

Free Schools in 2014

Application form

**Crawley Free School
(4-16)**

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: **mainstream.fsapplications2014@education.gsi.gov.uk**.

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

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

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

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

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

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Netherfield Battle East Sussex [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number:
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: Crawley Free School Trust has been jointly established by Mosaica Education and Place Group. Mosaica has established a charity, Aurora Education Trust, which in turn has established Aurora Academies Trust (AAT). AAT is a DfE approved lead sponsor (November 2012). Place Group is a private business on the DfE's framework of Type 1 Project management companies as well as being a partner in three Free Schools due to open in September 2013.

9.	Is your group seeking to open more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:	
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: Crawley Free School Trust	
14.	Company address: Crawley Free School Trust Orchard Court Orchard Lane Bristol Avon BS1 5WS	
15.	Company registration number and date when company was incorporated: Number 8339290 Date: 21/11/12	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		

18.	Please confirm the total number of company members: 4	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	[REDACTED]
	2. Name:	[REDACTED]
	3. Name:	[REDACTED]
	4. Name:	[REDACTED]
Company directors		
<p>The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.</p>		
20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):	
	1. Name:	[REDACTED]
	2. Name:	[REDACTED]
	3. Name:	[REDACTED]
	4. Name:	[REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known:	
	[REDACTED]	
Related organisations		
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>Crawley Free School Trust has been jointly established by Mosaica Education and Place Group.</p> <p>Mosaica has established a charity, Aurora Education Trust, which in turn has established Aurora Academies Trust (AAT). AAT was approved by DfE as a sponsor in August 2012 and named as a lead sponsor in November 2012. Mosaica Education Abu Dhabi (MEAD) (Trade Licence #1005244) and AAT (Company number is 8107711) will provide educational and curriculum support and resource to the school.</p> <p>Place Group is a private business on the DfE's framework of Type 1 Project management companies as well as being a partner in three Free Schools due to open in September 2013. Place Group will make available school operation and project management support and resource to the school. (Company number is 439705)</p>
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p>
Existing providers	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
29.	<p>If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll</p>

	and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Crawley Free School Trust has been established by Mosaica Education and Place Group. Number 8339290 Mosaica has established a charity, Aurora Education Trust, which in turn has established Aurora Academies Trust (AAT). AAT is a DfE approved lead sponsor (November 2012). Place Group is a private business on the DfE's framework of Type 1 Project management companies as well as being a partner in three Free Schools due to open in September 2013.</p>	

<p>Please tick to confirm that you have included all the items in the checklist.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate).


Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Crawley Free School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input checked="" type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	Preferred option is 
12	Please tell us how you found this site:	Through search by a property advisor
13	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	West Sussex County Council
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Not applicable
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

C1: RATIONALE

We are proposing that the Crawley Free School be located in North East Crawley area and to operate as an all-through (4-16) school for three key reasons:

1. Local demand for primary and secondary places
2. Local need for an outstanding school
3. Parental interest in Crawley Free School

The proposer is the Crawley Free School Trust which has been established by two organisations with a strong record in opening, operating and improving schools and academies.

Mosaica, through the Aurora Academies Trust, operates 4 primary academies in East Sussex that opened in September 2012 as well as operating schools in the US, Middle East and Asia. AAT has experienced a smooth entry into the academies programme. Indeed it opened the four primary academies in just 14 weeks and was approved as a Lead sponsor in November 2012.

Place Group is a partner in 4 Free Schools due to open in September 2013, is on the DfE's framework for project management and has supported the opening of 50+ sponsored academies, 12 free schools and the conversion of 70+ schools to academy status.

In 2012 Mosaica, through the Aurora Academies Trust (AAT), was focused on managing the sponsorship of its first four primary academies in East Sussex: King Offa, Heron Park, Oakwood and Glenleigh Park. The four predecessor schools had a history of under performance and it was crucial that their transition to being part of AAT was effectively handled. The four academies opened in September 2012 and there are already clear signs of improvement through AAT's sponsorship.

Lessons learned from a 16 year history of operating Charter Schools in the US, plus the valuable insights and experience that Mosaica has developed through establishing AAT and opening the four English academies has given it the confidence and expertise to expand further its schools portfolio in England.

In particular, Mosaica has successfully;

- Adapted the Mosaica approach to performance management, target setting and monitoring to the schools statutory framework in England and DfE policy
- Developed a balanced curriculum that leverages Mosaica's global proprietary and highly successful Paragon® curriculum
- Prepared, coached and recruited a motivated teaching and support staff able to deliver the Mosaica vision for schools
- Engaged, consulted and convinced parent and local communities of the strength of the Mosaica approach through consultations and regular Paragon® Events which are attended by a high percentage of the parent/carer population

During October and November 2012 Mosaica and Place Group discussed and agreed a model for co-partnership in running schools. The parties started to look at

opportunities in Sussex and are clearly aware of the imminent deadlines for applications to open Free Schools in September 2014. A feasibility study identified Crawley as a possible area of need and opportunity, especially given its proximity to Mosaica (through AAT) schools in East Sussex and Place Group schools in South London and East Sussex.

Initial work on evidencing demand started in mid-December and the initial feedback was so encouraging that canvassing continued through the Christmas break and will continue through the first quarter of 2013.

C1.1 Profile of North East Crawley

C1.1.1 Background on Crawley

The town of Crawley is located about 40 miles due south of London, in the north east of the county of West Sussex. It is close to the shared borders of Surrey and East Sussex. Crawley falls under West Sussex County Council and Crawley District Council.

It has a growing population of more than 100,000 people (Census 2011) and is both, a commuter town for London and Brighton and, a significant business, light industrial and service industry centre. This mix is driven by the presence of London Gatwick airport, 3 miles to the north of the town centre, which is a major employer. The airport forms a natural boundary to the north and the M23 motorway to Brighton provides a similar boundary to the east and south. The A23 bounds the south east of the town before splitting the north of the town in north-west and north-east quadrants.

There are a total of 33 mainstream schools in the Crawley district: 27 primary and six secondary. One outstanding secondary school has converted and two primary schools are sponsored academies part of the Kemnal Academies Trust.

C1.1.2 North East Crawley area

We define North East Crawley as the 2 mile by 3 mile block sitting to the east of the A23 and north of A220 covering Northgate, Three Bridges, Pound Hill and Tinsley Green. Four County Council and District Council wards span the area which is covered by the postcodes RH10 9, RH10 9, RH10 1 and RH11 7. According to Crawley District Council the total population of these wards is 32,507 of which 6,093 are under 16 years of age. This area is divided into 14 Lower Level Super Output Areas (LSOAs) which on IMD score ranking, range from 10,324 (top 30% of wards by level of deprivation) to 29,000. This diverse range of economic well-being is immediately apparent when travelling in the area. The 10 district councillors are split equally between Labour and Conservative parties and the three County Councillors are split 1:2 respectively.

At the centre of North East Crawley is a large business and light industrial area which is surrounded by residential housing. There are currently just over 13,000 households in the area but planning permission has been given for a further 2,500 homes to be built on the outskirts of North East Crawley in an area called Forge Wood. Further developments are also planned to the north of the town centre at the southern tip of the area.

Within the area there are six primary schools and one secondary school and they are examined in detail in sections C1.2 and C1.3

- Pound Hill Infants & Junior Schools
- Three Bridges Infants & Junior Schools
- Milton Mount Primary school
- Northgate Primary School
- Hazelwick School

C1.2 Local demand for primary and secondary places

West Sussex County Council's most recent Pupil Place Planning document (see appendix C1.2 for link and overleaf for table) details the requirements and strategy for Crawley.

The report specifically identifies the need for 75 new Reception places in North East Crawley from 2014 which have not been commissioned by the local authority. Milton Mount has already been expanded to become a three Forms of Entry (3FE) school. The Infant and Junior school pairings of Pound Hill and Three Bridges are both operating at near maximum capacity with Numbers on Roll (NOR) close to physical capacity. Northgate Primary has NOR in excess of its published capacity. Pound Hill Infants was over-subscribed by 25% and Three Bridges by 50%.

The report also sets out the need for an additional 150 secondary places per annum at Year 7 across the town from 2014. According to the West Sussex County Council 2012 secondary admissions booklet, Hazelwick was the only secondary school in North East Crawley to be over-subscribed. The nearest alternative secondary school, Oriol High is 1.5 miles away to the south of the town centre. It is also worth noting that of the other five secondary schools in the town two are Diocesan using faith based admissions criteria which limits parental choice even further.

C1.3 Local need for an outstanding school

At primary level all six of the local infants, junior and primary schools were most recently judged by Ofsted to at least *Good*. Impressively, the sixth school Three Bridges Junior School has recently been judged *Good* having been judged inadequate two years earlier. This would explain why the schools are over-subscribed. However, only one of the four eligible schools is achieving KS2 results (proportion of students achieving English and Maths at Level 4+) above national average and across the town as a whole only three out of 21 eligible schools achieve above national average (based on 2011 results). We regard this as under-performance in a town of Crawley's relative economic well-being. and initial consultations with parents in the area suggest they demand higher standards of outcomes for their children than current schools are offering.

At secondary level there is a similar situation. Ofsted judged Hazelwick (2012), Thomas Bennett (2010), St Wifrid's (2012), Ifeld (2012) and Oriol High (2012) as *Good*. Holy Trinity (2012) was judged as *Requires Improvement*. Based on KS4 results (proportion of student achieving 5 A*- C GCSE including English and Maths) only two achieved above national average in 2011.

Extract WSCC Pupil Place Planning 20111

PLANNING SCHOOL PLACES 2011

Initial Proposed Scheme	Type	Additional places per year group (total places)	Commissioning Position	Target Opening Date	S106/CIL contribution secured
Milton Mount Primary School, Pound Hill	Extension	30 (210)	Legally secured	Sept 2011	
Hilltop Primary School, Southgate	Extension	30 (210)	Legally secured	Sept 2011	Response to demographic changes
Maidenbower Infant and Junior School	Extension	30 (210)	Consultation with schools to take place	Sept 2012	Response to demographic changes
Seymour Primary School	Extension	15 (105)	Consultation with schools to take place	Sept 2012	Response to demographic changes
West of Sewbush (Kilwood Vale) Primary	New Primary	75 (525)	Yet to be commissioned	Sept 2014	
NE Sector Primary	New Primary	75 (525)	Yet to be commissioned	Sept 2015	
Crawley Secondary provision	Extension(s)	150 (930 inclu.sixth form)	Consultation with schools to take place	Sept 2014	c.£10m

'with you, for you, making the most of West Sussex'

This analysis highlights the overwhelming *need for any new* provision in North East Crawley to meet demand for primary *and* secondary places to be *Outstanding, and* importantly achieve a step change in attainment at KS1 *and* KS2 to drive strong attainment at KS4.

Hence the proposer's ambition of creating a new all through (4-16) school to meet local demand for high quality provision which is not being provided by the existing primary and secondary schools in the immediate area. Additionally, the proposers are open to future consideration of post-16 provision should it be appropriate.

C1.4 Parental interest in Crawley Free School

Initial work on evidencing demand started in mid-December and the initial feedback was so encouraging that canvassing continued through the Christmas break and will continue through the first quarter of 2013.

To establish the potential demand for Crawley Free School we undertook three communication key activities during December 2012.

In all our communications we made clear several key aspects of our proposals:

- Identity and profile of Mosaica and Place Group as joint proposers of the Crawley Free School
- Target age range of 4-16 with intakes as Reception and Year 7 from 2014
- Rationale and plans to locate the school within North East Crawley
- Broad and balanced curriculum with focus on Business, Economics, Science & Technology (BEST)
- Unique approach to humanities and arts education through Paragon®'s global curriculum with a strong emphasis on ethics

As expected the exact location of the school was of interest to respondents but we adhered to DfE guidance in not committing to a single site.

There is clear evidence of strong parental interest in the Crawley Free School, especially at reception age. This data is up to date as at January 2, 2013 and is summarised below

- Reception 2014 = 110
- Reception 2015 = 91
- Year 7 2014 = 46
- Year 7 2015 = 48
- Total number of families = 437

Of the registrations of interest 381 (88%) came via canvassing and the balance (12%) via online registration. An informal review of family surnames suggests a diverse ethnicity which is very encouraging. Postcode analysis shows that 52% of respondents lived within the four postcode sub-districts that make up North East Crawley (RH10 9, RH10 8, RH10 1 and RH11 7).

C2: VISION & ETHOS

C2.1 Vision

Our vision for the Crawley Free School is consistent with that of all Mosaica operated schools; that is: a school that opens portals of opportunity for pupils, staff, families and communities and is designed to prepare pupils for success, whether that be directly into employment or to access some of the finest colleges and universities in the world.

Crawley Free School will be a place in which pupils are taught to take pride in themselves, their families, their environment, their schools, their communities, and their national history and culture.

The purpose of Crawley Free School is to:

- § **I**ncrease academic achievement and love of learning for our pupils
- § **R**aise aspirations
- § **P**romote global awareness and understanding
- § **P**romote and reward excellence in teaching
- § **D**eliver exceptional professional development that produces visionary school leaders
- § **F**orm strong bonds between the school and its community; engendering a civic pride

By fostering a love and respect of learning and a sense of pride, our aim is to create an environment where our students *want* to behave, and *want* to attend, because they will be able to see and experience the benefits of success and hard work.

C2.2 Ethos

The ethos and vision of the Crawley Free School is that all our pupils, from all their different, varied and diverse backgrounds can succeed, grow and flourish in their education at our school. Through its academic curriculum, physical and sporting provision and extra-curricular activities the school will make real educational and personal achievement possible for all sections of the community: extending and pushing the gifted and talented and supporting and nurturing those with additional needs. These principles are already incorporated into our education plan and the needs of our pupils and community learners can be met within our curriculum model.

By fostering a love and respect of learning and a sense of pride, our aim is to create an environment where our students *want* to behave, and *want* to attend, because they will be able to see and experience the benefits of success and hard work.

By providing a global curriculum with an emphasis on business and entrepreneurship we will raise aspirations and broaden horizons. We will increase tolerance and sensitivity to the diversity of the population in Crawley, the South East and the UK as a whole. We will foster a love of learning coupled with skills to enhance the likelihood of each child's economic success. In short we will provide an education that produces well rounded, open minded adults with a zest for learning and life.

C2.3 The benefits of an all-through school

CFS will be an all-through school for pupils aged 4-16 from Reception to Year 11. It will have two forms of entry at primary phase with up to 30 pupils per class for a year group of up to 60 pupils. At capacity the primary phase will be up to 420 pupils. There will be four forms of entry at secondary phase with up to 30 pupils per class for a year group of 120 pupils and 600 pupils at capacity. In total the school will have up to 1,020 pupils at capacity.

We firmly believe that attending an all-through school will offer pupils and students a number of key benefits.

Educationally, pupils at Crawley Free School will be able to transition seamlessly from one Key Stage to another, enjoying the benefits of our tried and tested curriculum approach and teaching methodology. We expect this to have a direct impact on progress and attainment at Key Stage 1, 2 and 3 culminating in outstanding student achievement in GCSEs. Children will experience a consistency of educational delivery and ethos as they mature into young adults. The introduction of the Paragon® curriculum (detailed in section C2.4 and D2.1.7) and the teaching of MFL at the start of the primary phase will have a significant impact on pupil progress and attainment

Resources-wise, the school will be able to offer pupils the facilities and breadth of opportunities typically offered by a large school but within a 'small school' environment. For example all pupils will benefit from access to facilities and resources such as science laboratories, technology studios, performing arts spaces and sports facilities. Access to specialist teaching staff will be enhanced and their utilisation more efficient.

Individually, older students will have opportunities to grow in stature as they assume responsibilities for younger pupils for example, through 'House' leadership, community outreach, business development, sports coaching and fund raising for charity. Younger pupils will develop self-confidence and good communication skills through engagement with older students in constructive, supportive environments.

Operationally, an all-through school will achieve efficiencies in teaching and support staff across phases and key stages. School business management and support services will be run and procured with excellent quality and cost-efficiency.

C2.4 Curriculum

The curriculum will be broad and balanced, providing opportunities for pupils of all abilities and backgrounds to succeed. We will have a focus on core learning and maximising the use of ICT in enabling all pupils to have full access to the curriculum.

In primary phase (Reception to Year 6) pupils will develop strong foundations in English, maths, science and ICT which will be based on the EYFS and National Curriculum and at times entail formal teaching of spelling, punctuation and grammar as part of our emphasis on literacy development. This deep ability in the core subjects will under-pin learning in the humanities and the arts. Themed projects, utilising the Paragon® curriculum, will help these students apply their knowledge and develop skills of investigation, analysis and drawing conclusions. ICT provision will be innovative and support all learners and learning.

In the secondary phase (Years 7 -11) students will extend their academic progress in the core subjects of English and Maths with the goal of every student achieving a pass at GCSE with 80% securing at least a grade C in both. Business and science will also be compulsory within a broader curriculum that will offer two pathways: humanities and modern foreign languages or science and technology. Learning will be enhanced by extended projects tackling real life business, industry and public service case studies with support from external mentors.

At the heart of both primary and secondary curricula will be Paragon®, an innovative teaching and learning programme that integrates humanities and social studies with technology to create a hands-on learning experience for every student. Paragon® provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with five-week units based on an essential question that can address skills and content knowledge appropriate for different year groups. Paragon® provides children with the tools to question themselves and their world. It teaches them to think critically, to articulate their ideas verbally and in writing, and to work proficiently with technology. It is an education that provides pupils with the knowledge and skills necessary to choose any direction in life— from the performing arts to science and technology to communication and language mastery.

C2.5 School organisation

Crawley Free School will operate differently from most schools in two key areas of school organisation.

An extended school day wrapped around a longer formal teaching day will provide children and young people with opportunities for enrichment activities and/or childcare for very young students. The school will operate from 7.45am until 5.30pm/6.00pm which will help working and busy parents. These activities will span academic areas including homework clubs and deeper study as well as cultural and sporting clubs and hobbies.

The school year will be based on 200 school days in four 10 week blocks. This extended teaching and learning time will enhance student progress and attainment. Teaching staff will have greater classroom workloads but higher PPA time to ensure adequate time for preparation and review.

C3: ASPIRATION & OUTCOMES

C3.1 Targets for Pupil Achievement

We expect the following targeted results for Crawley Free School:

- Improvement in academic performance, including English and Maths
 - Key Stage 2 80% of all pupils achieve L4+ in English and Maths
 - Key Stage 4 70% of all pupils achieve at least C grade in both English & Maths, rising to 80% for pupils from CFS primary phase
 - Key Stage 4 70% of all pupils achieving 5A* - C GCSE including English & Maths.
- High pupil attendance - at least 95%
- Below average student suspensions - less than 1% of days lost per year
- High teacher attendance- at least 95%
- Consistently Good or Outstanding teaching, as defined by Ofsted, from all our teachers
- At least 80% satisfaction reported from Parent and pupil surveys
- At least 90% pupil participation in at least 1 additional activity

C3.2 Targets for Student Engagement

Mosaica Education Schools set students on a path for personal success as well as educating students for community and global participation. Mosaica students can expect to:

- Strive for academic excellence;
- Explore a diverse curriculum;
- Prepare to succeed in a global environment;
- Provide service to a growing community;
- Participate in character education, developing a respect for others through exemplary mentorship;
- Experience cooperative educational communities in all content areas from fine arts to technology;
- Proactively learn energy efficiency and environmental sustainability;
- Develop into lifelong learners and stewards.

C3.3 Teacher Performance

Crawley Free School will utilise Mosaica's Performance Evaluation Pack for Teaching Staff which contains observational and evaluative tools used by the SLT to obtain and record critical performance data for the quality of teaching. Performance appraisals are used to:

- Clarify job responsibilities and performance expectations
- Identify strengths as well as areas that need improvement
- Set goals for improvement
- Provide a regular system of feedback
- Reinforce best practices and correct sub-standard practices
- Motivate staff to perform at a higher level
- Document personnel actions
- Document staff accomplishments
- Assist in human resource strategic planning (e.g. training needs)

At Crawley Free School, the SLT will organise performance meetings at the start, middle and end of the school year. At the first meeting the teacher and his/her appraiser will identify perceived strengths and areas for development, draft goals for the upcoming school year, arrange a classroom observation and schedule a performance review meeting at which the goals will be refined and support identified.

SECTION C APPENDICES

C1.2 Link to West Sussex County Council Pupil Place Planning report

https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/information_and_guidance_for_t/organisation_and_planning/planning_school_places_2011-20.aspx

C1.3 Table of Analysis of Crawley Schools

#	Name of School	Phase	Status	Ofsted	Attainment	Trajectory	PAN	NOC	NOR	Variation	Demand
1	Waterfield Primary	Primary	Community	3	65%	0.76	30	210	239	--14%	
2	Broadfield East Junior	Primary		3	62%	1.05	90	270	260	4%	
3	Maidenbower Infants	Primary	Community	1	n/a	n/a	90	270	269	0%	
4	Desmond Anderson Primary	Primary	Community	3	80%	0.84	45	315	308	2%	
5	The Oaks	Primary			96%	0.93	60	420	380	10%	
6	Seymour Road	Primary	Community		72%	0.76	60	420	486	--16%	
7	Pound Hill Infants	Primary	Community	2	n/a	n/a	90	270	268	1%	25%
8	Three Bridges Infants	Primary	Community	2	n/a	n/a	60	240	238	1%	50%
9	Pound Hill Junior	Primary	Community	2	107%	0.93	90	360	348	3%	10%
10	Three Bridges Junior	Primary	Community	2	78%	0.84	60	180	237	--32%	No
11	Milton Mount	Primary	Community	2	92%	0.88	90	630	417	34%	5%
12	Broadfield East Infants	Primary	Academy	2	n/a	n/a	90	360	304	16%	
13	Brook School Infants, The	Primary	Community		n/a	n/a	60	240	198	18%	
14	Maidenbower Junior	Primary	Community	3	111%	0.98	150	600	581	3%	
15	Langley Green	Primary	Community	3	76%	0.98	60	420	357	15%	
16	The Mill	Primary	Community	3	64%	0.94	60	420	327	22%	
17	The Bewbush Academy	Primary	Academy	?	53%	0.75	90	630		?	
18	Gossops Green	Primary	Community	3	86%	1.31	75	525	495	6%	
19	Southgate Primary	Primary	Community	3	77%	1.43	60	420	377	10%	
20	Hilltop	Primary	Academy		77%	0.77	90	630	377	40%	
21	Northgate Primary	Primary	Community	2	97%	0.92	60	420	468	--11%	15%
23	Oriel High	Secondary	Community	2	95%	1.20	240		1317		No
24	Hazelwick	Secondary	Academy	2	110%	0.94	300		1815		Yes
25	Ifield Community College	Secondary	Community	2	62%	1.35	180		1088		Slightly
26	St Margarets	Primary	Community	2	97%	1.06	60	420	417	1%	
27	Our Lady of Heaven Catholic	Primary	VA	2	126%	1.63	45	315	323	--3%	
28	St Francis of Assisi	Primary	VA	3	95%	0.93	60	420	419	0%	
29	St Andrews CoE	Primary	VA	2	97%	0.87	30	210	203	3%	
29	Oakwood School	Secondary	Community	4	93%	1.23			1245		
30	Thomas Bennett	Secondary	Academy	2	69%	1.43	240		1252		
31	St Wilfrid's Catholic	Secondary	VA	2	98%	1.12	150		920		
32	Holy Trinity CoE	Secondary	VA	3	116%	1.34	210		1303		
35	West Green	Primary	Community	2	85%	0.86	30	210	212	--1%	
	Discovery New School	Primary	Academy	?			16	112		n/a	
Notes											
1	Attainment is a percentage based on school performance versus national average										
	Primary 74% of pupils achieving L4 in English & Maths										
	Secondary 58% of pupils achieve 5 A*-C GCSE inc. English & Maths										
2	Trajectory is an index based on improvement 2011 versus 2008										
3	Numbers correspond to those used on WSCC map. Schools in green are closest to G23 building										

Section D: Education plan – part 1

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 to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12								
Year 13								
Totals		180	360	540	720	900	960	1020

Section D: Education plan – part 2

D1 CURRICULUM RATIONALE

D1.1 Mission and Vision

Having opened four primary academies in East Sussex in September 2012, Mosaica has united with Place Group to establish an all-through (ages 4-16 years) Free School in Crawley, West Sussex. The successful transition from LA control to academy status and the overwhelmingly good response of the schools' communities to the new curriculum has provided us with the impetus and confidence to open an all through Free School.

Our mission for the Crawley Free School is consistent with that of all Mosaica operated schools; that is: our schools around the world open portals of opportunity for pupils, staff, families and communities and are designed to prepare pupils for success, whether that be directly into employment or to access some of the finest colleges and universities in the world.

Our purpose is to:

- § Increase academic achievement and love of learning for our pupils
- § Raise aspirations
- § Promote global awareness and understanding
- § Promote and reward excellence in teaching
- § Deliver exceptional professional development that produces visionary school leaders
- § Form strong bonds between the school and its community

Our school will be a place in which pupils are taught to take pride in themselves, their families, their environment, their schools, their communities, and their national history and culture.

Mosaica Education's unique arts-infused Paragon® curriculum takes a hands-on, real-world approach to social studies, humanities and the arts that will be all the richer as our pupils benefit from a rigorous, college-preparatory curriculum that takes full advantage of global learning opportunities.

Attending an all-through school will enable the pupils at Crawley Free School to transition seamlessly from one Key Stage to another, enjoying the benefits of our tried and tested curriculum approach and teaching methodology. Children will experience a consistency of educational delivery and ethos as they mature into young adults. Older students will have opportunities to grow in stature as they assume responsibilities for younger pupils for example through 'House' leadership, community outreach, business development and fund raising for charity.

