



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated August 2014)

ASHMOLE PRIMARY SCHOOL

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the

application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

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

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

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

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

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

Data Protection

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

Application checklist

| Name of task | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1. Have you completed the pre-application registration form ? | Y | |
| 2. Have you established a company limited by guarantee? | Y | |
| 3. Have you provided information on all of the following areas: | | |
| Section A: Applicant details | Y | |
| Section B: Outline of the school | Y | |
| Section C: Education vision | Y | |
| Section D: Education plan | Y | |
| Section E: Evidence of need | Y | |
| Section F: Capacity and capability | Y | |
| Section G: Budget planning and affordability | Y | |
| Section H: Premises | Y | |
| 4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total? | Y | |
| 5. Have you fully completed the budget plans? | Y | |
| 6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? | | |
| 7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | | |
| 8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received? | Y | |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|--|
| <p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p> | Y | |
| <p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p> | Y | |

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

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

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

Declaration

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

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

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

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

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

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

Signed:

Position: Member of company

Print name: [REDACTED] [REDACTED]

Date: 9th October 2014

Signed:

Position: Lead Proposer

Print Name: [REDACTED] [REDACTED]

Date: 9th October 2014

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

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

Section A: Applicant details



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Pre-registration reference number | 83329 |
| Name of proposed school: | Ashmole Primary School |
| Is this a route one application or a route two application? | Route 2 |
| Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details. | <Redacted> |
| Address of lead applicant: | <Redacted>, <Redacted>, London, <Redacted> |
| Email address of lead applicant: | <Redacted> |
| Telephone number of lead applicant: | <Redacted> |
| How you would describe your group? | Something else (please give detail below) |
| If 'Something else' please describe your group: | Multi Academy Trust |
| Have you applied before for this school, whether under the current name or something else? | Yes |
| If 'Yes' and the name of the school was different, please say what the original name was: | |
| If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results. | Wave 6 Jan 2014 |

About the company

| | |
|-------------------------------------------------------------------------------------------|----------------------------------------|
| Have you established your trust in accordance with the DfE model articles of association? | Yes |
| Company name: | Ashmole Academy Trust |
| Company address: | Cecil Road, Southgate, London, N14 5RJ |
| Company registration number: | 7375627 |
| Date when company was incorporated: | 14-Sep-10 |
| Please confirm the total number of company members (must be a minimum of 3): | 12 |
| | <Redacted> |
| | <Redacted> |

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

| | |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Please list all company trustees, providing their name and the position they will hold when the school is open: | <Redacted> (Board Director, Chair Finance and Audit Committee) |
| | <Redacted> (Board Director) |
| | <Redacted> (Board Director) |
| | <Redacted> (Board Director, Vice Chair Finance and Audit Committee) |
| | <Redacted> (Board Director) |
| | <Redacted> (Chief Executive Officer and Executive Head Teacher) |
| | <Redacted> (Board Director, Chair of Governing Board) |
| | <Redacted> (Board Director) |
| | <Redacted> (Board Director, Chair of Personnel, Pupil Discipline and Staff Discipline Committees) |
| | <Redacted> (Board Director) |
| | <Redacted> (Board Director, Chair of Estates Committee) |
| | Clr Lisa Rutter (Board Member) |
| | <Redacted> (Board Director) |
| | <Redacted> (Board Director) |

| | |
|--------------------------------------------------------------------------------|------------|
| Please provide the name of the proposed chair of the governing body, if known: | <Redacted> |
|--------------------------------------------------------------------------------|------------|

Further details about the group

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc. | No |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

| | |
|--------------------------------------|-----|
| Are you an approved academy sponsor? | Yes |
|--------------------------------------|-----|

| | |
|--------------------------------------------------------------------|---|
| How many existing free schools or academies are run by your group? | 1 |
|--------------------------------------------------------------------|---|

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company: | Ashmole Academy |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number: | 119277 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection: | Outstanding |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report: | http://www.ashmoleacademy.org/_files/FA8974F7246B493218019AF90863A9A1.pdf |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years: | http://dashboard.ofsted.gov.uk/dash.php?urn=136308 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|

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

Links to other organisations

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> | <p>No</p> |
| <p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. | |
| <p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p> | <p>None</p> |
| <p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p> | <p>N/A</p> |
| <p>Have you received help and support from the New Schools Network (NSN)?</p> | <p>Some help</p> |
| <p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> | <p>No</p> |
| <p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p> | |

Section B: Outline of the school



SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application. | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| | |
|------------------------------------------------------|--------|
| In which local authority is your preferred location? | Barnet |
|------------------------------------------------------|--------|

| | |
|------------------------|------|
| Proposed opening year: | 2016 |
|------------------------|------|

| | |
|------------|------|
| Age Range: | 4-11 |
|------------|------|

| | |
|---------------------------|--|
| If 'other' please specify | |
|---------------------------|--|

| | |
|------------------------------------|----|
| Will the school have a sixth form? | No |
|------------------------------------|----|

| | |
|---------------------------------------------------|----------------|
| Will your school be co-educational or single sex? | Co-educational |
|---------------------------------------------------|----------------|

| | |
|-------------------------------|--------------|
| Is your school a hybrid type? | Not a hybrid |
|-------------------------------|--------------|

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation: | No |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

| | |
|------------------------------------------------------------------------------------------------------------------------|----|
| Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? | No |
|------------------------------------------------------------------------------------------------------------------------|----|

| | |
|-------------------------------------------------------------------------------|---------------|
| If you answered yes to either of the above questions, please say which faith: | Please select |
|-------------------------------------------------------------------------------|---------------|

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------|--|
| If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify: | |
|------------------------------------------------------------------------------------------------------------------------------------------------|--|

| | |
|------------------------------------------------------------------------------------------------------------|------|
| Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori? | None |
|------------------------------------------------------------------------------------------------------------|------|

| | |
|--------------------------|--|
| If other, please specify | |
|--------------------------|--|

| | |
|-------------------------------------------|-----|
| Maximum capacity of proposed free school: | 420 |
|-------------------------------------------|-----|

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places | 420 Primary Pupils |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|

| | |
|--------------------------------------------------------------------------------------|----------------------|
| Please say which year groups the school will have in first year and the PAN for each | Reception, 60 Places |
|--------------------------------------------------------------------------------------|----------------------|

| | |
|-----------------------------------------------------------------------|------|
| Date proposed school will reach expected capacity in all year groups: | 2022 |
|-----------------------------------------------------------------------|------|

| | |
|----------------------------------------------------------|----|
| Will your proposed school include residential provision? | No |
|----------------------------------------------------------|----|

| | |
|---------------------------------------|--|
| If 'Yes', please give further detail: | |
|---------------------------------------|--|

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school: | Please select |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------|

| | |
|-------------------------------------------------------------------------------------|----|
| Are you planning to contract the management of your school to another organisation? | No |
|-------------------------------------------------------------------------------------|----|

| | |
|------------------------------------------|----|
| Have you already identified a principal? | No |
|------------------------------------------|----|

| | |
|---------------------------------------------------------------|--|
| If yes please say when you propose the principal would start: | |
|---------------------------------------------------------------|--|

| | |
|-------------------------------------------------------------|-------|
| Please say how many people will sit on your governing body: | 11-15 |
|-------------------------------------------------------------|-------|

Use of freedoms

| | |
|---------------------------------------------|----|
| Will you operate a non-standard school day? | No |
|---------------------------------------------|----|

| | |
|----------------------------------------------|----|
| Will you operate a non-standard school year? | No |
|----------------------------------------------|----|

| | |
|-----------------------------------------|-----|
| Will you adopt the national curriculum? | Yes |
|-----------------------------------------|-----|

| | |
|----------------------------------------------------------------|----|
| Will you adopt non-standard terms and conditions for teachers? | No |
|----------------------------------------------------------------|----|

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

| | |
|--------------------------------------------------|-------------------------|
| Please list any other freedoms you intend to use | Shared central services |
|--------------------------------------------------|-------------------------|

Section C: Education vision


History of Ashmole Academy

Ashmole Academy was named in 2013 by The Guardian newspaper as one of the best nine schools in the country for sustained outstanding results taking a whole series of measures into account. The Evening Standard during 2014 described Ashmole as one of the capital's 'Superstate' schools. As a school of that national standing, Ashmole Academy seeks to build a primary school on its site, as a sponsored free school, to meet the basic needs for primary school places locally, as well as extending its educational excellence into primary education. In addition, Ashmole wishes to develop a primary provision that is also innovatory in its delivery as well as outstanding in all its features.

Ashmole Academy was formed in October 2010 as one of the early 'Academy Converters' created by the Government allowing outstanding schools to convert to academy status thereby taking advantages of the additional 'freedoms' that an academy school would have compared to a maintained school.

Prior to 'conversion' Ashmole School had a long history of developing its governance and leadership to an exceptionally high standard enabling the school to operate very much as a self-reliant organisation. The school became grant maintained in 1993, then converted to Foundation status in 2000. The school therefore has a long history of being responsible for its staffing, its admissions policy and its buildings and grounds. This determined business like approach to providing a high quality educational service led the Head Teacher and the governors more than ten years ago to propose the complete re-building of the school buildings, condemned as unsatisfactory by two previous Ofsted inspections. The project, which the Head Teacher and the governors managed themselves, involved the selling off of 6 acres of a brown field site within the school grounds to fund a completely newly built secondary school building with all the latest facilities. The project was cost effective, the building was built on time and to budget. The 'new' school building was completed in 2004 and at the time of the next inspection, the school became outstanding.

Ashmole School's performance in terms of attendance and examination results at all key stages has been for many years outstanding. It is a particular strength of the school and, as such, has gained a well established reputation for providing the very best in educational performance.



Ashmole Academy has had a long history of working with local primary schools. As a former specialist school for many years part of that arrangement when it existed was to have secondary school teachers supporting primary education, particularly with regard Language teaching, Science, PE, English, Maths and Music.

Ashmole Academy has continued to flourish since becoming an academy. It has translated those freedoms into developing not only a highly successful school, in terms of academic strength, but also one that is run very much as a business providing the highest quality service to its community in all that it does. Academy freedoms has allowed the Academy to have its own pay and conditions which, whilst reflecting the national pay and conditions provides flexibility to deal effectively with poor performance and, most importantly, to reward and motivate highly talented and successful staff. The school has used its financial freedoms to be particularly cost effective raising sufficient funds to pay for the construction of a new £1.5 million Sixth Form Centre. The freedoms with longer school days and highly motivated staff have led the school to be outstandingly successful in examination performance. Ashmole Academy is a

diverse school with around 30% of students for whom English is a second language. These students, as well as those with children of special needs, pupil premium and gifted and talented pupils, all perform extremely well at Ashmole Academy.

Ashmole Academy sees itself as championing school developments. For example, the school is a registered lead school, School Direct provider in liaison with the Institute of Education and a registered sponsor of schools with the Department for Education.

Ashmole Academy made a bid for a primary free school in the January 2014 round. Although it was unsuccessful, the passion and commitment to achieve the impact on the educational standards in the local community, as well as the pressing issue of the lack of primary places remain. The Academy is submitting a further, much improved, bid for the October 2014 round having had further time to develop its team and its ideas to ensure that, if successful, the newly proposed free school would be outstanding by the time of its first inspection.

Rationale

Ashmole Academy, on conversion, agreed that it would be a sponsor of schools to play a major role in improving the quality of education. The Head Teacher and the Chair of Governors met the Director of Children Services of Barnet in 2012 outlining the Academy's vision that as a sponsor of schools it was seeking to play a role in both primary and secondary education. The desire of the Academy to improve locally the quality of education remains high.

