all five Key Stages. Shanghai's dominance of the mathematics PISA tables is testimony to their success. The phase 2 aspect of the preliminary research work involved a CHHS Mathematics teacher and we seek to cascade these findings and the best practice from the programme through CHPS. More specifically we will exploit the aspect of this model that emphasises marking and feedback over teacher input in order to secure pupil progress. This approach complements our intended pedagogical focus

on the impact of high quality marking and feedback for all pupils as outlined in the Sutton Trust Research.

High quality languages education will foster our pupils' curiosity and develop their understanding of the world from Reception. Specialist language teaching in French, German and Spanish (provided by CHHS colleagues) will start in the Early Years Foundation Stage at CHPS, continuing seamlessly for those with a propensity for languages until they complete Key Stage 5 and in readiness for further study and/or the world of work. A model for this could be basic vocabulary development in Reception and KS1 across all three languages and focused teaching concentrating on a language each half term on a rotation basis from throughout KS2.

Cheadle Hulme Primary School will be committed to the teaching of Science subjects as distinct disciplines and a specific body of knowledge rather than as integrated Science. Being located on the site of Cheadle Hulme High School 11 – 18, our KS2 pupils will be able to access specialist Physics, Chemistry and Biology laboratories and age appropriate resources will be shared with EYFS and KS1 pupils to enrich their teaching and learning in Science. All CHPS pupils will benefit from specialist teaching input in these areas. Additional CHHS subject level capacity will be used to deliver this aspect of the curriculum.

We will recruit the best teachers for Cheadle Hulme Primary and their extensive subject knowledge will enable them to plan lessons that will secure rapid progress and to adapt teaching 'off the cuff' in response to the needs of their pupils in a timely fashion. There will be no 'one size fits all' approach to teaching. Our pupils will be treated, taught and nurtured as individuals.

At CHPS, pedagogy will be the vehicle through which we enhance pupil learning and define the professional identity of our teaching staff. Expert judgement and reflective practice informed by experience, evidence, understanding moral purpose and shared transparent values will be at the heart of pedagogic discourse informed teaching and learning at CHPS. All teachers will be expected to scrutinise and evaluate their own and others' practice in the light of relevant theory, value and evidence. They will be knowledgeable about curriculum and assessment principles and will view pedagogical expertise as a combination of science (research informed), craft (mastery of skills and practices) and art (responsive, creative and intuitive capacities). Our pedagogy will be based on the 10 Principles of Effective Teaching and Learning proposed by the Teaching and Learning Research Programme (TLRP, 2010):

1. Equips learners for life in its broadest sense
2. Engages with valued forms of knowledge
3. Recognises the importance of prior experience and learning



4. Requires the teacher to scaffold learning
5. Needs assessment to be congruent with learning
6. Promotes the active engagement of the learner
7. Fosters both individual and social processes and outcomes
8. Recognises the significance of informal learning
9. Depends on teacher learning
10. Demands consistent policy frameworks with support for teaching and learning as their primary focus

These principles will allow:

1. Pupils to develop the intellectual, personal and social resources that will enable them to flourish in a diverse and changing society.
2. Pupils to engage with the big ideas, facts, processes, language and narratives of different subjects.
3. Teaching to build on prior learning as well as the personal and cultural experiences of different groups.
4. Teachers to provide activities that will support pupils in progressing intellectually, socially and emotionally. Learning will be secure when support is withdrawn.
5. Assessment to advance learning as well as to determine whether learning has taken place.
6. Teaching and learning to promote independence and autonomy through a range of strategies and the fostering of a positive attitude towards learning.
7. Learning to be a social activity during which pupils collaborate with their teachers as well as with each other.
8. Learning out of school to be valued and utilised effectively in formal learning.
9. Teachers to continually develop their own knowledge, skills and to evolve as practitioners.
10. Teaching and learning to be acknowledged as being of fundamental importance.

In practical terms we will promote the 3 C's (Challenge, Choice and Collaboration) through a pedagogical approach that personalises learning through effective questioning and differentiation; exploits choice in learning with regard to preferred modes of working, difficulty of task and means of communicating learning; allows pupils to have a say in whether they work independently, with a partner or in a group.

CHPS will follow a traditional model for the organisation of the school day. This will vary slightly for each Key Stage:

## Structure of the School Day

EYFS and KS1		KS2	
8.15-8.45	Before –school club	8.15-8.45	Before –school club
8.50-9.00	Registration	8.50-9.00	Registration
9.10-9.30	Collective Worship	9.10-9.30	Collective Worship
9.30-10.30	Session 1	9.30-10.30	Session 1
10.30-10.45	EYFS/KS1 Play-time	10.30-11.00	Session 2
10.45-12.00	Session 2	11.00-11.15	KS2 Break
12.00-13.00	Lunch/ Lunch-time club	11.15-12.30	Session 3
13.00-13.30	Session 3	12.30-13.30	Lunch/ Lunch-time club
13.30-14.30	Session 4	13.30-14.30	Session 4
14.30-14.40	EYFS/KS1 Play-time	14.30-15.15	Session 5
14.40-15.15	Session 5	15.20-16.00	After-school club
15.20-16.00	After-school club		

N.B. Session timings will be flexible to allow for thematic learning to take place e.g. sessions 4&5 in KS2 may be combined to create a longer session. Play and break times may also vary to allow learning to carry on or indeed to provide a timely break if the pupils would benefit from this.

The school year will comprise 3 full terms (Autumn, Spring and Summer). Each term will be split into two half terms and term lengths will broadly follow the pattern set by Stockport Local Authority.

### Qualifications

#### Statutory Assessments at CHPS

**Reception pupils** will be assessed in relation to the EYFS curriculum. Within each of the seven areas there are scales which show the knowledge, skills, understanding and attitudes that children need to learn during the EYFS in order to achieve the Early Learning Goals by the end of their Reception year. In accordance with national

guidance, we will make a best fit judgment of achievement within each Early Learning Goal as follows:

- Emerging- working towards the expectation for the end of the Foundation Stage
- Expected- reached the end of year expectation (deemed to be a good level of development)
- Exceeding- working at a level that is higher than the end of year expectation

**Pupils in Year 1** will undertake the statutory Phonics Screening Check and will repeat this in Year 2 if they do not pass.

**Pupils in Year 6** will take the new statutory end of Key Stage tests in English reading, English grammar, punctuation and spelling, Mathematics and Science. We will also administer the level 6 (or equivalent) versions of these tests.

### **Non-statutory Assessments at CHPS**

There will be 3 main 'Assessment Points' during the school year. Teachers will assess core subjects at each of these points and use these assessments to determine the next steps needed to secure rapid and sustained progress. Progress and attainment in Foundation subjects will be carried out at the end of a sequence of learning opportunities. Class Teachers will report to the Head and/or Deputy Head on the progress and attainment of each child in their class at termly Pupil Progress Review Meetings.

**Pupils in Year 3** will take a non-verbal reading test and their standardised score will be used to evaluate their rates of progress and level of attainment at each Assessment Point.

**Pupils in Year 1 to 6** will take a Single Word Spelling Test at the start of each year in order to obtain an age standardised spelling score that will be used to monitor their progress in this regard. This score will also be cross-referenced with other achievement data help to determine if a pupil has a Special Educational Need.

### **Enrichment activities**

A comprehensive programme of voluntary before and after school enrichment activities will be offered at CHPS. These will include a range of sporting and non-sporting, competitive and non-competitive activities and will be delivered by both school staff and reputable external providers. These enrichment activities will be 'extra-curricular' in nature and some will provide opportunities to continue and extend curriculum learning whilst others will enhance our curriculum by enabling pupils to apply their skills in different contexts or to try new things. We will respond to requests from our pupils and make best use of staff and community skills, knowledge and

expertise when determining the programme on offer but envisage activities to include everything from dancing and debating to coding and chess playing.

At CHPS, an enrichment activity will refer to any voluntary activity sanctioned by the school and involving CHPS pupils, that takes place beyond the school day, namely before 8.50am and after 3.15pm. All pupils will be encouraged to participate in at least one extra-curricular enrichment activity, however we expect KS2 pupils to participate in a greater number of activities than our younger pupils who will find a typical school day to provide more than enough challenge!

### **Before- and after-school clubs**

Enrichment activities will include after-school (and before-school) clubs. At CHPS we will operate two distinct types of before and after-school club: 'teacher-led clubs' and 'externally provided clubs'.

#### **Teacher-led clubs**

Teacher-led clubs will be provided by CHPS staff each term. The clubs will reflect the interests of the staff and the children, and will be specific to a certain age group or range of age groups. We will undertake to provide a range of teacher-led clubs to provide opportunities for children from all age groups. The member of staff leading a club will decide on a reasonable number of places to offer with the aim of maximising attendance while still maintaining quality of provision. We will listen to the ideas of the children for clubs via the School Council.

#### **Externally provided clubs**

Externally provided clubs will be run by organisations or individuals other than CHPS staff. When an external organisation or individual approaches the school, the Enrichment Leader (in consultation with the Senior Leadership Team) will make a judgment regarding:

- The requirement or level of interest for the proposed club
- The suitability of the organisation or individual who will lead the club

External providers will be expected to comply with CHPS's Safeguarding, Behaviour and Enrichment Activities Policies.

### **Additional Enrichment Activities**

Sporting events

Additional coaching sessions, sports fixtures, sports tournaments, visits to sporting events

Musical and other events      Concerts, drama performances, meetings, social events, one-to-one tuition, music lessons, residential or day visits beyond the length of the school day (covered by required paperwork for that event)

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

Meaningful assessment will ensure that curriculum planning and delivery has the best impact possible at Cheadle Hulme Primary School. To this end we will ensure a variety of methods are used to assess and meet pupils' needs. All staff will fully understand their role in this.

### **Assessing pupils' needs**

Before pupils start in Reception at CHPS we will begin to gather information that will ensure the best possible start to primary school. If a child attends a pre-school setting we will visit them there and speak with their Key Worker in order to find out about their progress to date in relation to the Early Years Foundation Stage curriculum. We will seek information from any external agencies that have been involved with individual children and organise Action for Inclusion meetings for any pupils with Special Educational Needs and/or Disabilities. This process will be managed by the Early Years Leader with support from the school's SENDCo as needed. Class Teachers will offer a face-to-face conversation with each new child's parents before starting school in order to share any information that will help the child to settle into school life.

Information about pupils joining the school at a later stage will be obtained from their previous school and will include all available academic and pastoral information.

### **The role of the SENDCo**

The Special Educational Needs and Disability Code of Practice 2014 recommends that key responsibilities for the Special Educational Needs and/or Disabilities Co-ordinator (SENDCo) include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

At CHPS the SENDCo will have four key areas of responsibility:

- Strategic direction and development of SEND provision in the school
- Supporting Teaching and Learning for SEND pupils
- Leading and managing staff to ensure inclusive SEND provision
- Efficient and effective deployment of staff and resources

Our SENDCo will be a member of the Senior Management Team and will hold QTS and the national qualification for SEND.

### **The role and/or responsibilities of other staff**

Class Teachers are responsible for meeting the needs of all the pupils in their class. They will plan for any additional adults supporting an individual or a group of children and will oversee the delivery of any interventions provided.

Expert advice will be sought by Class Teachers from the SENDCo, Subject Leaders, Specialist Teachers and external agencies as needed in order to best meet the needs of every child. Our Learning Mentor will provide targeted pastoral support for pupils and their families.

There will be a designated teacher responsible for any 'Children Looked After' at CHPS. This teacher will liaise with external agencies in order to ensure their needs are met.

Responsibility for More Able, Gifted and Talented, Pupil Premium and English as Additional Language pupils in school will also be given to individuals identified with the most appropriate skills and/or experience. Whilst we anticipate a higher percentage of our likely intake will fall into the former group we believe it is essential to ensure that all groups of pupils, however small, are well catered for. Ultimately it will be the Head Teacher who is responsible for the achievement of these groups as with all pupils, however dedicated teachers will champion their needs, monitor their

progress and make recommendations to the Senior Leadership Team about how their educational experience can be enhanced.