D1.2 Our Core Values & Educational Philosophy

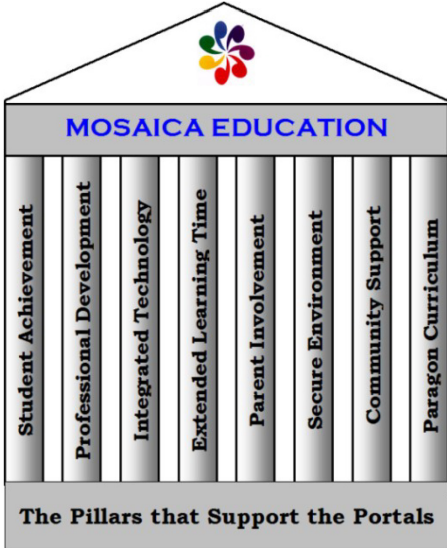
The individual child is the centre of everything we do. Our programmes, our teacher preparation, and our classroom design will be planned with the specific social, emotional, and intellectual needs of children in mind. Each programme is age and developmentally appropriate: a lifetime love of learning can best be fostered by giving children opportunities to explore, experience, and succeed in an environment rich in

resources.

Our educational approach will feature an innovative curriculum, a high degree of connectivity and personalized attention, intensive teacher training and constructivist, student-centred learning. Our programme features a longer school day and school year – this extra time at school allows for a greater mastery of curriculum content and increased exposure to enrichment programmes designed to develop the whole child. It focuses on practical application of knowledge, and strong parent and community involvement with the school. We will utilize and integrate technology to enable teachers to custom-tailor academic programmes to pupils’ unique skills and interests.

We will combine a rigorous focus on the basics of English, Maths and science with our own innovative, integrated Paragon® curriculum. Education in our schools is infused with art, music, technology and sport. In England British culture and history play a central role as we guide our pupils in understanding what they bring to their place in today’s world.

We will maintain high expectations for all of our pupils. Our objectives include higher standardized test scores and steady improvement in the quality of performance-based assessments. Our pupils are given continuous opportunities to succeed, both in the classroom and out, through the cultivation of multiple intelligences and talents. The supportive environment, along with daily exposure to content-rich materials and programmes derived from research-based teaching methods that engage children at all levels, mean our students develop a life-long enthusiasm for learning.



Mosaica opens portals of opportunity. Our “Pillars,” the tenets of our model, create openings that give each school its unique personality and customized attributes – its portals.

Each of our schools is unique – reflecting the character and values of the community it serves. Respect and appreciation of local and home languages, cultures and history are woven into the very fabric of our programmes. Our extensive experience, and more recently our operation of four schools in England, enable us to adapt well to new surroundings and deliver on our promises.

Personalised learning and continuous assessment are cornerstones of our model. Our school staffs are trained in techniques of differentiation, enabling them to identify pupils’ learning styles and to create learning activities compatible with the children’s needs. At the same time, our schools use varied assessments to enable pupils to demonstrate their understanding of concepts and skills. These assessments are also used to develop further lessons that address individual needs. At Crawley Free School the children will be assessed in Reception using the Early Years Foundation Profile and take Key Stage 2 SATs at the end of Year 6. Within each year they will be assessed against Age Related Expectations (ARE) so that we may monitor progress and plan and teach effectively.

This will provide consistency to aid transition in and out of school should any child need to move during the course of their schooling.

D1.3 The Expected Needs of the Pupils

The area of Crawley which we will serve has children with variable levels of English and Maths proficiency and is served by primary schools which range from good to inadequate (Ofsted). The community resides close to Gatwick airport and parents wish their children to do well at school and go on to obtain work in a chosen profession. Many families' incomes have been 'hit' by the world recession. However, operating close to Gatwick airport, we believe an international curriculum offer will suit their needs, raise aspirations and rekindle their confidence in the likelihood that their children can succeed in school and beyond. The Mosaica offer has a proven track record with schools in all types of socio-economic groups. The unique Paragon® curriculum will supplement and enhance the core subjects of English, Maths and science providing depth and breadth of study so that children may accelerate their achievements in the basics whilst also acquiring a love of learning that increases the scope of knowledge and understanding of the world in which we live. In short we will improve academic outcomes and raise aspirations by connecting pupils around the globe and showing them what is 'out there' and how to achieve their goals.

D1.4 Mosaica and meeting pupil needs

The success of the Mosaica Education Model is evident in its global and virtual expansions and through the resounding individual triumphs of Mosaica's many students over the past 16 years. The delivery of curriculum, the location of the pupils, and the pupils themselves may vary, but our commitment to the basics of what this education provides remains at the forefront of our mission: Mosaica continues to offer an exciting, challenging, and relevant education for pupils around the globe. With the education Mosaica provides, a pupil has the knowledge, skills, and human sympathies to participate in the twenty-first century economic and political stage, to create a piece of the world's cultural mosaic, and to leave a vital legacy for their own succeeding generations.

D2 CURRICULUM AND ORGANISATION OF LEARNING

D2.1 Overview of curriculum

D2.1.1 Our Vision

Our vision is to introduce rapid, accelerated, sustainable improvements in the schools we serve through a rigorous, methodical approach to assessment, planning, professional development and implementation. We believe in data-driven, differentiated learning; that pupils should always be at the centre of everything we do; and that the best schools foster a love of learning and a strong sense of self and community in addition to outstanding academic improvement. We believe as well that, to be most effective in delivering leadership and teacher professional development, we must model educational best practices – expanding the leaders'/teachers' love of learning and sense of self and community through engaging, differentiated learning designed to bring out the best in each participant.

We provide exceptional professional development (PD), mentoring, and coaching focused on leadership and educational excellence. Our programmes are built on effective research-based, data-focused learning improvement systems and are designed to develop, in an interactive, hands-on manner, child, family and community engagement. Each of our programmes is customized to the specific needs of the schools we serve, as well as the specific needs of their teachers, and draws on the national and international expertise of our personnel. Our onsite support and mentoring for implementation of a broad and balanced curriculum, our use of ICT to maximise learning and our use of high-quality formative and summative assessments promote teacher excellence and accelerated academic achievement.

D2.1.2 Overview of Academic Programme

The success of the Mosaica Education Model is evident in its global and virtual expansions and through the resounding individual triumphs of Mosaica's many students. We are delighted to report that the schools in East Sussex easily adopted the new curriculum immediately in all year groups in September 2012. They are also discovering the wealth of support behind the model: national and international specialists, PDs, a leadership toolkit and teaching materials. The delivery of curriculum, the location of the schools, and the pupils themselves may be greatly different than those of Mosaica's earlier US charter schools, but our commitment to the basics of what this education provides remains at the forefront of our mission: Mosaica continues to offer an exciting, challenging, and relevant education for students around the globe. With the education Mosaica provides, a student has the ability to participate successfully in twenty-first century life, to shape society, and to leave a positive legacy for succeeding generations.

We partner with parents, creating an ideal environment in which pupils have the opportunity to strive for academic excellence, explore a diverse curriculum, prepare to succeed in a global environment, and develop into lifelong learners. We ensure our schools are led by visionary teachers and leaders who are committed to individualised education and a school-wide belief that all children should be given opportunities to learn and succeed. Parents are actively involved in the education of their children, and work as part of a team with teachers to increase their pupils' achievement.

At the heart of all of our schools is the innovative Paragon® curriculum, a highly engaging, interdisciplinary social studies programme that allows students to learn about

the history of great ideas and heroes in British and world culture in a hands-on approach with integrated art and technology. Paragon® provides a multi-media, student-centred, personalized approach to learning that combines constructivism with rich content. The innovative experiential, technology and art-based opportunities encourage many non-traditional learners to participate actively in the learning environment. Experiential-based learning is all-encompassing and draws students to the excitement of the activity. Paragon®'s hands-on, cooperative learning helps to build confidence and problem-solving skills by immersing students in active, fun decision-making environments. This innovative curriculum and academic approach has successfully increased student achievement. The school will offer MFL from Reception, continuing through the Primary and Secondary school programmes.

D2.1.3 Our School Day

Mosaica schools provide a uniting force in the community, bringing together neighbourhood residents and involving them in the education of their children. Our schools serve as a strong draw for parents committed to involvement in the school mission and seeking high academic achievement for their children. The achievement of our mission is supported by a well-constructed and unique daily schedule, which consists of 4 x 90 minute lessons (English, Maths, Science/ICT; and Paragon® or MFL) and 1 x 60 minute lesson per day (Sport, RE, Music, Art).

Our schools have an extended day: in Crawley this will begin with registration at 8.15am and Lesson 1 at 8.30am - providing significantly more time-on-task for pupils to master content and improve skills. We will also work an extended calendar with 200 student days in session per annum.

Each student will have a core School Day of 8.30am to 4.30pm. A range of after-school activities and primary childcare will be available to create a longer day which will help busy parents. These activities will span sport, culture & arts and hobbies such as dance, cinema, drama and gaming. Some activities will be free while others will be available at a modest charge. Childcare provision for primary school children will be chargeable.

Primary

7.45am	Breakfast Club
8.30am	Registration & Start of School Day
4.30pm	End of School Day
6.00pm	Primary childcare closes

Secondary

7.45am	Breakfast Club
8.30am	Registration & Start of School Day
4.30pm	End of School Day
5.30pm	Clubs & Activities finish

D2.1.4 Extended Hours

The school will offer an extended day and an extended year. Each day the school will open at 7.45am for breakfast club for all age groups. After lessons have finished at 4.30pm pupils may attend a variety of clubs and activities till 5.30pm or parents may choose to place primary aged children in paid-for childcare until 6pm.

The activities on offer will vary but will be academic and recreational (including sport); these might be languages, debating, science and tech, drama, chess, football, netball, volleyball, table tennis etc etc. These groups would utilise the school facilities under the supervision of a responsible adult. For the first cohort the clubs may be limited but will increase as the school grows to capacity.

The emphasis on enrichment in a more relaxed manner after school, is to make good use of the facilities, to build confidence and good relationships, to provide a broad range of options to 'capture' as many students' interests as possible and to ensure students, especially teenagers, are supported and kept productively engaged. Also we wish the local community to see the building as more than just a place where one is obliged to attend for lessons but rather a focus for building community within an ethos of support, team work and celebration. As such, the school will encourage the community to get actively involved in the activities and clubs of the pupils at this time.

With regard to academic support we will open OASIS (Opportunities for After School Intellectual Success). OASIS is committed to providing children with various enriching and rewarding experiences that enhance their childhood memories about school and learning. We believe that by being actively involved in our programme, each child has increased opportunities for developing social, psychological and academic growth.

The OASIS programme has been developed to assist parents in providing their school-age children the opportunity to relax, study and involve themselves in personal interests in a safe environment when they are not in school. The programme does not duplicate the educational programme, but rather supplements the programme in a recreational manner. The *Compass Learning* software program is used during OASIS as an academic tutorial.

Mosaica Education schools use the *Compass* Integrated Learning System to supplement teaching and monitor student progress in English and Maths. *Compass* provides detailed reports to help evaluate individual students' needs, provides information for use in parent conferences, guides teaching decisions, and assesses progress toward critical goals. The software's "adaptive" features allow struggling students to experience successes while motivating able learners to extend their reach.

D2.2 School Curriculum

D2.2.1 Curriculum summary

The curriculum will be broad and balanced, providing opportunities for pupils of all abilities and backgrounds to succeed. We will have a focus on core learning and maximising the use of ICT in enabling all pupils to have full access to the curriculum.

In the primary phase (Reception to Year 6) there will be two classes, each of up to 30 children per year group. Students will develop strong foundations in English, Maths, science and ICT which will be based on the EYFS and National Curriculum and at times entail formal teaching of spelling, punctuation and grammar as part of our emphasis on literacy development. This deep ability in the core subjects will underpin learning in the humanities and the arts. Themed projects, utilising the Paragon® curriculum, will help these students apply their knowledge and develop skills of investigation, analysis and drawing conclusions. ICT provision will be innovative and

support all learners and learning.

In secondary phase (Years 7 -11) there will be a four form (max. 30 students in each) entry. Students will extend their academic progress in the core subjects of English and Maths with the goal of every student achieving a pass at GCSE with 80% securing at least a grade C in both. The broader curriculum will include humanities and modern foreign language but will be focused on courses leading towards qualifications in business, economics, science and technology. Learning will be enhanced by extended projects tackling real life business, industry and public service case studies with support from external mentors.

At the heart of both primary and secondary curricula will be Paragon®, an innovative teaching and learning programme that integrates humanities and social studies with technology to create a hands-on learning experience for every student. Paragon® provides continuity by maintaining the over-arching chronological order dictated by history, but accommodates specific content standards with five-week units based on an essential question that can address skills and content knowledge appropriate for different year groups. Paragon® provides children with the tools to question themselves and their world. It teaches them to think critically, to articulate their ideas verbally and in writing, and to work proficiently with technology. It is an education that provides pupils with the knowledge and skills necessary to choose any direction in life— from the performing arts to science and technology to communication and language mastery.

D2.2.2 Curriculum goals

Mosaica Education Schools set pupils on a path for personal success as well as educating students for community and global participation. Mosaica students can expect to:

- Strive for academic excellence;
- Explore a diverse curriculum;
- Prepare to succeed in a global environment;
- Provide service to a growing community;
- Participate in character education, developing a respect for others through exemplary mentorship;
- Experience cooperative educational communities in all content areas from fine arts to technology;
- Proactively learn energy efficiency and environmental sustainability;
- Develop into lifelong learners and stewards.

Staff in Mosaica Education schools are trained in all curriculum materials, with personalised goals set for pupils within subject areas and across subjects to at least meet national expectations. The teachers will work with the school's experienced leadership team, including a Paragon® Implementation Specialist, to ensure lessons and teaching are of a high quality, demonstrating fidelity to the model. A varied set of measures is used to monitor ongoing individual and school- wide pupil achievement. All staff are trained in designing Personalised Student Achievement Plans (PSAPs), which are developed on the basis of pre-testing, observations, parent and student input. These plans are then modified throughout the year to reflect gains or newly identified weak areas.

D2.2.3 The Paragon® Curriculum and how it propels powerful pupil learning.

Paragon® contains:

- teacher overviews with comprehensive support materials
- web-based lessons utilizing the strengths of Interactive Whiteboard technology
- selected high quality appropriate video clips, music and art-history links and engaging graphics
- anchors deep pupil mastery of content with an immersive learning environment
- combines cultural literacy with hands-on learning
- builds community through Paragon® Nights
- connects across the curriculum
- meets National Curriculum requirements
- cultivates emotional intelligence and a sense of purpose and passion
- inspires pupils to become the conscious architects of tomorrow

In the Primary phase Paragon® enables pupils to take a school wide, activity based, chronological journey through the history of great ideas and heroes in world culture. Children step into the shoes of heroes and everyday people in their total immersion, inter-disciplinary learning experience. Each of the eight units culminates in a Paragon® Night or Event where all pupils showcase their learning for parents and members of the community.

From Years 7-9 Students will study Paragon® Humanities: four ten week long themes throughout each year. Based on adolescent-based brain research, pupils will be immersed in a project-based learning experience as they construct their own text book. Paragon® Humanities builds on the primary programme with deeper investigations into National Curriculum aligned history and geography topics building a depth of knowledge in the Social Sciences and Humanities with project-based co operative learning.

Paragon® World Literature enables Key Stage 3 students to expand their English skills and their love and understanding of literature by reading novels, plays, folktales, myths, biographies and a variety of other genres that connect to the culture and era featured in Paragon® Humanities.

The Paragon® STEM (Science Technology Engineering and Maths) *Guides* highlight the historical development of technological innovations from the era featured in their Paragon® studies along with archaeology and engineering feats in world monuments. Pupils work collaboratively to design their projects, selecting their materials and presenting formally on their problem-solving strategies. Maths and Science skills are applied with real time relevance in this programme which is taught once a week throughout the year.

Teachers in all Key Stages, will also utilise the *Walking with Giants* programme. Heroes, both well known and unsung, are an integral part of history. Pupils will explore the character and leadership qualities that have always made ordinary people capable of extraordinary contributions to humankind. Pupils will be taught to recognize their own capacity to cultivate these qualities and practice mindfully applying them in school and at home.

Sport and the Performing Arts will be a significant part of the curriculum with every student expected to participate in physical exercise for at least 2 hours per week.

D2.3 Primary phase curriculum

D2.3.1 Primary curriculum overview

Our all-through philosophy and approach will make the transition from EYFS to Key Stage 1 as smooth as possible and build on the excellent foundation laid in the early years, providing a solid platform for children to make progress in school and develop as lifelong learners, based on excellent teaching. As pupils progress through Key Stage 1 a thematic approach to curriculum delivery, centred around the Paragon® Curriculum, will remain evident, supplemented by subject specific lessons.

Year 1 pupils will take the reading test and Y6 pupils will sit end of Key Stage 2 national tests.

We will place an appropriate level of emphasis on core learning as seen in our indicative timetables. These summaries cover other subject areas and illustrate how the approach to curriculum delivery is in keeping with our vision including the focus on Global Education. Our approximate allocation of time in the Primary phase is shown below, demonstrating breadth and balance together with our focus on core areas of learning (including English, Maths and science) with a developing emphasis on the sciences which will go beyond time aspects, as a cross-curricular vehicle used by teachers to convey knowledge, understanding and skills in other subject areas. In Reception and Key Stage 1, one teacher will remain with the class using a thematic model of curriculum delivery. Approximate Key Stage 2 subject time allocations are detailed below. Cross-curricular skills such as SMSC / PLTS will be planned in by teachers.

Subject	# of lessons per week	# of minutes per week
English & Literacy	5	450
Maths & Numeracy	5	450
Science & Technology	4	360
MFL	1	90
Walking With Giants	1	90
Paragon® Humanities	4	360
PE	2	120
Paragon®-RE	1	60
Paragon®- Music	1	60
Paragon®-Art	1	60

D2.3.2 Reading in the Primary school

The Report of the US National Reading Panel (NIH, DHHS, 2000) summarized several decades of scientific research that clearly showed the effective teaching of reading addresses five critical areas: Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. UK research also demonstrates that no single pedagogical process suits every child at every stage of development. Current best practice strongly indicates a mixed menu that is known as 'the theory of optimal instruction' (Solity 2009), which unites two previously polarised approaches to form

the extended teaching of phonics through real books. Crawley Free School will adopt this approach, which allows for a personalised reading programme for each child, under the guidance of the lead professionals working in the school.

This blended approach involves teaching emerging readers an optimal number of core phonic and sight vocabulary skills that are then applied to a wide range of books beyond a reading scheme. Meeting the needs of reluctant readers is key to ensuring success for all, and if these pupils are required to learn too many phonic skills they may unintentionally be held back from attaining the status of a 'free reader'. As a result, for these pupils reading remains a chore with resulting loss of motivation, enjoyment and achievement.

Through the optimal approach described, they will gain confidence quickly through phonics based methods and then become engrossed in stories and good quality literature so that they become passionate readers who read for their own enjoyment as well as to access information of all kinds. Through this approach our pupils' imaginations and interest in reading will be stimulated and they will have a strong motivation to gain the necessary skills to attain proficient reading levels.

Classroom environments will be rich in good quality children's literature. Children will be immersed in books and stories, and teachers will model a passion for all kinds of books and reading to the children so that while ICT will be an important teaching and learning tool, pupils will not lose sight of the printed word or be over-reliant on pixels. Where ICT can be used to accelerate learning or support pupils at risk of falling behind, teachers will take the required steps in modifying the learning experiences of those pupils to ensure progress is maximised.

Careful attention will be paid to ensuring that each classroom is supplied with the best children's literature as well as books selected from the best reading programmes. Books will be provided at all appropriate reading levels to ensure that there is an appropriate challenge for all pupils.

This approach will be prevalent in Reception and Key Stage 1, and possibly into KS2 depending upon the needs of the child.

In dedicated English lessons spelling, punctuation and grammar will be taught in engaging, relevant ways through a variety of genre which will then be reinforced in cross curricular fashion through other subjects especially Paragon®.

In addition, specific aspects of the English curriculum are addressed in the supplementary Paragon® Plus Guides. The diverse topics include: Traditions, Holidays, Shakespeare, Women's World History and Entrepreneurship.

D2.3.3 Numeracy in the primary phase

Mathematics and the acquisition of numeracy skills can be daunting yet are an essential part of the curriculum. Therefore to help children succeed in this subject, mathematical concepts are developed in meaningful contexts to engage and motivate them, and connect the 'why' with the 'how.' The recommendations by the US National Research Council (2001) named five strands of proficiency: 1) understanding, 2) computing fluently, 3) applying concepts, 4) reasoning logically,

and 5) engaging with mathematics. Crawley Free School will fulfil National Curriculum requirements whilst incorporating the five strands listed above.

The school will operate a Closing the Gap class for those who fall behind targets for their year group in Reading or Numeracy.

D2.4 Early Years Curriculum

In the Reception classes we will adopt enquiry based learning approaches throughout the curriculum. Indeed the Paragon topics are a fitting vehicle for the application of the EYFS areas for learning, both Prime and Specific.

D2.4.1 Communication and Language

Children's learning and competence in listening and attention, understanding and speaking, will be developed and extended through a rich language environment and opportunities to listen for example to rhymes and familiar stories and encouragement to use their skills in a range of situations and for a range of purposes. We will place due emphasis on parent and carer engagement by providing the home with an appreciation of our approach to developing communication and language skills.

D2.4.2 Physical Development

Pupils' physical development will be encouraged through the provision of opportunities for active and interactive learning including play. Pupils will learn about the world around them, benefiting from the Science with Technology specialism in terms of cross-curricular context and themes, supporting connections between new information and what they already know. Healthy choices in relation to lifestyle and food will be supported by Crawley Free School.

D2.4.3 Personal Social and Emotional Development

Pupils will be provided with experiences and support which will help them to develop a positive sense of themselves and of others in developing social skills and emotional literacy. As pupils mature physically, and emotionally, our focus on pupil leadership will support and inspire the development of character in an appropriate manner.

D2.4.4 Literacy

Children's learning and competence in reading and writing is essential for underpinning development across all areas of the curriculum in the primary phase, Therefore in the Early Years children will have access to a wide and stimulating range of materials. They will be taught how to link sounds with letters in order to build words and will also be exposed to a broad range of sight vocabulary. They will listen to stories and poems and share non fiction works. Parents will be encouraged to further the work of teachers at home.

D2.4.5 Mathematics

Pupils will be supported in developing their understanding of these areas in a wide range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They will be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use. We recognise that Mathematics and Numeracy can sometimes seem daunting and will make our approach learner-friendly, memorable and therefore highly effective.

D2.4.6 Understanding the World

Pupils will develop the knowledge, skills and understanding needed to make sense of the world around them. Due to the all-through school the primary phase pupils will have the opportunity to use the purpose built science laboratories, technology rooms, and the teaching skills of those departments, to further their understanding. This learning will be supported via opportunities for pupils to understand and use technology, study organisms, people and objects in their natural environments and in real-life situations, and to undertake practical experiments and investigations including working with a range of materials.

D2.4 .7 Expressive Arts and Design

Pupils' creativity will be nurtured via the provision of support for their curiosity, exploration and play, including opportunities to share their thoughts, ideas and feelings through a variety of artistic, musical, movement, role-play and discussion activities, also via whole-school productions.

D2.5 Other primary phase subjects for KS2

D2.5.1 Science

Houghton-Mifflin Harcourt's programme *Science Fusion* has been designed for blended learning and has excellent on line components. The programme also features STEM activities for every year group to promote cross-curricular connections and critical thinking skills. STEM projects integrate Science, Technology, Engineering and Maths into one unified and interconnected means of learning. STEM projects complement the content area pupils explore in the Paragon® Curriculum and reinforce the concepts they are exploring in mathematics. Through STEM, pupils explore Maths and science in a more personal way and hone their skills in problem solving and critical thinking skills. As with the Paragon® STEM cross-overs, *Science Fusion* has been developed with the same backward design principles as Paragon®, and uses the same inquiry approach, essential questions, differentiation strategies and above and beyond activities.

In addition to those integrated into the new science programme, Mosaica provides highly engaging Paragon® STEM guides for teachers to use with pupils in order to frame and support each STEM project.

D2.5.2 Geography

Children will study geography through Paragon® as described above. They will become knowledgeable about the countries, including England, and continents of the world- their location and context. They will also study their locality at an appropriate level so that they are aware of their surroundings and the context in which they live.

D2.5.3 History

Pupils will study history through Paragon® as described above. They will learn about chronology, about place and time, cause and effect and will use source material to build a picture of the past.

D2.5.4 ICT

The Crawley Free School will feature-rich multimedia to supplement all facets of learning—Maths, Science, English and the Paragon® curriculum—and infuse technology into experiential activities. In-class computer usage improves learning in two main ways. First, computer software allows frequent monitoring of pupil progress

at individual and class levels. Second, it enables children of different abilities to work at levels that challenge them.

We will provide pupils with keyboard and mouse skills so they can make full use of computers for a range of curriculum applications including English and Mathematics where Reception level software will support core skills development. Paragon® is taught using ICT and the children need to research projects using ICT. There will be an opportunity for pupils to build up their own e-portfolios (Interactive Paragon® Journals: IPJs) and we will teach e-safety right from the start to safeguard well-being when pupils are online. Our ICT solution will include fast broadband internet access with a tuneable filter.

D2.5.5 Technology

Taught through Paragon®- most notably STEM projects-this is a fascinating area for young children and we will exploit this interest by ensuring that pupils have opportunities not only to link the subject area with life, which is richer by the day in technology of all kinds, but also to develop an appropriate level of understanding, for example by linking the characteristics of materials to their common uses. Together with ICT, this subject area serves all parts of our curriculum and we will exploit transferable skills development in aspects such as problem solving and collaborative working.

D2.5.6 MFL

From Reception upwards pupils will study Spanish or French and the lifestyle of French and Spanish people, particularly the children. The approach will be conversational with the youngest children leading to reading and then writing as their confidence and knowledge grows.

D2.5.7 PE

As an all-through school we will ensure a smooth progression in PE throughout the school, blending focus in Early Years and KS1/2 on the development of gross and fine motor skills, hand-eye coordination and suitable game skills. There will be a keen focus on health and safety while allowing children to enjoy this subject to the full.

D2.5.8 Arts

Through the Paragon® units of study, pupils have opportunities to develop their creativity, skills and self-expression through for example music making, drama and painting. ICT packages will also be used to introduce pupils to a key aspect of digital literacy.

D2.5.9 Personal, Social and Health Education

As previously stated this is largely taught through the *Walking with Giants* programme whereby pupils explore the character and leadership qualities that have always made ordinary people capable of extraordinary contributions to humankind. Pupils will be taught to recognize their own capacity to cultivate these qualities and practice mindfully applying them in school and at home.