Recent educational policy has seen a drive to lift educational standards at both primary and secondary. For example, for secondary schools, there has been a focus on making examinations more demanding so that performance truly reflects achievement rather than using alternative examination approaches that lead to grade inflation. As a high performing secondary school whose approach has always been to deliver high achievement through a structured, purposeful and productive education the school wishes to maintain that achievement in a more difficult climate by more thoroughly delivering sustained achievement throughout the school, starting the preparation as early as possible. One aspect of that commitment is to work with local primary schools to achieve a higher starting point on entry to secondary school for those pupils, especially with in those curriculum areas where an earlier start can make a substantial difference in subsequent secondary achievement. For example, Literacy, Numeracy, Languages, Music and Science. Ashmole Academy seeks to encourage the development of a primary curriculum that, in addition to being outstanding in all aspects of primary education, carefully prepares pupils for transfer to secondary school building in long term and sustained achievement and that the interruption that can sometimes occur in progress at this transition stage is overcome by a particularly strong partnership between Ashmole Academy and its partner primary schools. Currently, although most students who join the Academy live within about a mile of the school, the number of primary schools from where these pupils come is as much as 56, making such close working relationships impossible to achieve.

The number of primary schools that send pupils to Ashmole is high probably reflecting both the density of the population locally as well as the issue of lack of local primary school places resulting in local children travelling further to go to a primary school.

With the particular pressure of primary school places growing and parents having great difficulty in getting their children into local primary schools, the governors and the Head Teacher were asked about what Ashmole could do to help. Ashmole Academy is uniquely advantaged in this regard. It has a 28 acre site, one of the largest open spaces in the area. Within these 28 acres, the school has said previously to Barnet that a space could be found for a primary

school. Ashmole Academy is located on the boundary between two local education authorities, Enfield and Barnet. The boundary between the two authorities is the school boundary. The school is situated in Barnet but 52% of its intake comes from Barnet and the remaining 48% from Enfield.

Pressure for primary school places in the Enfield area immediately adjacent to the school is a significant issue for local parents. There is significantly high demand for places at Walker School, an Enfield primary school that is adjacent to Ashmole's Enfield boundary. This school has decided it cannot expand due to the limits of its site. In addition, there is a particular area of Enfield close to Ashmole where the parents have no primary school provision. This area is often termed the Lakes Estate.

Pressure for primary places in the Barnet area has also been demonstrated by the data and has been equally significant. Barnet had plans to extend a local primary school Osidge, which is situated very close to Ashmole Academy. That proposal was changed due to parental feedback with Barnet, instead, expanding a one form entry outstanding school, Monkfrith, into a two form entry school. Even with the proposed expansion of Monkfrith Primary School, the need for places at the Ashmole Primary remains.

In summary, there is a strong basic needs demand which would be met by the creation of the proposed Ashmole primary school. The proposed school would address the basic needs issues in the Enfield area adjacent to the school as well as helping to reduce the local pressure for primary places in the Barnet area (see figures below).

The Head Teacher has met with Enfield Local Education Authority to discuss the Academy's intentions to sponsor a primary free school on the school grounds. Enfield is supportive of the development appreciating the need in the area. The local MP, David Burrowes MP for Enfield and Southgate, has met with the Head Teacher and the primary school development team confirming the basic need for more primary school places and that Ashmole would help ease this pressure significantly. The Head Teacher has also met with Barnet Education Authority. Barnet is also supportive. The local MP for Chipping Barnet, the Rt Hon Teresa Villiers MP, has given her support. Parental support has come from a parent pressure group called SWEAT (South West Enfield Action Team) who are campaigning for more primary school places. The local community, many local parents as well as the school community at Ashmole Academy are very supportive of the proposal. Local community support is significant. This can be seen in letters of support from the local community, for example, the Broomfield Homes and Resident's Group and the Grovelands Resident's Association.

Vision

Ashmole Academy is in a unique geographical location in London having 28 acres of grounds. It proposes to take full advantage of its physical environment by creating an educational campus of outstanding educational establishments within its grounds, all of which are in close proximity to each other. The Academy already is an eight form outstanding 11-16 secondary school with a large and outstanding Sixth Form of 370 students. The main 11-16 school has all purpose built accommodation. The Sixth Form has recently benefitted from a state of the art Sixth Form Centre. The Academy seeks to develop this trend further by providing a private nursery school, funded by the Academy, and a sponsored free school primary school on its site. It seeks to maximise the educational advantages of all the buildings and the physical environment of the site. It seeks to create the Ashmole Academy Education Campus as a centre of excellence in education from pre-school through to the end of compulsory schooling at the age of 18 with the Academy taking responsibility for ensuring that all such provisions within

the campus deliver and continue to deliver an outstanding educational service and performance. It will be an educational campus of an outstanding nature servicing the local community with many of its children, pupils, students and parent/carers living within walking distance of the campus. The campus will have the benefits of the various institutions being within walking distance of each other, enabling the effective provision of resources, school improvement, teacher training and facilities to be maximised.

Ashmole Academy seeks to form a partnership with Eversley Primary School [REDACTED]. Eversley School is a large three form entry outstanding primary school. The Ashmole Academy and Eversley Primary School partnership (A&E) will develop the model for the primary curriculum building upon the successful practices at Eversley and at Ashmole. The primary model will be implemented in a new two form entry feeder primary free school that Ashmole Academy seeks to develop on its site. The Ashmole-Eversley partnership will bring benefit to the partners themselves helping both to develop their school improvement programmes as well as creating a vehicle for innovation and collaboration.

Ashmole Academy seeks to develop a nursery school that, with other local providers, may feed into the Ashmole Primary School. This development is likely to occur a year after the free school has started. A partnership is being formed with Oaktree Children Centre and Ludwick Nursery School in Welwyn Garden City, and [REDACTED], [REDACTED]. The partnership will ensure that the nursery established on the Ashmole campus will become outstanding by the time of its first inspection and will remain so through the challenge and support provided by the partnership as well as the mentoring of the appointed nursery Head Teacher. The partnership will also ensure the necessary professional development of the nursery teachers and support staff working at the school occurs to maintain the staff at an outstanding level. [REDACTED]

We consider it important to have an onsite nursery class to establish a strong foundation to the Ashmole experience. As a private setting, the 26 place nursery would also give parents access to wrap around care beyond the core 15 hours of funded early education. In due course we may extend this offer to disadvantaged 2 year olds.

The aims of the nursery class would align with those of the school so that from their earliest days there would be high expectations for children to enable them to achieve highly and develop exemplary standards of behaviour based on mutual respect and creativity. The early years curriculum would develop children's learning holistically by promoting challenging experiences both indoors and outdoors. The nursery class would reap the benefit of using excellent shared school facilities, in particular the extensive grounds, unique in a densely populated London borough. Communication and literacy skills would be strongly developed by introducing signing and encouraging children to articulate their ideas through a variety of media in preparation for a skills based primary curriculum. Exceptional levels of school readiness would be achieved having followed an enriched, purposeful early years curriculum. Each child's progress would be rigorously tracked by skilful and experienced staff, led by a Qualified Teacher. Staff would benefit from access to exceptional cross phase, professional learning opportunities so common themes and expectations would be established from the outset.

Ashmole Academy seeks to develop a feeder school criterion to its admission criteria with regard to Ashmole Primary School. The Academy had such a criteria a number of years ago. Feeder school criteria need to be reasonable and transparent. Ashmole Primary School will be a feeder school to Ashmole Academy because the Ashmole Academy Trust will be responsible for its school improvement, ensuring that the primary school is outstanding or well on its way to being outstanding. Furthermore, the primary school will be teaching an 'enhanced' primary

curriculum that better prepares its pupils to transfer to the Ashmole Academy curriculum. As the Academy is working in partnership with Eversley Primary School, who have a similar commitment to providing an 'enhanced' primary curriculum and school improvement, they will also have the opportunity to become a feeder school. The final details of the feeder school arrangements will be worked out in detail later and subject to public consultation.

The Academy recognises that its admissions must keep capacity for other admissions to the school from other local primary schools.

Ashmole Academy is proposing to convert to a multi-academy trust with that trust sponsoring the placement of a free school primary school in its grounds. The Academy has the expertise within its leadership and governance to manage a large scale building project but also recognises that if successful in its bid, the EFA may wish to manage this responsibility.

The multi-academy trust will be responsible for all the central provision of the educational services on its site, including staffing and Human Resources, Staff Training and Development, Finance, Site and Buildings bringing the advantages of scale savings as well as greater sustainability. [REDACTED] The current Ashmole Academy will appoint an Associate Head Teacher to take operational responsibility for the day-to-day running of the secondary school. The Trust will appoint a primary school Head Teacher to lead the primary school. The Head Teachers of the establishments on the site will have more time to concentrate on the teaching and learning, the development of the curriculum and ensuring that the quality of teaching and the educational standards achieved are outstanding as other more central aspects of running the schools and the Trust will lie with the CEO. The multi-academy trust will also build in accountability and challenge by appointing its own team of external practising Ofsted inspectors and by forming a partnership with Eversley Primary School and its teaching alliance, as well as Oaktree Children Centre Ludwick Nursery School and its associated teaching alliance. Together this combination will provide accountability, challenge and support to effectively ensure that the Ashmole Primary School, and the nursery school, are outstanding and remain outstanding.

The multi-academy trust will have a single board comprising board members appointed from the current academy trust who have the relevant expertise to operate effectively as a board. The board members already have extensive experience in areas such as local business experience, finance, estates management and construction, education, marketing, and Head Teacher performance management.

Each separate school will have its own local governing committee responsible for its planning and development. School improvement will also be driven by the CEO and the Head Teacher of each school. Whilst the Head Teacher of the primary school will be accountable to the CEO of the Trust as well as the local governing committee, that person will still enjoy the independence, challenge and motivation of being the Head Teacher of a separate school. The performance management of the CEO will be undertaken by the Trust's Governing Board.

The Ashmole Primary School will be strengthened by the establishment of a partnership with a local outstanding primary school, Eversley Primary School. Eversley is an established National Support School and has achieved Teaching School Status. It is a Flagship School for Inclusion (Inclusion Quality Mark) and a hub school for the International Values Education Trust's Quality Mark. [REDACTED] Eversley is a high performing primary school whose KS2 results for 2014 were 100% Level 4 or above in Reading, Writing and Maths, 72% Level 5+ in Reading, 69% Level 5+ in both writing and maths. 34% of Eversley pupils also achieved Level 6 in Maths. Eversley's Teaching School is part of a joint alliance with Oakthorpe Primary School who have

been an ITT provider since 2002, with ITT provision (2Schools Consortium) recently graded outstanding by OFSTED. [REDACTED] The partnership of Ashmole Academy and Eversley Primary School brings two outstanding NLE and National Support Schools together to create the proposed new primary free school, having the capacity to ensure that the new school is fully supported to become outstanding as quickly as possible. Eversley will lead, on behalf of Ashmole Academy Trust, the school improvement provision for the primary free school as well as the professional development and training of the primary school staff. The new Head Teacher will be mentored by the Head Teacher of Eversley who will also advise the CEO and Chair of the Governing Body on the performance management of that person.

The aims of the Academy, including the sponsored primary free school and the proposed nursery school will be:

Aims of the Academy

At Ashmole Academy we aim to enable pupils and students to develop to their fullest potential in all areas of school in order to prepare them as far as are practicable to be responsible members of society in modern day Britain. We encourage them to work hard, have self belief and the determination to succeed. We create a safe, caring and friendly environment which is values based and with high standards of behaviour, respect and courtesy. We provide an inclusive school community which is rich in variety and diversity, where children and young people of all abilities and backgrounds work together to achieve their personal best.

To this end, whilst recognising the importance of the home and society in the learning process for children, pupils and students, we seek to:

- Ensure that every child, pupil and student achieves their very best, in terms of academic success, personal development, creative expression and sporting achievements.
- Equip each and every child, pupil and student with the skills and knowledge to become a full citizen in the 21st Century through work, leisure, community involvement and life-long learning.
- Provide a safe and caring school for children, pupils and students to grow and develop, in a community that promotes learning as a partnership between teachers, parents, children, pupils and students and the community as a whole.
- Provide a scientific & culturally enriched learning environment.