### **Approaches to meeting different needs**

CHPS will be an inclusive school and we anticipate that the vast majority of individual needs will be best met in the classroom. In certain cases, for example, a one to one reading recovery intervention, it may be necessary to work with a child outside of the classroom, however this will be the exception rather than the rule. Class Teachers will be highly skilled in the art of effective differentiation so that learning objectives are carefully matched to differing levels of ability and steps in learning skilfully tailored to ensure pupils make rapid and sustained progress. Small group teaching will be a defining characteristic of CHPS’s approach to teaching and learning as we feel that this has the greatest impact. In contrast, whole class teaching usually results in teachers ‘pitching to the middle’ leaving more able children bored and less able children lost. Additional adults will be deployed where there is the greatest need and technology will be utilised to reinforce basic skills as well as to encourage pupils to innovate. Pupil Premium funding will be used to ensure those pupils who are eligible for it are achieving at least as well as their peers or improving rapidly. Research shows that feedback is one of the most influential factors in pupil achievement and some of the PP funding will be used to upskill members of teaching staff in this key area of teaching and learning. Some of the funding will be used to employ specific PP Special Needs Teaching Assistants in proven interventions such as ‘Nessy’ to improve their literacy skills. Support from a Learning Mentor will be another dimension of our tailored support for pupils eligible for the Pupil Premium. Our Welfare Assistant will monitor attendance and punctuality as well as coordinate Health Plans and first aid. All pupil attendance will be monitored proactively and steps taken when attendance falls below an outstanding rate.

There will be a graduated and inclusive response to SEND at CHPS. The ‘Plan, Do, Review’ model below summaries our intended approach:

1	<p>Quality First Teaching (QFT)</p> <p>This should be present at all stages of the model.</p>
2	<p>Class Teacher /data highlights that a pupil is falling behind or not making adequate progress for their age, in one or more area of the curriculum, despite QFT and class differentiation.</p> <p>CT to arrange a meeting with SENDCo to review current strategies being used</p>

	and ways in which they could be developed.	
3	<p>If the CT/SENDCo meeting reveals that the pupil requires help that is additional to or different from that made generally for others of the same age, the school's <u>response</u> will be to discuss the matter with the pupil's parents and decide on an appropriate type of intervention to put in place, to allow the child to progress and reach their maximum potential.</p> <p>The SENDCo will <u>PLAN</u> and organise effective individualised arrangements for learning and teaching, for example, intervention schemes such as Nessy or extra adult time, provision of different learning materials, some individual or group support, and/or staff development and training to introduce more effective strategies.</p>	
4	<p><u>DO</u> – The intervention and QFT will then be carried out.</p> <p>The type and quantity of intervention administered will determine the stage that a pupil is at and the paperwork which is necessary. Initially a pupil will be identified as a '<u>Catch up</u>' pupil, allowing the time specific intervention to help. For example, the Better Reading Partner programme for 10 weeks and Reading Recovery for up to 20 weeks.</p>	
5	The impact and effectiveness of these will be <u>assessed</u> and monitored regularly by the CT and SENDCo.	
6	At a predefined time, the CT, parent, pupil, SENDCo and SENTA (where appropriate) will <u>REVIEW</u> the progress made by the learner and consider its effectiveness. The outcome will be either:	
7	The pupil no longer requires intervention as their educational needs can now be met by differentiated QFT. Their progress will continue to be monitored by the CT.	The pupil requires further help and support to progress and reach their maximum potential.
8	The SENDCo, CT, pupil and parents will <u>PLAN</u> what to do next. This may require the involvement of specialist outside agencies, such as an educational psychologist or speech and language therapist. These professionals can then advise the CT on suitable strategies to use in the classroom and intervention. The amount of intervention time will need to be increased and this would elevate the level of response from 'Catch-up' to <u>SEN Support</u> .	
9	At SEN Support a document called a School Focus Plan (SFP) will be drawn up as a planning tool, based on a clear assessment of the pupil's needs, progress, attainment and views. The document will outline the adjustments, interventions	



	and support, and outline help at home. A complete provision map based on desired outcomes will be drawn up and a copy will be given to parents. An annual review date will be set alongside three updates.
10	<u>DO</u> - The CT is then responsible for the pupils progress by adapting QFT strategies, overseeing the provision that is additional to and different from the whole class and tracking the pupils progress.
11	The SFP will be <u>REVIEWED</u> and updated three times a year, in line with the whole school Pupil Progress Review meetings. Parents and staff will discuss impact, support and interventions against desired outcomes.
12	If after consultation with an outside agency, a pupil has a specific named need, they will have a <u>One Page Profile</u> , which highlights their strengths, what is important to the pupil and how best to support them in class.
13	In preparation for the annual <u>REVIEW</u> , a pupil will be assessed in terms of attainment, progress and effectiveness of support and interventions. Parents, CT and SENDCo will consider revisions against progress and outcomes. If required, a further SFP will be drawn up and the 'Plan, Do, Review' cycle will continue.
14	For very few pupils, the help given by the educational setting through a SFP will not be sufficiently effective to enable the child to progress satisfactorily. However, if after a year there is still concern regarding a child's progress and school feel that the pupil requires more than 12 hours support, school will consult with parents about applying for an Education Health Care Plan (EHC).
15	The school will collate information on the pupil's needs and outcomes in relation to education, health and social care, and any other evidence particular to the pupil's area(s) of need.
16	A family meeting will be held with parent carers and the pupil to identify the pupil's views of their needs, aspirations, what is important to them and provision they need to meet outcomes and needs. This will be known as 'My Story'.  The meeting will identify the parent/carer's view of their child's needs, aspirations, what is important to them, and provisions they need to meet outcomes and needs. This is known as 'My Family's Story'. Both stories will be added electronically to the pupil's record.
17	Once the pupil's record is complete, parent/carers sign it, before it being submitted to the Statutory Assessment Team. This is now day 1 of a 20 week process.

18	A clerical team will check the information before it is sent on to the Assessment Panel. The Panel will assess the form against 'criteria' (not yet decided) and decide whether to proceed with the assessment or initiate a 'Step Down Process'.	
19	If the Step Down Process is agreed, the parent/carer and school will be informed that the assessment is not progressing and the reasons why. 'Right of appeal' information will be issued to the parents/carers and a family meeting will be offered to discuss how the pupil's needs can be met through the school's support. The child will remain on a SFP and this document will be reviewed annually and at three update meetings. (See stage 9)	If the request for Assessment is agreed the Statutory Assessment Team will collate further information, such as additional information from an Educational Psychologist.
20	Paperwork will be submitted to the EHC Co-ordination Group, which is held monthly and this group will decide whether to issue a draft EHC.	
21	If an EHC Plan is to be issued the group will consider needs and outcomes, and cost and agree provision.	If an EHC Plan is not issued the group will provide reasons why and the Step Down Process will be followed, including a Person Centred Meeting with school staff, parents and the borough SENDCo.
22	A draft EHC Plan will be sent to parents/carers and school and a pupil-centred Family Meeting will be arranged to discuss the draft EHC Plan.	
23	If the provision is agreed, a final EHC Plan will be issued.	If the provision is not agreed a new EHC Plan will be drafted, considered 'virtually' once more by the same EHC Co-ordination group and the Final EHC Plan will be issued.

### Other agencies

In order to remove any barriers to accessing and succeeding in mainstream education, CHPS will seek advice from the Local Authority and relevant external agencies such as the Speech and Language Team, Occupational Health and the Children and Adolescents Mental Health Team.

## Pupil Transition

Before pupils start in Reception at CHPS we will begin to gather information that will ensure the best possible start to primary school. If a child attends a pre-school setting we will visit them there and speak with their Key Worker in order to find out about their progress to date in relation to the Early Years Foundation Stage curriculum. We will seek information from any external agencies that have been involved with individual children and organise Action for Inclusion meetings for any pupils with Special Educational Needs and/or Disabilities. This process will be managed by the Early Years Leader with support from the school's SENDCo as needed. Class Teachers will offer a face-to-face conversation with each new child's parents before starting school in order to share any information that will help the child to settle into school life.

Towards the end of each academic year there will be a handover process from the current to the new Class Teacher comprising: a pastoral discussion, a Pupil progress Review with a member of the Senior Leadership Team and the transfer of key documentation and data. Pupils will spend a day with their new Class Teacher towards the end of the Summer Term and they will have the opportunity to introduce their parents to their new Class Teacher at the annual Open Evening. Every year group will present a Curriculum Information Evening for parents in July providing an insight into the academic year ahead as well as another opportunity to meet the team who will be responsible for the next stage in their child's education.

Whilst some of our pupils may move into the private sector for their secondary education we anticipate that the vast majority will continue their learning journey with us at Cheadle Hulme High School. Having already benefitted from specialist teaching in core curriculum areas as well as physically being inside the secondary school in order to use our state of the art facilities, we expect the potential worries about starting secondary school to be dramatically reduced. Having our pupils on site already will allow us to implement a comprehensive programme of transition events. These will be managed by the future head of Year 7 and led by a member of the CHHS leadership team. A robust data tracking system will minimise the dip often seen when moving from Key Stage 2 to Key Stage 3. Our approach will emphasise preparation for transition as well as details around the transition itself. The table below gives a flavour of some of the transition events that will be put in place:

CHHS continues transition process by working with CHPS colleagues	Year 6 April – May	Head of Year/Heads of House will regularly visit CHPS to meet Year 6 teachers and gather information about <ul style="list-style-type: none"><li>• learning strengths and areas for development</li></ul>
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		<ul style="list-style-type: none"> <li>• social and emotional aspects of learning</li> <li>• pupils' personal qualities and interests</li> </ul> <p>This team will also make a presentation to Year 6 pupils in order to:</p> <ul style="list-style-type: none"> <li>• allow them to put some faces to names</li> <li>• introduce how Head of Year/Heads of House act as a focal point for pupils at CHHS</li> <li>• answer any immediate questions pupils have</li> </ul>
Specialist secondary school staff work with pupils with specific individuals needs and their families	Year 6 April onwards	Although this process starts intensively from April onwards in Year 6, for many of these pupils transition work will have already begun much earlier at CHPS.
Year 6 pupils participate in transition activities at CHHS	Year 6 June onwards	<p>Pupils will be familiar with specialist teachers and certain areas of CHHS as a result of the previous cross-phase teaching and learning they have experienced.</p> <p>Formal transition days will run during the second half of the Year 6 Summer Term. These days will include a range of curriculum experiences and allow pupils to experience a typical day at CHHS.</p>
Parents and carers of Year 6 pupils invited in for transition activities		<p>A Year 6 Family Interview Evening (a timetabled one-to-one meeting between parents, child and their new Form Tutor) will take place during the second half of the Summer Term.</p> <p>The evening also provides the opportunity to raise queries with relevant members of the pastoral support team.</p> <p>On arrival parents will be provided with an Induction Pack which provides key information about the whole Year 7 experience and a range of activities from curriculum teams for pupils to complete over the summer and bring with them in</p>

		September.
Parents prepare children for the first day at secondary school	Year 6 - August	In order to make sure that the children feel well prepared for September we ask parents to: <ul style="list-style-type: none"> <li>• purchase uniform and all the key equipment outlined in the Induction Pack</li> <li>• encourage engagement with the summer holiday activities provided by curriculum teams</li> </ul>
First day and first week at secondary school	Year 7 - September	New students will start on their own a day before the rest of the school students return.  In addition, CHHS has a subject specific parents' information evenings. For instance Year 7 parents are invited to participate in a Maths Evening run by our Maths Ambassadors to see the different pedagogic mathematical models that are employed throughout Key Stages 3 & 4.
Settling in reviews	Year 7 - November	We will hold an additional Parents' Consultation Evening for Year 7 early in the academic year in order to provide two-way feedback of how the students have settled in.  At CHHS this takes the form of another timetabled one-to-one meeting between parents, child and their new Form Tutor.