In this all-through school the Proposers are acutely aware of the need to prepare pupils for the next (i.e. secondary) stage of their education and will do so, benefitting from the progression and continuity advantages of a 4-16 school.

D2.6 Primary curriculum by year group

D2.6.1 Reception

Children will be expected to start in Reception following the normal school day. The teacher and Teaching Assistant, though, will be mindful of the needs of the young child and will pace the day accordingly. Early Learning Goals from the Early Years Foundation Stage Curriculum will be used to establish expectations for children to reach, and in some cases surpass.

During this school year, children are encouraged to use many different ways to master basic skills and find solutions to problems through purposeful play. As the year proceeds and the children get to know each other, they learn to get along effectively, to negotiate the use of shared space and materials, to care for one another, and to ask each other thought-provoking questions. These components - learning by exploration and interaction with materials and the social learning which comes from being a member of a busy engaged classroom community - are the foundation for all future school learning.

The eight Paragon® themes for this year group, each lasting approx five weeks, are child-centred and ask the following questions:

- Who Am I?
- What is a Family?
- What is a Home?
- What do clothes teach us about people?
- How do people celebrate?
- Why do people create art?
- How do people live off the land?
- How do people live today?

The enquiry based learning engendered by the Paragon® topics lends itself very well to the application of the EYFS areas for learning.

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

D2.6.2 Year 1

During this year, we emphasize learning through sensory exploration and discovery in independent, small group, and whole group situations. Well-provisioned classrooms with two adults per class combine to provide plenty of attention, time, space, and choice for individual areas of readiness, particularly in speaking and listening, reading, writing, Maths and socialization. In addition, a wide range of experiences are offered to further develop each child's fine and gross motor skills.

Pupils enter the classroom with individual strengths and approaches to learning. They gain an understanding of classroom routines and expectations.

Year 1 pupils continue to strengthen their emergent and beginning reading and writing skills and their knowledge of mathematics. Paragon® enhances the teaching and learning experiences by providing opportunities for literacy to be integrated in all subject areas and provides rich speaking and listening opportunities. Each child is nurtured and provided with countless opportunities to flourish in their own unique way.

Paragon® themes ask the same question as in Reception, but at a deeper level as each is based in a particular global context at a certain period in time:

Theme: Myself	Me: Who Am I?	Families: What is a family?	Homes: What is a home?	Clothes: Clothes teach about people?	Celebrations: How people celebrate?	Art: Why do people create Art?	Nature: People 'live off the land'?	My World: How do people live today?
Context:	Egypt	Rome	Africa	Europe	India	SE Asia	Australia	Britain
Era	Ancient World	Classical World	Middle Ages	Renaissance And New world	Kingdoms And colonies	Revolution & Independ.	Unification and Industrial.	Modern Day

D2.6.3 Year 2

Year 2 is a time of tremendous growth! The emphasis during this year is placed on assuming responsibility for personal property and needs, respect for one another, following directions, working together cooperatively, problem-solving, and ownership of one's own learning.

In Year 2, children express their own ideas and consider others' points of view when they talk with partners about the books they read. They write their own stories. They learn to justify and explain their thinking as they explore the meaning of number through problem solving. They learn to research information when working on Paragon® projects. They learn about people and places from around the world and integrate this knowledge into their core subjects. They learn to pose thoughtful questions and discover the different paths thinking can take them on when working with others and independently.

Year 2 students continue to strengthen their emergent and beginning reading and writing skills. They use true literature to build decoding strategies and a genuine love of reading. As writers they begin the year writing, drawing and sharing stories. They learn about the importance of this form of communication as the year progresses.

Year 2 Paragon® themes:

- What do people need?
- What is a community?
- How do people help their communities?
- How do people make their dreams come true?

- How do people create communities?
- How do dreamers shape communities?
- Why are people drawn to cities?
- How do people communicate?

D2.6.4 Year 3

In Year 3 children are beginning to consolidate the skills that they have been developing, while at the same time gaining more independence and responsibility for their own learning. They are more able to work as members of a large or small group, and they are increasingly expected to recognize the perspectives and needs of others.

The classroom teacher works to integrate knowledge and questions that children raise with the topics and skills studied in Year 3. Paragon® provides opportunities for them to research and explore the world around them and to integrate this knowledge into their core subjects.

Paragon® Units in Year 3:

- Why did people start to farm?
- How do people live in rain forests?
- How do people live in a desert environment?
- How do communities connect with each other?
- How do people live on an island?
- How do people live on the coast?
- How do people live in icy lands?
- How do we live in Britain?

Children continue to strengthen their reading, writing, listening and speaking skills by reading and discussing books with peers and adults. Various types of writing occur throughout the day including both creative and descriptive projects in literacy, Paragon® and science lessons.

A variety of manipulatives and hands-on activities are used to introduce and reinforce math topics, such as multiplication, two and three digit addition, fractions and more. Pupils are also taught to explain their reasoning and solutions to mathematical problems as well as to create their own word problems

D2.6.5 Year 4

Pupils enter Year 4 having mastered a variety of tools for learning. During the course of the year, children begin to use these skills to become more intentional in their thinking, reading, writing, and problem-solving. We foster their efforts to become involved in learning at a deeper level by modelling active learning strategies.

During conferences, discussions, literacy programs, Paragon® studies and direct teaching, we will work with the children to increase the range of their response to books, experiences, writing, and each other. We expect they will be able to raise questions, be specific with praise, consider alternative solutions, make connections, and explain their thinking both orally and in writing. They make rudimentary steps towards evaluating their strengths as learners and recognizing ways in which they learn best.

Year 4 is packed with exciting adventures and discoveries that are integrated into the ongoing Paragon® themes for the year. Reading independently, with partners and in groups alongside exploring Maths independently, and in small groups keeps them engaged, busy and productive.

Paragon® Units in Year 4:

- How does culture flow from a river?
- How does culture expand?
- How do cultures share goods and ideas?
- How do explorers connect cultures?
- How do different cultures inhabit the same land?
- How did events and developments help shape our community?
- How do modern day events and developments affect our community?
- How do neighbouring peoples interact and stay unique?

D2.6.6 Year 5

Year 5 is an exciting year in which children become more independent in their school work and are eager to explore the world around them.

The Year 5 curriculum is an interdisciplinary one designed to develop active, responsible learners. It encourages children to engage in active exploration of the world - through story, literature (enhanced by the Paragon® programme), art, mathematical investigations, science experiences, field trips, discussions, music, and ongoing questioning. Children develop responsibility for their work by meeting expectations, raising questions, pursuing areas of curiosity in greater depth, and building on their strengths as learners.

In reading, students strengthen their selection of independent readers/books. They participate in reading partnerships, book groups, literature circles and more. Fiction writing and research reports are both integral parts of the Year 5 writing experience. Paragon® provides opportunities for pupils to research people and places around the world. STEM and Maths curricula focus on developing critical thinking skills through problem solving, computation skills and communicating mathematical thinking.

Paragon® Units in Year 5:

- How do we recognise a civilisation?
- Can a civilisation die out and then live on?
- How can we tell what a civilisation values?
- What can we learn about a civilisation from its great thinkers?
- How do people plant the seeds of a new civilisation?
- How does a civilisation build an empire?
- How is a civilisation defined by an era?
- How do changes in society impact individuals?

D2.6.7 Year 6

Year 6 pupils feel proud of their growing responsibilities in the primary school. As role models and experienced members of the school they take pride in their academic work as readers, authors, mathematicians and historians and enjoy sharing their experiences with the rest of the school.

The Year 6 curriculum consists of activities, discussions, debates, experiences and

written work that encourage each child to become independent, creative thinkers, readers, writers and problem-solvers. We foster children's efforts to become more responsible for their learning by asking them to be accountable for their work, meet expectations, raise questions, pursue areas of curiosity in greater depth, and share discoveries they make. Pupils are asked to examine their strengths as learners and make use of these strengths and other helpful learning strategies.

Year 6 pupils read and write in a variety of genres, including poetry, personal narratives, fiction, non-fiction and essays. Along with practicing traditional computation skills, Year 6 also work on various mathematical and STEM projects through Paragon® that nurture critical thinking and investigation processes.

Paragon® Units in Year 6:

- How do we unlock the mysteries of a civilisation?
- What do we learn from the ruins of an empire?
- How do we piece together a vanished culture?
- What happens when people change their religion?
- How do the Arts enlighten us about the past?
- How have ideas ignited revolutions?
- How can technology change life?
- Who are we?

D2.7 Secondary phase curriculum: KS3

D2.7.1 Subject allocation and timetable for Years 7, 8 and 9

To ensure that the school provides a broad and balanced curriculum the Proposer group has drawn up this provisional curriculum. Below is the subject time allocation breakdown for a Year 7 student starting in 2013.

Subject	# of lessons per week	# of minutes per week
English	5	450
Maths	5	450
Science/Technology	5	450
MFL	2	180
PE	2	120
Paragon®- History/Geography/Social Sciences	3	270
Paragon®-RE	1	60
Paragon®- Music	1	60
Paragon®-Art	1	60

Day	08:30	10:00	11:00	12:00	13:00	14:00	15:00	16:00
1	Maths	English	Music	Science	MFL			
2	Science	Paragon	Maths	English	Sport			
3	Paragon	Maths	Art	English	Science			
4	Science	Paragon	Maths	English	Sport			
5	English	MFL	Science	RE	Maths			

Throughout Key Stage 3, Paragon® continues to play a significant part in engaging pupils and fostering a love of learning and an enquiring mind. Now though, Paragon® studies are divided into Paragon® Humanities and Paragon® World Literature.

The curriculum seeks to fulfil the school's vision and ethos of producing adults who are well rounded open-minded global citizens; they should leave the school with a set of values and the ability to show sensitivity and tolerance towards those with differing views. They should be knowledgeable about our country and the world- its history and its people. They should be lifelong learners, with the ability and the desire to find out anything they do not know. They should be industrious and respectful.

D2.7.2 Core subjects: Maths, English and Science & Technology

An understanding of our own language, Mathematics and Science is essential to a pupil's life chances. It is critical that no pupil is lacking in confidence in the core subjects as they are the basis on which a pupil's individual success and confidence is built. Therefore these subjects have been allocated the 'lion's share' of time with 450mins each per week. We have integrated Technology with Science as we see the two intertwined and believe technology has to permeate all learning as indeed it runs through all aspects of our lives in the 21st century. Science and Technology are vitally important to the economy of the United Kingdom and so we have placed emphasis on these aspects as the children will study the subjects discretely but also, at times, in Paragon®.

D2.7.3 Paragon®

The school will utilise the Paragon® programme to develop cultural literacy and enquiry-based learning which will act as a stimulus for learning across the curriculum. This open-ended personalised approach provides challenge at an appropriate level for all pupils. We will ensure the curriculum has rigour, pace and depth. It will be broad and balanced as Paragon® encompasses History, Geography, Art, Music and RE. While the core subjects of English, Maths and Science/Tech are also given prominence. Year 7, 8 and 9 Paragon® Humanities & Paragon® World Literature are taught in ten week blocks (labelled as “Quarters”).

Sample Year 7 Paragon® Curriculum Map shown below:

Paragon® Humanities Yr 7	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Theme:	<i>How did humans live before the dawn of civilization?</i>	<i>How and why do we decode ancient civilizations?</i>	<i>What are the roots of Western Civilization?</i>	<i>What was culture like in Pre-Columbian America?</i>
Era:	3 million years ago – 30,000 years ago	5000 BCE – 1000 BC	2200 BCE – AD 500	AD 300 – 1700
Context:	Africa, Paleolithic era, Middle East	Mesopotamia, Egypt, China, and India	Greece & Rome	South America, Mesoamerica
Paragon® World Lit Yr 7	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Text:	Text: My Life with the Chimpanzees Author: Jane Goodall	Text: Epic of Gilgamesh Author: Geraldine McCaughrean	Text: Greek Mythology Author: Olivia Coolidge	Text: The Well of Sacrifice Author: Chris Eboch
Genre/ Aspect of study:	Language Arts Focus/ Writing Domain: Biography	Language Arts Focus/ Writing Domain: Study of Epics	Language Arts Focus/Writing Domain: Mythology	Language Arts Focus/ Writing Domain: Genre Study and Adaptation
Context:	Africa, Asia, Europe, and the Americas	Mesopotamia	Greece	Sth America, Central America, Mexico

D2.7.4 MFL

Languages have been allocated 2 x 90 minute lessons per week. Students will select either French or Spanish. Students wishing to study both languages will be given the option to attend an after school class for this purpose.

D2.7.5 PSCHCE

PSHCE will be divided between Science, RE and Paragon® -Walking with Giants lessons, depending upon the aspect of learning. For example, citizenship is taught throughout Paragon®, Sex Ed within Science, Relationships within RE and Paragon® WWG.

Debate and role play are often utilised within Paragon® as a means of engaging the learner and stimulating logical thought processes. We will hold inter-class debates and discussions. This will not only motivate pupils through competition, but also foster skills outlined in the vision and ethos. Drama is not included as a discrete subject in the curriculum until KS4. In KS3 it will be integrated into the English and Paragon® curricula. Drama will be used to provide the practical experience of English.

D2.7.6 Sport and PE

Sport plays a vital role in the character of the school. The school will actively seek funding, sponsorship and links with local clubs. We intend to offer a wide range of competitive sports. We have allocated 2 x 1 hour sessions per week of sports set at the end of 2 days. All 4 classes from the year group take PE at the same time so that the school can offer a wide range of options to suit all needs; teachers will be able to differentiate by ability where appropriate and those selected for school squads can continue training after the lesson in a seamless fashion.

D2.7.7 Key Stage 3 curriculum summary

In summary, the school has the vision that all pupils can be confident, hardworking, ambitious and successful, regardless of their background. Before that can happen, all need a successful base from which to start. Implicit within the curriculum is the rigour and high expectations of the staff towards the pupils and their output. The best phrase to sum this up is a “no excuses” culture. There will be no excuses accepted for poor work. The consequence of poor work will be the resubmission of the work at a higher standard. The pupils will be able to access the support needed to work themselves towards success in their studies. It is this thread that will run through the curriculum; pupils will work towards success themselves. It is the view of the steering committee that the school will avoid “spoon feeding” pupils to success, as it is seen as damaging to the long term future of those pupils. The standards will not be altered, but the help and time offered will be increased to build a pupil’s confidence.

The school’s ethos is implemented through the vision. As the school shapes the pupils into hardworking, ambitious individuals, they will develop a love of and respect for learning. The school will make every effort to make the learning rigorous but enjoyable and relevant. Approaches to learning and attitude of mind, as expounded on in the first section, are what the school will focus on. Through success by their own endeavours they will have a sense of pride in themselves and their own achievements. The curriculum will be designed so they are aware of the community around them, the achievements of their country and the nature of the world today.

These threads will run through the curriculum from Year 7 to the end of the Year 11 to encourage pupils to work hard, enjoy their learning and to have pride in the work and success.

The school will use the data from primary schools as a means of setting the children in Year 7 for English, Maths and science. This will act as a benchmark to track progress. There will be 3 further testing periods during the academic year. The school is not selective. The tests are merely used to place children in an appropriate set to enhance their learning chances. Setting and testing continues in a similar format for Years 8 and 9.

Pupils with scores in the higher and lower ranges will be given either a modified curriculum to meet their needs and provide the optimum level of challenge. No pupil will be left to regress or remain static in their attainment. The school will try to ensure that the class sizes of those requiring support to catch up are as small as can be made. This will have an impact on the class sizes of the other classes. We aim to have no more than 30 pupils in a teaching class or group. The third test at the end of the academic year will be a summative test to designate groups for the next year, and provide an end of year level.

D2.8 Secondary phase curriculum: KS4

D2.8.1 GCSE options for Year 10 and 11

All students will be required to study three core subjects:

1. English
2. Mathematics
3. Business

Students then opt for either a Science & Technology pathway or Humanities & Arts pathway. All students will still be required to take part in PE for 2 hours per week.

The school plans to offer the following GCSE qualifications to the pupils:

CORE SUBJECTS	English/Maths/Business	
	Science & Technology pathway	Humanities & Arts pathway
Compulsory	Chemistry Biology Physics	Combined Science History Geography
Choose 2 from this section	ICT Technology Food Technology French Spanish	Art Music Drama French Spanish

We recognise that for a very small number of pupils it may occasionally be necessary to provide a different and bespoke pathway that may be more in keeping with their special needs, attributes or abilities. Therefore we will investigate the need and benefit of a third pathway to meet needs of pupils once we have our first cohorts and can better understand their needs etc. If appropriate this would be put in place from 2017 when the first cohort enters Year 10. Should this pathway be necessary, it will always involve an academic input of the core curriculum but could be supplemented by time spent on vocational courses (possibly accessing resources held with other learning providers) and/or some vocational work experience. These individual pathways would only be provided after careful consultation between school staff, pupils and parents as our overriding priority is for all of our pupils strive for excellence and to achieve the qualifications necessary to prepare them for entrance to the best universities and for seeking employment in the highest spheres.

D2.8.2 Science & technology pathway curriculum and timetable

Year10 students opting for the Science & Technology pathway will undertake the following:

Subject	# of lessons per week	# of minutes per week
English	4	360
Maths	4	360
Business	2	180
Chemistry	2	180
Physics	2	180
Biology	2	180
Option 1 e.g. ICT	2	180
Option 2 e.g. Spanish	2	180
Paragon®	2	120
Sport	2	120
Self-study	2	120

The example below shows how a Year 10 pupil's timetable content could look:

Year	Day	08:30	10:00	11:00	12:00	13:00	14:00	15:00	16:00
10	1	Maths	English	Self study		Physics	Option#1		
10	2	Chemistry	Business	Biology		English	Paragon		
10	3	English	Maths	Sport		Physics	Option #2		
10	4	Biology	Option #1	Maths		English	Sport		
10	5	Option #2	Business	Chemistry		Self study	Maths		

D2.8.3 Humanities & Arts pathway curriculum and timetable

Year 10 students opting for the Humanities & Arts pathway will undertake the following:

Subject	# of lessons per week	# of minutes per week
English	4	360
Maths	4	360
Business	2	180
Science	2	180
History	2	180
Geography	2	180
Option 1 e.g. French	2	180
Option 2 e.g. Art	2	180
Paragon®	2	120
Sport	2	120
Self-study	2	120

Year	Day	08:30	10:00	11:00	12:00	13:00	14:00	15:00	16:00
10	1	Geography	Maths	Self study	English	Option #1			
10	2	English	Maths	Science	Option #2	Sport			
10	3	Maths	History	Paragon	Science	Business			
10	4	English	Maths	Option #1	Option #2	Sport			
10	5	History	Geography	Self study	Business	English			

D2.8. 4 Intervention

Pupils who are still in need of the extra time and support in the core subjects will have the preparation time at the end of the day given over to the purpose of improving their performance. It is likely that such intervention would also use a portion of the enrichment time. This would be done in consultation with the parents and pupil. The focus of the school would be to give the pupil every chance to improve before the additional time is allocated. This is in keeping with the ethos and vision, that it is the pupil who attains success through their own hard work and ambition.

D2.9 Enrichment

The school will have an enrichment programme as described earlier. It is currently planned that the programme will allow a variety of sporting, educational recreation, further study activities.

Many of the clubs will be provided by the school staff and parent volunteers. However we are looking into sponsorship as well as outside clubs making use of the facilities with our pupils being able to attend the sessions. The rates charged for these will have to be competitive, and it is proposed that the bursary be offered to those families who cannot afford to contribute.

We plan to have the activities fully in place before the end of the first full term of opening, with many of the providers being in place before the opening of the school. The school intends to canvass all those parents who are successful in their applications with the activities on offer to assess demand.

The other way this time can be used is if it is allocated for further study if a pupil is falling well below the expected attainment, or if they wish to apply more time to that subject. This club, known as OASIS (Opportunities for After School Intellectual Success) will have to be accessed in consultation with the parents or carers of the pupils concerned, but it will form part of the contract the parents agree to when their child attends the school.

D2.10 Organisation of pupils

D2.10.1 Academic organisation

Pupils in the primary phase will be in mixed ability classes. However their teachers may group according to ability within class for English and Maths.

Pupils in Key Stage 3 will be organised according to ability in Science, Mathematics and English following tests and teacher discussion between the primary and secondary staff at the end of Year 6. Staff from KS3 will place incoming students from other schools into the most appropriate set for them, again deciding this on test data and primary teacher recommendation where possible. If it becomes apparent that a child has been assigned to an unsuitable set, then s/he will be transferred at

the end of the first term (numbers permitting). All pupil places in sets will be reviewed each term throughout KS3.

The justification for setting is to more accurately target support and provide appropriate pace and challenge in lessons in order to maximise pupil progress. The school will have high expectations of all. Every pupil will be encouraged to feel they are capable of achieving their best. Progress will be held in high esteem. There will be no difference in the rigour of lessons in terms of the high standard of preparation and the outstanding teaching expected. What will differ will be level of difficulty and adult support, and class size. The vision of the school is for all students to love learning, feel confident and achieve their best. Targeting those pupils who need it with help and support in order to make progress is part of our vision and setting is a way to increase the chance of this happening.

D2.10.2 Pastoral organisation

In the Primary phase, children will be with their class teacher for the vast majority of time.

Organisation in the secondary school will be horizontal in nature, with pupils placed in tutor groups by year group. The children will be placed in their groups in Year 7 and will continue in it until Year 11. Each tutor group will have an assigned tutor who will remain with the students throughout KS3 and KS4. With a full cohort, the groups will be no larger than 30 requiring 4 tutors per year. The justification for using the horizontal system is so that the pastoral and the academic systems complement one another which also allows for closer monitoring of the progress of whole cohorts, individuals and sub-groups including those pupils with SEN, those with disabilities and those pupils who attract Pupil Premium funding. The administration of intervention and flexible timetabling arrangements can be better coordinated using a horizontal system. Helping to administer this would be the Head of Year and their deputy, both of whom would become key contacts and points of reference for staff and pupils alike for matters pertaining to their year group.

The school will have a House System as a way of encouraging team spirit and healthy competition between pupils.

D2.10.3 Homework

Crawley Free School will broadly follow existing guidelines for the amount of time expected to be devoted to homework as shown below.

Year Group	Content	Approximate Time Daily
Rec	Reading, phonics, mathematical activities, Paragon® activities	No set time
Yr 1 & 2	Reading, phonics, spelling, writing, Maths, Paragon® activities	20 mins
Yr 3 & 4	English, Maths, Paragon® activities + other subject as determined by the teacher	30 mins

Yr 5 & 6	English, Maths, Paragon® Activities + other subject as determined by the teacher	45 mins
Yrs 7,8,9	Across Key Stage 3 subjects consisting of a range of activity types. 1.5 hours per day would be typical	Yr 7 - 1 hour Yr 8 - 1 hr 15 mins Yr 8 - 1 hr 30 mins
Yrs 10 & 11	Wide range of homework activities including independent learning and research assignments.	2 hours

D2.10.4 Early entry/Fast Track

The Crawley Free School believes in entering pupils for examinations only when they are truly ready to do so and will perform at their best. Therefore it will not seek to put pupils forward for early entry as a rule. However those pupils of exceptional ability will be offered the chance to enter exams earlier as long as there is no chance of the pupil attaining a lower grade than if they took the examination at the normal time. Those pupils who are very able would be offered the chance to enter exams earlier than the rest of the cohort. Any GCSEs that are passed in Year 10 will be replaced with either another subject that the pupil expresses an interest in for an additional examination, or a subject of interest to the pupil if there is insufficient time to study for the exam in Year 11.

D3 STAFFING

D3.1 Staffing overview

The school will open in September 2014 with 2 classes in Reception (each of 30 places) and 4 in Year 7 (each of 30 places). Some staff members will play dual roles whilst the school grows.

The staffing has been organised such that the school's ethos and challenging attainment targets may be at least met.

Paragon® is a prominent, unique feature of Crawley Free School. The nature of Paragon®, which pervades the whole school, dictates that students are actively engaged- often in hands-on activities. Thus, we have assigned leadership roles to this part of the curriculum and will allocate a high number of TAs throughout the school - particularly in the primary phase.

We will appoint a Behaviour Improvement Specialist to minimise behaviour as a barrier to learning.

D3.2 Primary Phase

In September 2014 the Primary phase will have a Head of School, 2 teachers, 2 TAs and a part time (0.5) SENCo.

The Primary phase will reach capacity in September 2020, when it will have:

- 1 Head of School
- 1 Deputy Head
- 2 Asst Heads
- 14 class teachers
- 1 HLTA
- 10 TAs
- 1 SENCo.

Every class up to Year 3 will be provided with a TA/HLTA. Years 4, 5 and 6 will each have 0.5 support. The SENCo role becomes full time from 2016.

RESOURCING	2014		2015		2016		2017		2018		2019		2020	
	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Head of School	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
Deputy Head of School											1	1.00	1	1.00
Assistant Head of School					1	1.00	1	1.00	2	2.00	2	2.00	2	2.00
Reception	2	2.00	2	2.00	2	2.00	2	2.00	2	2.00	2	2.00	2	2.00
Year 1			2	2.00	2	2.00	2	2.00	2	2.00	2	2.00	2	2.00
Year 2					2	2.00	2	2.00	2	2.00	2	2.00	2	2.00
Year 3							2	2.00	2	2.00	2	2.00	2	2.00
Year 4									2	2.00	2	2.00	2	2.00
Year 5											2	2.00	2	2.00
Year 6													2	2.00
HLTA			1	0.87	1	0.87	1	0.87	1	0.87	1	0.87	1	0.87
TA	2	1.74	3	2.61	5	4.35	7	6.09	8	6.96	10	8.7	10	8.7
SENCO	1	0.50	1	0.50	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
	6	5.24	10	8.98	15	14.22	19	17.96	23	21.83	28	26.57	30	28.57

Each teacher (apart from NQTs) will be expected to coordinate a subject or aspect of

the primary school. Senior teachers will be responsible for Assessment, English, and Maths.

D3.3 SLT of the Primary Phase

As the primary school grows between 2014 and 2020, we will expand the leadership capacity introducing the first Asst Head in 2016 and the second in 2018. A Deputy Head will be added in 2019. The DH will have a 0.2 teaching commitment in KS2 and will be responsible for the Paragon® and the ethos of the school. The Asst Heads will each lead a KS and have a 0.6 teaching commitment in each respective KS. The Head of Primary School reports to the Exec Headteacher.