To achieve this we will:

- Maximise Achievement;
- Promote excellence in all teaching;
- Demand the best from each child, pupil and student in every area of school life;
- Foster personal qualities of hard work, determination and initiative;
- Value success and achievement, and challenge underachievement;
- Encourage the development of lively and enquiring minds.

Provide a School Fit for the 21st Century:

- Provide a broad and balanced education for each student enabling them to excel in all that they do;

- Help each student to develop the skills to continue to learn throughout life, including communication skills, literacy, numeracy, IT capability, problem solving, independence and the ability to work with others;
- Appreciate the international and technological nature of human relationships in the 21st Century;
- Provide a learning environment fit for teaching in the 21st Century in a school which is at the forefront of good educational practice.

Develop Civic Responsibility, British Values and Community Involvement:

- Respect the cultural diversity of our British society;
- Build relationships within school upon trust, understanding, tolerance, care, consideration, respect and responsibility for oneself and others;
- Provide opportunities for children, pupils and students to develop self-discipline, initiative and responsibility, and to contribute to society;
- Develop a working partnership with the local community and business;
- Develop a working partnership with parents, which involve them fully in the education of their children.

Provide a Scientific & Culturally Enriched Learning Environment:

- To help pupils and students become scientifically well informed citizens so that they can contribute to environmental and ethical debates in a world in which the influence of Science is constantly increasing;
- To develop Science, Mathematics, Languages, Humanities, Music and other curriculum opportunities within the school so that children, pupils and students of all abilities can understand the range and possibilities of the subject for informed career choices;
- To make extensive use of technology to increase learning and to develop skills that will prepare our children and young people for independent life-long learning;
- To create resources that will extend the knowledge and experience of our children, pupils and students so that their attainments in essential core areas will improve providing an excellent basis for success throughout their career;
- To raise standards of achievement in all areas of the curriculum for all children, pupils and students across the ability range, and to increase sixth form participation in Science and Mathematics;
- To enrich subjects and activities within the curriculum with innovative, creative, cultural and competitive opportunities that extends and culturally enriches the educational experiences of the children, pupils and students;
- To provide a centre for educational activities for the use of members of the local community.

Ashmole Academy in sponsoring this free school primary school seeks to achieve the following:

- To meet local basic needs for primary education places in the area. The school believes that there is a shortfall of primary school places in both Barnet and Enfield in the area of the school. The creation of a two form primary school will significantly increase parental choice as well as addressing the basic needs issue.
- Ashmole Academy has built a distinctive ethos around its vision to provide excellence in educational provision. The Academy has a motto 'Excellence is a Habit not an Event'. That commitment to success through stressing traditional educational standards by driving up performance with regards to English and Literacy, Maths and Numeracy, Science, Languages, History and Geography and Music can be seen in the success the second-

ary school achieves. The data from 2014 shows that 61% obtained a grade C or higher pass in the English Baccalaureate, significantly above the national average, with 37% gaining top grades at GCSE (A/A*). Ashmole Academy will extend this motto with the emphasis on the highest educational performance possible through the best teaching into the primary school. As these pupils move through to secondary school, the success of those individuals will be significantly enhanced.

- Ashmole Academy will develop aspects of a primary school curriculum, starting from Infants and increasingly so in the Junior stage, that enables the pupils on reaching Year 6 to be more ready for transfer to secondary education and, for many, that transfer being into Ashmole Academy. The school will innovate particularly with the teaching of Literacy, Numeracy, Languages, Science, Music and PE taking advantage of secondary teachers to deliver lessons in the primary free school, for example delivering complex themes and/or teaching the most able in order to provide stretch and challenge in those areas. Traditionally the lack of specialist teachers in certain areas has been a barrier to students making progress at both primary and secondary in those subjects. The Academy will also innovate through developing a more 'shared' and collaborative approach to the planning and delivery of the education in Year 6 and 7 between the schools ensuring that pupil progress is maintained throughout the KS2 and KS3 transition.
- The Ashmole-Eversley Partnership will help to raise achievement at KS2 and GCSE in the partnership schools through maintaining and supporting all the partnership schools to remain or become outstanding.
- Ashmole Academy will co-ordinate aspects of the timetables of the schools within the Ashmole campus enabling staff to work at each school to maximise pupil success and curriculum innovation as well as maximising the efficiency of resources. Similarly the schools within the partnership will have some jointly shared professional development activities enabling primary teachers to work at the secondary school and for secondary teachers to be trained to teach at the primary level.
- Ashmole Academy has played a major role in supporting school improvement working in close partnership with many other professional organisations. This tradition of strong networking will continue with the creation of the primary school and the formation of the Ashmole and Eversley Partnership enabling the partnership and its associated teaching alliances to act as a hub of outstanding practice and professional development to the local community, as well as a resource centre for use by other local primary schools.
- Ashmole Academy has a strong tradition for working in close partnership with its parents/carers. This tradition will be further enhanced by creating an educational campus for students from aged 3 through to 18 delivering an outstanding education provision based on a commitment to work closely with parents and carers to achieve that success.

In the future, the Academy Trust intends to provide a nursery provision on the primary school.

██████████.

██████████

Section D: Education plan – part 1

| | Current number of pupils (if applicable) | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|------------------|------------------------------------------|-----------|------------|------------|------------|------------|------------|------------|
| 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 | | | | | | | | |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | | 60 | 120 | 180 | 240 | 320 | 380 | 420 |

Section D: Education plan – part 2

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

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

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Comments |
|------------------------------------------|-----------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Communication, language & literacy | 5 | Mandatory | <i>The children work in an enabling environment so the work is cross curricular and not possible to put set hours on this</i> |
| Maths | 5 | Mandatory | |
| PSED | 2 | Mandatory | |
| Physical development | 3 | Mandatory | |
| Understanding the world | 4 | Mandatory | |
| Expressive art & design | 3 | Mandatory | |
| | 22 hours total | | |
| Breakfast club enrichment | 2.5 | Voluntary | |
| After school clubs | 5 | Voluntary | |
| KS1 | | | |
| English | 8 | Mandatory | |
| Maths | 5 | Mandatory | |

| | | | |
|-------------------------------------------------------------------------------|-----------------------|-----------|--|
| Science | 2 | Mandatory | |
| Geography | 1 | Mandatory | |
| History | 1 | Mandatory | |
| PE | 2 | Mandatory | |
| RS | 1 | Mandatory | |
| Computing | 0.5 | Mandatory | |
| PSHE | 0.5 | Mandatory | |
| Music | 1 | Mandatory | |
| Art | 0.5 | Mandatory | |
| D&T | 0.5 | Mandatory | |
| | 23 total | | |
| Breakfast club enrichment | | | |
| After school clubs | | | |
| KS2 | | | |
| English | 8 | Mandatory | |
| Maths | 6 | Mandatory | |
| Science | 2 | Mandatory | |
| Geography | 1 | Mandatory | |
| History | 1 | Mandatory | |
| French | 1 | Mandatory | |
| PE | 2 | Mandatory | |
| RS | 1 | Mandatory | |
| Computing | 0.5 | Mandatory | |
| PSHE | 0.5 | Mandatory | |
| Music | 1 | Mandatory | |
| Art | 0.5 | Mandatory | |
| D&T | 0.5 | Mandatory | |
| | 25 hours total | | |
| Breakfast club enrichment | 2.5 | Voluntary | |
| After school clubs, eg. Sport, Music, community Languages, Science Club | 5 | Voluntary | |

Section D1:

The table below shows the intake characteristics of some local primary schools. From the feedback to our questionnaires about possible applicants for the primary school in 2016 and 2017, we expect most of the pupils to live within a mile of the school. The Ashmole Primary School is, therefore, likely to reflect the average intake of those schools. The above average expected progress for the intake is reflected in the performance target tables in section D2.

| Expected Intake Data | | | | |
|--------------------------|----------------------------|-------------|--------------|--------------|
| School | Distance from Site (miles) | % SEN | % EAL | % FSM |
| Osidge | 0.1 | 4.8 | 61.1 | 10.5 |
| St Andrew's | 0.4 | 5.7 | 14.9 | 9 |
| Monkfrith | 0.5 | 5.7 | 22.9 | 6.1 |
| West Grove | 0.5 | 6.9 | 52.1 | 22 |
| Brunswick Park | 0.5 | 4.8 | 54.2 | 31.5 |
| Wolfson Hillel | 0.6 | 3.4 | 3.6 | 2.8 |
| Walker | 0.6 | 4.7 | 28.7 | 4.3 |
| De Bohun | 0.8 | 9.1 | 50.2 | 43.8 |
| National | | 11% | 17% | 19.2% |
| Average of these schools | | 5.6% | 35.9% | 16.2% |

Curriculum Model

Ashmole Academy's motto is 'Excellence is a Habit not an Event' making explicit its commitment to excellence in all what it does. That motto, whilst remaining for the Academy overall, will be modified to reflect a primary school focus: 'Be the Very Best We Can Be'. The primary free school will provide a broad, balanced and creative curriculum, compliant with the National Curriculum. A wide range of subjects will be taught focusing on the development of knowledge, understanding and skills, with a strong emphasis on the core subjects of English, Mathematics and Science and designed to ensure that pupils of all abilities will excel. A curriculum where pupils develop knowledge, understanding and skills through the teaching of English, Mathematics, Science, Computing, RE, PSHE, Geography, History, Music, Art, Design & Technology, French and Physical Education will be taught, where relevant links will be made between subjects. The use of ICT/Computing will be incorporated across the curriculum and the whole school curriculum will be underpinned by social, moral, spiritual and cultural education, with a values based and inclusive approach. There will be the highest expectations for the behaviour and safety of the pupils at Ashmole Primary School. The highest emphasis will be placed on the acquisition of the key skills of reading, writing and oral communication in literacy, which will be evidenced through pupils' work across all curriculum areas. In addition the teaching of Mathematics will focus on age appropriate mathematical knowledge as a starting point, with high expectations for a level of mastery in each year group and an application of mathematical skills across the curriculum. The Early Years Foundation Stage (Reception) will follow the EYFS curriculum with a planned transition into Year 1 where pupils will progress on to the National Curriculum. The work children undertake will be planned by the class teacher according to the school schemes of work; prepared by subject leaders. Pupils will therefore be provided with a curriculum that will enable them to gain the essential knowledge they need to become educated citizens. There will be a daily act of collective worship.

At Key Stage 2 there will be increasingly more specialist subject teaching particularly in those areas which may be less well taught by non-specialists for example, Science, PE, Music, and French. French has been chosen as the language to teach from Year 3 as that is the main language at Ashmole Academy. Pupils will also be exposed to the teaching of French in Key Stage 1 through weekly short lessons. The mastering of French will provide a good basis to learn other languages later. At Ashmole Academy, from Year 8 onwards German and Spanish are taught as well as French.

The proposed primary school will have excellent grounds for sporting use and the development of sporting talent. Sport coaches and trained PE teachers will work with the primary school from Reception teaching lessons, focusing on competitive sports and running after school clubs. The school will have access to all the sporting facilities of Ashmole Academy and can become the primary free school sporting hub for all the schools in the area which may lack those facilities. The requirement for all primary aged pupils to be taught swimming will be met by attending swimming lessons at the nearby Southgate Leisure Centre swimming pool, which is located only a short walk away.

Curriculum Enrichment

The curriculum will be further enhanced through a wide range of lunchtime and after school curriculum enrichment activities. All staff will be required to lead an activity, examples of which would be:

| Club | Year Group |
|----------------------------------|--------------|
| KS1 reading | KS1 |
| KS2 reading | KS2 |
| Drama/Public Speaking & Debating | 5 & 6 |
| Science | KS1 |
| Cookery | 3 & 4 |
| Sewing/Textiles | 3 & 4 |
| Art | KS1 |
| Computing-Code Club | 3 & 4 |
| Computing – Blogging | 5 & 6 |
| Eco | KS2 |
| MFL | KS1 |
| Traffic & Travel/Road Rangers | Whole school |
| Newspaper/Magazine | G & T |
| Young singers | 3 & 4 |
| Music | 5 & 6 |
| Boys football | 5 & 6 |
| Girls netball | 5 & 6 |
| Dance | |
| Indian Dance | KS1 |

The school would also run a range of other clubs provided by external providers.