We anticipate high levels of parental engagement and will channel this to best effect by keeping parents fully informed about their child's achievements and working in partnership with them as much as possible. We will actively seek parental views of the school including what they feel is successful and what they feel we could do to improve further.

Given the location of Cheadle Hulme Primary School older pupils will be easily accessible to act as mentors for younger pupils through a structured buddy system that will form part of our Leadership and Service cornerstone. This will be particularly targeted towards our most vulnerable pupils to aid their transition.

## D2 – Pupil performance

### Measuring pupil performance effectively and setting challenging targets

#### Academic Aspiration Targets

Cheadle Hulme Primary School aims to deliver an outstanding education resulting in outstanding outcomes for our children. As such our academic key performance indicators (KPI) are unashamedly high and by definition challenging.

Whilst it is acknowledged that the Key Stage 2 assessment system is being changed to a composite system, for the purposes of this document it is important to set out the level at which we aim to perform. As such the tables below outline our expectations in terms of both attainment and progress. Once the new national accountability and assessment measures have been benchmarked against the current system these KPIs will be ported across.

These figures have been determined through analysing high performing primary schools and correlating to similar profiles based on data from local schools.

<b>Attainment</b>	<b>Level 4+</b>	<b>Level 5+</b>	<b>Level 6</b>
Grammar, punctuation and spelling	100% (76% / 84%)	70% (52%)	10% (2%)
Reading	100% (89% / 93%)	70% (50%)	10% (0%)
Writing	100% (85% / 91%)	50% (33%)	5% (2%)
Mathematics	100% (86% / 92%)	70% (42%)	20% (9%)

Figures in brackets denote national averages for 2014 and where available average attainment within a 1 mile radius of CHHS (2013): (national / local).

<b>Progress</b>	<b>Expected</b>	<b>More than Expected</b>
Reading	100% (91% / 92%)	60% (30%)
Writing	100% (93% / 92%)	60% (30%)
Mathematics	100% (89% / 96%)	70% (31%)

Figures in brackets denote national averages for 2014 and where available average attainment within a 1 mile radius of CHHS (2013): (national / local).

Furthermore we intend to design our curriculum around ensuring that children eligible for the Pupil Premium (PP) are able to achieve at the same level as their non-disadvantaged peers or that they are improving rapidly. Nationally the gap between PP and non-PP begins at the Early Years Foundation Stage. This can be seen in a child’s inability to express themselves and a lack of exposure to inquiry stimuli which limits progress in relation to the achievement of the Early Learning Goals. At Cheadle Hulme we aim to provide an education which mitigates this gap and as such we have set challenging KPIs both for the Early Years and for the end of Key Stage 1. Again it is acknowledged these achievement metrics are changing but will be translated across to the new national systems when these have been benchmarked.

In Reception we aim for 40% of our cohort to be exceeding age related expectations and 100% to be at or beyond age related expectations. In Year 1 we aim for 90% to pass the phonics screening test with 85% achieving beyond the 32+ benchmark. Furthermore we aim for there to be no gap between PP and non-PP this will be achieved through outstanding teaching supported by rigorous monitoring and assessment protocols. This foundation in education should then equip our children to meet our expectations and ultimately allow them to open the door to a future of their choice.

<b>Attainment</b>	<b>Level 1+</b>	<b>Level 2+</b>	<b>Level 3</b>
Reading	100% (98%)	95% (89% / 93%)	40% (29%)
Writing	100% (97%)	90% (85% / 89%)	30% (15%)
Mathematics	100% (98%)	95% (91% / 93%)	40% (23%)

Figures in brackets denote national averages for 2013 and where available average attainment within a 1 mile radius of CHHS: (national / local).

### **Cornerstone Targets (Enhance Programme)**

	<b>Participation Rates</b>	<b>Accreditation / Representation</b>
Culture & Creativity	100%	50% (e.g. Music grades, LAMDA exams, choir)
Competition & Physical	100%	50% (e.g. school teams/

Endeavour		squads, Primary Engineer Challenge)
Leadership & Service	100%	50% (e.g. School Council, sports ambassadors, STEM leaders)

### **Attendance Targets**

With respect to attendance we obviously aim for 100% however understand that at times absence is unfortunately unavoidable. Individual attendance that falls below 98% will be investigated and appropriate support put in place. This is particularly important with regard to persistent absence where both in-house and external support will be utilised.

### **Behaviour Targets**

Behaviour and safety will be outstanding at Cheadle Hulme Primary School. In line with our curriculum principles pupils will demonstrate an exemplary attitude towards learning and there will be an exceptionally positive climate for learning. All staff will be expected to make a strong contribution to behaviour and safety in school. They will be skilled and highly consistent in positive behaviour management. Fixed term exclusions will be a rarity and permanent exclusions a last resort.

### **Rewards and Sanctions**

Rewards and Sanctions will be reviewed periodically however we feel it is important to reward behaviour and conduct that goes above and beyond the expected.

Whilst achievement brings its own rewards we will recognise exceptional work and moreover effort in each of the four Cornerstones through the house rewards system. We will reward outstanding behaviour and attendance. Points will be translated into stickers, certificates and badges.

We will adopt a restorative approach with clear consequences for undesirable behaviours.

All rewards and sanctions are recorded in class behaviour book and patterns in behaviour over time will be monitored by the school's Behaviour and Safety Lead.

### **Assessment and Data Tracking**

Every child at Cheadle Hulme Primary School will be clear about their target level, the level they are currently at and how they could improve - in ALL subjects. All



targets will contain an element of challenge. Every year group will be able to track and monitor individuals as well as significant groups of children.

Wherever possible, external data will be used to inform target setting. At Key Stage 1 children will have individual targets based on their e-Profile outcomes. At the beginning of Key Stage 2 targets will be generated for each child in all subjects based on Key Stage 1 outcomes.

At the beginning of Key Stage 2, teachers will receive minimum expected estimated levels for all of their children. During the first half term, these levels will be used to generate an appropriate target in negotiation with the child.

### **PREDICTION + CHALLENGE → TARGET**

*A target becomes powerful when the pupil and those working with them share a belief that the target represents a significant but achievable challenge and commit to working to achieve it.*

Minimum expected levels for individual children will be generated from KS1 results. We will benchmark our progress against national standards but will drive improvement through clear challenging targets for each child. These will be rigorously monitored.

### **Monitoring and evaluation systems**

Children will be tracked by Class Teachers with data collected at a whole school level at three assessment points per year. Staff will record current Teacher Assessment (TA) levels that will be used to monitor the progress of children and develop intervention strategies as appropriate.

The Enhance Programme will ensure that children have the opportunity to develop the skills and qualities that are needed for to ensure their future success. We will monitor and track each child to ensure that they are taking advantage of the extensive leadership and enrichment opportunities provided to them.

It is important that assessment of each child's level can be backed up by evidence and can be justified.

At the time of each progress check a TA level will be collected. The TA level should reflect the level which the child is at when the TA is recorded. The level awarded will be reported using a three phase judgement.

For a child to be considered 'High' at a particular level, all criteria for this level will be embedded and used independently.

For a child to be considered 'Secure' at a particular level the majority of the criteria at this level are met and embedded. They can complete the criteria regularly, independently and in different contexts.

For a child to be considered 'Low' in a particular level boundary they will meet the majority of the criteria at this level but this may not be fully embedded. The criteria can be completed but some help may be required.

Each assessment point will also offer the choice of three measures of progress for a child – Red, Amber or Green.

**Red** In spite of quality first teaching, the child is not making progress at the rate which might be expected. He / she will not be on track to achieve the target set for the end of Key Stage. Poor attendance may also result in a child being flagged as red.

**Amber** There are some causes for concern – for example the child may be 'coasting' and running the risk of underachieving. Classroom intervention strategies may not have as yet been employed but these will be the next step. A child may be on track with regard to their sub level but the progress colours allow staff to indicate if they still have a cause for concern.

**Green** The child is making progress in line with what might be expected. There are no causes for concern. As progress is not always a linear process a child may not quite be on track in terms of their current teacher assessment level, but it may be felt that they are still on track to reach their target **and that they are doing everything that they could to reach it**. Intervention is not necessary.

Professional judgement as well as TA level data should be used when deciding if a child is Red, Amber or Green.

Progress Checks form part of the process of marking and assessment. Decisions on whether to report a child as Red, Amber or Green should be based on evidence, for example:

- Assessed pieces of work
- Conversations designed to elicit evidence of understanding
- Observation of participation in class / group activities

## Tracking

As a result of each Assessment Point it is important that all stakeholders are quickly aware of individual results and group analysis. We will aim to get all data analysis

available within two weeks of an Assessment Point closing. We will use SIMS as our MIS as this will marry with CHHS data systems. However much of the post collection analysis will take place using in-house systems judged to be outstanding at our latest inspection. Learning conversations between children and staff will ensure that each child is clear on their own attainment and progress. Progress check information will be issued to parents/ carers. All data will also be analysed and results provided to teaching and support staff.

Dips in performance will be closely monitored and swiftly acted upon. Each child's Class Teacher will have responsibility for tracking their individual progress. Core subjects will be teacher assessed at each Assessment Point and judgements recorded in the whole school tracking system. Foundation subject assessments will be carried out after a sequence of lessons or at the end of a particular theme. Subject Leaders will moderate teacher assessments to ensure consistency and to evaluate accuracy. This will be a vital part of the school's Monitoring Schedule which is detailed in a later section, 'Monitoring and improving the quality of teaching'.

Each assessment point will also allow an opportunity to reflect on the progress towards the quantitative whole school targets. Reports will be provided for school governors to assist in the monitoring of progress. The Accountability subcommittee will be the group charged with the monitoring of progress and attainment. Reporting into this subcommittee will take place 4 times a year following the governance schedule. Any individual or specific group of children who show signs of potential underperformance will be closely monitored, mentored and given extra support on an individual case basis. We will build on the current practice in the Home School to ensure that 'every child achieves' and 'every child is known'

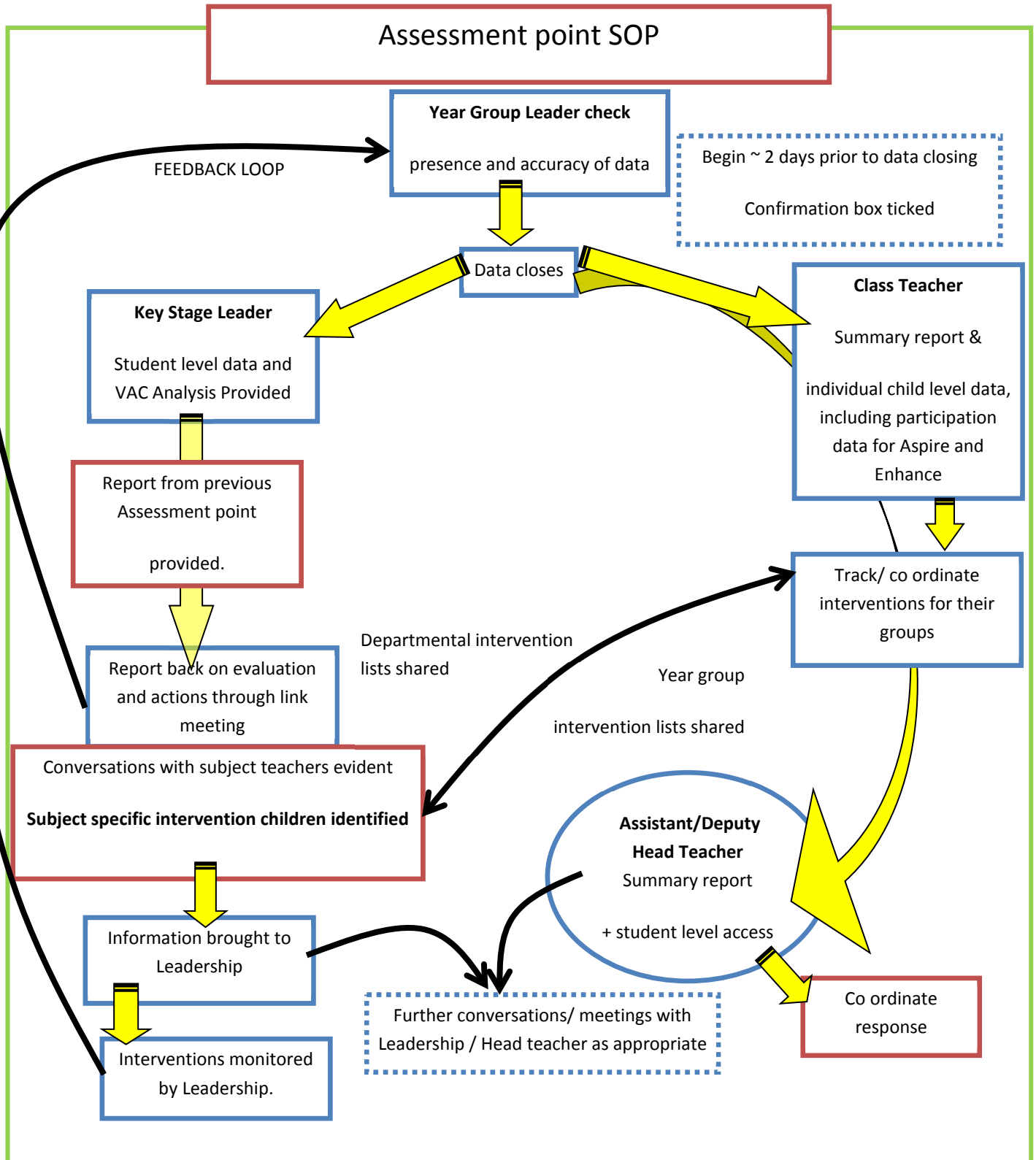
*"The organisation of data and its use to aid progress, plan lessons and focus intervention is excellent."*