D3.4 Secondary Phase

In 2014 there will be an Executive Headteacher Head (whole School), one Assistant Headteacher (Secondary) and 12 secondary teachers (FTE 8.25)

By 2018 there will be:

- 1 Executive Headteacher (whole school)
- 1 Head of Secondary
- 3 Asst Heads
- 4 Heads of Faculty
- 10 Heads of Subject
- 25 Teachers (FTE 18)
- 2 NQTs
- 5 TAs
- 1 Behaviour Improvement Specialist

There will be one TA per year group. The BIS (Behaviour Improvement Specialist) will work closely with the SENCo who is to be based in the primary phase though their caseloads are expected to crossover.

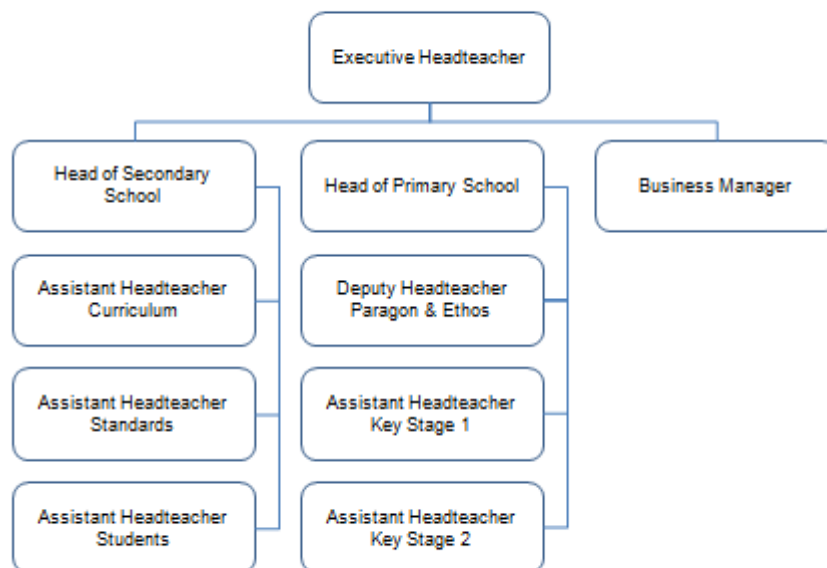
RESOURCING		2014		2015		2016		2017		2018	
Post	Payscale	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
Executive Headteacher		1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
Head of School				1	1.00	1	1.00	1	1.00	1	1.00
Assistant Headteacher		1	1.00	1	1.00	2	2.00	2	2.00	3	3.00
Head of Faculty						2	2.00	4	4.00	4	4.00
Heads Of Subject				4	4.00	9	9.00	1	10.00	10	10.00
Teachers		12	8.25	15	10.50	19	12.50	19	13.00	25	18.00
Teachers NQT										2	2.00
TA		1	0.87	2	1.74	3	2.61	4	3.48	5	4.35
Behaviour Imp Spec		1	0.50	1	0.50	1	0.86	1	0.87	1	0.87
	Teaching		11.62		19.74		30.97		35.35		44.22

Teachers in all phases will receive at least 15% PPA with NQTs receiving 25% non contact time. This additional PPA time is to offset the increased teacher workload from the longer day/ extended year to be operated by the school. We intend to appoint experienced teachers of quality with few NQTs to aid scheduling and to ensure the workload of leaders is manageable and appropriately focused on student learning.

D3.5 Leadership in the Secondary Phase

The Head of Secondary reports to the Executive Headteacher. The 3 Assistant Headteachers are responsible for Standards, Curriculum and Students respectively and report to the Head of Secondary. There are four Heads of Faculty: English, Maths, Science & Technology and Paragon®. The 10 Heads of Subject are responsible for English, Maths, Business, Biology, Chemistry, Physics, Technology, Humanities, MFL and PE. Where possible Heads of Faculty and Subjects will have complimentary specialisms.

Academy Leadership structure



D3.6 Operations

In 2014 the school will have a Business Manager, a Finance Asst, a Receptionist/Administrator, a Resources Manager, 2 Science/ICT support; 1 Site Manager and 4 lunchtime supervisors.

By 2020 this grows to a team of 31

- 1 Business Manager
- 1 Finance Officer
- 1 Finance asst
- 2 Reception/Admin
- 1 Exec PA
- 1 Resources Manager
- 4 Science/ICT support
- 1 Data Manager
- 1 Site Manager
- 2 Site Assts
- 16 Lunchtime supervisors
- 1 Admissions officer
- 1 Exams Officer

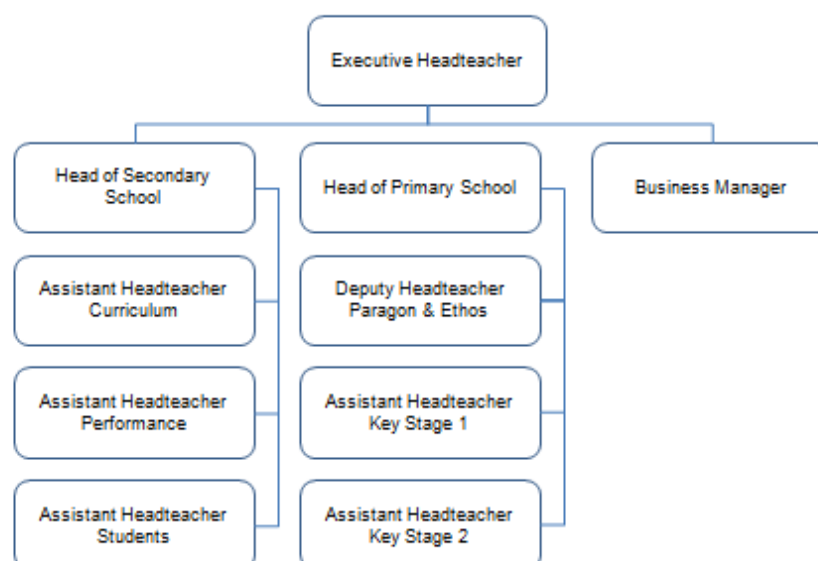
Lunchtime supervisors will be deployed as follows: Reception, Year 1, 2, 3 and 4: 1 per class, Year 5 and Year 6 have 1 per year, KS3 and KS4 have 2 each.

RESOURCING		2014		2015		2016		2017		2018		2019		2020	
Post	Payscale	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE	No.	FTE
School Business Manager		1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
Finance Officer								1	1.00	1	1.00	1	1.00	1	1.00
Finance Assistant		1	0.50	1	0.50	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
Reception/Admin		1	1.00	2	1.50	2	1.50	2	2.00	2	2.00	2	2.00	2	2.00
Executive PA						1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
Resources Manager		1	0.87	1	0.87	1	0.87	1	0.87	1	0.87	1	0.87	1	0.87
Science & ICT Support		2	1.87	2	1.87	3	2.87	3	2.87	4	3.87	4	3.87	4	3.87
Data Manager						1	0.87	1	0.87	1	0.87	1	0.87	1	0.87
Site Manager		1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00	1	1.00
Site Assistants						1	1.00	1	1.00	2	2.00	2	2.00	2	2.00
Lunchtime supervisors		4	0.20	6	0.20	8	0.40	10	0.40	12	0.60	14	0.60	16	0.80
Admissions Officer				1	0.50	1	0.50	1	1.00	1	1.00	1	1.00	1	1.00
Exams Officer														1	1.00
		11	6.44	15	7.44	21	12.01	24	14.01	28	16.21	30	16.21	33	17.41

D3.7 Senior Leadership of Whole School

The SLT will comprise a team of 10 employees. It will be led strategically by the Executive Headteacher. S/he will work in close liaison with the Head of Primary and Head of Secondary, together with the Deputy Headteacher (Primary), 3 Assistant Headteachers (Secondary), 2 Assistant Headteachers (Primary) and the Business Manager. This team will lead on strategy and will be responsible for ensuring the school ethos is as described in this document and academic progress targets are at least met, if not exceeded.

Academy Leadership structure



D4: MEETING THE NEEDS OF ALL PUPILS

D4.1 Overview

The school will seek to provide the best environment for attainment and success for those with differing abilities. The school's ethos and vision is one that encompasses all pupils, and we will strive toward making all pupils successful. Our intake will be all-ability and include pupils from all types of background, as such our curriculum offer and curriculum delivery are tailored to meet pupils' needs. We will not pre-judge pupils on entry to the school as we recognise that individuals will flourish in the new environment once admitted. We will ensure that we track all pupils' progress especially vulnerable groups. Those with SEN, those with disabilities and those pupils who attract *Pupil Premium* Funding. This is at the heart of the approach we will take.

D4.2 Quality of Teaching and Care

We recognise the importance of quality teaching in the ability of the school to meet the needs of its pupils. Crawley Free School will aim to meet those differing needs by drawing on a range of recognised teaching strategies which have proven successful in Mosaica schools over the past 16 years:

- **Cooperative learning** promotes all students' high achievement through sharing their strengths and helping each other to overcome their weaknesses.
- Graphic Organizers **are tools that help students to sort, organize, summarize, retain and recall important information.** .
- In **role-plays**, students have the opportunity to "step into the shoes" of another person or historical period. Role-play allows students to understand another point-of-view experientially, kinaesthetically and affectively.
- When **activating prior knowledge**, students use knowledge they already possess in order to construct and build further knowledge. When using prior knowledge, students are more likely to make connections and draw analogies.
- By guiding students to **personal connections** to the content, students understand on a personal level an idea or historical event. Through this, they have more improved recall of academic content, activate empathy, and gain a stronger ability to discuss topics as themes and ideas, instead of isolated events that have no connection to other times and people.
- In a **Socratic Discussion**, the teacher uses logical, incremental questions to arouse interest and guide students in using their own insights to explore or decipher a complex idea or topic. Socratic Discussions can elicit excitement in the whole class and help all students to feel empowered so that they can discover the answers themselves.

D4.2.1 Experiential Learning

We believe in the principles of experiential learning, that "people learn best by doing" and that "learning is the driving force in human growth and development." Experiential activities range from simulated "life" experiences in the subject areas of history and governance to Maths and the sciences. Our schools feature both in-school experience-based learning units that are connected with field trips and community-based learning experiences.

D4.2.2 Extended day and year

Our approach to improving student learning includes extending required teaching time. Research shows that many students need additional time to master academic skills and knowledge. The extended school year enables students to graduate with significantly more schooling than other children. For instance because our school week is 35 hours (8 hours above national average) then over their secondary school career, Crawley Free School pupils receive an additional year plus 28 days more teaching than pupils at other schools

D4.2.3 Class and Group Size

Studies have shown that smaller learner groups result in increased student achievement, reduction in discipline problems, increased teaching time for teachers and more individualized attention. Although all children benefit from smaller groups, research shows that effects are greatest for disadvantaged and minority students. At Crawley Free School, there will be 2 adults in every class up to Year 4 and 1.5 FTE in each class in Year 5 and 6. In the secondary school, we will ensure that the top and bottom sets are smaller than the others and TAs will be deployed where it is deemed 'need' is greatest.

D4.3 Differentiation of approach

D4.3.1 Teaching to Multiple Intelligences

Mosaica recognizes different domains of ability, or “intelligences,” as described by Dr. Howard Gardner¹. Gardner’s Theory of Multiple Intelligences provides a foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children likely have expertise in other areas, such as music, spatial relations, or interpersonal skills. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning. Paragon® seeks to capitalize on children’s various skills, experiences, and talents to provide them with multiple opportunities to learn and succeed. This approach will also be required by teachers of other subjects. Professional Development will be provided and planning and teaching monitored to ensure that the policy is being put into practice throughout school.

D4.3.2 Differentiated Teaching for Performance Levels without Tracking by “Ability”

Mosaica is committed to providing all pupils with a first-rate education. We realise that children have varying performance levels and that ability is mutable and can be enhanced with support and differentiation. Mosaica accommodates students’ different learning styles and performance levels through Personalised Student Achievement Plans, use of tutorials, adaptive curriculum-based software and constructivist teaching practices.

D4.3.3 Personalised Student Achievement Plans (PSAPs)

In a coordinated analysis of initial base-line test results, teacher assessments of children’s learning styles and current learning levels, parent input, student self-

¹Gardner, H. The unschooled mind: how children think and how schools should teach (1991); Gardner, H., & Hatch, T., Multiple intelligences go to school: Educational implications of the theory of multiple intelligences (1989) at 18(8), 4-9.

analysis, and any requirements delineated in existing IEPs, staff at the Crawley Free School will design Personalised Student Achievement Plans for every student. These plans become the basis for monitoring individual pupil achievement. As students grow and master skills, the learning plans are modified to reflect increasing levels of challenge or emphasise areas of weakness that require intensive focus. These plans allow the leadership, teachers, parents, and the students to consistently document and reflect on learning successes or on-going needs. The use of *Compass Learning* software tutorial program enhances the ease of modifying student plans by offering “real-time” student assessments in Reading / Language and Mathematics.

D4.4 Emotional Intelligence (EQ) and the Classroom

Mosaica is dedicated to ensuring that the relationship between students and all team members is one that truly builds a positive learning environment for all.

All team members—teaching staff, school leaders, and corporate team members—are trained in the theory and application of research-based strategies that build the classroom and school community and guide teachers to positively and proactively manage student behaviours. This builds the teacher-pupil relationship and creates an emotionally and physically safe environment in which students succeed academically and build on a foundation in which they truly find joy in inquiry and learning.

In building a nurturing class and school community, we create an environment that supports students in their continued positive growth. We provide a physically and emotionally safe arena for all community members to move beyond their fears, insecurities, assumptions and other characteristics that can hinder school improvement. This also provides an optimum environment for solving problems and working towards a common vision. Nurturing classroom communities help students practise the skills they need to gain academic success but also to increase the emotional and social skills they need to be “responsible citizens.” These social and emotional skills can also be called “emotional intelligence” or “EQ.” Research shows that emotional intelligence (EQ) is vastly important to success in life. As students build their EQ, they hone their skills in empathy, cooperation, persuasion, and consensus building. They are also more able to read one’s feelings, control impulses and anger, calm oneself down, and maintain resolve and hope in the face of setbacks.

D4.5 Gifted and Talented

The school will deliver a flexible curriculum for Gifted and Talented (referred to as G&T) pupils to ensure they progress at an appropriate rate.

Pupils will be identified using two methods:

- 1) Teacher assessment both formative and summative
- 2) Standard tests in most subjects

Our approach to supporting pupils who are gifted and talented will form part of the Crawley Free School ethos of enabling every child to reach his or her full potential. We will ensure that individual pupils’ strengths as well as areas for development are

identified quickly, accurately and sensitively. Our flexible approach will ensure that developmental changes over time are always borne in mind so that any child's emerging strengths are not missed, and that pupils who may join the school mid-year can be accommodated smoothly.

The diagnosis of G&T pupils will make use of recognised pupil characteristics including tendencies to question readily, persevere with challenging tasks, think divergently, communicate fluently, analyse effectively, show creativity, engage readily with complexity, perceive patterns quickly, grasp new ideas rapidly, spot logicalities or inconsistencies, make links within and between areas of learning, and perform at an outstanding level.

As such Crawley Free School will nurture academic strengths such as entrepreneurial, mathematical or linguistic ability alongside performance talent in art or sport through provision which incorporates enrichment and extension activities, and the opportunity for pupils to use their strengths for the benefit of the community.

In the rare instance where a G&T pupil is placed with a 'higher' class as part of their personalised learning programme this will take place under the professional guidance of the SENCo and subject leadership, and will not adversely affect class size long term since such a placement will reflect our personalised approach by being for a specific topic in a particular subject at a given time, not across all subjects for the entire timetable.

Throughout the school the teaching and curriculum will be of a standard that will challenge the pupils at all levels. The staff, in consultation with a member of the SLT, will be given a free hand to plan and implement engaging lessons for all pupils if they feel it necessary, occasionally, to deviate from their scheme or unit of work. The pupils themselves, if they show the requisite maturity, will be involved in their learning pathways. Thus spontaneity and the 'great teaching moment' will not be missed. The school wishes to promote a love of learning, and allowing all pupils to explore their subjects forms part of that.

Teacher assessment will be rigorous. This will apply for both academic and sporting ability. The school will use formal testing to assess pupil progress. This will be in addition to formative teacher assessment which will follow best practice within the Assessment for Learning (AfL) framework. While subject teachers will be expected to hold classroom tests according to their judgement, it is important that they focus on teaching rather than constant monitoring as end-of-unit or module or year tests will be used in identifying G&T pupils. The school intends to offer small group teaching as part of OASIS at the end of the day. For G&T pupils this would take the form of tutorials in small groups with a relevant member of staff, designed to extract personal best from pupils.

Crawley Free School will pay attention to the development of Business excellence. This will be through linking to successful entrepreneurs and providing opportunities for students to devise business plans and execute them at school and local level.

In summary, challenge and support are two of the core principles of the school. The school will be pitching the learning at a high level to all pupils. There will be challenge, pace and rigour in all lessons. Those requiring additional challenge will

have a mentor allocated to them and opportunity to have an input on their extra learning.

D4.6 SEN

Crawley Free School will meet the requirements of the SEN Code of Practice and all allied legislation and best practice. The school will demand that all our pupils aspire to high levels of attainment in terms of personal best. It is recognised that there will be pupils who will require support and intervention to help them achieve their potential.

Pupils will be identified for intervention using three methods:

- 1) Medical diagnoses, SEN specialist recommendations
- 2) Teacher assessment, formative and summative
- 3) Standard test results

Teacher assessment will be used to identifying pupils who require intervention to keep up. Once a member of staff identifies a pupil they will be referred to the SENCo. The intervention that follows will focus on the efforts of the pupil, and facilitating their success. This means there will be no drop in the rigour and standards of the curriculum or learning the pupil will be expected to meet.

D4.7 School Action (SA) and Early Years Action

Differentiation within curriculum planning and quality teaching will normally address the range of ability within a class. Sometimes, however, children's needs either generally throughout their work or in a specific area, will be outside the scope of this level of learning support.

School Action (SA) will apply when there is diagnostic evidence that a pupil is not making expected levels of progress and there is a need for action to be taken to meet their specific learning needs. SA will include the involvement of Teaching Assistants working under the guidance of the class or subject teacher and the SENCo, and the use of different learning materials and/or a different teaching strategy. At this point a child will be placed on the SEN Register and a detailed Individual Education Plan (IEP) will be created.

Where SA is slow to achieve gains in learning and progress remains below expectation, School Action plus (SA+) will operate and involve more detailed diagnostic interventions alongside the use of external specialist expertise working in unison with the SENCo and teaching teams. This is detailed below.

To safeguard the well-being of all pupils, any barriers arising from perceived 'difference' will be challenged at all times. Crawley Free School will work closely with parents and carers to inform them as well as learn from them. Parents, and where appropriate students, will be involved in the creation and receive copies of any IEP in operation.

D4.8 School Action Plus (SA+) and Early Years Action Plus

If the child's progress within School Action intervention is monitored by the Class teacher and SENCo and they make good progress such that they no longer require the interventions offered at SA, they will be removed from that SEN Register. If the

pupil's progress is still a concern the child may be placed at School Action Plus.

At the SA+ stage the child continues to have an IEP and still receives the interventions and support provided by SA but further support will be given. The IEP continues to be reviewed twice a year. There is also an 'Annual Review' of the child's progress which can be attended by any professionals currently working with the child.

A request for support from external services is likely to follow progression to SA+ normally at a review of the child's IEP. At Early Years Action Plus or School Action Plus, external support services will usually meet the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

D4.9 EAL

Pupils with English as an additional language (EAL) will be supported by a combination of careful preparation, where information is available in advance, sensitive diagnostic assessment when first attending school, and tailored support in lessons. We recognise that EAL pupils have distinct and different needs from other pupils, by virtue of the fact that they are learning in and through another language, and that they come from backgrounds and communities with different understandings and expectations of education, language and learning. EAL pupils will be integrated within lessons for the bulk of the day, with extraction for support at times arranged by the SENCo. We will utilise TPR (Total Physical Response) with younger children and exploit best practice in terms of the 'Dual Iceberg Model' approach in which common features of the pupil's first language and English are noted and exploited to allow common underlying proficiencies to boost confidence and learning in English both as a language and as a vehicle for learning in other areas.

The length of the school day will support pupils who have English as an additional language, providing more exposure to English speaking and social circumstances for them to practise their English. The Crawley Free School will utilise the Common European Framework of Reference (CEFR) as a guide for learning, teaching and assessing the progress of language development of students for whom English is an Additional Language.

D4.10 EBD

Learners with emotional and behavioural difficulties (EBD) will be supported by the Behaviour Improvement Specialist, the SENCo and the team of Teaching Assistants, who will remain with them through a Key Stage, offering the security and comfort of continuity of contact. If and where necessary, external professional support will be sought and we will always work closely with parents and carers of SEN pupils including the possibility of a 'parent-in-classroom' where this would be beneficial and feasible following customary checks and preparation. In the context of wrap-around provision in an all-through school, pupils will have an opportunity to discover what they can do well and excel at it.

D4.11 SENDA

Pupils with disabilities admitted to the school will have full access to the curriculum as provision at Crawley Free School will comply with the Disability Discrimination Act (1995). Governors will meet all duties placed on them including Schedules 2 and 4a of the Special Educational Needs and Disabilities Act 2001, for example, in terms of developing an appropriate accessibility plan and strategy, and by the Equality Act 2010.

D4.12 Identification and monitoring of vulnerable groups

As stated above, the school's expectations of the pupils will be high. No dispensations will be made of pupils based on their social or economic background. There will be a culture of 'No excuses'. The school will monitor pupils and their progress. This is integral to our vision and ethos that all pupils regardless of background, will do well.

The school will pride itself in the attainment and achievements of those pupils who attract Pupil Premium Funding and those in care. The school will seek sponsorship, funding and other revenue streams to subsidise those pupils who require it so they may participate fully in the life of the school.

The monitoring of those pupils who may fall into vulnerable groups would be an on-going process. The mix of teacher assessment (formal and informal) and standard testing would flag up any academic issues the pupil encounter. The intervention for any pupil who requires intervention is detailed above. Regular reporting via the envisaged ICT systems will aid staff to efficiently report on the progress of the pupils.

The school seeks to address overall the issue of vulnerable groups, such as free school meal pupils, pupils at risk and pupils in care through providing a warm, nurturing environment where all stakeholders feel safe and well cared for. In addition, the length of the school day, provision of good quality meals, breakfast clubs and after school meals will all contribute to each child's well being.

Exposing the pupils to a global society, academic and physical enrichment pursuits will broaden their experience, enrich their school life and help to engender aspirations. It will be the time spent in the care of the school through the extended school day that will provide scaffold within which we can support the pupils to achieve success.

D5 PUPIL ACHIEVEMENT

D5.1 Pupil Targets

We expect the following targeted results for Crawley Free School:

- Improvement in academic performance, including English and Maths-see below
 - Key Stage 2 80% of all pupils achieve L4+ in English and Maths
 - Key Stage 4 70% of all pupils achieve at least C grade in both English & Maths, rising to 80% for pupils from CFS primary phase
 - Key Stage 4 70% of all pupils achieving 5A* - C GCSE including English & Maths.
- High pupil attendance - at least 95%
- Below average student suspensions - less than 1% of days lost per year
- High teacher attendance- at least 95%
- Consistently Good or Outstanding teaching, as defined by Ofsted, from all our teachers
- At least 80% satisfaction reported from Parent and pupil surveys
- At least 90% pupil participation in at least 1 additional activity

As the first pupils will not sit KS2 SATs until 2021, and GCSEs in 2019, we will set ambitious 'narrowing the gaps' targets at the start of the relevant Key Stage and monitor progress closely to ensure that pupil progress remains on track. Depending upon baseline assessments we would expect each child in the Primary school and throughout KS3 to progress at least 2 NC sublevels, and sometimes 3 sublevels per annum. The aim is for all pupils to at least reach ARE, unless there is a specific identified need or reason why this is not possible. Therefore end of KS2 English and Mathematics combined L4+ should be above 80%. With the accelerated progress expected, our target for Yr 11 is 5 x A*-C E&M = 70%.

D5.2 School Targets

The school's ethos and vision states that all pupils can be successful. The school's definitions of success will be an integral part of measuring its outcomes. The school will define success in the following ways:

1. All pupils will make at least expected progress in English, Maths and Science.
2. The school will have above local average GCSE results for the 5 A*-C measure including English, Maths and Science
3. Staff, Parent and Student surveys will show at least an 80% level of satisfaction with the school
4. The Crawley Free School will be heavily oversubscribed by at least the 6th Year of operation (post GCSE results).

In order to achieve our challenging targets, we operate assessment best practices to ensure each child achieves their potential.

Our best practices guide us to:

- Start with a firm set of baselines from which to measure individual, group, class, year and school progress
- Set clear, shared SMART goals

- Educate students in test-taking strategies so that the test-taking process doesn't obscure the assessment of learning
- Model proper assessment processes and usage through leader and teacher reviews
- Use a range of student assessments designed to measure acquired knowledge and to:
 - Gauge problem-solving and synthesis of information
 - Challenge students to apply acquired knowledge in different ways
 - Pinpoint curriculum and/or teaching methods requiring improvement
- Link planning and teaching to assessment
- Measure the academic progress of individual students, cohorts of students and the school as a whole over a period of time
- Perform assessments early and often to ensure that we are moving effectively toward our goals

A balanced assessment system enables school leaders and teachers to measure what students know and what students are able to do as a result of the delivery of curriculum, teaching and learning.

To bring best practices to the school, we provide a variety of professional development workshops and mentoring for the school leaders and staff on creating, managing and using a balanced assessment programme to gather and interpret data on academic progress and adjust teaching strategies and materials accordingly.

D5.3 Achievement Data Collection and Use

Standards-based testing enables our schools to assess their accomplishments in generating adequate yearly progress, addressing individualised education programmes, and moving student achievement closer to or above national and/or international norms. This testing helps us to identify areas for improvement in our programmes. We use test data as a tool for adjusting curricula and as an approach to better achieve our rigorous academic goals. We administer these tests in December, March, and June. In Year 11 GCSE Mocks will be held in December, at the end of the Autumn Term.