The curriculum also includes the ‘hidden curriculum’; what the children learn from the way that they are treated and expected to behave. The school will adopt a values based learning approach.

In addition to this the school will form links with other schools in the area to set up a range of masterclasses in order to best meet the needs of those highly able pupils.

Assessing & Meeting the Needs of all Pupils

The needs of all pupils will be met through an inclusive and personalised approach. The special needs provision for the primary school will initially be led by the [REDACTED] will liaise with Eversley Primary School as this is a Flagship School for Inclusion (Inclusion Quality Mark); to identify needs and develop provision. Early intervention will be paramount, with needs being identified at the pre-school stage where possible through the school’s extensive induction programme. Her team of experienced special needs staff will work at the primary as well as the secondary school bringing continuity as well as more extensive specialist support. The primary school will be inclusive in its approach to pupils ensuring that all groups of pupils (for example, pupil premium, different ethnic groups, genders and the gifted and talented) are fully catered for and well taught throughout the school. The primary school will adopt what is termed in the Code of Practice for Special Educational Needs (2014) as ‘the graduated response’ which recognises that all children/young people learn in different ways and can have different types and levels of special educational needs. The graduated response means that step by step more support and expertise can be brought in to help support the difficulties a child or young person may be experiencing. The approach involves working closely with the parents/carers as well as with the young pupil themselves. Parents/carers will be kept fully involved and informed by the school, inclusive of any extra or different help that their child is receiving due to their special educational needs. This extra or different help can be provided through School/Early Years Action, or Action plus or a Statement of SEN/Education & Health Care Plans depending on the severity of the child/young person's level of need. An example special education needs provision map is shown below, which would be fully costed and impact driven.

Whole School Provision Map

Range of provision including:

| Type of Provision | Wave 1 (Inclusive Practise) | Wave 2 (Group Interventions) | Wave 3 (1:1 and Very Small Groups) |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognition and Learning | Quality First teaching Quality marking Multi-sensory learning opportunities Broad and balanced curriculum Guided group work with teacher APP assessment/EYFS profile assessments Differentiated work, resources and questioning Working walls Visual prompts (e.g. alphabet, | Focussed group work in class with teacher/TA Guided reading with class teacher Year 2 and Year 6 SATs Booster groups Phonics and Maths groups (Reception) Target Spelling (Years 2 – 6) 1 st class at Number (KS1) 1 st class at Number 2 (Years 3 and 4) | Focus pupils Learning Support Plans Target Reading (1:1) Catch-up Literacy (1:1) 1:1 tuition Toe by Toe Year 6 access arrangements for SATs Advice from School Educational Psychologist (EP) Individual workstation in classrooms |

| | | | |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>word mats, hundred squares)</p> <p>Practical resources (magnetic letters, Numicon, Science resources etc)</p> <p>Early identification of learning styles</p> <p>Early identification of learning needs</p> <p>Reading and spelling age screening (Years 2 – 6)</p> <p>Homework as per Homework Policy</p> <p>Parent consultations</p> <p>Teaching assistants and learning support assistants</p> <p>Interactive whiteboards with internet access</p> <p>Computer, laptop and iPad access</p> <p>Letters and Sounds/Support for Spelling sessions</p> <p>Opportunities to read for pleasure</p> <p>Literacy groups 1:20 (Year 6)</p> <p>Ability Maths groups (Years 4 – 6)</p> | | <p>Advice from external providers</p> <p>Secondary transition meetings</p> <p>Review meetings with parents</p> |
| Speech, language, communication and interaction (including EAL and ASD) | <p>Language rich learning environment</p> <p>Class visual timetable</p> <p>Clear instructions from adults</p> <p>Talk partners</p> <p>Makaton</p> <p>Differentiated questioning</p> <p>Use of ICT (e.g. voice recorders, cameras, iPads and word processing)</p> <p>Drama</p> <p>Dual language books</p> <p>Resource file for ASD pupils</p> | <p>Early Years Language screening (Reception)</p> <p>Primary Screen for language (Years 1 – 6)</p> <p>LASS groups (Reception/Year1)</p> <p>Makaton</p> <p>Speech and language groups (Narrative and Language for Thinking)</p> <p>Social skills groups</p> <p>Social stories</p> <p>Pre-teaching vocabulary</p> <p>ASD parent coffee mornings with ASD EP</p> | <p>Individual visual timetable</p> <p>1:1 language support in classroom</p> <p>Picture Exchange Communication System (PECS)</p> <p>Makaton</p> <p>Communication passports</p> <p>Comic strip conversations</p> <p>Don't take it so literally programme</p> <p>Advice, assessments and programmes from Speech and Language Therapist</p> <p>Advice from ASD teacher</p> <p>Parent consultation meeting with</p> |

| | | | |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Teaching of grammar within Literacy | | <p>ASD EP</p> <p>Class team consultation with ASD EP for individual pupils</p> <p>Individual workstation for TEACCH approach</p> <p>Access to Language Resource Base</p> <p>Review meetings with parents</p> <p>Referral to Child Development Team/CAMHS</p> |
| Sensory (Hearing/Visual Impairment) and Physical | <p>2 weekly P.E lesson</p> <p>Weekly handwriting lesson (KS2)</p> <p>Daily handwriting lesson (KS1)</p> <p>Pencil grips</p> <p>Left and right handed scissors</p> <p>Modified scissors</p> <p>Pens with modified grip</p> <p>Move n Sit cushions</p> <p>AlphaSMART computers</p> <p>Laptops/iPads</p> <p>Fidget toys</p> <p>Zoned playground areas</p> <p>Playground equipment</p> <p>Take Ten</p> | <p>Motor skills focus children (Reception)</p> <p>Tiger Teams assessment and sessions (KS1)</p> <p>Tiger Teams assessment and sessions (KS2)</p> <p>Advice from EYSI physiotherapist</p> | <p>Occupational Therapy advice, assessments and programmes</p> <p>Physiotherapy advice, assessments and programmes</p> <p>Rest breaks</p> <p>Advice from VI teacher</p> <p>Advice from HI teacher</p> <p>Risk assessment</p> <p>Coloured overlays</p> <p>Enlarged resources</p> <p>Review meetings with parents</p> |
| Behavioural, Emotional, Social and Pastoral | <p>Clear expectations</p> <p>Class visual timetable</p> <p>Nurturing ethos</p> <p>House system</p> <p>Behaviour policy</p> <p>Nurturing ethos</p> <p>PSHE Plus (Year 5)</p> <p>Family Learning conversations</p> <p>Class visual timetable</p> | <p>Social skills groups with Learning Mentor</p> <p>Parent workshops (Share and Share Plus)</p> <p>BSS advice and class/group work</p> <p>Social stories</p> <p>Quiet lunchtime clubs</p> | <p>BSS advice and individual work</p> <p>Access to Pupil Referral Unit through BSS</p> <p>Behaviour Support Plans</p> <p>Pastoral Support Plans</p> <p>Individual visual timetable</p> <p>Individual behaviour reward system</p> <p>'On report' system</p> <p>Behaviour for Learning slips</p> |

| | | | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Whole school housepoint reward system</p> <p>Circle time activities</p> <p>Reception and new parent welcome pack</p> <p>Fidget toys</p> <p>Paired work</p> <p>Philosophy for Children (P4C)</p> <p>SEAL programme</p> <p>Mini-mentors</p> <p>Assemblies</p> <p>Assembly book and Walking not talking boards</p> <p>School Council</p> <p>Positive behaviour management strategies</p> <p>Golden Time</p> | | <p>Rest breaks</p> <p>Individual Learning Mentor sessions (1:1)</p> <p>Individual risk assessment</p> <p>Review meetings with parents</p> <p>Family/child referrals to CAMHS</p> |
| Medical | <p>Support staff and TAs are first aid trained</p> <p>Welfare rooms and welfare staff in both buildings</p> <p>All staff epi-pen trained</p> | Records of incidents/first-aid administered | <p>Individual health care plan</p> <p>Individual risk assessment</p> |
| Attendance and punctuality | <p>Attendance information shared in assembly</p> <p>Breakfast club</p> <p>After school club</p> <p>Communication of expectations to parents</p> <p>Monitoring meetings with the EWO</p> <p>EWO monitoring of lateness</p> | <p>Phone calls home to monitor non-reported absence</p> <p>Letters home to highlight poor attendance/lateness</p> | <p>Early Help referral to EWO for attendance</p> <p>Family meeting with Headteacher</p> <p>Home visit by EWO</p> |

Regular screening of primary school children is vital to identify need, the progress the child is making and to provide effective support where intervention is necessary. Throughout the child's career at the Ashmole Primary School regular screening will occur, starting at Reception looking at a wide range of measures including literacy skills and social skills. From the screening process, the school will identify those students in need of special needs support,

those who are gifted and talented that need stretching, those that may have a disability or medical need, those with emotional or social issues and those needing behavioural support. The screening process will operate using professional assessments and tests, the advice of the class teacher and working closely with the parents/carers concerned.

Looked After pupils and those on free school meals/pupil premium will have their own action plans and be supported by having a mentor to ensure that issues like motivation and attendance are maintained at high levels similar to other pupils. The Learning Mentor will come from the Academy team who are experienced at working with such children and liaising with external bodies as required. In addition, the Academy pioneers peer mentoring as an effective way to help motivate pupils or students, this system will be extended to the primary school so that these pupils can benefit from a peer mentor from the secondary school, a sixth former for example. Sixth formers will also be used to help encourage and support both the development of reading and numeracy at the primary school. The pupil premium additional funding the school receives will be targeted at meeting those pupil's needs using basic practice guidelines such as that from the Sutton Trust to establish the intervention strategies used. The funding will be used to pay for learning mentors and intervention programmes being used to tackle under achievement. The source of funding will also be used to help support the cost of educational visits for these pupils, bearing in mind how important primary school trips out can be. Pupil premium funding will also be used to help pay for music tuition as well. The school will also have a support, training and extension approach to ensure that gifted and talented pupils are fully stretched, again taking advantage of the link to the secondary school as one aspect of that support, providing a range of masterclasses for those pupils.

Curriculum Content

Ashmole Primary School will have a school day structure that is similar to that of Ashmole Academy. This will enable the Academy to co-ordinate timetables for teachers and teaching assistants to work at both schools. This is particularly important with regard to subjects such as PE, Music, the teaching of French, and Science where specialist teachers from the Academy will teach, or support the primary teacher teach those subjects. The Academy's staff will receive primary school training to undertake this new role and will work alongside Eversley Primary School through their Continuing Professional Development Programme. Experienced primary specialists from Eversley Primary School will also model lessons/team teach in the new Primary. A shared programme of INSET/CPD will be established. This linking between the two schools is very beneficial. Specialist equipment can become available to the primary school, from musical instruments to AstroTurf to Science Laboratories. In addition, Ashmole Academy has more specialist staff to assist need in the primary school, for example, working with pupils and their families for whom English is not the main language. Ashmole Academy already operates community language programmes in Greek, Turkish, Russian and Mandarin reflecting its diverse intake. That support and provision will be extended to Ashmole Primary School as an enriching activity as well as supporting Ashmole Primary School to overcome language barriers. The linked school days also provides the benefit of Sport Leaders and Duke of Edinburgh students within the secondary school attending the primary school to help provide coaching and mentoring to younger pupils, for example, to develop aspiration and confidence with the gifted and talented students so that they are stretched to the maximum of their potential.

The statutory requirements for maintained schools per key stage are as follows: 21 hours Foundation and Key Stage 1, and 23.5 hours Key Stage 2. The primary school will at a minimum meet these requirements with at least 4 hours 15 minutes per day teaching for Reception and Key Stage 1 and 4 hours 45 minutes per day teaching for Key Stage 2.