*"The approach is exemplified in the Every Child Achieves Room. This is a dedicated operational centre where the progress of all students in Year 10 and 11 are individually tracked as well as all those throughout the school who may be at risk of underperformance. From here, the senior management and individual departments plan intervention strategies to enable better and sustained student progress." Ofsted September 2011.*

Each assessment point is designed to provide a snapshot of the progress of our Key Stage 1 & 2 children towards achieving their own potential and targets for the whole cohort.

Following the collection of data from this exercise, intervention plans for individual children will be generated. These will be shared with and monitored by: the

Leadership Link for the year group, the child's Class Teacher and the Key Stage Leader.



## **Intervention**

In order to ensure that all children make the progress and achieve the levels that they are capable of, intervention needs to be swift and specific.

## **Learning Conversations**

Teachers will discuss the reasons for their decisions with children before the Progress Checks are issued. Results of this 'learning conversation' including the current level the child is working at will be recorded on a progress check sheet. All sheets must be placed in children's books/ folders. The discussion should focus on how the decision was reached, what the child's current level is and what they could do in order to improve. Finally, outcomes for children on Amber or Red will be explained.

## **Progress IEPs**

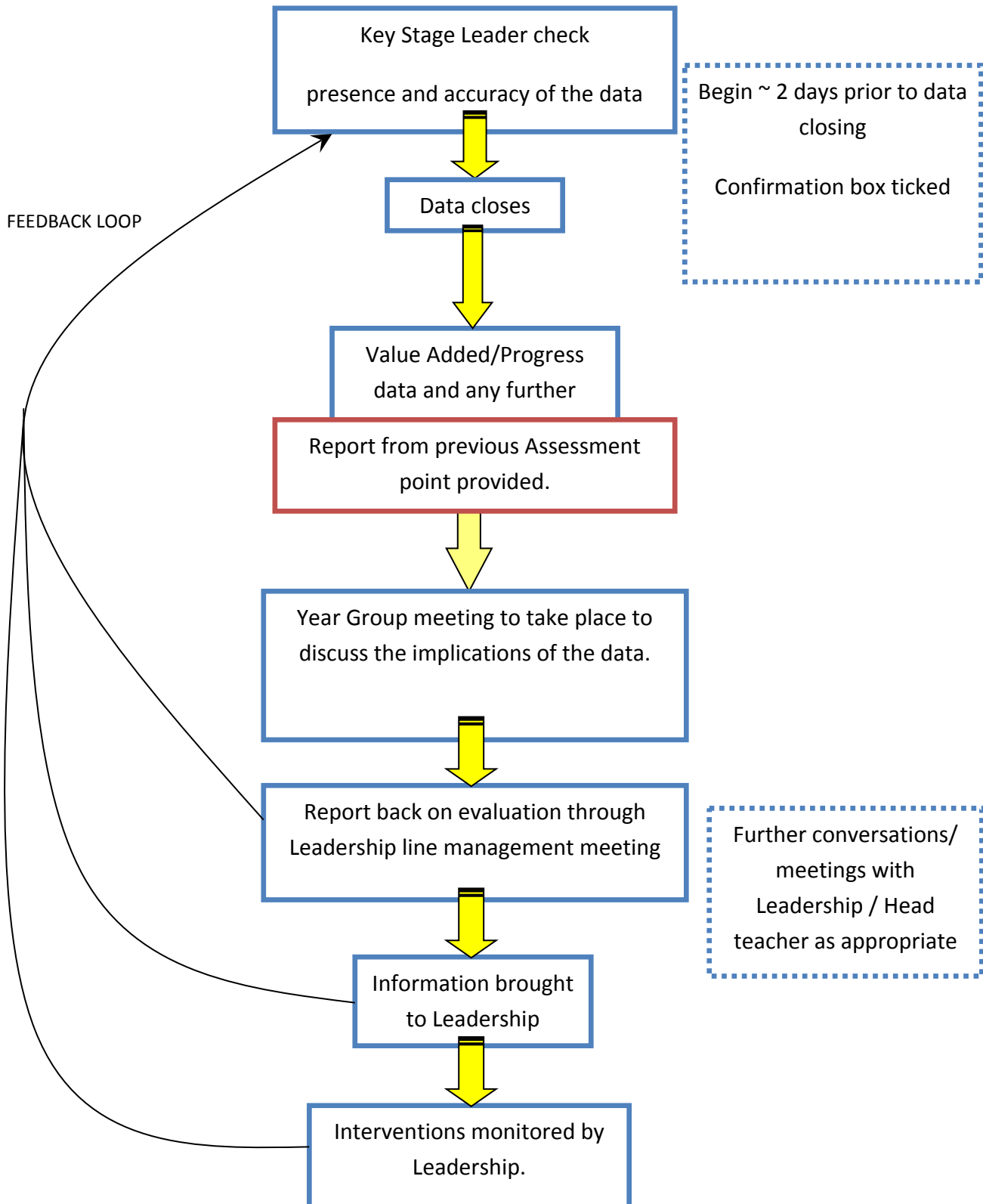
Progress IEP's will be generated for all children following each assessment point. This along with the feedback from learning conversations will be used to set appropriate targets for each child.

Progress Individual education plans will be used to set clear and specific learning targets to place them back on track.

## **Clearly defined Responsibilities**

It will be the responsibility of all members of staff to give children the support and guidance they require to reach their potential and be successful children. Some members of staff will have specific responsibilities with regards to the attainment and progress of children.

# Assessment Point SOP—Key Stage Leader



## **Monitoring and improving the quality of teaching**

There will be a rigorous monitoring schedule at CHPS comprising four prime components: book moderation, assessment and reporting, subject observations and appraisal.

### **Book Moderation**

- Leadership led formal termly moderation of books across all subjects
- Subject Leaders will take part once a year to look at books for their subject
- Standard forms used to conduct these and written feedback given to each teacher
- May be used as part of the appraisal cycle

### **Assessment and reporting**

- 3 Assessment Points (the penultimate week of each first half term)
- Pupil Progress Reviews in the second week of each second half term. Current rates of pupil progress will be reviewed at these meetings and support given to Class Teachers in putting extra provision in place / adapting practice where needed.
- External quality assurance in the second half of each term. Detailed analysis produced and shared with governors and the Senior Management Team.
- Termly report to governors at full Board meetings and committee meetings

### **Subject observations**

- Termly graded observations by a member of Leadership and relevant Subject Leader
- Any specific foci will be given in advance but these will have a standard focus on Challenge, Collaboration and Choice
- Formal written and verbal feedback given within 48 hrs of the observation

### **Appraisal**

- Triangulation based on pupil data, pupil outcomes (e.g. in books) and lesson observations
- Process to be informed by CHPS's Career Stage Expectations document, Appraisal and Pay Policies
- Review and Planning meeting in Autumn 1 and half year review in Spring 1

Additional monitoring information will be obtained from pupils through a termly series of interviews conducted by Subject Leaders (one each per year). To ensure consistency a standard script will be used and informal feedback given to Class Teachers. A full Curriculum Questionnaire will be conducted by SMT once a year in Spring 1 and the findings used to refine our school curriculum planning, teaching, learning and assessment.

Professional Learning at CHPS will be planned to continually hone our pedagogy.

<b>Month</b>	<b>Local Governing Body</b>	<b>Head Teacher</b>	<b>Leadership Team</b>	<b>Key Stage/ Subject Leader</b>	<b>Categories of data</b>
September		Fireside Data Meeting with each teacher  Walkabout	Individual Target Review  Walkabout		SIMS Statistical Targets  SIMS Teacher Assessed Targets
October		Progress Data Analysis  SEF Review  Walkabout	Progress Data Analysis  SEF Review  Appraisal Cycle Begins  Walkabout		SIMS Attainment & Progress Data  Value Added Charts
November	Review SEF & Progress Data	Book Moderation  Walkabout	Walkabout  Book Moderation	Book Moderation	SIMS Attainment & Progress Data  Moderation Data
December	RAISEonline review	Walkabout  Lesson Observation	Lesson Observation Walkabout	Pupil Voice Activities	Pupil Voice Data  Lesson Observation Data  RAISEonline report



					unvalidated
January		Fireside Data Meeting with each teacher  SEF Review  Walkabout	Progress Data Analysis  SEF Review  Walkabout		SIMS Attainment & Progress Data  Value Added Charts
February	Progress Data & Quality of Teaching	Lesson Observation  Book Moderation  Walkabout	Walkabout  Book Moderation  Lesson Observation	Book Moderation	SIMS Attainment & Progress Data  Teaching Judgements Analysis  Moderation Data  Lesson Observation Data
March		Walkabout	Walkabout	Pupil Voice Activities	Pupil Voice Data
April		Walkabout	Year Group QA Review  Walkabout	Year Group QA Review	Collated Spring Data
May		QA Analysis  Walkabout	QA Analysis  Walkabout		QA Reports
June	QA Review	Fireside Data	Results &	Pupil Voice	QA Reports

		Meeting with each teacher  Results & Progress Data Analysis  Book Moderation  Walkabout	Progress Data Analysis  Walkabout	Activities	End of KS Data  Internal EoY Data  Pupil Voice Data
July	Full SEF Review	SEF Review  Walkabout	Subject Review  Book Moderation  SEF Review  Walkabout	Book Moderation	Moderation Data  End of KS Data  Internal EoY Data  Collated Summer Data

We believe that learning should be visible to the teacher and the child. Teachers should operate under the following mindframes:

1. I am an evaluator
2. I am a change agent
3. I talk about learning not teaching
4. I see assessment as feedback to me
5. I engage in dialogue not monologue
6. I enjoy challenge
7. I develop positive relationships
8. I inform all about the language of learning
9. I see learning as hard work

Teachers are expected to:

- Show outstanding knowledge and passion for the subject area.
- Be skilled in formative assessment practices, assessing children's progress thoroughly throughout the lesson, changing the course of the lesson as appropriate.