By using a range of different types of assessments, we identify patterns: seeing the skills and knowledge students are acquiring successfully, and where they are deficient.

Mosaica provides support for the leaders and teachers in understanding how to review assessment data for indications of points where changing and/or strengthening different teaching strategies can help to ensure success—and we use those findings to set professional development priorities to address specific needs.

In some instances this means increased eLearning opportunities to expedite English language learning. In others it has prompted more classroom mentoring and/or workshops directed at specific teaching techniques. In all cases it means using the data constructively to pinpoint where professional development efforts can have the greatest impact in school improvement.

D5.4 Assessments

We recommend the use of a variety of assessment tools to measure progress, and we educate teachers in making best use of a range of qualitative and quantitative assessments not simply to gauge progress, but rather to review, refine and generally improve upon the learning process day-to-day.

Reception to Year 6	Year 7 to Year 11
Pupil progress in National Curriculum Levels and Sub levels per year from teacher assessment (Years 1-9)	
Pupils' reading and spelling age plus comparison to chronological age (Years 1-9 as appropriate)	
Pupils' numeracy skills via standardised tests	
Pupils making expected progress across the Key Stages- extensive tracking using data walls	
Comparison with local and national benchmarks for all groups of pupils Eg Raise on Line, Fisher Family Trust data and David Jesson's Quintile analysis	
Comparison of performance of deprived pupils (FSM) with national average	
Pupils' vocabulary including picture Vocabulary (Reception)	Subject performance if and where appropriate including school tests & exams
Pupils' speaking and listening skills, as per guidelines in: 'Primary National Strategy Speaking, Listening, Learning: working with children in Key Stages 1 and 2 Handbook' pp31-34	
P Scales and associated P Levels for SEN pupils and FSP levels for R pupils	Progress measures for Secondary SEN pupils

D5.5 Statutory assessments

Crawley Free School will participate in all statutory assessments. In addition, the use of computer adaptive assessments, for example Compass Odyssey, will have the advantage of allowing frequent and convenient monitoring of the academic achievement of individual students, entire classes and the whole school. Other assessments include:

D5.5.1 Authentic assessments

Using portfolios and performances: Mosaica promotes the use of Authentic Assessments to support constructivism--asking students to demonstrate that they have accurately constructed meaning about what they have been taught. We

provide several ways for students to show what they have learned thereby providing students with more ways to demonstrate their success and allowing teachers to better determine individual student needs and achievement related to content and how the student applies and connects to this learning. Two key ways in which we authentically assess student learning are through:

- Portfolios—print and electronic. These portfolios document students' work, display a command of skills and content, and provide insight into the learning process over time. These portfolios include a variety of student work samples along with observations and evaluations of student learning and performance by the student, peers, school staff and parents.
- Performance-based assessments: These assessments require students to actively solve problems and apply knowledge in production-driven learning activities. These activities may include science experiments, dramatic and oral presentations, video productions, research, etc. Each Human Era curricular unit culminates in a collaborative production. Children can elect to perform a dramatic production with a group of students on-stage, or join another group in costumes and set design, and yet another in sound effects and lighting. Still another group of students can work together in promotions and marketing, designing a programme with web site images and flyers with their own computer-generated designs. The possibilities are endless. Paragon® serves as an invitation to teachers and students alike to identify and actualize the possibilities best suited to their unique talents and collaborative efforts.
- Paragon® Nights at the end of each 5-week unit celebrate student success and showcase their learning for parents and the community at large. These performances create a strong sense of community as early as the first month of the school's operations, and position the school as a beacon of pride in the community. To assist with the planning and staging of these performances, Mosaica's Paragon® Design Team creates Paragon® Night Scripts to assist teachers and leadership team members with the tools they need to stage an excellent, content-rich production with speaking roles for everyone.

D5.5.2 Documentary assessments:

These assessments involve organising the information a teacher collects regarding a child's learning process and achievements. Interpretations of these assessments are used to individualise teaching and learning. These methods of assessment are connected to children's lives and learning experiences and represent the real-world challenges they will face.

D5.6 Educational Programme:

As discussed throughout this section, our academic and non-academic interventions are designed to provide individualised assistance to each student and teacher, helping them to set and achieve their personal goals. Mosaica establishes a positive environment for learning at the school, creating a climate that is focused on and expects success.

D5.6.1 Intervention Strategy

While each school is different, our experience has shown that the following key interventions help students at the school to achieve success:

- **Personalised Student Achievement Plans** for students allow challenging yet achievable goals to be set for each individual
- **Rigorous curricula** including Paragon®, a foreign language, a focus on Business, and a curriculum-wide emphasis on self directed learning provides appropriate and engaging challenges for all students.
- Teaching developed with **Multiple Intelligences** in mind helps more students to experience success in an academic environment.
- **Individualised Professional Development Plans** for teachers and school leaders identify the strengths and needs of all educators, allowing professional development to be tailored to meet those needs
- Comprehensive **professional development** coursework provides training in **research-based, school-proven** instructional techniques
- **Mentoring** of teachers and school leaders by experienced educators with background in school improvement helps educators to implement their new skills immediately, leading to successful student performance.
- **Data-driven teaching** guided by an on-site data specialist helps teachers to customise teaching based on student needs.
- **Positive behaviour reinforcement** guided by an on-site Behavioural Improvement Specialist validates good student behaviour and promotes positive relationships in school
- **Strong community engagement** creates a supportive environment for students and teachers, making the school a central focus and source of pride for the community.

D5.6.2 Creating learning communities

At Crawley Free School we will take a number of, tried and tested, specific steps to support the development of effective, interactive learning communities. Key measures include:

- Assigning mentors for each student in Years 9, 10 and 11, provides a long-term relationship – these mentors, whenever possible, stay with each student throughout those years.
- Using highly interactive approaches to curriculum delivery encourages dialogue and discussion, enabling teachers and students to learn together and know each other better.
- Establishing a set of formative assessments, and, particularly formative self-assessments, helps to establish constructive, non-threatening dialogue between teachers and students.
- Community outreach—through which students “give back” through community service and community members support the school with any of a variety of activities—helps to build bonds between the school and community—and between students and adults.

- Creating more opportunities for teachers to collaborate on cross-curricular projects and joint planning, implementation, peer mentoring and other collaborative activities.

This “wraparound” model is one that Mosaica has used with considerable success in other schools we serve. Students benefit considerably from the continuity in relationships and services that span beyond a single year. Stronger relationships are forged, greater commitment is established between students and staff, and guidance can be more specifically addressed to the students’ needs and goals.

D5.7 Personalised Student Achievement Plans:

The Mosaica programme is specifically designed to meet the individual needs of each learner, whether accelerated or delayed, without negatively impacting other students or the class as a whole. At the core of our school reform model is the creation and implementation of a Personalised Student Achievement Plan (PSAP) for each student.

Every student’s PSAP is based on an analysis of individual strengths and needs, and considers both academic factors and other factors relevant to the student’s situation. Developed in September and reviewed in January, April and July by the teacher(s) and agreed to by both the student and parent or guardian, the PSAP identifies specific goals, ensuring the student is appropriately challenged while fostering greater parental involvement and commitment to the learning process. Through the use of PSAP’s, we are able to set high but achievable goals for each student. Individualised assessment data is then used to monitor student progress on an ongoing basis, allowing interventions to be made in a timely manner. Students receive supplemental teaching on an as-needed basis, either within class, online, or in separate, after-class meetings with the teacher. This personalised approach to learning helps all struggling students to achieve success while allowing more advanced students to be sufficiently challenged, maximising the opportunity for students at both ends of the academic spectrum to achieve their potential and increasing both promotion and graduation rates.

The Personal Student Achievement Plan, developed for each student by his/her teacher and reviewed and signed by the parent, includes academic goals and, when needed, social and behavioural goals which the teacher and parent track with the student. These PSAPs are regularly visited by the teacher and parent so both are aware of student progress in both academic and social/emotional goals. In some cases, these goals are addressed through the large scale plan or school-wide Positive Behaviour Support Plan. In others, small groups, re-teaching opportunities or alternate experiences (sometimes very specific and individual interventions) are needed to address the needs of that student.

D5.8 Student Support for Life Beyond School:

The Mosaica programme is designed to ensure that students are involved and engaged in school. However, Mosaica goes on to help students set their sights beyond their school years. At Crawley Free School we will endeavour to build strong partnerships with colleges, universities and business groups to ensure students are well informed about options following Year 11 and also that the local consortia is aware of the high standards pervading the school.

Our strong emphasis on the basics of English, Maths and science, problem solving and STEM provides students with an excellent base for further study or work. Further, our inclusion of opportunities for students to be exposed to different career opportunities through talks, projects and/or internships with community members; and our enrichment coursework, are all designed to ensure that students are well informed and start with a firm platform from which to pursue education or work beyond Year 11.

The same support we provide for students who are struggling also serve to personalise an approach for students in need of enrichment, ensuring that they are engaged, challenged, and prepared for further education. Extended learning time, differentiated teaching to meet the needs of all learners including those with special needs, the use of data to drive improvements, and the extensive involvement of the parents and other community stakeholders in improving school performance all support the attainment of improved educational outcomes for students.

D5.9 Staff Morale, professional development and retention

Providing intensive, hands-on professional development and job-embedded mentoring and coaching are foundational to all of our school programmes. They help staff grow in confidence and improve their performance and therefore enable employees to gain greater job satisfaction. This will support staff retention at Crawley Free School, as will identified career progression for those showing aptitude

Teachers and leaders at Crawley Free School will benefit from becoming part of the international network of Mosaica staff. For example, Heads of all the international school: India, the UAE and our four primaries in East Sussex all join a monthly online meeting to discuss current developments and issues and to share resources and successes.

Teachers are enrolled in intensive pre-service and in-service professional development (PD). Each teacher begins with an Individual Professional Development Plan (IPDP) outlining his/her strengths and development needs. Coursework covers a range of topics including research-based teaching practices, effective classroom management and positive behaviour support, parental and community engagement, and the effective use of data to assess student needs and design appropriate strategies.

School Leaders will be enrolled in Mosaica's Global Leadership Institute (GLI), which is designed specifically to address the needs of high-potential future Exec Heads and Heads, as well as those new to their school. Mosaica has a 15-year proven track record of quality professional development for school leadership and staff. Participants in GLI receive extensive on-the-job mentoring plus over 100 hours of PD workshops designed to meet their specific needs. The programme is a research-based leadership development course designed to prepare school leaders to effect meaningful, lasting improvements in the schools they serve, leading to significant student achievement gains. GLI will provide the leaders at Crawley Free School with PD in key content areas and school operations. The coursework provides opportunities for participants to understand the vision for education reform in order to successfully create world-class school environments for optimum teacher and student achievement. Participants receive training in identifying, recruiting,

developing, placing, rewarding, and retaining highly effective teachers.

In addition to the above, teachers and leaders receive on-going mentoring from seasoned professionals- nationally and internationally- to guide their development. In our PD programming, we model the teaching approaches that we want to see school personnel use as educators. We work with personnel, existing and new, to establish Individual Professional Development Plans (IPDPs) that provide a roadmap for their expected development activities. We create growth paths, provide positive mentoring, establish teacher and leader networks within and across schools, and engage in extensive team-building.

Our approach to teacher professional development is based on the work of Robert Marzano (*Marzano, Pickering, & Pollock, 2001.*) Marzano *et al* identified nine specific instructional techniques that have a significant impact on student achievement, and these techniques form the core of our PD curriculum. In terms of intensity, programmes including at least 49 hours of PD a year have been shown to boost student achievement by approximately 21 percentile points, (*Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009.*) The Mosaica Education programme exceeds this standard, providing teachers with up to 100 hours of concentrated professional development in the first year and 75 hours thereafter.

Mosaica Education understands the incredible impact of strong relevant professional development. In addition to our corporate robust, differentiated learning opportunities for teachers, our on-site leadership team will provide meaningful, personalised mentorship through pre and post observation conferencing, individualised professional development plans (IPDPs), modelling and co-teaching and providing peer observation partnerships. Crawley Free School will also have access to Mosaica's US curriculum team who tailor online sessions to meet the needs of our international schools. Thus we are able to better support and nurture better teachers with the added benefit of instilling a culture of open communication and student-centred, life-long learning.

D5.10 Teacher Evaluation

Mosaica's Performance Evaluation Pack for Teaching Staff contains observational and evaluative tools used by the SLT to obtain and record critical performance data for the quality of teaching. Performance appraisals are used to:

- Clarify job responsibilities and performance expectations
- Identify strengths as well as areas that need improvement
- Set goals for improvement
- Provide a regular system of feedback
- Reinforce best practices and correct sub-standard practices
- Motivate staff to perform at a higher level
- Document personnel actions
- Document staff accomplishments
- Assist in human resource strategic planning (e.g. training needs)

At Crawley Free School, the SLT will organise performance meetings at the start, middle and end of the school year. At the first meeting the teacher and his/her appraiser will identify perceived strengths and areas for development, draft goals for the upcoming school year, arrange a classroom observation and schedule a

performance review meeting at which the goals will be refined and support identified.

D5.11 Quality Control

The backbone of the Mosaica Model is the quality of its implementation. To assess the fidelity with which it is being implemented, we have created a variety of tools and processes to assess our schools. These are contained in a Leadership Toolkit. One of our strengths is our ability to assess the quality of implementation of the Mosaica Model and document the areas of need. In addition, by documenting these needs, we can direct resources (i.e. professional development, mentoring, and curriculum materials) to enable the school to perform at an optimal level.

Ideally, all Mosaica schools will implement the model as it was intended. Thanks to technology, we have made great strides to make this happen through professional development which is held using Collaborate and Paragon® lessons conducted through Mosaica on Line. We will continue to develop these resources to enable all schools to fully implement the Mosaica Model.

The QA is comprised of a rigorous evaluation tool and detailed procedures that define three aspects of a school and a number of sub-aspects under each. The three aspects and sub-aspects are:

How do the students perform against national expectations?

- Attainment
- Quality of students' learning and their progress including students with special needs
- Student achievement and the extent to which they enjoy learning
- How safe do the students feel
- Behaviour
- Students' contribution to the wider community
- Attendance
- Students' social and cultural development

How effective is the teaching, curriculum and support?

- The quality of the teaching in the school taking into account the use of assessment to support learning
- Extent to which the school curriculum meets the needs of the students and adheres to the Mosaica model
- Effectiveness of care, guidance and support

How effective is the leadership, governance and management of the school?

- The effectiveness of leadership and management in driving improvement including the management of teaching and learning
- Effectiveness of the school governors and their relationship with the Exec Head and SLT, including compliance with statutory responsibilities
- Effectiveness of the school's engagement with parents
- Effectiveness of safeguarding procedures
- Promotion of community involvement
- Effectiveness with which the school manages its resources and gives value for money

During the evaluation process, the evaluation team, consisting of two to three individuals, collects and analyzes evidence across all aspects and their sub-aspects and makes an objective judgment related to the evidence collected. For each sub-aspect there is a rubric by which judgments can be determined. Evidence for the evaluations is collected through a number of actions such as documentation, observation, interview etc.; however the majority of evidence collected is through actual classroom observation.

D6 ADMISSIONS

D6.1 Admissions Criteria

Crawley Free School will abide by the School Admissions Code and associated Appeals procedures to ensure that admissions practices and arrangements are transparent, fair and lacking in complexity. Our admission policy is in accordance with the School Admissions Code, the School Admissions Appeal Code and Admission Law, as they apply to maintained schools.

Crawley Free School will admit pupils without consideration of ability, prior attainment or any aspect of their background. It will be an inclusive all ability school for pupils aged 4-16 with a Planned Admission Number of 60 Reception pupils and 120 in Year 7 in 2014, a position which will pertain until all year groups are populated.

Where fewer pupils apply than the PAN, all will be admitted. We will admit all pupils with statements of Special Educational Needs (SEN) where Crawley Free School is named appropriately on the statement.

If there are more applications than places our oversubscription criteria are as follows:

1. Priority for admission will be given to looked after children and previously looked after children with no distinction made between them. Previously looked after children means such children who were adopted (or subject to residence orders or special guardianship orders) immediately following having been looked after. A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions [under the definition in Section 22(1) of the Children Act 1989] at the time of making an application to the school.
2. The second criterion relates to students considered by Crawley Free School to have exceptional social or medical needs which relate to attendance at Crawley Free School.
3. The third criterion refers to children of those serving in the Armed forces.
4. The fourth criterion applies to children of teachers at the school.
5. The fifth criterion relates to children who, on the date of admission, will have at the school a sibling (Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling). Biological siblings who live at separate addresses will also be treated as siblings. Children residing in the same household as part of an extended family, such as cousins, will not be treated as siblings. Proof of the sibling relationship will be required (e.g. short birth certificates).
6. The sixth criterion relates to children who live closest to the school, measured in a straight line from the pupil's home to the main entrance of the school. Proof of address will be required, which may include paid utility bill or council tax statement. The pupil must be living with the parent or carer at the address.
7. If a further tiebreak is necessary, random allocation will be used involving drawing of lots by an independent person of appropriate professional standing.

D6.2 Appeals

When a parent or carer is informed of a decision to refuse their child a place at the school, notification will include: the reason why admission was refused; information about the right to appeal; the deadline for lodging an appeal; and the contact details for making an appeal. Parents will be informed that, if they wish to appeal, they must set out their grounds for appeal in writing. The grounds on which appeals can be made will not be limited. Crawley Free School will prepare in advance for the possibility of an Appeals Panel sitting to hear appeals from parents and carers as we confidently expect to be oversubscribed.

D7 PUPIL BEHAVIOUR, ATTENDANCE AND WELLBEING

D7.1 Targets:

- High pupil attendance - at least 95%
- Below average student suspensions - less than 1% of days lost per year
- High teacher attendance- at least 95%
- Ofsted grading of at least Good
- At least 80% satisfaction reported from Parent and pupil surveys
- At least 90% pupil participation in at least 1 additional activity

Crawley Free School will have an engaging curriculum as described in detail above. It will be a place where standards are high and respect of self and others is vital. Students will be taught about and engage with others at a national and international level - for example through our International Student Council.

We believe an engaging curriculum, high quality teaching and learning and high standards of behaviour and excellent attendance levels go hand-in-hand. By providing a global curriculum which includes a civics programme, empowering our leaders to lead effectively and our teachers to deliver high quality lessons, we will provide our students with a learning environment that will encourage our students to display positive behaviour to our staff and to each other in order to allow all of us to achieve the key aims of the school.

Crawley Free School's Behaviour Policy states quite clearly that teachers have a right to teach and learners have a right to learn. That said, we recognise that some students, for a variety of reasons, need more support in meeting our high expectations than others. Therefore, Mosaica Education schools have adopted the use of Behaviour Improvement Specialists and Crawley Free School will do likewise. A basic tenet of the BIS approach includes identifying students who are 'at risk' or putting others at risk for behaviour problems. Once identified, students receive support according to need, with the goal of reducing the risk for academic or social failure. These interventions may be both behavioural and/or academic interventions. The interventions become more focused and complex the further along the SEN process a child is.

Crawley Free School will be a place where students and teachers have harmonious and positive professional relationships, centred around a desire for progress and success, and based on mutual respect and a thirst for knowledge. We will provide a structure that is based on the solid principles of consistency, clarity and fairness.

Bullying will not be tolerated.

We will do all we can to keep exclusions to a minimum. However, we will retain the right to exclude should all interventions fail or should pupils and staff be placed in danger by the acts of a particular student or groups of students.

In order to minimise the likelihood of exclusions, and in addition to the Mosaica *Walking With Giants* programme, the SEAL (Social & Emotional Aspects of Learning) will be taken into account by teachers in lesson planning and by helping students to deal effectively with this aspect of their studies our approach will:

- Enhance working relationships between pupils and staff
- Reduce the prevalence of 'sub-culture' groups
- Reduce incidents of inappropriate behaviour
- Improve pupil responses, leading to a reduction in exclusions

Our parents will share responsibility for our high expectations of behaviour and attendance. Parents will be required to sign a Home/School contract and we will work together to ensure that our students are clear in their understanding of how they need to behave in our school, and that they are expected to attend regularly and punctually. We will work with our parents to ensure our systems are fair, and that they support our pupils and parents who need to raise their expectations of behaviour and attendance in line with our school expectations.

We will empower our staff by ensuring our structures are clear, robust and in line with legislative requirements. They will have support to ensure that they are not burdened in having to spend time dealing with behaviour or attendance, so that they may instead spend time producing the very lessons that will facilitate the desired behaviour and attendance.

D8 OUR ETHOS

The ethos and vision of the Crawley Free School is that all our pupils, from all their different, varied and diverse backgrounds can succeed, grow and flourish in their education at our school. Through its academic curriculum, physical and sporting provision and extra-curricular activities the school will make real educational and personal achievement possible for all sections of the community: extending and pushing the gifted and talented and supporting and nurturing those with additional needs. These principles are already incorporated into our education plan and the needs of our pupils and community learners can be met within our curriculum model. By fostering a love and respect of learning and a sense of pride, our aim is to create an environment where our students *want* to behave, and *want* to attend, because they will be able to see and experience the benefits of success and hard work.

By providing a global curriculum with an emphasis on business and entrepreneurship we will raise aspirations and broaden horizons. We will increase tolerance and sensitivity to the diversity of the population in Crawley, the South East and the UK as a whole. We will foster a love of learning coupled with skills to enhance the likelihood of each child's economic success. In short we will provide an education that produces well rounded, open minded adults with a zest for learning and life.

In our relations with the local community we will fulfil the requirements made on us by the Equality Act 2010. This will happen through: maintaining regular and effective communications, on paper (including PR) and electronically; seeking feedback from the community in terms of perceptions as well as quality related surveys; the work of the community pupil leader team, which will strive to establish and maintain good relationships with wider groups in the community from the school's neighbours to voluntary groups, police, youth groups, businesses; community education facilities including out-of-hours use of school resources; organising activities set in the community; making use of motivating community visitors such as a historian, musician or artist in residence as well as speakers for events; an approach which lifts the gaze and raises aspirations in the community thus adding to social capital and promoting local enterprise; collaboration with local schools and charitable institutions; close liaison with children's agencies and other relevant agencies; and promoting community cohesion using the national standards and guidance to frame our approach.

Increasingly the community around the school will help to shape the total offer we make to pupils and adult learners, in terms of both feedback and participation. The community will have an important role to play in school self evaluation as we will always value information available from this source including 'intangibles' such as people's perception of the school.

APPENDIX D1 RESOURCING & RECRUITMENT REQUIREMENTS 2014

POSITION	FACULTY	SUBJECT	FTE
Executive Headteacher	Leadership		1.00
Secondary Assistant Headteacher	Leadership		1.00
Head of Primary School	Leadership		1.00
SECONDARY			
Teacher	English	English	1.00
Teacher	English	English	0.50
Teacher	Maths	Maths	1.00
Teacher	Maths	Maths	0.50
Teacher	Paragon®	Humanities	1.00
Teacher	Paragon®	Art	0.25
Teacher	Paragon®	Business	0.25
Teacher	Paragon®	MFL	1.00
Teacher	Paragon®	Music	0.25
Teacher	Paragon®	PE	0.50
Teacher	Science & Technology	Science	1.00
Teacher	Science & Technology	Technology	1.00
Teaching Assistant	Secondary		0.87
Teacher	English	English	1.00
Teacher	English	English	0.50
Behaviour Improvement Specialist	Secondary		0.87
PRIMARY			
Teacher	Reception		1.00
Teacher	Reception		1.00
Teaching Assistant	Primary		0.87
Teaching Assistant	Primary		0.87
SUPPORT			
School Business Manager	Support		1.00
Finance Assistant	Support		1.00
Reception/Admin Assistant	Support		1.00
Resources Manager	Support		0.87
Science & ICT Support	Support		1.00
Science & ICT Support	Support		0.87
Site Manager	Support		1.00
Lunchtime Supervisors	Support	4 req.	0.10

Section E: Evidence of demand – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). *i.e. $D = (B/A) \times 100$.*

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e. $D = ((B+C)/A) \times 100$.*

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	60	110		183%	60	0	91	151%
Year 1					60	110	110	183%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	46		38%	120	48		40%
Year 8					120	46		38%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

E1: EVIDENCE OF DEMAND

We are proposing that the Crawley Free School to be located in North East Crawley area and to operate as an all-through (4-16) school for three key reasons:

1. Local demand for primary and secondary places
2. Local need for an outstanding school
3. Parental interest in Crawley Free School

The proposer is the Crawley Free School Trust which has been established by two organisations with a strong record in opening, operating and improving schools and academies.

Mosaica, through the Aurora Academies Trust, operates 4 primary academies in East Sussex that opened in September 2012 as well as operating schools in the US, Middle East and Asia. Place Group is a partner in 4 Free Schools due to open in September 2013, is on the DfE's framework for project management and has supported the opening of 50+ sponsored academies, 12 free schools and the conversion of 70+ schools to academy status.

In 2012 Mosaica, through the Aurora Academies Trust (AAT), has been focused on managing the sponsorship of its first four primary academies in East Sussex: King Offa, Heron Park, Oakwood and Glenleigh Park. The four predecessor schools had a history of under performance and it was crucial that their transition to being part of AAT was effectively handled. The four academies opened in September 2012 and there are already clear signs of improvement through AAT's sponsorship.

The insights and experience that Mosaica has developed through establishing AAT and opening the four academies has given it the confidence and expertise to expand further its schools portfolio in England.

In particular, Mosaica has successfully;

- Adapted the Mosaica approach to performance management, target setting and monitoring to the schools statutory framework in England and DfE policy
- Developed a balanced curriculum that leverages Mosaica's proprietary and highly successful Paragon® curriculum
- Prepared, coached and recruited a motivated teaching and support staff able to deliver the Mosaica vision for schools
- Engaged, consulted and convinced parent and local communities of the strength of the Mosaica approach through consultations and regular Paragon®
- Events which are attended by a high percentage of the parent/carer population

During October and November 2012 Mosaica and Place Group discussed and agreed a model for co-partnership in running schools. The parties started to look at opportunities and are clearly aware of the imminent deadlines for applications to open Free Schools in September 2014. A feasibility study identified Crawley as a possible area of need and opportunity, especially given its proximity to Mosaica (through AAT) schools in East Sussex and Place Group schools in South London and East Sussex.