Ashmole Academy Trust will support the delivery of the curriculum by providing further central services including Educational Psychology provision, Attendance Officer, cover support as well as teaching assistant, mentoring and behavioural management help as well as providing the advantages of economy of scale. Eversley Primary school will also provide support as the partnership school.

The provision of the link and support provided by Ashmole Academy Trust is particularly critical in the early start up years when the primary school size will be insufficient to provide all such services and support from a smaller budget.

Ashmole Academy provides extended opening time for its students and the parents. It operates from 8am to 5pm with times before and after the statutory day being used for breakfast clubs and after school activities. Reception and first aid support is fully staffed during these hours. That same principle will apply to the primary school. The school will offer a breakfast club from 8am; and after school facility until 5pm, for Ashmole Primary pupils, a holiday club which will run throughout some of the school holidays between 8am and 5pm will also be open to children in the locality. It will therefore meet the needs of working parents/carers. The school will aim to create a safe, enjoyable learning environment where courtesy and the highest standards of behaviour and professional conduct can be seen in the ethos and through all the schools actions and activities. This will be further enhanced through the school's values based ethos and the overt teaching of explicit values. Teacher's expectations will be high, the quality of teaching will be of at least a good standard with many outstanding teachers. Pupils will be highly motivated due to the high aspirations but also their enjoyment of coming to school in such a stimulating learning environment. The school will be responsive to parents and carers working in very close partnership with them. At primary level, links and strong professional contact with outside agencies and other schools is an important feature to develop.

An example of a possible day structure for Ashmole Primary School is shown below:

MODEL KS2 TIMETABLE 8.50am – 3.25pm

| Day | 8.50 – 9.00 | 1 st Session 9.00 – 9.50 | 2 nd Sessions 9.50 – 10.50 | Break 10.50 – 11.10 | 3 rd Session 11.10 – 12.0 | Lunch 12.10 – 1.10 | Assembly 1.10 – 1.25 | 4 th & 5 th Sessions 1.25 – 2.25 & 2.25 -3.25 |
|--------|--------------|--------------------------------------------------------------------|------------------------------------------|------------------------|-----------------------------------------|-----------------------|-------------------------|------------------------------------------------------------------------|
| Monday | Registration | (Guided) Reading for Whole School (30 mins) + support for spelling | Literacy or Maths | | Literacy or Maths | | | Foundation Subjects |

- These are approximate timings.
- There will be times when PE/Music may have to take place in the morning, similarly some literacy/numeracy lessons will occur in the afternoon.
- The daily act of collective worship has been timetabled for the same time every day but this may vary and not necessarily be whole school based.
- Note that the 25 taught hours do not include breaks and collective worship.

MODEL KS1 TIMETABLE**8.50am – 3.15pm**

| Day | 8.50 – 9.00 | 1 st Session 9.00 – 9.50 | 2 nd Sessions 9.50 – 10.50 | Break 10.50 – 11.10 | 3 rd Session 11.10 – 12.0 | Lunch 12.10 – 1.10 | Assembly 1.10 – 1.25 | 4 th & 5 th Sessions 1.25 – 2.25 & 2.25 -3.15 |
|--------|--------------|--------------------------------------------------------------------|------------------------------------------|------------------------|-----------------------------------------|-----------------------|-------------------------|------------------------------------------------------------------------|
| Monday | Registration | (Guided) Reading for Whole School (30 mins) + support for spelling | Literacy or Maths | | Literacy or Maths | | | Foundation Subjects followed by Show & Tell |

MODEL FOUNDATION STAGE TIMETABLE**8.50am – 3.15pm**

The Early Years timetable will be discrete due to the requirements of the EYFS curriculum. They will not necessarily attend assemblies or break times with the rest of the school. It is recommended that children in EYFS continue their learning both inside and in the outside area throughout the morning and afternoon sessions and do not share break periods with the rest of the school. This is in order that their learning is not interrupted. Nevertheless it may be regarded as important for social and pastoral reasons that some time is shared with KS1.

Pupil Transition

The new Ashmole Primary School will commence with the intake of an Early Years Foundation Stage Reception Class. Prior to the opening of the Reception class the school will forge links with local pre-school providers through visits from the school's home school liaison teacher, who will be an Early Years Specialist. The rationale for these visits will be to develop good relationships with the nurseries, provide opportunities for prospective parents to engage in discussions about starting school and work with Early Years providers to raise the proportion of children who are well prepared to start school. This teacher will also provide a home visit to those families who have expressed a first preference for the Ashmole Primary School. There will be a full induction programme established for those children entering Reception, inclusive of pre-school sessions in the June/July prior to starting school; home visits at the beginning of September and a staggered entry into school over a period of three weeks. All children will be in school full-time by the end of September 2016. Partnership with parents is a vital element in this induction process in order to establish positive relationships for the benefit of the pupils. Once the children are in full time schooling a baseline assessment will be carried out in order that the school can personalise the child's learning experiences and measure progress accurately. Throughout the school the pupils will undertake all the statutory assessments including the Year 1 phonics screening test; Key Stage 1 Teacher Assessments, together with the externally set but internally marked tests which inform Teacher Assessment and the National Tests at the end of Key Stage 2. These assessments will be underpinned by a whole school tracking system and half-termly formal assessments, particularly in English, Mathematics and Science.

Year 6 and secondary transfer to Year 7 will be particularly innovative by having considerable joint teaching between the two schools ensuring that Year 6 are fully stretched to meet the secondary school curriculum demands as well as ensuring that the transfer is smooth and stress free. There will be, for example, very close teaching arrangements and transition projects between Year 6 and Year 7. Year 6 curriculum will have a more secondary school feeling in parts with the pupils coming to the secondary school for some lessons. There will be

more sharing of teachers between the two schools for Year 6 and 7. For example, Science and Language lessons will be taught by secondary school staff. In addition, pastorally, there will be the detailed knowledge of each pupil and their learning needs, together with a closer parent/carer relationship with the school staff. The summer term for Year 6, after the Standard Assessment Tasks, will be a purposeful time linking very closely with the secondary school and ensuring that progress is sustained throughout. We will ensure that the Year 6 pupils are fully 'secondary ready', not only through the curriculum, which will involve joint teaching between the primary school and secondary school, but also through a comprehensive induction programme for Year 6 pupils. The nationally known dip in performance as Year 6 move into Year 7 will be avoided by these close working arrangements.

Enhancement for Pupils not from Ashmole Primary School

For admissions to Ashmole Academy who have not received the enriched primary curriculum by attending Ashmole Primary School, Ashmole Academy seeks to develop a programme of 'Enhancement' so that the pupils may receive some of the booster experiences in the curriculum areas relevant to improve their Ashmole 'readiness'. Ashmole Academy Trust will fund such activities. Ashmole Academy in choosing its term dates maximises the number of teaching days between September and the start of the external examination season. Ashmole Academy therefore ends earlier in July compared to many local primary schools. It also has staff available in July because older students (i.e. Year 11 and 13) that have left the school and NQTs who are employed to start at the Academy with effect from 1st July. Ashmole Academy will use the time and staff available in July to run the enhancement programmes.

A total of 4 days in July will be devoted to Language teaching, taught in two distinct groupings (those who have had some French teaching and those not). It will be an immersion programme, dispersed with other lessons on Numeracy, Literacy and Science, aimed at achieving mastery at KS2 Languages. In addition, at the start of Year 8 all pupils will be assessed and then taught in sets appropriate to their achievement in French.

A further 4 days will be allocated to Literacy, Numeracy and Science. For Science, the 'booster' will seek to achieve mastery at KS2 Science with a specific addition of more practical science and the development of the scientific method. The programme for reading, writing, spelling, grammar and Maths will include an initial diagnostic assessment to determine their mastery of the key stage followed by a differentiated teaching programme to ensure that all have mastered the key stage with over 42% exceeding that standard.

Pupils on the 'Enhancement' programme will have additional 'booster' lessons before and after school in Year 7 to ensure 'catch-up' with the rest of the Academy's intake in the relevant curriculum areas. Such booster sessions during Year 7 will focus on Literacy and Numeracy.

The use of Technology will be used to help deliver 'Enhancement'. For example, Ashmole Academy provides Year 7 with e-readers as a means to drive on Literacy, Reading, Numeracy and Language teaching as well as general study skills development. The e-readers will be provided to the 'Enhancement' students during July with many 'at home' opportunities to continue to enhance and boost their readiness for Ashmole over the summer period. Opportunities to read grade relevant books, for example, to enhance their reading will be on the e-readers as well as software to consolidate, practice and build their acquisition of French.

The Academy has taken the decision that enhancement of Music and PE will be more difficult to provide in the manner described above. However, once at Ashmole Academy these pupils may still fully engage with the wide range of extra-curricular activities available in Music and PE.

Professional Development

The Ashmole-Eversley Partnership brings together two outstanding schools with its own teacher training capacity spanning Reception to Year 13. In addition, the partnership with Oaktree Nursery and Ludwick Children Centre expands the coverage from reception to pre-school. Professional development using those well established teacher training networks brings the capacity to ensure that the standard of teacher development is of an exceptionally high standard providing depth of expertise to ensure that teachers are fully supported to achieve outstanding teaching. There will be some joint training or shared training events when, for example, assessment approaches. A unique feature of the partnership is the sharing of secondary and primary teachers, particularly at KS2, but not exclusively, where a more middle school approach will be adopted in Year 5 to Year 7 teaching. Eversley Primary and its associated teaching school alliance will be responsible for training of Ashmole Academy staff to teach in an outstanding manner in a primary school. Similarly, Ashmole Academy will do the converse. Furthermore, with techniques of networking and sharing good practice, like 'Teach Meets', digital training materials especially produced by the partnership and VLE forums, the Ashmole Trust will ensure that teachers jointly plan curriculum delivery for Years 5-7 helping to raise achievement to the exceptionally high levels expected by our vision.

Performance Management

Professional development and the performance management of staff is a key feature to ensure that the quality of teaching is outstanding. Ashmole Academy has a robust performance management policy for teachers, based on regular lesson observations and grading of those lessons. Ashmole Primary School's aim will also be that teaching will be outstanding and never less than consistently good. All teachers will have a Teacher Profile, which will monitor performance through a combination of lesson observations, work in pupils' books, pupil progress and classroom environment. All teaching staff will be monitored at least termly by members of the Challenge Team, supported by the partner school, Eversley Primary School. Judgements will be moderated through paired observations and scrutinies.

Teacher's performance management targets will focus on pupil progress and school development linked to the key priorities in the School Improvement Plan. Where teaching is less than good, support will be provided in order that the necessary improvement is made. Ashmole Academy Trust will work together with Eversley to monitor teacher performance with cross school observations and scrutinises in order to ratify judgements. The primary school will also ensure that the performance of non-teaching staff is also managed through an annual appraisal process, inclusive of the setting of targets.

Pay does reflect performance at Ashmole Academy. The pay and performance management policy whilst based on the national conditions of service for teachers in maintained schools is unique to the Academy.

Teachers are extensively supported to improve to become increasingly outstanding in their practice and experience. Ashmole Academy has its own advice and digital training material for teacher training to enable more teachers to become outstanding, with a target of 40% of lessons being graded as such. These training materials cover many aspects of teaching. Some of the topics cover how to use teaching assistants effectively in the classroom, how to support gifted and talented pupils, how to differentiate, assessment for learning, use of data to monitor progress, how to use Education Action Plans for special needs children. Ashmole Academy also provides training and support to its staff on effective intervention strategies and

catch-up activities to ensure that all pupils make good progress, especially those from certain groups of pupils such as pupil premium pupils, looked after children, special needs pupils and those from ethnic minorities. This practice and experience will be extended to all the staff at Ashmole Primary School.