- Use assessment data and assessment objectives to plan effective lessons
- Set clear objectives that children understand and use success criteria so children can become more independent learners
- Know what children know, and what they need to do to improve in the different aspects of the subject
- Provide children with appropriate and timely written or verbal feedback that will develop a 'growth mindset'
- Differentiate the work appropriately to effectively challenge all learners.
- Challenge and inspire children, expecting the most of them, so as to deepen their knowledge and understanding
- Use methods which enable all children to learn effectively
- Manage children well and insist on high standards of behaviour
- Use time, support staff, ICT and other resources effectively
- Use homework effectively to reinforce and/or extend what is learned in school
- Recognise and act upon any differences in the standards of achievement or progress made by CLA and FSM Ever
- Recognise and act upon any differences in the standards of achievement or progress made by different groups of children, for example to include: Race, disability, gender, age, religion & belief and sexual orientation. (protected characteristics – Equality Act 2010)

“Turning mere facts into personal meaning is the central element in learning” (C Rose). At Cheadle Hulme Primary School we aim to create a learning environment which provides children with opportunities to make sense of the information they receive and create “personal meaning” from it.

Teachers are encouraged to employ a four part structure within their lessons. A **connect** activity encourages children to reflect upon prior learning. Children should make connections with their existing knowledge and understanding. Can they talk about what they have been learning?

The learning is **activated** and then **demonstrated** through a wide range of activities and techniques. Individual learning styles need to be taken into account if all children are to make progress. Some children respond better by visual stimulus; others by hearing or doing. Some children prefer to work alone; others in pairs or groups. Some thrive on competition; others enjoy performing in front of the class. A **variety of approaches** should ensure all children make progress and enjoy their learning. Teachers should ensure that all materials and resources aim to reflect the diverse nature of the world in which we live.

Finally, the learning should be **consolidated** through a plenary. Skilful questioning which engages and challenges children is essential in consolidating understanding. Pupil progress should be reviewed regularly through the lesson. **The accelerated learning cycle as described above may be repeated several times during a period of learning.** Formative assessment provides information which ascertains how far a child has progressed and, importantly, what the child needs to do to move forward. This information should then be used to **adapt** our teaching approach accordingly. Teachers should strive to gather this information throughout the lesson in order to match content to child's needs. Lesson plans may need to be adjusted to meet the continually changing needs of children. Differentiation is about organising

learning and teaching to meet the different needs of children so that they make more progress.

Children are set realistic but **challenging** goals and should be involved in setting their targets. We intervene to support children who underachieve and we seek opportunities to stretch the most able. This is based on a clear assessment of learners' needs. Intervention programmes are tightly focused on improving the progress of learners. The motivation and self-esteem of children must be borne in mind when giving feedback. Self and peer assessment are effective alternatives to teacher feedback. They can be used to engage children further in the learning process. At CHPS, staff regularly engage children in conversations about their learning. Time is set aside for children to reflect upon where they are and where they would like to be. The emotional and learning needs of every child are at the heart of everything we do. The school promotes **high aspirations** in order that all learners succeed.

#### Formal Observations

Formal lesson observations take place as part of the appraisal cycle. These observations will be graded and inform our typicality measures. Staff will receive constructive feedback on their performance. Feedback will highlight particular areas of strength as well as any areas that need attention.

#### Informal Arrangements

Other observations may take place during the year. These may be more informal observations, peer observations to aid professional learning, or Key Stage Leaders monitoring the teaching and learning taking place within their Key Stage. Such lesson observations will have a key stage focus.

#### Subject Review

As part of a full subject review staff may be observed to gain a clear picture of teaching and learning standards across the whole subject. Feedback will be received for all observations. Lessons may not be individually graded but a representation of teaching and learning across the faculty gained.

#### Walkabout

Walkabout is a means for the Head Teacher, and others who have delegated responsibility for teaching and learning, to assess the standard of learning that is taking place in the school. These classroom visits are 'drop-ins' to inform monitoring of the quality of learning. They are not a lesson observation of teaching and focus on children learning.

#### Timeline

The timeline for lesson observations is outlined below.

Autumn Term: This observation will take place as part of the appraisal cycle.

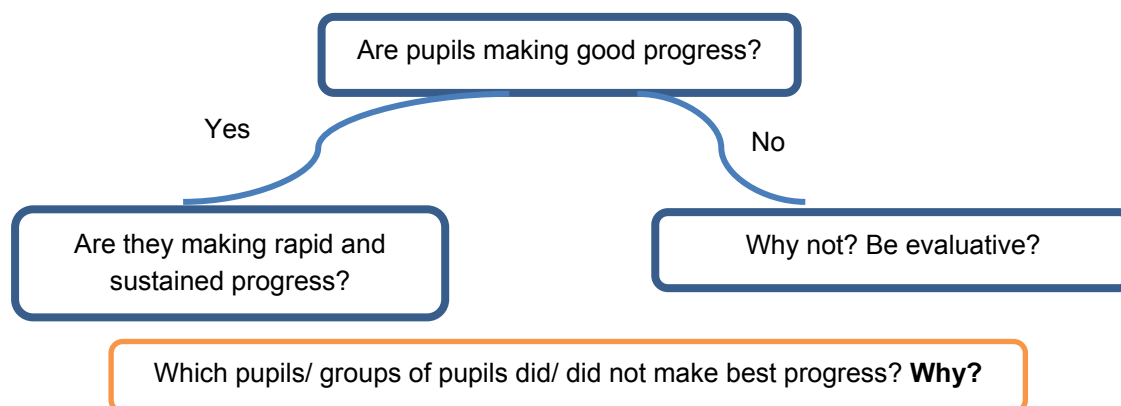
Spring Term: This observation will take place as part of the appraisal cycle. The Spring term cycle should be completed prior to half term wherever possible.

Summer Term: Subject reviews.

**Each member of staff will be observed across two subjects during the autumn and spring term.**

Lesson observations will be analytical and evaluative. The type of questions an observer is looking to answer are outlined below.

**Is the teaching helping children to gain knowledge and skills?  
Is the teaching helping children to learn, understand and make progress?**



### Expert Practice

If an observation (formal or informal) is considered to demonstrate expert practice this colleague should be encouraged to do one or more of the following:

- Lead a workshop – Key Stage or Whole School
- Conduct peer observation; be encouraged to buddy up with a colleague
- lead or participate in coaching / mentoring
- Summarise a book or a piece of research pertinent to the subject
- Undertake Action Research and feedback to staff

### Concerns

If a lesson is considered to be 'not good enough' the member of staff **must be notified of this**. This applies to **all** types of lesson observation both formal and informal.

The observer will meet the teacher to:

- give clear feedback about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- Discuss any support that may be required

The observer must meet with their appraiser to inform them of the concerns that have been raised. Through discussion with their appraiser it will be

- agreed that support\* will be provided to help address the specific concerns;

- made clear how, and by when, progress will be reviewed. This will include further lesson observations.

**A repeat formal lesson observation should take place (this will then form part of the appraisal process) within two weeks in order to verify the original judgement and inform any support that will follow.**

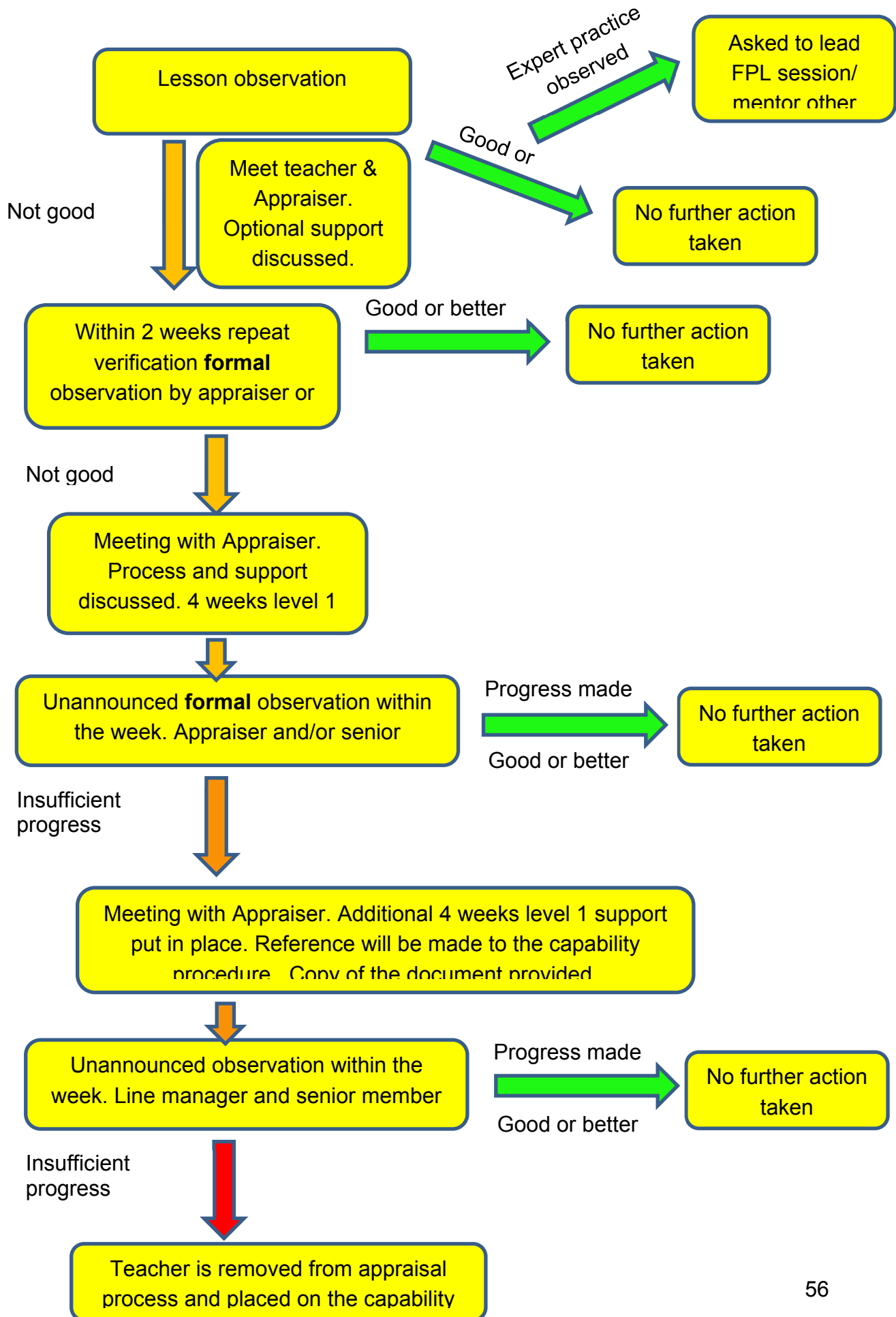
If any lesson is observed that raises 'serious concerns about the progress/ safety of children' then a support programme **must** be put into place.

\*Support package might include:

- Key Stage Leader involvement and support mechanisms triggered at a Key Stage level.
- The teacher being able to undertake peer observations; pairing with a colleague who is judged to be an expert practitioner
- Team teaching.
- Teacher being assigned a peer mentor.
- Lesson by lesson scrutiny of lesson plans and work by Key Stage Leader and/or senior leader.
- Time limited period of support after which further procedures may be necessary.
- Further professional learning opportunities
- For an NQT any support package will usually be provided by their subject mentor.

**Lesson Observation Outcomes**

\* If any lesson is observed that raises 'serious concerns about the progress/ safety of students' then a support programme **must** be put into place.



## **Liaising with and reporting to parents/carers**

**We will acknowledge the importance of parent / carers' active encouragement and support for students' learning. The DFE state that it produces 'tangible academic benefits that last throughout a child's school career'. We will keep parents fully informed of their son / daughter's academic progress**

In addition to the daily face to face contact at drop off and pick up times we will implement enhanced handovers on a regular basis to ensure that the information flow between home and school is as comprehensive as possible. Curriculum Evenings will also share assessment and progress data with parents/carers after each assessment point. All assessment data will be shared with children and parents/carers through individual learning conversations and an electronic reporting system.

Progress checks will be generated following each assessment point which will allow parents and carers to see the progress towards targets, likely attainment and progress towards the Enhance programme that their child is making.

Reports will contain the same Red / Amber / Green monitoring process as the Progress Checks. They are essentially 'extended progress checks' with more opportunity for comments to be made on an individual child's current performance.