Initial work on evidencing demand started in mid-December and the initial feedback was so encouraging that canvassing continued through the Christmas break and will continue through the first quarter of 2013.

E1.1 Local Demand for primary and secondary places

E1.1.1 North East Crawley area

There are a total of 33 mainstream schools in the Crawley district: 27 primary and six secondary. One outstanding secondary school has converted and two primary schools are sponsored academies part of the Kemnal Academies Trust.

We define North East Crawley as the 2 mile by 3 mile block sitting to the east of the A23 and north of A220 covering Northgate, Three Bridges, Pound Hill and Tinsley Green. Four County Council and District Council wards span the area which is covered by the postcodes RH10 9, RH10 8, RH10 1 and RH11 7. According to Crawley District Council the total population of these wards is 32,507 of which 6,093 are under 16 years of age. This area is divided into 14 Lower Level Super Output Areas (LSOAs) which on IMD score ranking, range from 10,324 (top 30% of wards by level of deprivation) to 29,000. This diverse range of economic well-being is immediately apparent when travelling in the area. The 10 district councillors are split equally between Labour and Conservative parties and the three County Councillors are split 1:2 respectively.

At the centre of North East Crawley is a large business and light industrial area which is surrounded by residential housing. There are currently just over 13,000 households in the area but planning permission has been given for a further 2,500 homes to be built on the outskirts of North East Crawley in area called Forge Wood. Further developments are also planned to the north of the town centre at the southern tip of the area.

Within the area there are six primary schools and one secondary school and they are examined in detail in sections C1.2 and C1.3

- Pound Hill Infants & Junior Schools
- Three Bridges Infants & Junior Schools
- Milton Mount Primary school
- Northgate Primary School
- Hazelwick School

West Sussex County Council's most recent Pupil Place Planning document (see appendix C1.2 for link) details the requirements and strategy for Crawley.

The report specifically identifies the need for 75 new Reception places in North East Crawley from 2014 which have not been commissioned by the local authority. Milton Mount has already been expanded to become a three Forms of Entry (3FE) school. The Infant and Junior school pairings of Pound Hill and Three Bridges are both operating at near maximum capacity with Numbers on Roll (NOR) close to physical capacity. Northgate Primary has NOR in excess of its published capacity. Pound Hill Infants was over-subscribed by 25% and Three Bridges by 50%.

The report also sets out the need for an additional 150 secondary places per annum at Year 7 across the town in 2014. According to the West Sussex County Council 2012 secondary admissions booklet, Hazelwick was the only secondary school in

North East Crawley to be over-subscribed. The nearest alternative secondary school, Oriel High is 1.5 miles away to the south of the town centre. It is also worth noting that of the other five secondary schools in the town two are Diocesan using faith based admissions criteria which limits parental choice even further.

E1.2 Local need for an outstanding school

At primary level all six of the local infants, junior and primary schools were most recently judged by Ofsted to be at least *Good*. Impressively, the sixth school Three Bridges Junior School has recently been judged *Good* having been judged inadequate two years earlier. This would explain why the schools are over-subscribed.

However, only one of the four eligible schools is achieving KS2 results (proportion of students achieving English and Maths at Level 4+) above national average and across the town as a whole only three out of 21 eligible schools achieve above national average (based on 2011 results). We regard this as under-performance in a town of Crawley's relative economic well-being.

At secondary level there is a similar situation. Ofsted judged Hazelwick (2012), Thomas Bennett (2010), St Wifrid's (2012), Ifeld (2012) and Oriel High (2012) as *Good*. Holy Trinity (2012) was judged as *Requires Improvement*. Based on KS4 results (proportion of student achieving 5 A*- C GCSE including English and Maths) only two achieved above national average in 2011.

This analysis highlights the overwhelming need for any new provision in North East Crawley to meet demand for primary and secondary places to be *Outstanding*, and importantly achieve a step change in attainment at KS1 and KS2 to drive strong attainment at KS4.

Hence the proposer's ambition of creating a new all through (4-16) school to meet local demand for high quality provision which is not being provided by the existing primary and secondary schools in the immediate area.

E1.3 Establishing parental interest in Crawley Free School

E1.3.1 Consultation and communications

To establish the potential demand for Crawley Free School we undertook three communication key activities during December 2012.

In all our communications we made clear several key aspects of our proposals


- Identity and profile of Mosaica and Place Group as joint proposers of the Crawley Free School
- Target age range of 4-16 with intakes as Reception and Year 7 from 2014
- Rationale and plans to locate the school within North East Crawley
- Broad and balanced curriculum with focus on Business, Science & Technology (BEST)
- Unique approach to humanities and arts education through Paragon® curriculum

E1.3.4 Online form

A simple registration form was created on the website


OUR PROPOSAL ▾ OUR SCHOOL ▾ DEMAND NEWS CONTACT US


Welcome to our new school website.
We propose to open in September 2014.



Demand

We need to show the Department for Education (DfE) that there is sufficient demand for our proposed school.

Register Your Interest 

visit our page 

The information you supply below will be treated as strictly confidential but will be used to show DfE demand for the school in the local area. Please take a minute to fill in the form below.

Latest News
► Out and about in Crawley

Name of Parent/Carer (required)

Name of Child 1 (required)

Child 1 Date of Birth (required)

Name of Child 2

Child 2 Date of Birth

Name of Child 3

Child 3 Date of Birth

Postcode (required)

Your Email (required)

Mobile

If Crawley Free School is approved to open in September 2014, I would select it as the first choice for my child(ren) (required)
 Yes
 No

Please add me to your mailing list and keep me informed of the latest developments with Crawley Free Primary School. (required)
 Yes
 No

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E1.3.5 A5 Information Leaflet

A5 information leaflets were produced to provide parents with background information about the proposed free school and included a clear call-to-action to register their support by a specified deadline.



The leaflet features a dark green background with two photographs at the top: one of two young boys looking at a globe, and another of a group of smiling students. A yellow call-to-action bubble in the top right corner says 'Register Your Interest NOW! We need your support by 20th December'. The main title 'CRAWLEY FREE SCHOOL' is in large white letters. Below the photos, a yellow banner states: 'Crawley Free School is a proposed all-through (4-16) free school which plans to open in September 2014 in North East Crawley.' The text is organized into three columns: a left column with descriptive text, a middle column with a 'Key Characteristics' list, and a right column with contact information and logos.

CRAWLEY FREE SCHOOL

Register Your Interest **NOW!**
We need your support by 20th December

Crawley Free School is a proposed all-through (4-16) free school which plans to open in September 2014 in North East Crawley.

This new school will help meet the growing demand for primary and secondary places in the area and offer a high-quality education for children of all backgrounds and abilities. The proposed school will be state funded by the Department for Education. It will be operated by the Crawley Free School Trust which is led by two educational organisations with a strong record in successful schools and academies.

Initially planning to open in 2014 with up to 60 places for Reception age children and up to 120 places for Year 7 students, the school will grow organically to its full capacity of 1,020 pupils by 2020.

We need your support **NOW** to make this happen. To find out more about our ethos and to register your interest in this school, please visit www.crawleyfreeschool.org or email us at info@crawleyfreeschool.org.

Key Characteristics

- All-through school for 4-16 year olds
- Positive, enjoyable, supportive environment
- Primary phase will focus on the development of strong foundations in numeracy and literacy
- Broader curriculum at secondary phase will focus on strong academic qualifications in Business, Economics, Science, Technology and Engineering
- Learning will be enhanced by extended projects tackling real life business, industry and public service case studies with support from external mentors
- Sport and the Performing Arts will be a significant part of the curriculum
- State of the art ICT provision will be innovative and support all learners
- Paragon, Mosaica's innovative teaching and learning programme, will provide a classical, liberal arts education with a global perspective
- Personalised Student Achievement Plan
- Breakfast club, after-school activities, childcare programmes
- Community focused



E1.3.6 Facebook Likes

Visitors to the Facebook page could choose to become friends of the Crawley Free School by 'Liking' the page.

Crawley Free School
137 likes · 52 talking about this

Education
Our proposal is to establish a new 4-16 school in North East Crawley to meet the local demand for school places for children and young people.

About Photos Likes

Highlights

Status Photo / Video Offer, Event +

We would like to say a huge thank you to everyone who has supported our proposed free school. We have been really encouraged by the amount of families who have shown their support.

We are now submitting our application to the Department for Education and as soon as we receive any news we will let you know.

Thank you.
Crawley Free School Trust

Promote Post

2 Friends
Like Crawley Free School

E1.4 Evidence of parental demand

E1.4.1 Parent registrations of interest

The table at the beginning of this section highlights the strong parental interest in the Crawley Free School, especially at reception age. This data is up to date as at January 2, 2013 and is summarised below

- Reception 2014 = 110
- Reception 2015 = 91
- Year 7 2014 = 46
- Year 7 2015 = 48
- Total number of families = 437

381 (88%) of registrations of interest came via canvassing and the balance (12%) via online registration. Postcode analysis shows that 52% of respondents lived within the four postcode sub-districts that make up North East Crawley (RH10 9, RH10 8, RH10 1 and RH11 7). The full list of parent registrations is in appendix E1

A Facebook online community of 137 users has been created so far.

E2 MARKETING

E2.1 Maintaining current activities

Crawley Free School will continue to build on the success of the marketing activities that are already in place. The local press and radio stations will be notified of developments with the application and promote specific events, such as Public Meetings and Open Days.

Crawley Free School will continue to grow its online community by developing its Facebook page. Regular updates will be posted to announce latest developments about the school and general information about free schools.

Regular email updates will be sent to registered parents to keep them informed about the application, provide ideas of how to increase awareness of the school and encourage more parents to register their support.

The website will continually be developed. FAQs are updated as parents ask new questions. The News page will be updated with our press coverage. The Home page highlights key information and provides an opportunity to promote specific events and appeals.

E2.2 Long Term Marketing

Once our application has been successful and we have secured the funding to open the new school we will use the experience of the current Proposer marketing team who have experience opening other free schools and launching an independent school. They have proposed the following:

To consult with marketing experts to ensure we have a cost effective marketing campaign which will use a variety of strategic marketing opportunities to raise awareness of the launch of the new school. The school will have a clear brand which will be a consistent image that gives parents / carers, the local community and other stakeholders' confidence and assurance.

We will ensure that thorough research takes place into all online and printed marketing and communication opportunities which will help develop a clear, concise and cost-effective strategy. We will create a combination of online and printed advertisements, direct mail leaflets, email newsletters, regular PR campaigns and Facebook updates. We will formulate a strategy for the school's website that covers all the new creative, easy navigation, clear call- to-action and database development.

The aims of our media strategy will be to increase brand awareness for the new school, promote specific events with clear call-to-action, take advantage of a wide range of media and focus all media campaigns around peak periods, pre-determined geographical areas and specific events. All of this will be within agreed time schedules and budgets.

APPENDIX E1 Parent Registration list

APPENDIX E1.1 Reception entry 2014

School Year and Year of Entry	Number			Postcode
Reception 2014	1			RH10
Reception 2014	2			RH11
Reception 2014	3			RH10
Reception 2014	4			RH11
Reception 2014	5			RH10
Reception 2014	6			RH10
Reception 2014	7			RH10
Reception 2014	8			rh11
Reception 2014	9			RH11
Reception 2014	10			RH10
Reception 2014	11			RH11
Reception 2014	12			RH10
Reception 2014	13			RH10
Reception 2014	14			RH10
Reception 2014	15			RH12
Reception 2014	16			RH1
Reception 2014	17			RH11
Reception 2014	18			RH10
Reception 2014	19			RH16
Reception 2014	20			RH9
Reception 2014	21			RH10
Reception 2014	22			RH10
Reception 2014	23			RH10
Reception 2014	24			RH11
Reception 2014	25			RH10
Reception 2014	26			RH10
Reception 2014	27			RH10
Reception 2014	28			RH11
Reception 2014	29			RH11
Reception 2014	30			RH11
Reception 2014	31			RH10
Reception 2014	32			RH11
Reception 2014	33			RH10
Reception 2014	34			RH2
Reception 2014	35			RH10
Reception 2014	36			RH14
Reception 2014	37			RH11
Reception 2014	38			RH11
Reception 2014	39			RH11
Reception 2014	40			RH10
Reception 2014	41			RH10
Reception 2014	42			RH11

School Year and Year of Entry	Number			Postcode
Reception 2014	43			RH10
Reception 2014	44			RH10
Reception 2014	45			RH10
Reception 2014	46			RH10
Reception 2014	47			RH10
Reception 2014	48			RH11
Reception 2014	49			RH10
Reception 2014	50			RH1
Reception 2014	51			RH11
Reception 2014	52			RH11
Reception 2014	53			RH10
Reception 2014	54			RH10
Reception 2014	55			RH17
Reception 2014	56			RH17
Reception 2014	57			RH10
Reception 2014	58			RH10
Reception 2014	59			RH10
Reception 2014	60			RH10
Reception 2014	61			RH11
Reception 2014	62			RH11
Reception 2014	63			RH1
Reception 2014	64			RH10
Reception 2014	65			RH11
Reception 2014	66			RH11
Reception 2014	67			RH10
Reception 2014	68			RH10
Reception 2014	69			RH6
Reception 2014	70			RH11
Reception 2014	71			RH10
Reception 2014	72			RH10
Reception 2014	73			RH10
Reception 2014	74			RH11
Reception 2014	75			RH7
Reception 2014	76			RH10
Reception 2014	77			RH10
Reception 2014	78			RH11
Reception 2014	79			RH11
Reception 2014	80			RH11
Reception 2014	81			RH11
Reception 2014	82			RH11
Reception 2014	83			RH11
Reception 2014	84			RH1
Reception 2014	85			RH11
Reception 2014	86			RH11
Reception 2014	87			RH11

School Year and Year of Entry	Number			Postcode
Reception 2014	88			RH11
Reception 2014	89			RH11
Reception 2014	90			RH11
Reception 2014	91			RH10
Reception 2014	92			RH10
Reception 2014	93			RH11
Reception 2014	94			RH15
Reception 2014	95			RH9
Reception 2014	96			RH11
Reception 2014	97			RH11
Reception 2014	98			RH10
Reception 2014	99			RH10
Reception 2014	100			RH11
Reception 2014	101			RH11
Reception 2014	102			RH10
Reception 2014	103			RH11
Reception 2014	104			RH10
Reception 2014	105			RH10
Reception 2014	106			RH6
Reception 2014	107			RH16
Reception 2014	108			RH20
Reception 2014	109			RH20
Reception 2014	110			RH10

APPENDIX E1.2 Reception entry 2015

School Year and Year of Entry	Number			Postcode
Reception 2015	1			RH11
Reception 2015	2			RH11
Reception 2015	3			RH1
Reception 2015	4			RH10
Reception 2015	5			RH11
Reception 2015	6			RH11
Reception 2015	7			RH10
Reception 2015	8			RH11
Reception 2015	9			RH11
Reception 2015	10			RH10
Reception 2015	11			RH11
Reception 2015	12			RH1
Reception 2015	13			Rh11
Reception 2015	14			RH10
Reception 2015	15			RH11
Reception 2015	16			RH11
Reception 2015	17			RH6

School Year and Year of Entry	Number			Postcode
Reception 2015	18			RH11
Reception 2015	19			RH11
Reception 2015	20			RH11
Reception 2015	21			RH11
Reception 2015	22			RH10
Reception 2015	23			RH19
Reception 2015	24			RH11
Reception 2015	25			RH11
Reception 2015	26			RH11
Reception 2015	27			RH10
Reception 2015	28			RH11
Reception 2015	29			RH10
Reception 2015	30			RH11
Reception 2015	31			RH11
Reception 2015	32			RH13
Reception 2015	33			RH11
Reception 2015	34			RH11
Reception 2015	35			
Reception 2015	36			RH11
Reception 2015	37			RH10
Reception 2015	38			RH16
Reception 2015	39			
Reception 2015	40			RH11
Reception 2015	41			RH10
Reception 2015	42			RH10
Reception 2015	43			RH11
Reception 2015	44			RH11
Reception 2015	45			RH10
Reception 2015	46			RH11
Reception 2015	47			RH11
Reception 2015	48			RH11
Reception 2015	49			RH11
Reception 2015	50			RH11
Reception 2015	51			RH11
Reception 2015	52			RH11
Reception 2015	53			RH10
Reception 2015	54			RH10
Reception 2015	55			RH10
Reception 2015	56			RH11
Reception 2015	57			RH11
Reception 2015	58			RH11
Reception 2015	59			RH11
Reception 2015	60			RH10
Reception 2015	61			RH11
Reception 2015	62			RH6

School Year and Year of Entry	Number			Postcode
Reception 2015	63			RH11
Reception 2015	64			RH11
Reception 2015	65			RH11
Reception 2015	66			RH11
Reception 2015	67			RH10
Reception 2015	68			RH10
Reception 2015	69			RH11
Reception 2015	70			RH10
Reception 2015	71			RH11
Reception 2015	72			BN43
Reception 2015	73			RH2
Reception 2015	74			RH11
Reception 2015	75			RH10
Reception 2015	76			RH10
Reception 2015	77			RH11
Reception 2015	78			RH11
Reception 2015	79			RH11
Reception 2015	80			RH9
Reception 2015	81			RH10
Reception 2015	82			RH10
Reception 2015	83			RH10
Reception 2015	84			RH11
Reception 2015	85			RH11
Reception 2015	86			RH11
Reception 2015	87			RH11
Reception 2015	88			
Reception 2015	89			RH11
Reception 2015	90			RH11
Reception 2015	91			RH11

APPENDIX E1.3 Year 7 entry 2014

School Year and Year of Entry	Number			Postcode
Year 7 2014	1			RH11
Year 7 2014	2			RH11
Year 7 2014	3			RH11
Year 7 2014	4			RH11
Year 7 2014	5			RH11
Year 7 2014	6			RH11
Year 7 2014	7			RH10
Year 7 2014	8			RH10
Year 7 2014	9			
Year 7 2014	10			
Year 7 2014	11			RH10

School Year and Year of Entry	Number			Postcode
Year 7 2014	12			RH11
Year 7 2014	13			RH11
Year 7 2014	14			RH13
Year 7 2014	15			
Year 7 2014	16			RH11
Year 7 2014	17			Rh10
Year 7 2014	18			
Year 7 2014	19			Rh11
Year 7 2014	20			RH19
Year 7 2014	21			RH11
Year 7 2014	22			RH11
Year 7 2014	23			RH11
Year 7 2014	24			RH10
Year 7 2014	25			RH10
Year 7 2014	26			RH11
Year 7 2014	27			RH11
Year 7 2014	28			RH10
Year 7 2014	29			RH6
Year 7 2014	30			RH10
Year 7 2014	31			RH10
Year 7 2014	32			RH11
Year 7 2014	33			RH10
Year 7 2014	34			RH11
Year 7 2014	35			
Year 7 2014	36			RH11
Year 7 2014	37			RH10
Year 7 2014	38			RH1
Year 7 2014	39			RH11
Year 7 2014	40			
Year 7 2014	41			RH2
Year 7 2014	42			RH10
Year 7 2014	43			RH11
Year 7 2014	44			RH10
Year 7 2014	45			RH15
Year 7 2014	46			RH10

APPENDIX E1.4 Year 7 entry 2015

School Year and Year of Entry	Number			Postcode
Year 7 2015	1			RH10
Year 7 2015	2			RH11
Year 7 2015	3			Rh10
Year 7 2015	4			RH11

School Year and Year of Entry	Number			Postcode
Year 7 2015	5			RH12
Year 7 2015	6			RH11
Year 7 2015	7			RH11
Year 7 2015	8			RH11
Year 7 2015	9			RH11
Year 7 2015	10			RH11
Year 7 2015	11			RH11
Year 7 2015	12			RH11
Year 7 2015	13			lfield
Year 7 2015	14			RH6
Year 7 2015	15			RH2
Year 7 2015	16			RH10
Year 7 2015	17			RH10
Year 7 2015	18			RH10
Year 7 2015	19			RH11
Year 7 2015	20			RH6
Year 7 2015	21			RH10
Year 7 2015	22			RH11
Year 7 2015	23			RH11
Year 7 2015	24			RH11
Year 7 2015	25			RH19
Year 7 2015	26			BN44
Year 7 2015	27			RH5
Year 7 2015	28			
Year 7 2015	29			RH10
Year 7 2015	30			RH10
Year 7 2015	31			RH10
Year 7 2015	32			RH1
Year 7 2015	33			Rh11
Year 7 2015	34			
Year 7 2015	35			RH11
Year 7 2015	36			RH10
Year 7 2015	37			RH10
Year 7 2015	38			RH16
Year 7 2015	39			BN6
Year 7 2015	40			RH11
Year 7 2015	41			
Year 7 2015	42			RH11
Year 7 2015	43			
Year 7 2015	44			RH11
Year 7 2015	45			RH10
Year 7 2015	46			
Year 7 2015	47			
Year 7 2015	48			RH11

Section F: Capacity and capability

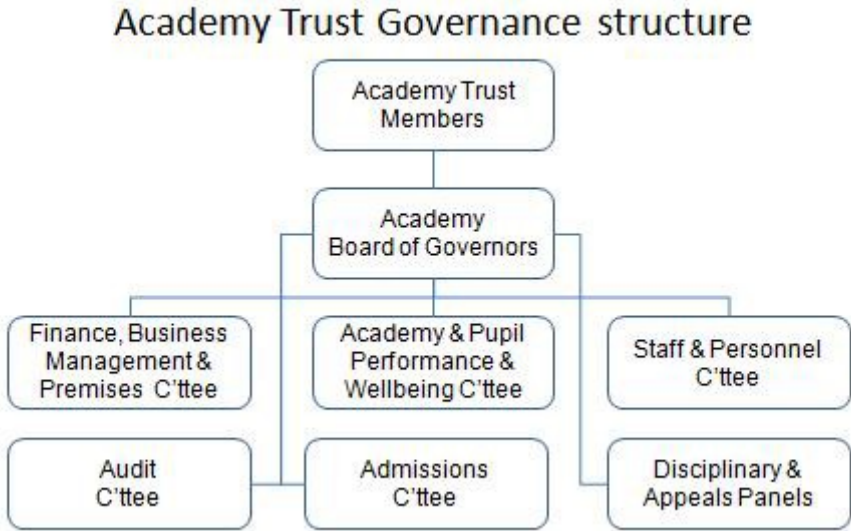
F1 GOVERNANCE

The Crawley Free School Trust has been established by two organisations with a strong record in opening, operating and improving schools and academies. Mosaica is the sponsor, through the Aurora Academies Trust, of 4 primary academies in East Sussex that opened in September 2012 as well as operating schools in the US, Middle East and Asia. Place Group is a partner in three Free Schools due to open in September 2013, is on the DfE’s framework for project management and has supported the opening of 50+ sponsored academies, 12 free schools and the conversion of 70+ schools to academy status.

Both organisations understand well the importance of effective governance in academies and how to develop models and processes to enable it. Equally, both organisations are able to develop appropriate oversight during per-opening phase and how to organise tasks, timetables and people to deliver thorough implementation. We also recognise the importance of smooth transition of per-opening governance to academy governance through the development of ‘shadow’ arrangements and the increasing involvement of key parent, local community and business stakeholders and partners.

This combined expertise will be leveraged for the benefit of the Crawley Free School and our strategy is set out over the following sections.

F1.1 Academy Governance



F1.1.1 Composition of the Board of Governors

Crawley Free School Trust will have a Board of Governors of 17 directors when it reaches near full capacity in 2020. This number is appropriate for a school of 1,000 pupils across primary and secondary phases and ensures committees have a majority of directors as members.

Its proposed composition is:

- 9 x Member-nominated Governors: A mix of community and business representatives alongside Mosaica and Place Group appointees
- 3 x elected Parent Governors with at least 1 each from primary and secondary phase
- 2 x elected Staff Governors ideally 1 each from secondary and primary phase
- 3 x Leadership Governors (Executive Headteacher and 2 x Heads of School)

At opening however we anticipate that the Board of Governors will have 11 Directors with 7 Member nominated Governors, 2 Parent Governors and 2 Leadership Governors. The composition will be adjusted between 2014 and 2020 to meet the requirements of the Board.

F 1.1.2 Role of the Board of Governors

The Board of Governors will have three key roles:

Role 1. To provide a strategic view

The Board has important powers and duties but limited time and resources. So it will focus on helping to decide the School's strategy for improvement so that its pupils learn most effectively and achieve the highest standards.

This means the Board will;

- set suitable aims and objectives,
- agree policies, targets and priorities;
- monitor and review aims, objectives, and whether the policies, targets and priorities are being achieved.

Role 2: To act as a critical friend

The Board will offer support, constructive advice, be a sounding board for ideas and provide a second opinion on proposals and help where needed. The Board will be 'critical' in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions, and pressing for improvement. But it will also seek to arrive at the best solution in the interests of the School and pupils by asking questions, seeking information and leveraging the expertise of Governors.

Role 3: To ensure accountability

The Board of Governors will be responsible for ensuring good quality education in the School. The Headteacher and staff will report to the Board on the School's performance and the Board will discuss, question and refine proposals while always respecting the professional roles of the Headmaster and other staff, and their responsibilities for the management of the School. In its turn, the Board will be accountable to parents and the wider community for its actions and the School's overall performance. The Board will be responsible for the performance review of the Headteacher.

The Board of Governors at opening in September 2014 will include several people who have served on the Project Steering Group (discussed later in this section) to ensure continuity between pre-opening and post-opening and to maintain organisational memory about decisions, policies and plans agreed during pre-opening. All Governors will be required to sign up to a Governor Charter that will set

out expectations for attendance, conduct, responsibilities and participation: the Chair will be responsible for monitoring Governors against the charter.

The Board of Governors will have clear terms of reference and a scheme of delegation to ensure clarity over levels of authority between the Board and committees and the Board and the Executive Headteacher and other senior leadership. A consistent, cohesive risk management strategy would be integral with each committee assessing, monitoring and mitigating risk in their sphere and the Board would review and consider critical risks and the associated preventative plans. Also a dashboard of 10-12 key performance indicators will be used to monitor progress against educational, operational and financial targets set out in the 11 and 3 year academy development plans.