The CEO will have a team of consultants engaged by Ashmole Academy Trust from its central services team, working with him to ensure that the primary Head Teacher has had the training needed to make effective and robust teacher judgements. Lesson observations will occur of all staff and this will lead to feedback being given on developments and improvements necessary to take the teacher to outstanding. A final lesson observation graded by the 'Challenge Team' will be used in the performance management judgements on that teacher, as well as the other measures outlined above. The teacher training programme operated at Ashmole Primary School will mirror and be led by the Ashmole Academy Trust's Teacher Training Team. The primary school, like the secondary school, will have a robust approach to tackle teaching where the standard falls below what Ofsted would deem as a 'good' standard. Ashmole Academy requires its teaching staff to be performing at least to a good standard. Where that is not the case, intensive intervention by the Ashmole Academy Trust's professional development team will occur to assist the teacher in meeting the basic standard required. Teachers unable to meet the 'good' standard would follow formal capability with the outcome being either improvement or that member of staff no longer being employed by the Trust.

Section D2

Ashmole Academy made a bid for a free school primary school in January 2014. It was unsuccessful. In the feedback received, assessment was a topic that required more detail. The section below has been written to address that feedback.

Approach to assessment

Effective assessment is integral to high quality teaching and learning. Assessment and data will be used to ensure that teaching is appropriate and that learners are making expected with many above expected progress. To do this, we will undertake two different but complementary types of assessment: assessment **for** learning and assessment **of** learning.

Assessment for learning (*formative assessment*) will involve the use of teacher assessments in the classroom to raise pupil achievement, based upon the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (*summative assessment*) will involve judging our pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, will be used to describe our pupils' performance, in terms of age related levels or as scaled scores recorded centrally on our school data system: I-track.

Pupils and parents will be provided with regular termly feedback on pupils' learning, so that they clearly understand what it is that they need to do in order to improve. Research has shown that pupil involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance. Assessment will create a positive learning environment where pupils can see the steps necessary for their own success.

Assessment aims/vision:

- to enable pupils to demonstrate what they know, understand and can do in their work
- to help pupils recognise the standards to aim for, and to understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each pupil
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with pupils
- to involve all pupils with self-assessment
- to raise standards of learning
- to identify pupils for intervention
- to provide regular information for parents that enables them to support their child's learning
- to provide the Head Teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Methods of assessment & data tracking

All pupils will be assessed by their teachers at least every half term in terms of progress made against statements and criteria relevant to their ages. These assessment criteria are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. The assessment criteria will be derived from the school curriculum, which is composed of the National Curriculum and the school's own local design. The statements used for this periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. Each pupil will be assessed as either 'developing', 'meeting' or 'exceeding' each relevant criterion contained in the expectations for that year. Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. Pupils meeting and exceeding the expected standards will be provided with more challenging work. Those judged still to be developing will be provided with intervention to achieve the expected progress.

These on-going formative assessment judgements made by teachers will be recorded centrally on the school's data system (I-track) and backed by a body of evidence created using observations, records of work, the pupils' books and summative testing. An essential element of formative assessment will be through marking and feedback. Teachers will be expected to implement next step marking which will provide pupils with opportunities to show their understanding and move their learning forward. Pupil response to pertinent feedback is an expectation. Teacher assessment judgements will be moderated by colleagues in school and by colleagues in other schools to make sure that assessments are fair, reliable and valid. Cross phase assessment moderation will occur at KS2 developing a better degree of judgement and understanding between teachers at the transition phase.

In addition to formative data; summative testing will also be used half termly to ensure that pupils are provided with an opportunity to show what they know, understand and can do in relation to age related targets. These tests will further quality assure teacher assessments and provide a benchmark for moderation by subject leaders.

Diagnostic testing will also be used to inform intervention programmes; for example spelling and reading tests, including the use of phonics testing. The school will operate a range of intervention programmes, which will be closely monitored to ensure impact by the SLT.

The school will use standardised NFER tests in verbal, non-verbal and spatial awareness to assess the pupils' potential for attainment and progress; assisting in the identification of and action planning for more able or gifted and talented pupils.

At the end of each Key Stage there will be the following statutory tests; Foundation Stage Profile, Phonics screening check near the end of Year 1, Teacher Assessment at the End of Key stage 1 informed by externally set and internally marked tests (Maths, Reading, Writing), national tests at the End of Key Stage 2 (Maths, Reading, Grammar, Punctuation and Spelling) and a Teacher Assessment of Writing, Speaking and Listening and Science.

Through working with other schools to moderate teacher assessments and by using external tests and assessments, performance will be benchmarked against that of other schools, particularly against similar schools, using the outcomes to check and support teaching standards and ensure improvement. All data gathered from both formative and summative assessments will be used within the performance management process for the teachers and teaching assistants, and form part of their teacher profiles/appraisal process.

The regular reviewing of the data outlined above will give teachers the opportunity to revise and refine targets upwards for the class. It is in recognising the individual abilities of pupils, that the school will make finely, tuned adjustments for target setting for each pupil. Every pupil will be set aspirational targets which will be reviewed regularly (termly) with new targets set. The discipline of regularly analysing pupils' attainment and progress will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is achieved through effective classroom practice and intervention activities as well as careful planning. Pupils will also be set personal targets relating to behaviour and the school's values.

The information from our assessments will be communicated to parents and pupils formally on a termly basis through structured conversations at parent/carer consultation meetings. The expectation and encouragement provided will aim to achieve 95+% attendance at these parents meetings. To aid maximum attendance the primary school will provide a choice of daytime/evening appointments and all non-attendance will be followed up. At Ashmole Academy parental attendance is regularly around 95%. Parents and pupils will receive rich, qualitative information at these meetings of what has been achieved and indications of what pupils need to do next. All achievements will be celebrated across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development. It is important to provide termly information to parents throughout the year culminating with a written Annual Report, which is easily understood and covers both qualitative and quantitative assessment. Regular home school communication is vital and the school's Parent Partnership policy will clearly outline how parents/carers can be kept fully informed about their child's achievement and progress e.g. termly parent/teacher consultation meetings; individual meetings; open events; feedback from reading record books and homework diaries, together with the annual report. Ashmole Primary School will also have a parent association whose function is to help with school events and provide enjoyable events for both parents and pupils. This will be a separate parent association compared to that of the secondary school.

Centrally stored I-track data and pupil work in books will be monitored closely on a regular basis, at least half termly by subject leaders and members of our SLT to ensure good progress of individual pupils. Data will also be used to monitor the progress of groups and cohorts as they move through the school and to intervene in areas requiring attention. Data will be analysed to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched. An end of year data report will be created using this information and shared with the Governing Body.

Exemplar Annual Assessment Timetable

| | Assessment | Monitoring |
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| September | <p>Predicted Attainment Sheets (individual pupil targets: Reading/Writing/Maths/Personal)</p> <p>Intervention groups to be set up (based upon June analysis & diagnostic testing or previous school's data for newcomers)</p> <p>Target progress pupils identified & action plans created</p> | <p>Phase leader progress meetings to monitor class target sheets, target progress pupils & action plans for groups and individuals</p> <p>SENCO</p> <p>Year group leaders & Phase leaders</p> |
| October | <p>SEN support plan meetings for pupils on SEN support, with parents</p> <p>Parent consultations</p> <p>Rising stars summative tests (1)- maths/reading/writing/SPAG/science – I track input by teachers</p> <p>Update of half termly individual pupil targets: Reading/Writing/Maths/Personal</p> <p>Analysis of School's Raise Online</p> <p>EYFS Profile EYFS I-Track</p> <p>Assessed Independent Writing (1)</p> | <p>SENCO</p> <p>Phase & Year Group Leaders</p> <p>Assessment leader, Phase leaders & Subject leaders monitor planning files (annotations of assessment), books & I-track data updates from summative tests</p> <p>Literacy drop-ins- guided reading- Phase leaders & subject leader monitor reading assessments & targets SMT book scrutinises (weekly rolling programme throughout year)</p> <p>Performance management observations (with notice) & interviews – HT/DHT/AHT/Phase Leaders</p> <p>Assessment leader & HT</p> <p>EYFS cross-school moderation</p> <p>Internal writing moderation of Independent Writing- All teachers & Subject Leader staff meeting</p> |
| November | <p>Target pupils tracked</p> <p>Review of formative assessments on I-track by teachers</p> <p>Foundation subjects assessment - Annotation of foundation subject planning & assessment files updated (pupils not meeting or exceeding)</p> | <p>Subject leaders monitoring- of I-track inputted formative assessments by teachers for Maths/English/Science</p> <p>Foundation Subject/assessment file monitoring- subject leaders</p> |
| December | <p>Rising stars summative tests (2)- maths/reading/writing/SPAG/Science – I track input by teachers</p> | <p>Assessment leader & Subject Leaders monitor assessment files & I-track data</p> <p>HT/AHT/Assessment leader monitor I-track data</p> <p>Pupil Progress meetings after I-track data input with Phase Leaders Moderation of levelling- Subject leaders & staff in phases</p> |

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| | <p>Assessed Independent Writing (2)</p> <p>EYFS Profile EYFS I-track</p> | <p>Cluster moderation of writing with local schools</p> |
| January | <p>Diagnostic reading and spelling age assessments NFER non-verbal Year 3</p> <p>Projected target updates</p> | <p>TA observations of interventions Letters & Sounds/Support for Spelling observations & monitoring – SENCO</p> <p>Phase leader progress meetings to monitor class target sheets, target progress pupils & action plans for groups and individuals</p> <p>SLT scrutiny of data & review key priorities/ action plans</p> |
| February | <p>Rising stars summative tests (3)- maths/reading/writing/SPAG/Science – I track input by teachers</p> <p>SEN support plan meetings for pupils on SEN support, with parents</p> <p>Target pupils tracked</p> <p>Assessment files & Action Plans checked</p> <p>Assessed Independent Writing (3)</p> <p>EYFS I-Track</p> | <p>Assessment leader & Subject Leaders monitor assessment files & I-track data</p> <p>SENCO</p> <p>Phase Leaders monitor planning files (annotations of assessment) & Action plans for target progress pupils</p> <p>Performance management OFSTED notice observations and reviews– HT/DHT/AHTs/Phase Leaders</p> <p>Internal moderation writing- literacy subject leader & cross phase in PPA</p> <p>EYFS cross school moderation</p> |
| March | <p>Review of formative assessments on I-track by teachers for : Maths/ reading/ writing/ SPAG/ Science</p> <p>Parent consultations</p> <p>Rising stars summative tests (4)- maths/reading/writing/SPAG/science – I track input by teachers</p> | <p>Pupil Progress meetings after I-Track updated for: Maths / reading / writing / SPAG/Science</p> <p>Subject leaders monitoring – Maths/English/Science of I-Track</p> <p>HT/AHT/Assessment leader & subject leaders monitor I-Track</p> |
| April | <p>EYFS Profile EYFS I-track</p> <p>Foundation subjects assessment- Annotation of foundation subject planning & assessment files updated (pupils not meeting or exceeding)</p> <p>Assessed Independent Writing (4)</p> | <p>EYFS cross school moderation</p> <p>Foundation Subject/assessment file monitoring- subject leaders</p> <p>Cluster moderation of writing with local schools</p> |
| May | <p>KS1/KS2 SATs</p> <p>Predicted Attainment Sheets updated</p> <p>Target pupils tracked</p> <p>Assessed Independent Writing (5)</p> | <p>Internal moderation of KS1 data & assessments</p> <p>Quality Assured cross school paired performance management observations – SMTs from Eversley and additional school</p> |

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| | Rising stars summative tests (5)- Maths/reading/writing/SPAG/Science – I track input by teachers | External & Internal moderation of KS1/KS2 writing Assessment leader & Subject Leaders monitor assessment files & I-track data |
| June | Introduction of Steps of Success to EYFS EYFS Profile EYFS I-track Diagnostic reading and spelling age assessments NFER non-verbal Year 5 Year 1 phonics screening test Foundation subjects assessment- Annotation of foundation subject planning & assessment files updated (pupils not meeting or exceeding) Assessed Independent Writing (6) Rising stars summative tests (6)- Maths/reading/writing/SPAG/ Science – I track input by teachers | EYFS cross school moderation SENCO Literacy subject leader & Year 1 year group leader Foundation Subject monitoring- subject leader Assessment leader monitors assessment files Phase leaders monitor planning files Literacy subject leader Assessment leader & Subject Leaders monitor assessment files & I-track data Evaluation of School Improvement Plan (SIP)- SLT & HT |
| July | Individual Education Plans for special needs and looked after children reviewed Parent consultations Review of formative assessments on I-track by teachers for : maths/ reading/ writing/ SPAG/ Science Individual pupil assessment sheets/handover sheets & talks/target pupils identified Written annual report to parents/Parent consultations Class progress sheets Assessment files checked | HT/SMT analysis of test data/set key priorities for School Plan Class Handover talks HT/AHT/Assessment leader monitor class tracking sheets SENCO monitors & updates additional needs files SLT & HT monitor reports to parents Individual progress made against age related targets Phase Leaders & Assessment Leader |

Targets for pupil performance

Every child will be set targets to achieve based on the base line judgements reached at the start of their primary education and reviewed regularly after that, expecting to achieve a standard of performance at the end of Key Stage 2 that results in the overall pupil performance being deemed outstanding. The expected outturn on performance as expressed in the previous National Curriculum levels would be as follows:

School General

- 100% of lessons judged good or outstanding with at least 40% being outstanding.
- 95%+ of parent/carer attend parent consultation evenings.
- 90%+ of parents in a satisfaction survey carried out annually rate the school service at least good or better.