### **Targets**

The Target Level is automatically entered onto the report. TA levels will also appear on reports. An explanation of any discrepancy between the TA level and the target should be explained in the main body of the text.

### **Teacher Comment**

The Teacher Comment box allows entry of up to 1000 characters. The following are generic requirements:

- An explanation of the selection of Red or Amber for Progress
- An explanation of the selection of 'other' as a Barrier to Learning
- A reference to any discrepancy between target and TA level

### **Learning Targets**

There are entry boxes for two Learning Targets – each one allowing entry of up to 1000 characters. For children who are on Red or Amber for progress, two targets should be provided. Children on Green should have at least one target.



The targets should relate to **learning** – what can / should the children do to improve. In many cases, they will reflect or reinforce what has already been identified during assessment and feedback throughout the year.

Subject Leaders may wish to agree on a number of targets appropriate for specific groups in each year. These targets will be used during Learning Conversations with the children as well as being reported.

### **D3 Staffing structure**

In order to deliver our Education Plan we propose the following staffing structure which takes into account a phasing plan over seven years. Below is an organisational chart for when CHPS reaches full capacity.

## CHPS Final Staffing Structure

Trust Level: Executive Head, SENDCo, Site Staff, IT Technicians, Finance Team, Librarian, Cleaners, Catering

Year	No on Roll	Teachers	Leadership & Management		Learning Support	Support Staff	Commentary
2016-2017	60	2 x Reception	1 DHT  0.3 Executive Head  0.2 Director of Finance  0.2 Trust SENDCo	Teaching 0.8 – EY Lead	2 x Teaching Assistant	Receptionist  0.3 Welfare Assistant  1 x Midday Assistant	An EYFS specialist will be appointed for the DH position in order to lead the first Reception cohort under the supervision of the Executive Head. A dedicated SENDCo will work across two primaries in the trust increasing the amount of time spent at CHPS as the number on roll increases.
2017-2018	120	2 x Reception  2 x Year 1	1 HT  1 DHT   0.2 Executive	Non-Teaching – KS1 Lead  Teaching 0.8 – EY Lead	3 x Teaching Assistant	Receptionist  0.3 Welfare Assistant  2 x Midday Assistant	An Associate Head will be recruited for the second year and the executive Head will reduce the amount of time spent at CHPS. The

			Head 0.2 Director of Finance 0.3 Trust SENDCo				Associate Head will establish KS1 and the DH will continue to lead the EYFS.
2018-2019	180	2 x Reception 2 x Year 1 2 x Year 2 1 x Support Teacher	1 HT 1 DHT 1 TLR 2b  0.3 Executive Head 0.2 Director of Finance 0.4 Trust SENDCo	Non-Teaching  Teaching 0.8 – KS1 Lead  EY Lead	3 x Teaching Assistant	Receptionist  0.3 Welfare Assistant  3 x Midday Assistant	The Deputy Head will lead KS1 and a TLR2b for leading the EYFS will be awarded.
2019-2020	240	2 x Reception 2 x Year 1 2 x Year 2 2 x Year 3	1 HT 1 DHT 1 TLR 2b	Non-Teaching – KS2 Lead  Teaching 0.8 – KS1 Lead	4 x Teaching Assistant  1 x Learning Mentor	Receptionist  0.3 Welfare Assistant  1 x	The Associate Head will establish KS2 and the DH and TLR2b will continue to lead KS1 and the EYFS respectively.

		1 x Support Teacher	0.4 Executive Head 0.2 Director of Finance 0.4 Trust SENDCo	EY Lead		Administrator 4 x Midday Assistant	
2020-2021	300	2 x Reception 2 x Year 1 2 x Year 2 2 x Year 3 2 x Year 4 2 x Support Teacher	1HT 1 DHT 1 AHT 1 TLR 2b 0.5 Executive Head 0.2 Director of Finance 0.5 Trust SENDCo	Non-Teaching Teaching 0.8 – KS2 Lead KS1 Lead EY Lead	4 x Teaching Assistant 1 x Learning Mentor	Receptionist 0.3 Welfare Assistant 1 x Administrator 5 x Midday Assistant	The Associate Head will continue to develop KS2 and the DH and TLR2b will continue to lead their age phases.
2021-2022	360	2 x Reception 2 x Year 1	1HT 1 DHT	Non-Teaching Teaching 0.6 – KS2	5 x Teaching Assistant 1 x Learning Mentor	Receptionist 0.3 Welfare	Deputy Head continues to develop KS2. Assistant Head post created to lead

		2 x Year 2 2 x Year 3 2 x Year 4 2 x Year 5 2 x Support Teacher	1 AHT 1 TLR 2c 1 TLR 2b  0.5 Executive Head 0.2 Director of Finance 0.5 Trust SENDCo	Lead KS1 Lead Assessment Lead EY Lead		Assistant 2 x Administrator 6 x Midday Assistant	KS1 now that it has been well established by the DH. New TLR 2c created to lead on Assessment.
2022-2023	420	2 x Reception 2 x Year 1 2 x Year 2 2 x Year 3 2 x Year 4 2 x Year 5 2 x Year 6	1HT 1 DHT 1 AHT 1 TLR 2b 1 TLR 2b 0.5 Executive	Non-Teaching Teaching 0.6 – KS2 Lead KS1 Lead Assessment Lead EY Lead	5 x Teaching Assistant 1 x Learning Mentor	Receptionist 0.3 Welfare Assistant 2 x Administrator 7 x Midday Assistant	As above.

		3 x Support Teacher	Head 0.2 Director of Finance 0.5 Trust SENDCo				
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PPA & Management Time

Reception	Teaching Assistants & Support Teachers
Year 1	
Year 2	
Year 3	Specialist Teaching from CHHS & Support Teachers
Year 4	
Year 5	
Year 6	

We will utilise secondary specialist expertise in several ways. A team teaching model will be used to up skill primary teachers in subjects, e.g. MFL and PE. Whereas upper KS2 CHPS will benefit from specialist secondary input when accessing the KS3 curricula in subjects such as English and Maths during class teacher PPA time.

## Teaching Assistants & Support Teachers

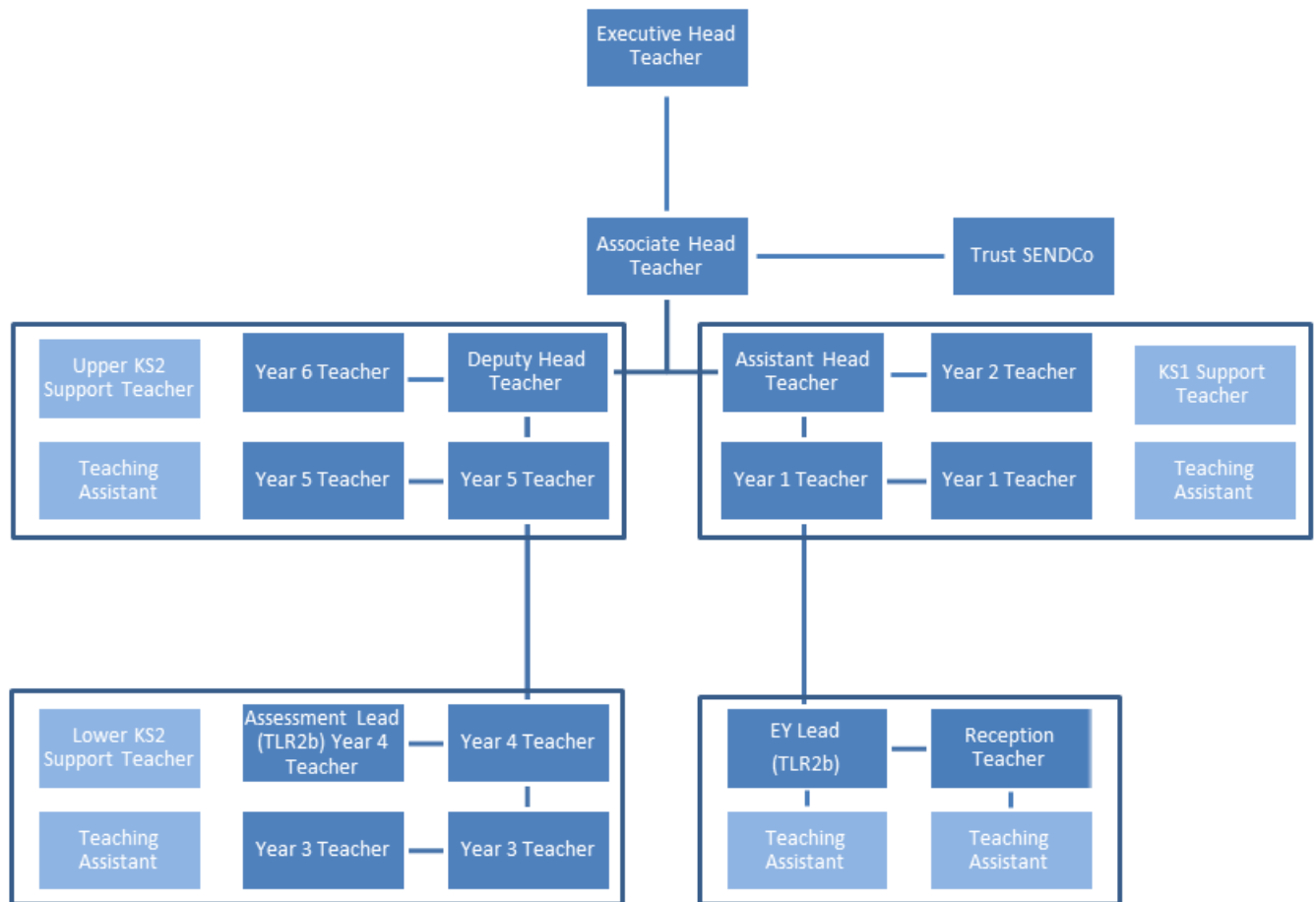
- One Teaching Assistant will be deployed with each Reception Class at all times.
- Additional Teaching Assistants will work across 4 classes (2 in the first instance – 1 year group) as targeted support.
- Support teachers will provide specialist intervention support across 4 classes (2 year groups) to ensure no gap.
- Support teachers & Teaching Assistants will also provide PPA & Management Time cover where appropriate/necessary.

The affordability of our staffing plan is detailed in section G along with our proposed adaptations should we receive only 70% of our income.

### Phased growth

Staff/Year	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Students on Roll	60	120	180	240	300	360	420
<b>Leadership Team</b>							
Executive Head Teacher	1	1	1	1	1	1	1
Associate Head Teacher		1	1	1	1	1	1
Director of Finance	1	1	1	1	1	1	1
Deputy Head Teacher	1	1		1	1	1	1
Assistant Head Teacher			1	1	1	1	1
<b>Total Leadership</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>Teaching Staff</b>							
Early Years Lead	1	1	1	1	1	1	1
Assessment Lead						1	1
Key Stage 1 Lead		1					
Mainscale Teachers	1	2	4	6	8	10	13
<b>Total Teaching Staff</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>10</b>	<b>12</b>	<b>15</b>

## CHPS Organogram



## Staff roles, experience and expertise

### Leadership Team:

#### Executive Head

The executive head is responsible to the Directors of the MAT for financial, staffing, property and health and safety within the primary schools.

- Lead managerial responsibility for more than one school in the trust (initially 2 schools)
- Line manager for the Associate Head



## **Associate Head**

The associate head role is a leader of learning rather than a traditional head teacher (further information in F4).