The school business cycle will be used to structure an intelligent timetable of meetings to support appropriate upward/downward cascading of information. For example the Board will approve the final annual budget each September which will need the finance committee to agree the budget earlier that month. Attainment data such as exam results will be considered by the academy and pupil performance committee in September and adjustments to the academy development plan presented to the Board in October. So two meetings would be needed in one half-term but then the Board need not meet again until the following January.

While Governors will be elected by and represent constituencies within the school's community all will be expected to focus on the common goal of creating an outstanding school for pupils, students, staff and the wider community. Each will serve a four term of office.

F1.1.3 Committees

Based on our expertise we would propose to have 5 committees when the school is operating at near full capacity:

- Finance, Business Management and Premises
- Academy & Pupil Performance & Wellbeing
- Staff & Personnel
- Admissions
- Audit

Each of the committees will have a majority of Governors but will also have an important minority of specialist or lay members to provide an objective and/or external perspective. For example if the Board did not include an accountant then an accountant would be sought to sit on the finance committee. Equally, staff would also be able to play a full role in these committees as full voting members while providing specific expertise or insight. The chairs of each committee will be appointed by the Board who in turn have authority to appoint other committee members including non-governors. All committee papers would be available to all Governors.

Although the school will be governed as a single entity we will investigate in time the value of establishing separate committees or advisory groups for the primary and secondary phases, in particular to strengthen parental involvement in the school beyond the elected parent governors. Each of the committees will have clear terms of reference including areas of authority, key performance indicators and spheres of risk.

F 1.1.4 Members of the Academy Trust

The Crawley Free School Trust has been established with four members, two each from Mosaica and Place Group but the plan is to reduce the representation of the two organisations to one each. Two further members will be appointed who will ideally represent the local and business communities. All members will be required to serve as Governors to ensure that they understand the blend of skills required and potential gaps that need to be filled.

The proposers understand that Members of the company have rights and powers under company law to change the constitution, remove directors, receive the annual accounts of the company, also to attend and vote at company meetings. The directors of the company, as the governors or trustees, are responsible for the management and strategic direction of the company. In addition to their legal duties and responsibilities as company directors, they also have duties under charity law as charity Trustees. While the roles of company members and company directors are distinct, they may be occupied by the same people.

F.1.1.5 Escalation

Matters within the responsibility of the Executive Headteacher and Heads of School that can involve the Board of Governors are complaints, appeals over exclusions, appeals for admissions. Also Governors may be involved in HR issues relating to potential redundancy, grievance, discipline and performance management where staff have exercised right of appeal. Furthermore some appointments of senior leadership will involve Governors on recruitment panels. These processes will be managed within Board and committee terms of reference and the overall scheme of delegation. In particular, care will be taken to ensure that Governors who have had no involvement in the original decision are available to be allocated to appeals.

F 1.1.6 Conflict of Interest

Members, Governors and senior leadership will be expected to declare any potential conflict of interest as soon as it becomes apparent. This type of situation will be managed by means of implementation of a Conflicts of Interest Management Policy to be produced and ratified jointly by Company Members, Governors and SLT. This will embody principles of openness, transparency and adherence to best practice guidelines where available. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family or a close friend would benefit in any way.

An individual may still be able to exercise part-functions depending on the nature of the conflict and the duty to be discharged. For example they may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Headteacher in the role of Governor when other Governors are reviewing and deciding on the Headteacher's pay.

In a similar way we will also maintain independent challenge involving those with executive functions. Governors need to build a relationship of trust with the Headteacher and staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge where a potential conflict of interest exists, for example if there are family or friendship relations between Governors and SLT, which will be dealt with as specified above.

Crawley Free School operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy which will draw from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'. We should point out that there are no familial relationships in the proposer group.

F1.2 Pre-opening governance

F1.2.1 Strategic Oversight Group

The pre-opening phase will be overseen Strategic Oversight Group (SOG) made up of the four founding members from Mosaica and Place Group. The role of this group is to make certain that the vision, ethos and values of the Crawley Free School as set out in this application are maintained through the implementation phase, to monitor critical risks and ensure the project is delivered on against key objectives, milestones and budget. The group will meet monthly, either in person or virtually via teleconference or Skype conference.

The four founding Members of the Crawley Free School Trust are

- ██████████
- ██████████
- ██████████
- ██████████

F 1.2.2 Project Steering Group

Reporting to the Strategic Oversight will be a Project Steering Group (PSG). This will comprise the delivery team outlined in sections F2-4. PSG will be jointly led by a ██████████, and an ██████████. Mosaica and Place Group have considerable experience of opening academies and free schools which we have utilised to develop a robust project delivery plan for the Crawley Free School. We have identified 12 work streams critical to successful opening of Crawley Free School in September 2014 and the role of the PSG will be to monitor, assess and respond to progress in each work stream against goals. The PSG will also take responsibility for preparing the important milestone meetings with the DfE.

Given most of the delivery team will be employees of Mosaica and Place Group seconded at cost to the Trust (in accordance with DfE Tripartite Agreement guidance), or partner organisations we have also recruited two further members for the PSG to provide external challenge and scrutiny. These two individuals have a

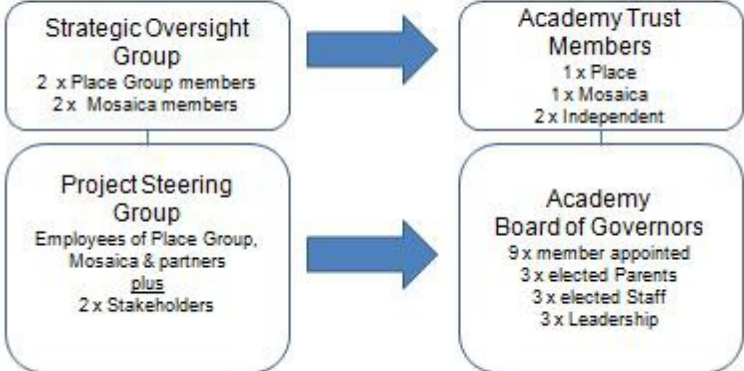
breadth of public service and business experience as well as having a good understanding of how schools should be governed and operated. Both live and work in Sussex so understand well Crawley’s profile, context and challenges. They will advise the PSG on effective community engagement, consultation and marketing.

It is expected that both [redacted] and [redacted] will serve as Governors of the school providing that crucial continuity through the opening of the academy.

F 1.2.3 Transition of governance through opening

Over the life of the pre-opening phase we expect further members to join the PSG acting as shadow governors. They will have been selected through the Governor recruitment set out in section F5. In parallel two new Members will also have been identified and also join the Strategic Oversight Group. This transition can be summarised in the chart below.

Transition of Project Governance



F2 EDUCATION EXPERTISE

F2.1 Education Capacity & Capability

Our proposer group has deep educational expertise in both Mosaica (and its Aurora Academies Trust) and Place Group. Within the PSG four key individuals will take responsibility for delivering the education workstreams and form a smaller expert working group. This working group will be led by [redacted]. Each person will have sufficient capacity to deliver the education deliverables pre- opening and support the academy post-opening, shown as an average days per month. It should be noted that the Executive Headteacher designate is expected to be appointed to start in post from January 2014 providing important full-time capacity so the education team will front load their time for the period May 2013 – January 2014.

██████████
██████████

F2.2 Education Workstreams

This team will focus on four workstreams and be organised as below

Workstream	Leader	Supporter
Education plan implementation	██████████	██████████
Curriculum, teaching & learning and resources	██████████	██████████
Performance, targets & monitoring	██████████	██████████
School operation, staffing & recruitment	██████████	██████████

F3 FINANCIAL & COMMERCIAL EXPERTISE

F3.1 Financial & Commercial Capability & Capacity

Our proposer group has considerable schools finance and business management expertise. The inclusion of a current Headteacher and two former Headteachers with previous experience and responsibility for school budgets provides hands-on practical experience of managing school budgets.

However the proposer group has specific professional expertise through the involvement of Place Group's finance director who is a qualified accountant. The proposer group has also engaged the services of SBS support the preparation of the budgets to support the application. SBS is a company specialising in providing financial management and business services to schools across England including the four Aurora Academies Trust school in East Sussex. Their Managing Director has agreed to be part of the PSG and form part of a working group to focus on the finance, procurement and business management deliverables.

Procurement support will be provided by the Director of the Schools' Buying Club, a specialist procurement advisory business which less than one year has secured over ██████████ of contracts under management and helped over 1,000 schools achieve

compliance, efficiency, value for money buying of services and robust contract management of suppliers.

Each person will have sufficient capacity to deliver the education deliverables pre-opening and support the academy post-opening, shown as an average days per month.

F3.2 Finance & Commercial workstreams		
Workstream	Leader	Supporter
Finance		
Legal & procurement		
Premises and capital projects		
Business Management & Support Services		

F4 OPENING AND OPERATING THE ACADEMY

F4.1 Opening the Academy

F4.1.1 Project Delivery

The proposer group of Mosaica and Place Group have considerable experience of opening academies and free schools which we have utilised to develop a robust approach for the Crawley Free School.

Place Group has supported the opening of 12 Free Schools in September 2011 and September 2012, has been appointed to support a further 10 proposer groups approved to open schools in September 2014 and will open three Free Schools as a partner in the Academy Trust.

We have identified 12 workstreams critical to successful opening of Crawley Free School in September 2014. We have secured capacity and capability from within Mosaica and Place Group to deliver each of these workstreams and allocated each a Leader and Supporter(s) based on the knowledge skills and expertise. This approach has been demonstrated in sections F2 and F3.

There are four other workstreams integral to the successful opening of Crawley Free School in September 2014.

Workstream	Leader	Supporter
Project management	[REDACTED]	[REDACTED]
Governance	[REDACTED]	[REDACTED]
Admissions	[REDACTED]	[REDACTED]
Community Engagement, Consultation and Marketing	[REDACTED]	[REDACTED]

F4.1.2 Project Delivery Capability and Capacity

Collectively, the 11 people named against the work streams will form the PSG and will be responsible for delivering the pre-opening phase which will be managed using Place Group’s ISO 9001 BSI accredited project management processes.

[REDACTED] will act as project director and will have sufficient capacity to deliver the education deliverables pre-opening and support the academy post-opening, shown as an average days per month.

[REDACTED] Additional project management capacity will be secured from within Place Group through the secondment of a project manager at cost as per the clear DfE guidelines.

We have identified the need to commission external advisors for marketing and legal advice. With regard to the acquisition of premises and procurement of refurbishment or capital works we understand the role of the Education Funding Agency and the important role of the proposer group to act as expert client in the specification and procurement process. Within the Place Group there is considerable expertise in these areas of capital projects through our involvement in over 40 BSF programmes and 12 sponsored academies with new builds. However depending on the final choice of site and construction route we may also commission a specialist construction manager to support the group in the role of expert client.

Within the group there is also further expertise in several key areas not covered already:

- Education ICT
- Business support ICT
- Digital communications, broadband, CCTV and telephony
- Recruitment
- Child welfare and safeguarding
- Community sport & coaching
- Investment and fund management
- Business start-ups and entrepreneurship
- Business-to-business marketing
- Business-to-consumer marketing

F4.1.3 Appointment of Executive Headteacher and Head of School

We would aim to have the Executive Headteacher (Designate) in post from January 2014 two terms before opening in line with DfE guidance. Their role will be to become quickly engaged with the project, working with proposers on developing and implementing the vision. They will also lead on recruitment particularly the primary Head of School and secondary Assistant Headteacher. They will also support the educational deliverables described in section F2.2.

The Executive Headteacher (Designate) will also have a role in terms of communications with prospective parents and in establishing links within the community. They will also contribute to policy formulation and document development, such as the school development plan, also process formulation (e.g. school self-evaluation) together with project milestones following their appointment such as registration as an independent school and evidence collation for the pre-opening Ofsted visit.

We would also aim to appoint the primary Head of School (Designate) to be in post by April 2014, one term early. As well as supporting the Executive Headteacher (Designate) in preparing for opening they will have a particular focus in recruiting and inducting the two Reception class teachers and preparing the schemes of work for Reception in line with the EYFS framework.

F4.1.4 Summary of workstreams, delivery and capacity

Name	Workstream Lead?	Workstream support?	Time Capacity
██████████	<ul style="list-style-type: none"> Education Plan Implementation 		4 days per month
██████████	<ul style="list-style-type: none"> Project mgt Governance Community Engagement & Mktg 	<ul style="list-style-type: none"> Admissions 	10 days per month
██████████	<ul style="list-style-type: none"> School operation, staffing & recruitment 	<ul style="list-style-type: none"> Education Plan Implementation Performance, targets & monitoring 	4 days per month
██████████	<ul style="list-style-type: none"> Curriculum, teaching, learning & resources 	<ul style="list-style-type: none"> Performance, targets & monitoring 	3 days per month
██████████	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Curriculum, teaching, learning & resources 	2 days per month
██████████	<ul style="list-style-type: none"> Performance, targets & monitoring Admissions 	<ul style="list-style-type: none"> Curriculum, teaching, learning & resources Project mgt Governance 	5 days per month
██████████	<ul style="list-style-type: none"> Finance Business mgt & support services 		4 days per month
██████████		<ul style="list-style-type: none"> Finance Legal & procurement 	3 days per month
██████████	<ul style="list-style-type: none"> Legal & procurement Premises & capital projects 	<ul style="list-style-type: none"> Business mgt & support services 	4 days per month
██████████	<ul style="list-style-type: none"> Project Steering Group 	<ul style="list-style-type: none"> Community engagement & Mktg 	2 day per month
██████████	<ul style="list-style-type: none"> Project Steering Group 	<ul style="list-style-type: none"> Community engagement & Mktg 	2 days per month
██████████	<ul style="list-style-type: none"> Strategic Oversight Group 		2 day per month
██████████	<ul style="list-style-type: none"> Strategic Oversight Group 	<ul style="list-style-type: none"> 	2 day per month
██████████	<ul style="list-style-type: none"> Strategic Oversight Group 	<ul style="list-style-type: none"> Premises & capital projects 	2 days per month
██████████	<ul style="list-style-type: none"> Strategic Oversight Group 	<ul style="list-style-type: none"> Premises & capital projects 	2 days per month

F4.2 Operating the Academy

F4.2.1 Staffing

We believe the proposed staffing structure for the academy set out in section D3 to be robust as it is based on analysis of resource requirements benchmarked against a range of primary and secondary models.

In particular, the phased growth from 2014 to 2020 has been carefully considered and iteratively checked against the budget envelope to ensure optimum deployment of resources. For primary phase this was based on the addition of two forms of entry each year requiring the addition of class teachers and expansion of pupil support structures. For secondary phase analysis of the curriculum was used to establish teaching capacity and then timetable modelling used to ensure minimum overlap in curriculum areas across year groups.

In parallel the leadership structure has been phased to ensure sufficient depth of leadership throughout the growth of the school at each phase.

A single support team has been planned as the school will occupy a single site and operate as an all-through school.

F4.2.1 Governors

As was described in section F1.1.1 the Board of Governors will expand from 11 to 17 over the first 5 years through the addition of further parent governors, staff governors and a Head of School. Two more member-nominated Governors will be appointed.

We are confident that the Board will have sufficient expertise and capacity to support the operation of the school on the assumption that the Governor recruitment process set out in section F5.3 is successfully implemented.

F5 RECRUITMENT

F5.1 Recruiting the Executive Headteacher Designate

We will start recruitment of the Executive Headteacher Designate in June 2013, soon after approval of the application to ensure that the successful candidate is able to resign a full term ahead.

The recruitment will be managed as per the school's recruitment policy (see appendix F5.1). Appointment will be by open competition. We will advertise nationally for the Executive Headteacher (Designate) role, using online and paper published media to attract an outstanding leader for CFS reflecting the levels of experience and expertise needed to successfully open and then develop an all-through Free School under the high expectations of the proposers and the national level of interest in Free Schools. In addition we will retain a recruitment advisor to carry out proactive search for suitable candidates, an approach that was highly successful in recruiting the Executive Headteacher for the Aurora Academies Trust in East Sussex.

We expect that the Executive Headteacher will have achieved the NPQH qualification, but this will not be an absolute requirement as we are mindful of recent guidance from DfE which states that NPQH is not mandatory for Free School leaders, and we do not wish to rule out the appointment of an outstanding

Headteacher from the independent sector.

The selection process will use best practice approaches and go beyond the traditional interview and presentation in order to gain evidence on a wider range of relevant attributes. We intend to use the following menu of selection instruments:

- Application form
- References including structured request against selection criteria
- Panel structured interview
- Psychometric test online (SHL OPQ, Manager Plus and Team Types & Leadership Styles reports, analysis using Professional and Managerial norm reference group)
- In-tray exercise
- Presentation

The proposer group includes expertise both qualified and experienced in the use of, and interpretation of outcomes from, psychometric tests including use during the appointment of Headteachers and Principals of existing free schools that opened in September 2011 and 2012.

F5.2.1 Recruiting other leadership

There are two other leadership posts to be recruited for: primary Head of School and Assistant Headteacher. The recruitment for the former will start in October 2013 to allow the successful candidate to resign a full term. The process will involve the Executive Headteacher (Designate) on release from their current employer. For the latter post the process will start in January 2014. Appointment to both will be by open competition. The process we undertake for appointing these two leadership posts will be broadly similar to that for the Executive Headteacher (Designate). Given that the primary Head of School may find themselves deputising for the Headteacher in their absence at any time, they will require comparable leadership skills although their current level of school leadership experience may be somewhat less, in keeping with the stage of their career development. As such we will advertise nationally online and in printed media to obtain as large a pool of high quality applicants as possible. The process we undertake will follow the same pattern as that given above for the Executive Headteacher (Designate) and use the same selection instruments and process.

F 5.2.2 Recruiting other staff

A phased recruitment plan has been developed in line with the staffing plans outlined in sections D3 and F4.2.1. A total of 24 further staff will be required to be recruited during the summer of 2014 (the breakdown is included as appendix F5.1).

To make this process more efficient a recruitment working group will be created from within the PSG and will involve the Executive Headteacher (Designate) and primary Head of school. A recruitment advisor will be commissioned to manage the process on a fixed fee basis. Teaching staff and the School Business Manager will be recruited through advertising in the TES. Other staff will be recruited through local advertising.

Each recruitment will be managed in line with the CFS policy. Composition of Interview panels will be adjusted to ensure appropriate expertise. We will also incentivise staff that recommend a person who is subsequently appointed, as a way of opening up the pool of candidates.

F5.3 Recruiting Governors

The composition of the Board of Governors is set out in section 5.1.1. Those Governors appointed by the members will be chosen to provide a rich mix of skills and experience across education, business, public service and community involvement. Particular priorities will be recruitment of Governors with finance, legal, estates management and data-driven planning.

The opportunity to be a Governor will be promoted through the local media while making clear that there would be strict selection criteria and a formal process of appointment led by the members. Each Governor would be appointed to a four year term of office with review led by the members at the end of that term.

The members would facilitate the election of staff and parent Governors who would be expected to adhere to the same charter described in section F5.1.2. The first elections of parent governors would take place in October 2014 once the first intake of reception and Year 7 parents had settled in.

APPENDIX F1 Board of Governors Terms of Reference (Sample)

POWERS OF THE GOVERNING BODY

The Governors shall exercise duties and powers as set out in the Academy Trust's Memorandum and Articles of Association and Funding Agreement, in compliance with relevant legislation current at that time, and, in particular;

- to advance for the public benefit education by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum, the Object of the Academy Trust (Article 4), including English, Maths and Science (FA clause 23)
- to expend the funds of the Academy Trust in furtherance of the Object as they consider most beneficial (Article 95a) and enter into contracts on behalf of the Academy Trust (Article 95b)
- to abide by the requirements of and have regard to the guidance in the Academies Finance Handbook including approval of the annual budget each Academy financial year (FA clause 72-73)
- prepare and submit annual accounts, audited by independent auditors, to the Secretary of State, as Principal Regulator, and Companies House (FA 74) and publish them on the website.
- to establish any Committee they deem appropriate (Article 101) and to delegate powers and functions to any Governor, Committee or Head Teacher as they consider desirable (Article 102)
- Appoint the Head Teacher (Article 104)

The Articles of Association are attached as [Annex 1](#).

The Funding Agreement is attached as [Annex 2](#).

COMPOSITION AND APPOINTMENT OF THE GOVERNING BODY

The Composition of the Governing Body, is set out in the Articles of Association and, in particular, shall be as follows

- X Governors nominated by Members of the Academy Trust
- Y *Governors nominated by Governors, Foundation or Diocese*
- Z Parent Governors elected by Parents
- W Staff Governors elected by Staff
- 1 *Governor nominated by Local Authority*
- Head Teacher
- Up to 3 co-opted Governors, appointed by the Governing Body

The appointment of Governors shall be as set out in the Articles of Association, in particular;

- The Governing Body shall make all necessary arrangements for the election of Parent Governors by parents of registered pupils at the Academy
- Governors nominated by Members of the Academy Trust shall have been voted for by a majority of Members

TERM OF OFFICE FOR GOVERNORS

The Term of Office for all Governors is 4 years.

MEETINGS OF THE GOVERNING BODY

The Governing Body shall meet as set out in the Articles of Association and, in particular;

- The Governing Body shall meet at least three times in each school year and at least once every term.
- The Governing Body will receive notice of each meeting 14 clear days before the date of the meeting.
- Quorum for a meeting of the Governing Body will be X of persons who are at the time Governors entitled to vote.
- Each question to be decided at a meeting of the Governing Body shall be determined by a majority of votes of Governors present and eligible to vote on the question

APPOINTMENT OF THE CHAIR AND VICE CHAIR

The term of office for Chair and Vice-Chair will be 1 year and they shall be elected at the first meeting of each school year as set out in the Articles of Association, and, in particular;

- The Chair and Vice Chair will be elected by a secret ballot, conducted by the Company Secretary or Clerk of Governors.

- Governors will be able to submit written nominations prior to the meeting and verbal nominations at the meeting. A Governor can nominate him/herself for office and does not need to be present.
- Nominee(s) will be asked to leave the room whilst the election takes place. If there is more than one nominee, the remaining Governors will take a vote by secret ballot and the Clerk will tally the votes
- If there are more than three nominees per office, the nominee polling the least votes shall be eliminated and a further vote taken. If there is a tie the Governors shall discuss the strengths of nominees and a further vote taken. This process will continue until a nominee polls a majority of votes.

COMMITTEES AND WORKING GROUPS

The Governing Body shall establish Committees, as set out in the Articles of Association, with Terms of Reference, Delegated Powers and Membership to be agreed and reviewed at the first meeting of the Governing Body each school year, recognising that the Finance Committee shall be permanently constituted as required by Funding Agreement. The current Committee structure, Terms of Reference, Delegated Powers and membership shall be detailed as [Annex 3](#).

Associate Membership

The Governors shall agree whether to appoint associate members to Committees and whether they shall have voting rights, notwithstanding the requirement for the majority of the members present to be Governors before a vote can be taken.

Practice for Committee Membership

- A member of staff will not be appointed to the Staff Dismissal, Staff Dismissal Appeals and Employee Grievance Committees
- The Headteacher will not be appointed to the Pupil Discipline Committee
- A member of staff is not appointed to chair the following committees:
 - Personnel
 - Pay Review / Pay Review Appeals
 - Admissions

Practice for Committee Management

- Agendas will be circulated to all committee members at least seven days in advance of the meeting.
- Committee papers will be available to all Governors (not just those on the committee).
- Minutes will be circulated to all Governors (not just those on the committee)
- Minutes will be signed by the Committee Chairman at the next committee meeting to verify that the minutes are a true record.
- Any Governor may attend a committee meeting but only named committee members may vote.

DELEGATION OF POWERS TO COMMITTEES, WORKING GROUPS, GOVERNORS AND HEADTEACHER

The Governing Body shall agree the delegation of functions to Committees, Working Groups, Chair, Vice Chair, Governors and Head Teacher at the first meeting of the Governing Body each school year. The scheme of delegation shall be detailed as [Annex 4](#).

The following functions may not be delegated by the Governing Body

- Removal of Chair or Vice Chair
- Removal of Governors
- Appointment of the Company Secretary or Clerk to the Governors
- Establishment of Committees and Working Group
- Scheme of Delegation

The following functions can only be delegated to a Committee, not an individual

- Review of the exclusion of pupils
- Admissions policy

APPOINTMENT OF THE ACCOUNTING OFFICER

The Governing Body shall appoint the Head Teacher as Accounting Officer with personal responsibility to the Governing Body for financial and administrative matters including;

- Ensuring regularity and propriety
- Prudent and economical administration
- Avoidance of waste and extravagance
- Efficient and effective use of available resources
- Day to day organisation, staffing and management of the Academy

APPOINTMENT OF THE RESPONSIBLE OFFICER:

The Governing Body shall appoint a Governor as Responsible Officer to provide on-going independent assurance that

- the financial responsibilities of the Governing Body are being properly discharged
- resources are being managed in an efficient, economical and effective manner
- sound systems of internal financial control are being maintained; and
- financial considerations are fully taken into account in reaching decisions

The Responsible Officer shall carry out or oversee a series of checks including but not limited to those set out in the Academies Finance Handbook, reporting to the Finance Committee termly then the Governing Body annually. The Responsible Officer shall not be the Chair nor be a member of the Finance Committee

APPOINTMENT OF THE COMPANY SECRETARY

The Governing Body will appoint a Company Secretary who shall not be a Governor nor Member.

The Company Secretary shall;

- Keep records such as registers of directors and members;
- File documents and accounts at Companies House;
- Ensure that the Governing Body acts within its powers and decisions are communicated and notified to relevant bodies, principally the DfE; and
- Ensure that the Academy is legally compliant in areas such as health and safety and data protection
- Be a point of contact for Members and Governors to provide information to, for example, email addresses, instruments of proxy and notices of resignation or disqualification.
- Act as chairman when the chairman is being elected.
- Keep a book of the minutes of the Governors' meetings.
- Convene meetings of Governors by sending out signed written notice 14 clear days before the meeting.
- Keep a register of interests, bring the issue of conflicts of interest to the attention of the Governors and maintain a risk register.

APPOINTMENT OF A CLERK

The Governing Body may appoint a Clerk to the Governors who shall carry out those functions of the Company Secretary as delegated with the agreement of the Governing Body.