Reception and Key Stage 1 (KS1)

- 85% achieve average Assessment rating of 2 in EYFS Profile in Reception year.
- 85% exceed Year 1 Phonics screening threshold
- 98% achieve Level 2 in Reading
- 45% achieve Level 3 in Reading
- 92% achieve Level 2 in Writing
- 28% achieve Level 3 in Writing
- 98% achieve Level 2 in Maths
- 35% achieve Level 3 in Maths

Key Stage 2 (KS2)

| Expected Progress | | | | | | | | |
|-----------------------------------------|------------------------------------------|-------------|-------------|-------------|------------------------------------------|-------------------|----------------------|----------------|
| Key Stage 2 | % Level 4+ Reading, Writing & Maths 2013 | Reading | Writing | Maths | % Level 5+ Reading, Writing & Maths 2014 | % Overall Absence | % Persistent Absence | Ofsted Grading |
| England | 75 | 88 | 92 | 88 | 21 | 4.8 | 3.6 | |
| Barnet | 79 | 91 | 92 | 92 | 26 | 5.1 | 3.5 | |
| Enfield | 76 | 89 | 93 | 90 | 20 | 4.8 | 3.9 | |
| Local Schools | | | | | | | | |
| Osidge | 76 | 90 | 95 | 92 | 22 | 4.3 | 1.4 | 2 |
| Brunswick | 86 | 100 | 100 | 100 | 28 | 5.6 | 3.7 | 2 |
| Walker | 93 | 98 | 90 | 97 | 31.5 | 4.2 | 1.4 | 1 |
| Monkfrith | 77 | 87 | 84 | 94 | 29 | 4.2 | 1.9 | 1 |
| St Andrews | 78 | 84 | 84 | 82 | 29 | Suppressed | Suppressed | 3 |
| Eversley 2014 | 100 | 95.1 | 96.7 | 96.7 | 52.5 | 3.17 | 1.3 | 1 |
| Proposed Ashmole Primary Targets | 96 | 98 | 98 | 98 | 40 | 3.5 | 1.4 | 1 |

Targets for Behaviour

Expectations for behaviour will be that behaviour and behaviour for learning is outstanding across all subjects, years and classes. Pupils will be expected to show excellent conduct and manners. This will be further promoted through a values based approach. The primary school will have clear policies for behaviour and bullying and as a new school these policies will be established in consultation with parents, pupils and staff. Poor behaviour or bullying will not be tolerated and the school will make explicit the systems for both rewards and sanctions, which will be consistent across the school, in order that all pupils feel safe in school. Ashmole Primary School will adopt a positive behaviour management approach so that children can grow in a safe and secure environment in order to become positive, responsible and increasingly independent members of the school community. Pupils will understand and agree the school's behaviour policy and the reasons for any school rules. An example would be that within the

school building pupils adopt a 'Walking not Talking' approach thus enabling all members of the primary school to move safely and efficiently.

Targets for Attendance

Regular attendance and punctuality are essential for a good education and in order that all pupils are enabled to achieve their full potential. All pupils will be expected to attend punctually every day, unless they are too unwell to attend school. No other absence will be approved unless the parents/carers can demonstrate evidence of exceptional circumstances and in those circumstances approval can only be sought from the Head Teacher. From the earliest stage e.g. pre-school sessions, the expectations of the primary school will be made explicit to parents/carers i.e. that pupils must attend punctually and every day, thus instilling a future work ethic in pupils and ensuring the maximisation of learning opportunities. The primary school will value and reward good attendance and punctuality. It will monitor poor attendance and punctuality and follow this up appropriately, offering support to pupils and families where it is needed. It will maintain regular communication with parents/carers. There will be clear procedures for dealing with persistent lateness or absence, with a positive approach which aims for co-operation in order to make improvements. The school will set a target for attendance of 96%+.

Section D3

Ashmole Primary School will be part of the Ashmole Multi Academy Trust lead by the [REDACTED]. The primary free school will be led by an experienced primary trained teacher as Head Teacher. That person will have been an experienced primary school Deputy Head Teacher or a primary school Head Teacher and will report to the CEO. Initially, the school will appoint an Assistant Head Teacher, who will lead on the Curriculum for reception/KS1, an Early Years specialist lead classroom teacher and another classroom teacher. The Assistant Head Teacher will have a teaching commitment and will deputise in the absence of the Head Teacher. It is necessary to have this number of staff at the initial stages in order to cover PPA time and any absence internally. After the initial start-up phase, as the number of teachers grow so the school will be able to provide support for newly qualified teachers from the more experienced staff already employed. Further experience will be added as that stage arrives, with subject leaders for individual subjects being appointed, commencing with the core subjects of Literacy, Maths and Science. Subject leaders will lead their subject across the Primary age range. The Deputy Head Teacher will be appointed at that stage.

Every class in Reception and KS1 will have a teaching assistant. There will be a full time Welfare Officer appointed who, with other central staff from the Trust, will undertake home visits and develop links with local pre-school providers, including in the future the Ashmole Nursery School. Play Leaders will also be appointed for helping to supervise organised play activities at break and lunch. These will be sessional appointments. At a primary school, it is important to maximise the benefits of organised play in the development of the children.

Ashmole Primary School, as a part of the Ashmole Academy Trust, will benefit from central services provided. These central services will include Administration, Finance, Site, IT, HR, Health & Safety and Data Management. Some additional staffing will need to be provided to take on the work related to the primary school but in the start-up phase the access to these central services will make the management of the primary school easier to operate.

Training of the teachers as well as their performance management will be led by the Trust.

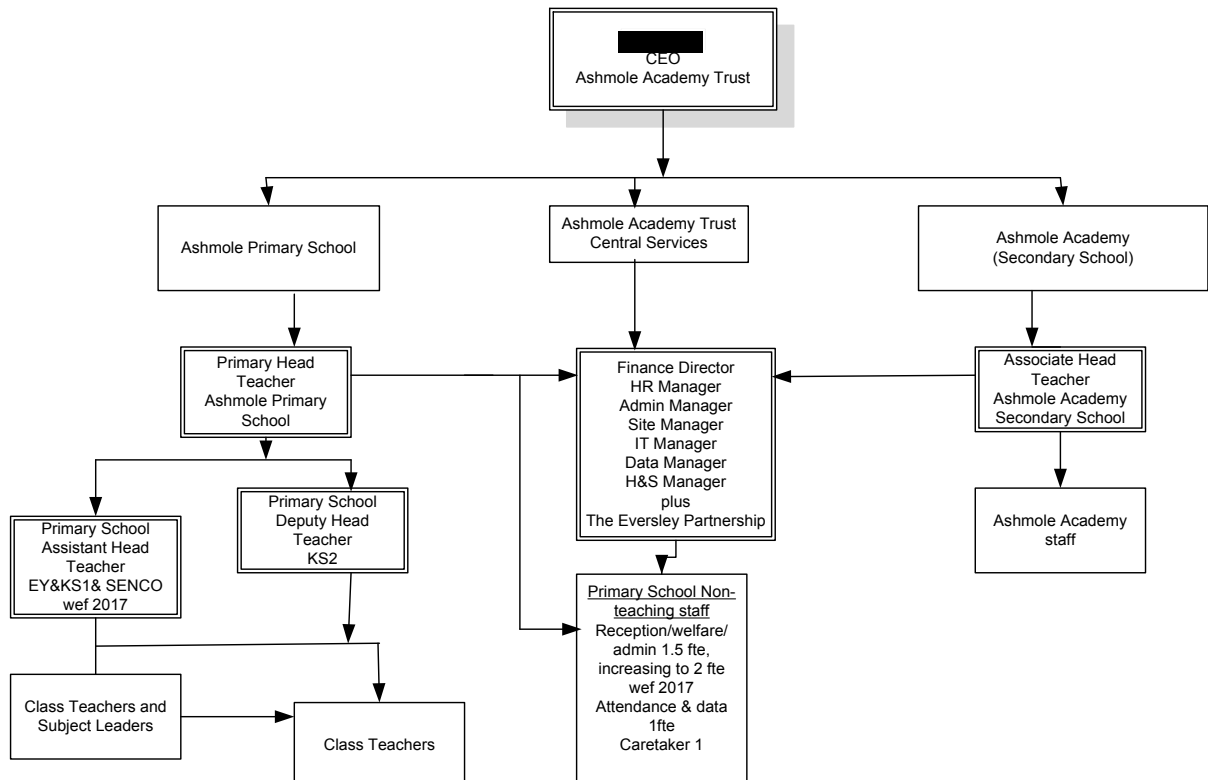
Subject leadership in areas such as Science, PE and Languages will be provided by the Trust from the secondary school staffing who will have staff specialising in the teaching of that subject at primary level through shared practice and joint training with the partner school of Eversley Primary School

Ashmole Primary School will need the support of a full time first aid and pupil Welfare Officer. The Ashmole Academy Trust will provide a fully trained service to support the primary school Welfare Officer and will liaise with the Health Service on matters such as inoculations. The central Ashmole Academy Trust services in relation to all clerical and welfare functions will fully support the primary school. First aid and welfare function, for example, will be provided under the direction of the lead Medical Officer, a trained nurse, and her experienced first aid deputy. In times of need, that team’s capacity can be deployed to the primary school. The training of first aid staff will be undertaken through formal first aid training and then supported fully by the Trust’s medically trained Medical Officer.

Attendance Officer at start-up will be provided by Ashmole Academy. Once sufficient size has been reached, the primary school will have its own Attendance Officer. The role of the Attendance Officer is to check on attendance, print reports and take up follow-up action. For example, require notes for absence, ring home on the day of absence if no phone call has been received and take follow-up action on those with a growing amount of absence.

The total teaching allocation exceeds the number of pupil lessons by one full time equivalent in the start-up year and maintaining that proportion as the school grows in size. This allows the primary school to operate effective withdrawal and catch-up or other intervention strategies as well as co-teaching to ensure that all pupils make progress. This additional built-in teacher capacity is in addition to the role of a teaching assistant within the primary school.