- Day to day leadership and management of CHPS
- Safeguarding, behaviour and safety of pupils at CHPS
- Achievement of pupils at CHPS
- Monitoring and accountability of teaching staff

## **Director of Finance**

Trust Director of Finance

## **Deputy Head**

- Initially responsible for leading and managing the EYFS then KS1 and finally KS2 (reflecting the growth of the school and a shift in area of responsibility)
- Curriculum and Assessment
- Professional learning

## **Assistant Head**

- KS1 Leader

## **Management Team:**

Early Years Leader

Trust SENDCo

Assessment Coordinator

## **Teachers**

14x FTE Class Teachers (Each with a subject to lead)

3x FTE Support Teachers

Subject Specialist Teachers from CHHS as timetabled

## **Support Staff**

5x FTE Teaching Assistants

1x 0.5 Learning Mentor

1x 0.5 Welfare Assistant

7x Midday Assistants

## Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	65		108%	60	63		105%
<b>Year 1</b>					60	65		108%
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>	60	65			120	128		107%

## Section E: Evidence of need – part 2

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.

### Section E1

See data in section C where we outline the significant projected shortage of spaces and discuss the high levels of variation in education quality across the area. With regard to the geographical distribution of our interested parents please see the map below (demand taken as of 08/10/14):



### Section E2

Before we went public with our proposal we met with all the local head teachers and chairs of governors from local primary schools to outline our vision for Cheadle Hulme Primary School. Local councillors and the local MP were also informed and invited to offer their views. We adapted our proposal in the light of these contributions.

Our engagement with the local community involved meeting face to face with parents of the relevant age group in the following settings:

- Parent and toddler groups
- Play centres
- Local nurseries
- Community centres
- Libraries
- Health centres
- Sport centres
- Early Years providers

During these sessions we discussed our proposals and responded to questions. The informal feedback was overwhelmingly positive with a strong desire to begin construction now!

Please find our publicity leaflet below. This was made available on our website for electronic submissions of interest and as a paper based flyer for postal responses.



# A New Primary School For Local Children

## What are we proposing and why?

Cheadle Hulme High School, part of the Cheadle Hulme Education Trust, is an over subscribed and highly successful secondary school, ranked 'Outstanding' in every category in its last Ofsted report and described in that report as

*'an outstanding learning community where second best for anyone simply will not do'.*

We have recently extended our provision by successfully bidding to open a Sixth Form on site. We are now proposing to respond to the demand for additional primary places in the area and build on the success of the 11-18 school by applying to open a two form entry primary school - Cheadle Hulme Primary School - working closely with Stockport Council.

Our commitment is to extend the 'outstanding learning community', provide a continuum of excellence and in so doing respond to local needs.

## What can we offer?

As in the 11 - 18 school, we will deliver the National Curriculum within our 'Cornerstones' framework - ensuring that

every child has access to the key areas of:

### Academic Aspiration

Our academic curriculum will be sufficiently broad to ensure that the needs and talents of all children are recognised and developed. Our vision is to have all Maths, MFL and Science teaching delivered by specialists. As a Teaching School, we are at the cutting edge of pedagogy. Equally we will adopt models which are traditional with a proven record of success. Ultimately we will ensure the same level of academic excellence as is achieved in the secondary school.

### Culture and Creativity

It is never too early to invest in cultural capital. We will provide a wide programme of extra curricular enrichment activities but will not simply relegate this area to 'out of hours' activities. Music, Art, Drama and Dance will be incorporated into the curriculum, utilising state of the art facilities.



### Leadership and Service

Our experience in our 11-18 school leaves us in no doubt as to the value of giving children the opportunity to take responsibility and contribute to their community. We will make posts of responsibility available via a House System and subject/club/team representation. Similarly, children will be encouraged to take part in community based activities.

### Competition and Physical Endeavour

We will ensure that our curriculum incorporates not only physical exercise but also a Health Education programme which promotes 'Healthy Body, Healthy Mind' and which involves parents and carers in helping their children to make positive lifestyle choices.

*Our Vision is that every child, regardless of background and circumstance, will flourish, enjoy their education and succeed. Their experience at primary school will pave the way for success at secondary school and beyond and will ultimately open the door to the future of their choice.*

## Why do we need your support?

As our case for opening a primary school will be presented to the Department for Education, we must demonstrate that parents who have children due to start primary school in 2016 or 2017 would make Cheadle Hulme Primary School the first choice for their children.

To help us with our bid to build this new primary school, please **complete the form below** and return to us as soon as possible. (Please see overleaf for contact details)

**Alternatively, you can register your support online at [www.chhs.stockport.sch.uk](http://www.chhs.stockport.sch.uk)**

**Thank you for your support**

## Please register your support and interest here →

Your Name:		
Your Post Code <small>(Please give us your postcode to validate the survey)</small>		
Your email address		
Child 1: Date of birth	Child 2: Date of birth	Child 3: Date of birth

I would select Cheadle Hulme Primary School as the first choice for my child(ren)  
Please tick here \*

The information provided will not be used for any purpose other than to assess the demand for the new primary school. It may be shared with the DfE as part of our application.

\* This does not commit you to sending your child to the primary school should the bid be successful. Nor does it guarantee a place at the school

# We need your support!

Do you have children due to start primary school in 2016 or 2017?

If so, please read on:

### 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.

In terms of pre-opening expertise, the Trust is able to draw on the considerable educational and financial experience of the persons named below. In addition, the Trust also has an existing HR provider and we employ a company to cover all aspects of our branding and marketing. In 2012 we were awarded capital from the DfE, via the Free Schools funding stream, to enable us to open a Sixth Form and build a new 300 capacity Sixth Form Centre. We have successfully managed the build programme as well as the implementation of the infrastructure and curriculum. Key members of the Sixth Form team are now members of this team –

██████████

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████ ██████████ █	██████████	██████████	██████████	██████████
██████████	██████████ ██████████ █	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████

	████ █				
████	████ ████ █	████	████	████	████
████	████ ████ █	████	████	████	████
████	████ ████ █	████	████	████	████
████	████ ████ █	████	████	████	████
████	████ ████ █	████	████	████	████
████	████ ████ █	████	████	████	████
████	████	████	████	████	████

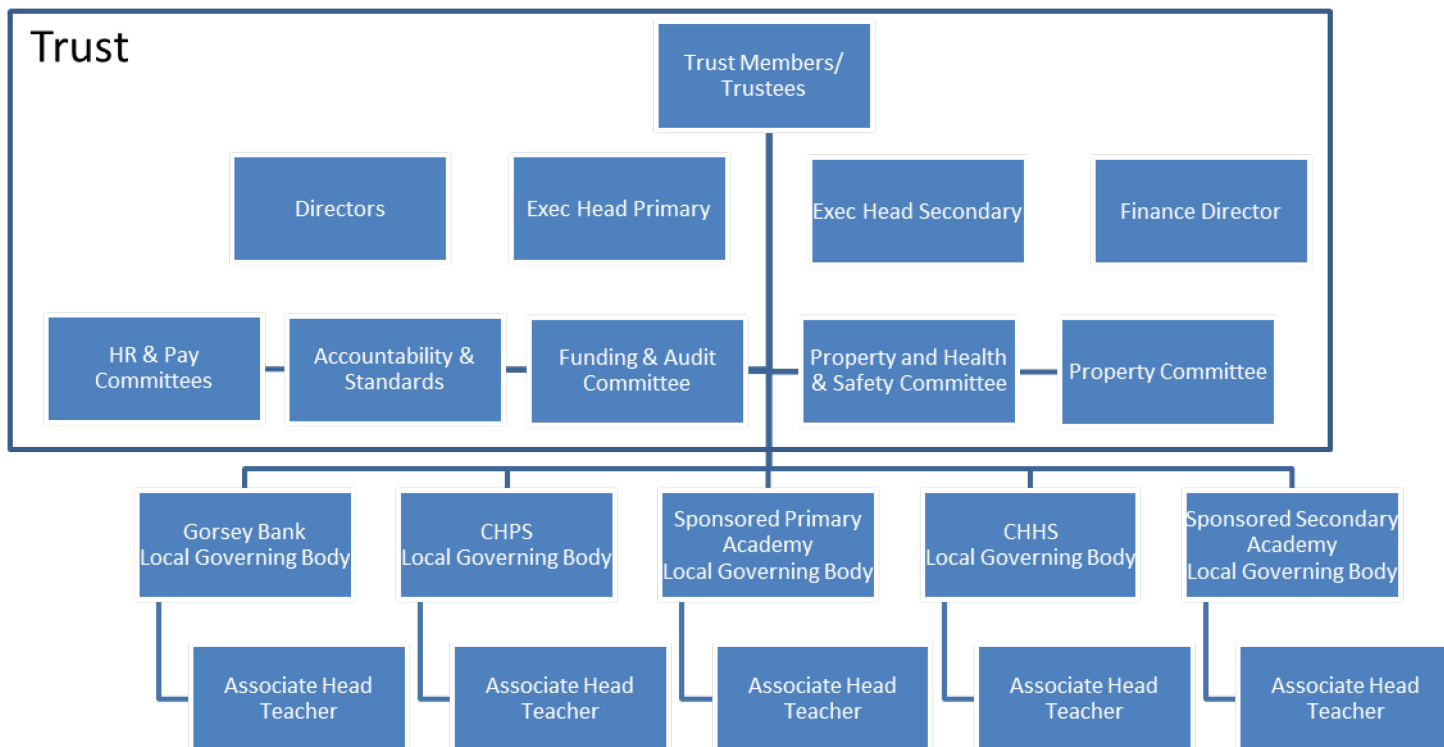
	█ █				
█	█ █ █	█	█	█	█

### 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
Legal	Stockport Local Authority who are committed to supporting us in this area. As an Academy Trust we have a legal team at our disposal.





## F2

Diagram showing proposed governance structure. This diagram shows where we anticipate CHET will be in 5 years time. At the point of Free School approval it is anticipated that CHHS will still be the only school in the MAT. Straight after approval [REDACTED] have indicated that this is the point at which they will join the Trust. A Memorandum of Understanding from the [REDACTED] has already been agreed that this is the case.

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

### Roles and Responsibilities

Governance Level	Membership	Meetings	Responsibilities	Reporting	References
Members	5 members to include chair and vice-chair of CHET	AGM	To appoint Directors To sign off Financial Statements and Annual Report To change the Articles	N/A	N/A
Board of Directors	10 Directors, at least 6 from CHHS	At least termly	To ensure quality of educational provision To challenge and monitor performance To manage finances and property To manage the Executive	Report to Members at AGM	Standing Orders

			<p>Heads</p> <p>To exercise reasonable skill and care in carrying out their duties</p> <p>To manage risk via each of the Directors' Committees.</p> <p>To ensure compliance with charity and company law</p> <p>To ensure operation in accordance with Funding Agreement</p> <p>To appoint local Governing Body</p>		
Executive Heads	1 Primary 1 Secondary	At least termly (twice in the Autumn term)	<p>To provide the leadership and management which enable CHPS to give every pupil high quality education and which promote the highest possible standards of achievement</p> <p>To build leadership capacity</p> <p>To secure the long term success of our Primary School by maximising the potential of all staff and children</p> <p>To work as part of the Atticus Teaching School Alliance to train high quality new teachers</p>	Reports to Board of Directors	
Funding and Audit Committee	At least 3 Directors	At least termly	To provide financial oversight and oversight of internal controls	Reports to Directors through approved Minutes	Terms of reference
Property and Health & Safety	At least 3 Directors	At least termly	To manage all properties and estate of the Trust Ensure all health and safety legislation is adhered to	Reports to Directors through approved Minutes	Terms of reference
Accountability and standards	At least 2 Directors plus SIP	Termly	To provide challenge to Executive Headteachers	Reports to Directors	Terms of Reference
HR	At least 3 Directors	At least termly	To consider and monitor arrangements and policies in connection with the Trust's function as an employer	Reports to Directors through approved Minutes	Terms of reference
Local Governing Body	Chair Vice-Chair Relevant Executive	At least termly	To support the vision of CHET To provide a monitoring role in connection with the	Reports to Directors through approved	Terms of reference and scheme of

	Head teacher Associate Head teacher 3 Parent Governors 2 Staff Governors 3 Community Governors		Academy To govern admissions and exclusions To monitor and be accountable for standards To represent the views of all stakeholders	Minutes	delegation
Associate Head Teacher	1 Primary	At least termly (twice in the Autumn term)	To formulate aims and objectives for CHPS, for adoption, with or without modification, or rejection by the Local Governing Body; To formulate policies for CHPS for achieving those aims and objectives, for adoption, with or without modification, or rejection by the Local Governing Body; and To formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the Local Governing Body.	Reports to LGB	

In appointing Governors, the Directors will take account of

- the need to ensure key stakeholders are represented
- there is a balance of gender, age and ethnicity
- the LGB has a range of career and job backgrounds
- there is the right blend of expertise and experience for the LGB

We ask all potential Governors to complete the NGA 20 questions skills audit.