GOVERNORS' EXPENSES

The Academy Trust shall reimburse exceptional expenses incurred by Governors, subject to prior submission to and approval by the Company Secretary.

APPENDIX F2 Scheme of Delegation

Key:

Level 1: CFS Multi Academy Trust (MAT) Board

Level 2: CFS Committee

Level 3: Local Governing Body

COLUMN TICKED: Action to be undertaken at this level

Key Function	No	Task	Action to be undertaken at this level		
			1	2	3
Governance	1.	Propose changes to the MAT Governance structure, Terms of Reference, Schemes of Delegation	✓✓	✓✓	
	2.	Approve changes to the MAT Governance structure, Terms of Reference, Articles or Funding Agreement	✓✓		
	3.	Appoint the Chair and Vice Chair of the Board	✓✓		
	4.	Appoint the Chairs of Committees	✓✓		
	5.	Appoint the Chairs of Local Governing Bodies	✓✓		
	6.	Appoint the Responsible Officer	✓✓		
	7.	Propose the appointment of Company Secretary & Clerk	✓✓	✓✓	
	8.	Approve the appointment of Company Secretary & Clerk	✓✓		
Finance	9.	Propose MAT and Academy budgets for financial year		✓✓	
	10.	Approve MAT and Academy budgets for financial year	✓✓		
	11.	Review MAT budget through financial year		✓✓	
	12.	Review Academy budget through financial year			✓✓
	13.	Propose Academy vires			✓✓
	14.	Approve Academy and MAT vires		✓✓	
	15.	Propose revisions to MAT and Academy budgets		✓✓	
	16.	Approve revisions to MAT and Academy budgets	✓✓		
	17.	Propose financial and procurement policies		✓✓	
	18.	Approve financial and procurement policies	✓✓		
	19.	Enter into contracts between £10,000 and OJEU threshold (contracts < £10,000 can be signed by Executive Headteacher subject to procurement as per policy)		✓✓	
	20.	Enter into contracts (over OJEU threshold)	✓✓		
	21.	Propose the appointment of auditors		✓✓	
	22.	Approve the appointment of auditors	✓✓		
Staff & Performance Management	23.	Appoint the Executive Headteacher		✓✓	
	24.	Appoint Academy Headteachers or senior MAT staff		✓✓	
	25.	Participate in appointment of Academy Headteachers			✓✓
	26.	Participate in appointment of Academy leadership			✓✓
	27.	Performance review of Executive Headteacher		✓✓	
	28.	Suspend the Executive Headteacher		✓✓	
	29.	End the suspension of the Executive Headteacher		✓✓	
	30.	Dismiss the Executive Headteacher	✓✓		
	31.	Participate in performance review of Academy Headteachers		✓✓	
	32.	Propose staff, HR, pay, performance and disciplinary policies		✓✓	
	33.	Approve staff, HR, pay, performance and disciplinary policies	✓✓		
	34.	Approve changes to MAT and academy staffing structure including recruitment (Within agreed budget)		✓✓	

Key Function	No	Task			
			1	2	3
	35.	Approve changes to CHAT and academy staffing structure including recruitment (Outside agreed budget)	✓✓		
	36.	Approve ex-gratia payments (<£10,000)		✓✓	
	37.	Approve ex-gratia payments (>£10,000)	✓✓		
Performance & Curriculum	38.	Propose Academy Development Plan			✓✓
	39.	Approve Academy Development Plan	✓✓		
	40.	Review progress against Academy Development Plan			✓✓
	41.	Review progress across MAT against all Academy Development Plans		✓✓	
	42.	Approve MAT Development Plan	✓✓		
	43.	Propose the MAT and Academy curriculum plan		✓✓	
	44.	Approve the MAT and Academy curriculum plan	✓✓		
	45.	Propose performance & curriculum policies		✓✓	
	46.	Approve performance & curriculum policies	✓✓		
Discipline / Exclusions	47.	Propose pupil behaviour policies		✓✓	
	48.	Approve pupil behaviour policies	✓✓		
	49.	Monitor implementation of pupil behaviour policies		✓✓	
	50.	Exclude a pupil more than 15 days or permanently		✓✓	
	51.	Review exclusion on appeal		✓✓	
	52.	Direct reinstatement of excluded students		✓✓	
Admissions	53.	Consult annually before setting an Admissions Policy		✓✓	
	54.	Propose admissions policy		✓✓	
	55.	Approve admissions policy	✓✓		
	56.	Admissions: application decisions.		✓✓	
	57.	Approve admissions prospectus		✓✓	
Premises & Insurance	58.	Propose premises-related policies		✓✓	
	59.	Approve premises-related policies	✓✓		
	60.	Propose a Academy premises & capital strategy		✓✓	
	61.	Approve an Academy premises & capital strategy	✓✓		
Health & Safety	62.	Propose a Health & Safety Policy	✓✓	✓✓	
	63.	Approve a Health & Safety Policy	✓✓		
	64.	Monitor implementation of H&S Policy		✓✓	
	65.	Develop a Risk Management Plan		✓✓	
	66.	Approve a Risk Management Plan	✓✓		
	67.	Report on Risks to Board		✓✓	
School Organisation	68.	Approve times of Academy day and dates of Academy terms and holidays	✓✓		

APPENDIX F3 Biographies



APPENDIX F4 Recruitment policy

Crawley Free School Safer Recruitment Policy

CFS places the highest levels of importance on safeguarding our pupils and will abide by all relevant legislation and best practice guidelines. This commitment to safeguarding and promoting the welfare of children and young people requires all staff and volunteers to share the same high levels of compliance and vigilance.

The welfare of children will be safeguarded at every stage of the recruitment process at CFS. The recruitment process itself will be carefully planned, and each element of the process will be consistent and thorough. Information from applicants will be collated, analysed and evaluated in the context of child protection and welfare. The mix of qualities, qualifications and experience a successful candidate will need to demonstrate and any other particular matters will be clear in the advertisement.

The advertisement will make clear CFS's commitment to safeguarding as described at the opening of this policy, and will refer to the need for the successful applicant to undertake an enhanced criminal record check via the Criminal Records Bureau (CRB). The recruitment exercise and who should be involved will be planned, giving sufficient time to organise the exercise so that safeguarding procedures are not overlooked. There will be a recruitment pack which will set out the extent of the responsibility for children the person will have. All people who work in CFS have responsibility for children to some extent.

Scrutiny of applicant information from all sources including application forms in preference to CVs will focus on the following:

- Full identifying details of the applicant, e.g. current and former names, date of birth, current address and National Insurance number
- Applicants for teaching posts: QTS reference number if applicable
- Details of any academic/vocational qualifications the applicant has obtained and details of the awarding body and date of award
- Full history in chronological order since leaving secondary school of any post-secondary education/training, part-time and voluntary work, as well as full-time employment, with start and end dates and explanations for periods not in employment/education/training and reasons for leaving employment
- Presence of any family or close relationship to any of CFS's trustees, governors or current employees
- Two references are expected. These should include most recent employer and the most recent employer when the applicant worked with children if different. Referees who are only friends will not be accepted
- The personal qualities and experiences that the applicant believes are relevant to the post advertised at CFS, and how s/he matches the person specification
- Satisfactory adherence to a statement that the post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
- A statement for the applicant to sign that s/he is not on list 99, disqualified from work with children or subject to sanctions imposed by a regulatory body, and either has no convictions, cautions, or bind-overs or has attached details of their record in a sealed envelope marked confidential.

References

References will be requested for shortlisted candidates. References will ask former employees for

- Confirmation of particular experience or qualifications
- Any disciplinary offences relating to children, including any that are 'time expired'
- Whether the applicant has been subject of any child protection concerns, and if so
- the outcome of any enquiry or disciplinary

Job Description

Will state

- The main duties and responsibilities of the post

- The individual's responsibility for promoting well-being in a safe environment of children and young people s/he is responsible for or comes into contact with

Person Specification

Will state:

- The qualifications, experience and other requirements needed to perform the role in relation to working with children and young people
- The competences and qualities the applicant should be able to demonstrate
- How these requirements will be tested and assessed during the selection process
- That the interview will explore issues relating to safeguarding and promoting the welfare of children:
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with young people with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Information Pack

Will include:

- Application form and explanatory notes for completing it
- Job description and person specification
- Relevant information about CFS
- A statement of the terms and conditions relating to the post

Scrutinising and Shortlisting

All applications will be scrutinised to ensure that:

- The information provided is consistent and contains no discrepancies
- Any gaps on employment are identified for later exploration
- Any history of repeated changes without career progression, or career moves from permanent post to supply or temporary work can be explored

All candidates will be assessed equally against the criteria within the person specification.

References

All references used in the recruitment process will be sought and obtained directly from the referees. Open references or testimonials will not be accepted. References will be sought for all shortlisted candidates. In exceptional circumstances a candidate may strongly object to a current employer being contacted prior to interview. The person conducting the process may agree to approach the referee only if the candidate is the preferred candidate. This is not preferred practice, and the post cannot be confirmed until the reference has been received and scrutinised. Reference requests will ask for objective information that can be verified.

The referee will be provided with a job description and a person specification. Information requested will include:

- The relationship between the referee and the applicant
- How long the referee has known the applicant
- Whether the referee is satisfied that the applicant is suitable for the job in question and how s/he has demonstrated that s/he meets the person specification
- If the referee is completely satisfied that the applicant is suitable to work with children

If the referee is the candidate's current employer the following will be requested:

- Confirmation of the details of the applicant's current post, salary, and sick record
- Verifiable comments about the candidate's performance history and conduct
- Details of any disciplinary procedures the candidate has been subject to in which the sanction is current
- Details of any disciplinary procedures the candidate has been subject to involving issues relating to the health and safety of children or young people, including any in which the sanction has expired
- Details of any allegations or concerns that have been raised about the applicant in relation to the safety and welfare of children and young people or behaviour towards children or young people, and the outcomes of those concerns

On receipt the reference will be checked to see if all specific queries have been answered satisfactorily. If they have not the referee will be telephoned and asked to provide written details or amplification by telephone, which will be written down.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case. Cases where an issue was satisfactorily resolved some time ago or where an allegation was determined to be unfounded or did not require formal disciplinary action, and where no further issues have been raised will cause less concern than more serious or recent issues. A history of repeated concerns or allegations will give cause for concern.

Involving Students

CFS will involve students in the recruitment process as far as is practicable. This may be as a separate panel with an adult supporting, or showing candidates around, or through being members of teaching groups. Candidates' interaction with students will be observed.

Interviews

The interview will be structured and assess the merits of the candidates against the job requirements. No candidate will be appointed without a face-to-face interview.

Invitation to Interview

This will remind candidates that the interview will include an exploration of their suitability to work with children. A copy of the person specification will be sent with the invitation to remind candidates of the areas that will be explored. The invitation will also stress that the successful candidate will need to be checked thoroughly to ensure their identity is correct and that an enhanced CRB form will need to be completed. S/he will need to bring:

- Current driving licence/passport or a full birth certificate and a document such as a utility bill or financial statement to confirm address
- Any name change will need the appropriate documentation
- Original documents confirming any educational or professional qualifications

Interview Panel

Interviews will be conducted by a minimum of 2 interviewers, but usually 3 or more.

Panel members will:

- Have the authority to make decisions about appointments
- Be appropriately prepared
- Have met before the interview to agree on the required standard for the job they are appointing
- Have agreed the assessment criteria in accordance with the person specification
- Have agreed a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate relating to their application and references. Candidate's response to a question will determine if they are followed up.

Scope of the Interview

In addition to assessing and evaluating the applicants' suitability for the post the interview panel will also:

- Explore the candidates' attitude towards children and young people
- Assess their ability to support CFS's agenda for safeguarding and promoting the welfare of children
- Explore gaps in the candidate's employment history
- Follow up concerns or discrepancies arising from the information provided by the candidate and/or referee
- Ask the candidate if there is anything they wish to declare in the light of the need for an enhanced CRB check

Conditional offer of Appointment

Pre-appointment checks: an offer of appointment to the successful candidate will be conditional on:

- The receipt of 2 satisfactory references
- Verification of the candidate's identity
- An enhanced CRB check

- List 99 check
- Verification of qualifications
- Verification of professional status if applicable

Governors

All Governors will be required to have an enhanced CRB check.

Supply Staff

Where supply staff are employed directly by CFS we will complete all relevant checks as described in the recruitment section of this policy. Where staff are provided by an agency CFS's will obtain written confirmation from the agency that the checks required by BFPS's safeguarding policy for non supply staff have been followed.

Staff from Overseas

CFS will confirm the right of those they employ to work in the United Kingdom. Staff who have lived outside of the UK must undergo the same checks as all other staff, including full enhanced CRB checks. In addition, CFS will make further checks as we consider appropriate: e.g. obtaining certificates of good conduct from embassies, or police forces. If the applicant is from a country where further information is not available e.g. a refugee, then further references will be sought followed up by telephone calls. If it is ever necessary to engage a member of staff before the CRB disclosure has been obtained CFS will ensure that the person is appropriately supervised.

Records

Records of all checks will be kept with dates of the check and the name of the individual who made the check will be held on the Single Central Register.

Post Appointment Induction

CFS will run an induction programme for all new staff and volunteers. This will include:

- policies and procedures in relation to safeguarding and promoting welfare, child protection, anti bullying, antiracism, physical intervention and restraint, internet safety and any local child protection/safeguarding procedures.
- Safe practice and the standards of conduct and behaviour expected of staff and students at CFS.
- How and with whom any concerns should be raised
- Other relevant personnel procedures e.g. disciplinary, capability and whistleblowing
- Training in child protection procedures will be given

Maintaining a Safer Culture

CFS will:

- Maintain a clear written statement of the standards of behaviour and boundaries of appropriate behaviour expected of staff and students and ensure it is understood and endorsed by all
- Ensure appropriate induction and Safer Recruitment training
- Offer regular briefings and discussion of relevant issues

Monitoring Staff Turnover

CFS will monitor both the recruitment process and induction arrangements by monitoring the following:

- Staff turnover and reasons for leaving
- Exit interviews
- Attendance of new recruits at child protection training

Governors will discuss, possibly amend and then ratify this policy, after which it will be reviewed annually.

APPENDIX F5 Headteacher job profile

Crawley Free School

Job Title: Executive Headteacher

Accountable to: Governors

Main Purpose

- Devise, agree and implement a **strategic plan** that realises the Trustees' vision for Crawley Free School as an all-through school
- Ensure that **learning is at the heart of everything** the school does
- Develop a culture that promotes **inspired teaching** and **outstanding learning**
- Develop and implement **policies and practices** that promote effective learning in a **safe and secure** environment
- Take a strategic role in the development and **use of existing and emerging learning resources** to ensure continuous improvement in the learning experiences and outcomes of pupils
- Continuously **monitor, evaluate and review** every aspect of school life and take any and all action necessary to achieve successful outcomes

Leading

- Provide **leadership that will inspire, motivate and develop** pupils, Staff and all involved with the School
- Encourage **openness** and a culture in which the opinions of all in the School community are listened to and valued
- Provide **opportunities for all staff** to develop their professional skills to improve performance and pupil achievement
- Encourage a **culture of teamwork, partnership and continuous improvement** in all aspects of school life
- **Develop and implement an effective** performance management system **to ensure that all Staff are appropriately developed and supported**

Teaching and Learning

- Appoint, develop and retain **inspirational teachers**
- Ensure that **teaching and learning are of the highest standard**, enabling all pupils to achieve to the maximum of their potential
- Devise and implement an **innovative curriculum** that matches the vision and ethos of the school and maximises learning opportunities
- Develop and sustain an ethos of **mutual understanding, respect and co-operation** between pupils, teachers and everyone involved with the school
- Establish and sustain **high standards** for the whole School community in terms of **learning, behaviour and attendance**
- Develop and sustain an **outstanding extra-curricular offer** in terms of sport, "clubs and societies", personal development opportunities, trips and exchanges
- Ensure that **learning experiences are matched as closely as possible** to the needs of individual Pupils and that each Pupil develops a **firm foundation** on which to build the next phase of their lives
- Monitor, evaluate and review the **quality of teaching and learning** to ensure that the highest standards are maintained

Resource Management

- **Deploy resources efficiently and effectively** to meet the objective of the School
- **Appoint, develop, deploy and retain staff of the highest quality**
- Maintain **effective financial controls**, prioritise the allocation of funds, monitor income & expenditure and secure value for money in line with agreed budgets
- Oversee management of the **site, premises and equipment** effectively and in line with legislative requirements, ensuring the **security** of buildings, contents and grounds and the **safety** of people at all times

- Ensure that all **resources and facilities are maintained** in good order
- **Seek funding** from external sources whenever and wherever possible
- **Upgrade, develop and extend resources** in order to improve facilities and opportunities for Pupils, Staff and the wider School community
- **Accountability**
- Be accountable to the Governing Body for **all aspects of the management and development** of Crawley Free School
- Create and develop **a culture** in which Pupils, Staff and Governors recognise that they are **all accountable** for the success of the School
- Provide appropriate **reports, information and advice** to the Governing Body
- Ensure that **Parents and other stakeholders are well informed** about Pupils' achievements and the School's progress.
- Develop opportunities for **Pupils to share in the decision-making** processes of the School so that they develop a sense of ownership and responsibility.
- Develop and sustain an **outstandingly high reputation for the School** that is validated by **external accreditation**, kite-marks and awards

Community

- Build a School **culture that celebrates diversity and mutual respect**
- Forge and sustain **links with a range of organisations** in the local community
- Create a variety of **community-based learning opportunities** for Pupils
- Provide as many opportunities as possible for **community involvement** in order to ensure maximum use of School facilities
- Develop **strong mutually beneficial links** with the feeder primary school network, local secondary schools and post-16 providers that **enhance learning opportunities and the effective use of resources**
- Seek opportunities to **invite** parents, community figures, business leaders and others **to the School** to enhance learning opportunities for pupils and strengthen links with the community
- Work in **partnership with other agencies** in providing for the academic, spiritual, moral, social and emotional well-being of pupils

Section G: Initial costs and financial viability

G1 SUMMARY

██████████

G1.2 Key aspects pertaining to the 80% financials

- ██████████

Conclusion

The Crawley Free Primary School is fully viable in financial terms and is capable of delivering the proposers' vision for high quality pupil places in a cost-effective manner in keeping with the ideals of the Free School movement.

Section H: Premises

H1.1 Overview

Securing the right premises for the Free School is important in terms of its establishment and longevity. The premises need to be in the right catchment area to serve the local community and will also need to be suitable to deliver the sponsors' educational vision.

Following the assessment of demand in the Crawley area, and also consideration of future housing growth, the North East of Crawley is the proposer's preferred location for the school. We define North East Crawley as the 2 mile by 3 mile block sitting to the east of the A23 and north of A220 covering Northgate, Three Bridges, Pound Hill and Tinsley Green. Four County Council and District Council wards span the area which is covered by the postcodes RH10 9, RH10 9, RH10 1 and RH11 7. According to Crawley District Council the total population of these wards is 32,507 of which 6,093 are under 16 years of age.

At the centre of North East Crawley is a large business and light industrial area which is surrounded by residential housing. There are currently just over 13,000 households in the area but planning permission has been given for a further 2,500 homes to be built on the outskirts of North East Crawley in area called Forge Wood. Further developments are also planned to the north of the town centre at the southern tip of the area.

We have conducted an initial options appraisal which has identified a number of options for the school and we have identified our current preferred option below.

H2 OPTIONS APPRAISAL

We have followed a set methodology in seeking to identify an appropriate site for the location of our Free School which we believe will satisfy the Education Funding Agency and HM Treasury. This is as follows:

- a) Identify catchment areas for the site search taking into account the key areas of demand, socio-economic factors and critically where the free school is likely have the most positive impact;
- b) Assess the space requirement for the proposal according to current DfE Guidance comprised in the Building Bulletins;
- c) Issue a site search to local agents and access any publicly available databases to establish the presence of any surplus Public Sector assets (this includes a review of Homes & Communities Agency assets in the area and the Local Authority Local Development Frameworks);
- d) Review site availability and then produce a long list of options;
- e) Conduct tentative initial discussions with landowners to establish availability of the site, but nothing further;
- f) Carry out site visits to the relevant catchment area and long list of potential properties to establish suitability and assess value for money in terms of

conversion/new build costs;

g) Agreement of final options to include in the application.

In order to achieve the best value for money, we have firstly sought to prioritise any local authority options, then the wider public sector estate and finally we have considered any private sector options. We have also sought to consider refurbishment projects first with new build only being considered if it provides the best overall value for money solution in the context of the other options considered.

The sponsors have undertaken an extensive search for suitable buildings and land within the Crawley area focussing particularly on the North East of Crawley within the Gatwick diamond. We have looked for buildings with a gross floor area of 6,900m² or a site area of 1.5 hectares and above.

All the sites included below are currently available. In line with DfE guidance, we have not fully engaged with the landowners at this stage to avoid the possibility of them appreciating the price, or in the case of public sector buildings, disposing of them quickly to maximise returns. In those cases where private landowners are involved however, we have made contact with agents to clarify whether the properties are available for the purpose of developing. We understand that capital is available from the DfE to acquire property and to carry out any necessary construction costs.

We have sought advice from professionals experienced in delivering schools and in particular Free Schools to arrive at a shortlist of viable options. We do have some properties on a longer list of options which have been filtered out due to issues over cost, deliverability or location. This could be revisited should the options below not be viable following further feasibility work.

H3 ANALYSIS

The options appraisal conducted by the sponsors and their advisers has identified three potential sites and these are outlined below. As part of the options appraisal, we have considered general advice on viability of the sites identified and this has included consideration of the following:

- a. Any site constraints such as access, potential contamination issues etc;
- b. Any potential issues in relation to securing Planning Permission;
- c. Amount of new build required;
- d. The need for a temporary solution;
- e. Procurement route. In all cases, we propose using the most cost effective procurement route for delivery of the school.

H4 PREFERRED OPTION

Having carefully considered the three potential options, the sponsors believe that **Option 1** [REDACTED] represents the best choice at this stage because:

- The site is central to the area of demand;

- The site is close to major transport routes and easily accessible;
- The site consists of two existing buildings which could be configured to suit a “lower” and “upper” school model;
- The site is immediately available and any refurbishment could be phased.
- There is some outside space;
- The buildings are of a high specification which could be reconfigured to suit the sponsor’s educational vision.

H5.1 Option 1: [REDACTED], Crawley, [REDACTED] RH10 [REDACTED].

	Site Information
Address	[REDACTED], Crawley, West Sussex,
Current use	The site is currently vacant but was previously used as a headquarters office building.
Description of the site and premises.	Total building area: 6000 m2 The property comprises two; two storey buildings interlinked which has been comprehensively refurbished with some outside space.
Contact details for site enquiries/visits	Any initial enquiries to be directed to: [REDACTED] Crawley [REDACTED] RH10
Availability and tenure	Initial discussions have been held with the agents and there is the possibility that the property could be made available for the Free School.
Brief overview of building and planning requirements	A refurbishment of existing accommodation with a possible small new build extension. A planning application would be needed for a change of use and the works.
Advantages and disadvantages	Advantages <ul style="list-style-type: none"> • The site is central to the area of demand; • The site is close to major transport routes and easily accessible; • The site consists of two existing buildings which could be configured to suit a “lower” and “upper” school model; • The site is immediately available and any refurbishment could be phased;

	<ul style="list-style-type: none"> • There is some outside space; • The buildings are of a high specification which could be reconfigured to suit the sponsor’s educational vision. <p>Disadvantages</p> <ul style="list-style-type: none"> • The site is in private ownership and would need to be secured; • The site has limited outdoor play space; • Planning permission will be required.
Reasons for choosing this site	The site is central to the area of demand and is a high specification building which is currently configured to potentially work well for the all through nature of the proposed Free School.

H5.2 Option 2 – Land East of [REDACTED], Crawley, [REDACTED] RH10 [REDACTED].

Site Information	
Address	Land East of [REDACTED], Crawley, [REDACTED]
Current use	The site is currently vacant land. which is classed as “Residential with potential” in the Homes & Communities Agency surplus assets schedule.
Description of the site and premises.	Site area: 2.75 hectares Vacant land which is classed as “Residential with potential” in the Homes & Communities Agency surplus assets schedule. In close proximity to residential properties.
Contact details for site visits/enquiries	[REDACTED] Warrington [REDACTED] WA3 [REDACTED] [REDACTED] [REDACTED]
Availability and tenure	The property is currently vacant and listed as “Residential with potential” in the Homes & Communities Agency surplus assets schedule.
Brief overview of building and planning requirements	A new build and planning permission would be required for change of use and any works required. Potential access issues will need to be overcome.
Advantages and disadvantages	Advantages <ul style="list-style-type: none"> • The site is within the preferred catchment area. • The site is of sufficient size for the proposal. • The site is currently vacant and appears available. • The property is public sector ownership. <p>Disadvantages</p> <ul style="list-style-type: none"> • The site would be a complete new build. • A change of use would be required.

	<ul style="list-style-type: none"> • Potential issues with access. •
Reasons for choosing this site	The site is in the catchment area and is of sufficient size. The site is currently in public sector ownership.

H5.3 Option 3 – [REDACTED], [REDACTED], Crawley, [REDACTED] RH10 [REDACTED].

Site Information	
Address	[REDACTED], [REDACTED], Crawley, [REDACTED].
Current use	[REDACTED]
Description of the site and premises.	Total site area: 4 hectares A prominent rectangular site, broadly level, occupying a corner position. The site sits within an [REDACTED]
Contact details for site visits/enquiries	[REDACTED] Stiles Harold Williams, Crawley, [REDACTED] RH10 [REDACTED] [REDACTED]
Availability and tenure	Currently being marketed freehold as a redevelopment opportunity.
Brief overview of building and planning requirements	Will be a complete new build and planning would be required for both change of use and the works. As the site sits within an Employment area, there may be difficulties with planning.
Advantages and disadvantages	Advantages The site is large enough for a new build and sufficient play space; <ul style="list-style-type: none"> • The site is cleared and ready for development. Disadvantages <ul style="list-style-type: none"> • The site is in private ownership and will need to be secured; • It will be a new build and there may be difficulties with planning due to its location in an Employment area; • Location on an established Industrial Estate is not ideal.
Reasons for choosing this site	The site is large enough for a new build and sufficient play space and is immediately available for development.