In order to ensure that the information supplied is objective and accurate, we will enter into a Service Level Agreement with Stockport LA to provide a School Improvement Partner. As is currently the case in the 11 – 16 school, the LGB would receive and comment on the SIP report and, if deemed necessary, ask the SIP to attend to present their findings.

As indicated in the table below, Governor Training will be an Agenda item at each meeting of the HR sub committee. In addition, [REDACTED]

Committee	Role	Remit	Meeting Cycle	Data/Information presented
LGB	<p>To understand and use the range of data collecting and data analysis initiatives from within the school and from other agencies (e.g. OFSTED) and to use them proactively to monitor and strategically manage Teaching and Learning within the whole school.</p> <p>To monitor progress towards targets across the Cornerstones –</p> <p>Academic Aspiration Culture and Creativity Leadership and Service Competition and Physical Endeavour</p>	<p>(see targets in D2)</p> <p>To regularly review the process and procedures underpinning Teaching and Learning and to understand and contribute to the QA approach.</p> <p>To use external and school data to assess cohorts progress against expected and predicted progress and to challenge and seek remedial action on any areas where progress has not conformed with expectations</p> <p>To hear and comment upon the use of the Pupil Premium money and to be satisfied that it is being used wholly to support those students for whom the additional money is intended. To regularly assess the success of such interventions and hold the school to account for effective progress.</p> <p>To monitor attendance and exclusions and where necessary to discuss and agree strategies to improve attendance.</p> <p>To be aware of the Staff's own professional learning initiatives and the impact on performance and overall morale.</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>KS 1 and 2 results against expected and predicted progress RAISEOnline against expectations</p> <p>Internal monitoring against targets Pupil Premium Update– actions, interventions and outcomes Attendance Update Professional Learning Update</p> <p>Internal monitoring against targets Pupil Premium Update– actions, interventions and outcomes Attendance Update Professional Learning Update</p>

Committee	Role	Remit	Meeting Cycle	Data/Information presented
<b>Funding and Audit</b>	<p>The Funding and Audit Committee is an advisory body with no executive powers. However, it is authorised by the board to investigate any activity within its terms of reference, and to seek any information it requires from staff, who are requested to co-operate with the Committee in the conduct of its inquiries. The Funding and Audit Committee is authorised to obtain independent professional advice if it considers this necessary.</p>	<p>To review the Annual Budget in detail and to make recommendations to the Board</p> <p>To review the Academy's internal and external financial statements and reports to ensure that they reflect best practice;</p> <p>To discuss with the external auditor the nature and scope of each forthcoming audit and to ensure that the external auditor has the fullest co-operation of staff;</p> <p>To consider all relevant reports by the Finance Director or the appointed external auditor, including reports on the Academy's accounts, achievement of value for money and the response to any management letters;</p> <p>To review the effectiveness of the Academy's internal control system established to ensure that the aims, objectives and key performance targets of the organisation are achieved in the most economic, effective and environmentally preferable manner;</p> <p>To on behalf of the Board review the Academy's approach to Risk Management and make recommendations to the board;</p> <p>To consider any other matters where requested to do so by the board; and report at least once a year to the board on the discharge of the above duties.</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Updates covering: Academies Capital Maintenance Fund Budget and Accounts Service Level Agreements Value for money statements Contracts</p>

Committee	Role	Remit	Meeting Cycle	Data/Information presented
<p><b>Property &amp; Health and Safety</b></p>	<p>To advise Directors on property, estates and health and safety matters. For significant estates matters the committee will liaise with the Funding and Audit Committee so that the financial impact of the estates strategy and individual projects may be assessed in the context of CHET as a whole.</p>	<p>To oversee the development of a long-term building development plan and strategy for all of CHPS's estate, review annually and submit this for approval by the Directors.</p> <p>To advise on master-planning and oversee the preparation and implementation issues relating to this development plan and strategy.</p> <p>To advise on property issues relating to the estates development plan and strategy.</p> <p>To approve specific property and estates matters delegated to it by the Directors.</p> <p>To scrutinise individual estates projects to ensure best practice in project management and governance and that good progress is maintained.</p> <p>To approve applications for the use of the property outside normal hours with reference to the lettings policy in conjunction with the scale of charges for use of premises outside normal hours of instruction, agreed by the Funding and Audit Committee.</p> <p>To ensure that CHET fully complies with Health and Safety regulations and that risk assessments of CHET are reviewed annually.</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Estate Manager's Report</p> <p>Health and safety Report</p> <p>Risk Register</p>



## **The role of the Primary Executive Head of CHET**

As a member of the Board of Directors, the Primary Executive Head will report directly to the CHET Trust. The Directors will be organised into the following committees:

- Funding and Audit
- HR and Pay
- Property and Health & Safety

The Primary Executive Head Teacher will formally report every term (twice in the Autumn Term) to the Directors on the progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set within the Primary School Development Plan. The four sub committees will provide a robust monitoring and challenge of the Executive Head Teacher and Senior Leadership Team's work.

## **The role of the Primary Associate Head of CHPS**

The Primary Associate Head is a 'Leader of Learning' rather than a traditional Head Teacher and will report directly to the Local Governing Body. The LGB will focus specifically on the quality of teaching and learning rather than on Health & Safety, HR and Finance. The Primary Associate Head will:

- formulate aims and objectives for CHPS, for adoption, with or without modification, or rejection by the Local Governing Body;
- formulate policies for CHPS for achieving those aims and objectives, for adoption, with or without modification, or rejection by the Local Governing Body; and
- formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the Local Governing Body.
- be the named child protection and safeguarding officer

## **Conflicts of interest**

### **Independent Challenge to Executive Functions**

The Governors recruitment and other processes process will ensure that any conflicts of interest between the Governors of the Primary School, the Head teacher and Cheadle Hulme Education Trust are dealt with by ensuring that clear lines of responsibilities are established.

Thrice yearly detailed updates will be required with all stakeholders, via the Governing Body's Committees to allow challenges to be made to any day to day decisions and proposals. In addition the Governors will agree a policy specifically designed to deal with potential conflicts of interest.

The Trust and all local governing bodies sign up to the seven principles of public life as drawn up by the Committee on Standards in Public Life (CSPL) and the National Governors Association Code of Conduct.



### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. 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	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

### 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.

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Marketing and communications	We will endeavour to ensure that we recruit a parent governor who is able to fill this gap  And/Or  Bring in a non governor with the specific area of expertise. An example might be a representative from the Graphic Design and Marketing company which CHHS uses
ICT	We will endeavour to ensure that we recruit a parent governor who is able to fill this gap  And/Or  Bring in non governors with specific areas of expertise. An example might be a representative from the ICT supplier which CHHS uses (we have developed close links with a supplier during the course of opening our Sixth Form)

## Section F4

Recent track record is

- % Level 4+ Maths 100%, Reading 100%, Writing 98%, Spelling, punctuation and grammar 95%.
- Level 5+ Maths 75%, Reading 82%, Writing 71%, Spelling, punctuation and grammar 76%.
- Level 6 maths 16%, level 6 reading 2%, level 6 writing 7%, Level 6 Spelling, punctuation and grammar 4%.

## Role of the Executive Headteacher

The Executive Headteacher will be required to deliver the CHPS vision -

**Our vision is that every child, regardless of background and circumstance, will flourish, enjoy their education and succeed. Their experience at primary school will pave the way for success at secondary school and beyond and will ultimately open the door to the future of their choice.**

In addition to the conditions of employment for Headteachers laid down in the Schoolteachers Pay and Conditions Document, we want our Headteacher to provide strategic leadership and hold overall accountability for direction, standards achieved and quality in order to

- Provide the leadership and management which enable CHPS to give every pupil high quality education and which promote the highest possible standards of achievement
- Build leadership capacity
- Secure the long term success of our Primary School by maximising the potential of all staff and children
- Work as part of the Atticus Teaching School Alliance to train high quality new teachers

## Knowledge and Experience

- Serving Headteacher (from Good or Outstanding school)
- First degree 2.1 or better
- Teaching Qualification
- Relevant recent professional development
- Experience of system leadership
- Track record of providing inspiration and strong leadership to all staff
- Track record of leading by example to promote the school's vision
- Experience of using research to inform teaching methods and pedagogy
- Evidence of using data, benchmarks and feedback to monitor progress in children's learning
- Sound knowledge of current major curriculum issues
- Ability to build and motivate strong teams
- Experience of developing, managing and recruiting staff
- A passion for enquiry based learning and providing further professional learning opportunities for all staff
- Experience of managing staff under performance
- Effective track record in management of finance and budgets
- Ability to demonstrate effective use of technologies
- Evidence of a commitment to promoting the welfare and safeguarding of children
- Evidence of promoting, implementing and monitoring equality

### **Personal Attributes**

- Demonstrates high levels of emotional intelligence
- Communicates effectively
- Adaptable to changing circumstances and new ideas
- Approachable and enjoys being highly visible to children, parents and staff
- Demonstrates creativity and imagination to anticipate and solve problems

- Demonstrates good judgement
- Is committed and 100% reliable
- Has integrity
- Demonstrates the ability to be resilient, robust and calm under pressure
- Is able to win hearts and minds of children, staff and parents

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



**SECTION H: LOCATION AND PREMISES**

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER 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 do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.	The proposed primary Free School is designed to support the community of Cheadle Hulme, and as such it should be preferably close to the secondary academy sponsor or within 1.8 miles of the secondary academy (Cheadle Hulme High School). As a school created to alleviate capacity pressures that exist and are set to grow in the Cheadle Hulme area the proposed primary should sit in or immediately adjacent to the Cheadle Hulme area.
--	---

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:	The first choice of the trust would be to work with the local authority to explore the possibility of the free school being close to the academy High School <Redacted>.
--	--

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	2572m <sup>2</sup> internal space required for a 2FE primary school, as per baseline design.
---	--

Any comments on your calculated building space:	Includes a community room for engagement work with the local public, parental consultation, meetings and other works.
---	---

**Preferred site**

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

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

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:	Currently<Redacted>.
--	----------------------

Please confirm the tenure:	Lease
----------------------------	-------

If other, please explain further:	Part of the academy trust lease.
-----------------------------------	----------------------------------

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

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

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

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:	Please select
---	---------------

What kind of site is it?	Cleared site requiring new build
--------------------------	----------------------------------

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?	The use of this site is provisional upon the <Redacted> agreeing a dual use for the<Redacted>, and the project paying for that ground to be upgraded as <Redacted> for school use during the day / term time only.
---	--

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:	to follow
---	-----------

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

**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>, Stockport, Cheshire <Redacted>
--	--

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

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:	Aware that the owners of this site (<Redacted>) were seeking to sell this land to a <Redacted>, however the covenant '<Redacted>' prevented the sale.
--	---

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

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

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

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

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>
------------------------------------	------------

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:	No
---	----

What kind of site is it?	Cleared site requiring new build
--------------------------	----------------------------------

What is the current use?	<Redacted>
--------------------------	------------

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

Why have you chosen this site? What makes it suitable for your free school?	This 2 acre+ site has the possibility of 2 entrances, and is not fully enclosed by housing. It is a part of the <Redacted>.
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	To follow
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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:	<Redacted>
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**Third choice site**

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

In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

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

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

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

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

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

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



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

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

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

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

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

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

Why have you chosen this site? What makes it suitable for your free school?	
---	--

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

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

**Fourth choice site**

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

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

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

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

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

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

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

Name and contact details of owner:	
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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?	Please select
--------------------------	---------------

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

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

Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**For independent school convertors**

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