Staffing Structure



Staffing Table

| Year | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|--------------------------------------|------|------|------|------|------|------|------|
| Pupils on Roll | 60 | 120 | 180 | 240 | 320 | 380 | 420 |
| Staffing | | | | | | | |
| Head Teacher | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Deputy HT KS2 | | | | 1 | 1 | 1 | 1 |
| Assistant HT Curriculum | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Subject Leader & Class Teacher | 1 | 2 | 3 | 4 | 4 | 4 | 4 |
| Class Teacher | 1 | 2 | 4 | 5 | 8 | 11 | 13 |
| Teaching Assistants | 2 | 4 | 6 | 8 | 10 | 12 | 14 |
| Lunchtime Supervisors & Play Leaders | 2 | 4 | 6 | 8 | 10 | 12 | 14 |
| Admin Officer & Reception | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Welfare | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| Admin Clerk | | | | | 0.5 | 0.5 | 0.5 |
| Caretaker | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Data & Attendance | | | | 0.5 | 1 | 1 | 1 |

The primary Head Teacher will have a small amount of teaching in the early set up phase, which may increase if recruitment is lower than expected. As the school increases in size, the primary Head Teacher will teach less, keeping a small teaching table of about 20% (5 lessons or 1 lesson per day), bearing in mind that central services are provided reducing the need for the primary Head Teacher to become involved in non-teaching functions. An essential function for the primary Head Teacher is to maintain and develop outstanding standards in terms of school ethos, pupil behaviour and pupil progress. The primary Head Teacher also has an essential function to develop the quality of teaching and learning where all lessons are at least 'good' using the Ofsted framework and many are outstanding.

In the absence of the primary Head Teacher, the Assistant Head Teacher will take on that role. This person will have a 60% teaching load, teaching 18 out of 25 lessons per week. The Assistant Head Teacher will undertake the responsibility of liaising with the Ashmole Academy SENCO with regard primary school special educational needs as well as being the lead on the Reception and KS1 Curriculum. The experienced Early Years specialist classroom teacher will have a reduced teaching load to enable that person to work with the AHT to ensure that the Early Years is delivered to an outstanding level.

As Key Stage 1 move into Key Stage 2, the school will need to increase its level of management by appointing Key Stage 2 subject leaders and a Deputy Head Teacher who will teach 50% or 13 lessons per week. Once the school has KS1 and KS2 pupils it will have key stage specialists managing each section either as a Deputy Head Teacher or an Assistant Head Teacher as well as a team of experienced teachers holding post of responsibility for subject areas such as literacy, numeracy and phase related responsibilities such as Early Years.

A concern for a new school start up is what happens if a budget is reduced. As the primary school finances are managed by the Trust and its CEO, the Trust has extensive experience at managing such events. Reduction in less critical staffing areas as well as having the support from the overall Academy Trust are two strategies that would be used in such a circumstance, thereby protecting the standard of education of the primary free school and its pupils.

Section E: Evidence of need – part 1

| | 2016 | | | | 2017 | | | |
|------------------|------|-----|---|-----|------|-----|---|-----|
| | A | B | C | D | A | B | C | D |
| Reception | 60 | 128 | | 213 | 60 | 63 | | 105 |
| Year 1 | | 39* | | | 60 | 128 | | 213 |
| Year 2 | | | | | | | | |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |
| Year 7 | | | | | | | | |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | | | | | | | | |

* There has also been an expression of interest for Year 1 in 2016 due to the urgent general lack of primary places in the immediate area and that parents of young pupils not offered a local primary school either want to move school closer to home or have placed their child in private education. Following discussions with the two Councils, the Trust recognises the difficulty running a Year 1 would cause to local primary schools taking bulge classes which may then become lower in number causing staffing cost issues. The Trust is, therefore, of the view that it would not operate a Year 1 class unless the Council's made that request to the Trust.

We expect expressions of interest to grow in relation to start in 2016 and 2017 during the next few weeks.

Section E: Evidence of need – part 2

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

Section E1

Text from the leaflet about the proposed Primary School

Ashmole Academy sent the leaflet to households in the identified Enfield and Barnet areas of N14 [REDACTED], N14 [REDACTED], N21 [REDACTED], N13 [REDACTED], N14 [REDACTED] and N11 [REDACTED].

The Opportunity:

Ashmole Academy is ranked as one of the most successful secondary schools in the country. Last year The Guardian newspaper named Ashmole as one of the nine most successful schools nationally. Ashmole Academy has for some time been considering extending its educational excellence. As there is a growing demand in the immediate area for more primary school places we have announced that we are actively considering the operation of a primary school on the site. Ashmole Primary School would have the same commitment to excellence as the secondary school. The proposal is to have the school open for September 2016. Before we can start the school we are required to re-apply to the Department for Education for the funds for the construction and to once again demonstrate that there is sufficient interest to fill the school.

What we can offer

We have the same determination to achieve educational excellence in the primary school as is achieved in the secondary school. Ashmole Primary School will provide:

- Priority places at Ashmole Academy to all our primary school children
- Excellence in educational and behavioural standards
- A well balanced curriculum and develop the inquiring minds and talents of all pupils
- Innovative and creative approaches to primary education especially taking advantages of the links with Ashmole Academy
- A special emphasis on teaching of English and Mathematics but also Science, learning a language, Music and PE
- A safe and stimulating environment

How can you help?

We know that there is need for more primary school places in the immediate area but we must demonstrate to the Department for Education that parents of young children would make Ashmole Primary School the first choice for their children. To help us with our new bid to build this primary school, please complete the attached questionnaire and return it to us as soon as possible. Alternatively you can go online at www.ashmoleacademy.org and complete the form you will find there.

Would you please register your interest by completing this short questionnaire:

If a primary school was available on the Ashmole Academy site, YES NO
would you make it the first choice for your child/children?

Do you have one or more children due to start at primary School in 2016 or later? **YES NO**

If so, do you have children born in the following years:
September 2011—August 2012? [starting primary in Sept 2016] **ONE TWO**

September 2012—August 2013 [starting primary in Sept 2017] **ONE TWO**

Do you have one or more children born between:
September 2010—August 2011? [starting primary in Sept 2015] **ONE TWO**

If so, would you make the school the first choice for

Primary education from school Year 1? **YES NO**

Please tear off the form and either hand it back to us or mail it, without an envelope, to us post free (see reverse).

The information you give will not be used for any purpose other than to assess the demand for a new primary school on the Ashmole Academy site.

The Basic Needs Case

Basic needs is demonstrated in five areas: need for primary school places; parental demand; choice and diversity; use of academy ‘freedoms’ and high academic standards.

Ashmole Academy is situated on the border between two councils, Barnet and Enfield, both of which are experiencing significant growth in population and in the demand for primary and secondary school places. The school is also very close to a third council, Haringey with demand for primary school places from that area as well, close to the North Circular Road.

Below is a table taken from a report from the Director of Schools and Children’s Services for Enfield to the Council Cabinet on 19 June 2013. The table makes clear that in south west Enfield there is a need for an additional 2 forms of entry at reception with effect from 2014 and a further 2 forms needed by 2017. The area of Enfield adjacent to Ashmole Academy is the south west.

Table 1

Primary School Need for Classes and Places in 2014/15 and 2017/18

| Enfield Primary Areas | Extra capacity required for September 2014-20 | | | | Extra capacity required for September 2017-23 | | | |
|-----------------------|-----------------------------------------------|-----------------------|--------------------------|----------------------|-----------------------------------------------|-----------------------|--------------------------|----------------------|
| | Reception classes in 2014 | Total classes by 2020 | Reception pupils in 2014 | Total pupils by 2020 | Reception classes in 2017 | Total classes by 2023 | Reception pupils in 2017 | Total pupils by 2023 |
| North East | Additional 4 | 28 | 120 | 840 | Additional 2 | 14 | 60 | 420 |
| North | 0 | | | | Additional 1 | 7 | 30 | 210 |
| West Central | 0 | | | | Additional 1 | 7 | 30 | 210 |
| South East | 0 | | | | Additional 3 | 21 | 90 | 630 |
| South West | Additional 2 | 14 | 60 | 420 | Additional 2 | 14 | 60 | 420 |
| Hadley Wood | 0 | | | | Additional 0 | | | |
| TOTALS | Additional 6 | 42 | 180 | 1,260 | Additional 9 | 63 | 270 | 1,890 |

That same report goes on to describe the ‘options’ that Enfield is considering regard primary school need. One of those options was the medium term plan of an expansion of Walker

Primary School. This option is no longer viable. A further option was to create a new primary school in Grovelands Park which has met with considerable local opposition. Enfield continues in its efforts to find a viable option to provide an additional primary school in the area but even with that primary school Enfield needs Ashmole Academy's free school to meet the local need for primary school places.

Table 2

| Primary Area | Schools/sites | Comments (need) | Comments (delivery) |
|--------------------|----------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| South East Enfield | Bowes Annex (+1FE) | Option to meet projected demand for 2017 | Some capacity in place, an opportunity to permanently expand by building four extra classrooms, if required. |
| | A new free school (+2FE) | Required to meet projected demand for 2017 | Subject to consultation, feasibility and funding – would not be Council funded. |
| | Oasis 2 – Hadley (+1FE) | Required to meet projected demand for 2017 | The school is considering whether to increase the Primary school intake by one form of entry. |
| South West Enfield | A potential expansion to create an all-age school (+2FE) | Option to meet demand for 2017 | A longer term option and subject to consultation, feasibility and funding. |
| | A potential school expansion (+2 FE) | Required to meet demand for 2014 | Option still in the initial stages of feasibility regarding the potential permanent site. |
| | A primary school expansion (+1FE) | Option to meet demand for 2017 | A medium term option currently being negotiated with the Governing Body which has been carried forward from phase one and will be subject to further consultation, feasibility and funding. |
| Hadley Wood | No extra reception capacity needed | | |

The basic need demand from south west Enfield is well demonstrated and beyond doubt.

Barnet Council has also experienced considerable growth in demand for primary school places and expects demand for secondary school places to become a significant issue in a few years' time. Tables provided below are taken from Barnet's published 'Education Strategy for Barnet'. Table 3 shows the total number of places needed with table 4 showing the expected deficit taking into account the known primary expansions.

Table 3

Reception projections (using January Census 2012 data)

| AY | FE deficit GLA 2012 (new model, normal fertility) | FE deficit GLA 2012 (new model, high fertility) | FE deficit Birth projections | FE deficit GLA 2012 (new model, normal fertility) + 3% | FE deficit GLA 2012 (new model, high fertility) + 3% | Range of FE required |
|---------|---------------------------------------------------|-------------------------------------------------|------------------------------|--------------------------------------------------------|------------------------------------------------------|----------------------|
| 2012/13 | -14.4 | -14.4 | -14.2 | -18.6 | -18.6 | 14 to 19 |
| 2013/14 | -14.5 | -14.5 | -13.2 | -18.7 | -18.7 | 13 to 19 |
| 2014/15 | -17.1 | -17.2 | -18.0 | -21.4 | -21.5 | 17 to 22 |
| 2015/16 | -21.0 | -21.3 | -23.5 | -25.4 | -25.8 | 21 to 26 |
| 2016/17 | -24.8 | -27.0 | | -29.3 | -31.6 | 25 to 32 |
| 2017/18 | -27.0 | -30.1 | | -31.6 | -34.8 | 27 to 35 |
| 2018/19 | -28.0 | -32.0 | | -32.6 | -36.8 | 28 to 37 |
| 2019/20 | -27.9 | -33.0 | | -32.5 | -37.8 | 28 to 38 |
| 2020/21 | -27.4 | -33.1 | | -32.0 | -37.9 | 28 to 38 |
| 2021/22 | -26.9 | -33.0 | | -31.5 | -37.8 | 27 to 38 |

Table 4

| Academic Year | FE deficit GLA 2012 (new model, normal fertility) | FE deficit GLA 2012 (new model, high fertility) | FE deficit GLA 2012 (new model, normal fertility) + 3% PREFERRED MODEL | FE deficit GLA 2012 (new model, high fertility) + 3% | Range of FE required |
|---------------|---------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------|----------------------|
| 2013/14 | -5.5 | | -9.7 | | 6 to 10 |
| 2014/15 | -4.1 | | -8.4 | | 4 to 8 |
| 2015/16 | -7.0 | | -11.4 | | 7 to 11 |
| 2016/17 | -10.8 | -13.0 | -15.3 | -17.6 | 11 to 18 |
| 2017/18 | -13.0 | -16.1 | -17.6 | -20.8 | 13 to 21 |
| 2018/19 | -14.0 | -18.0 | -18.6 | -22.8 | 14 to 23 |
| 2019/20 | -13.9 | -19.0 | -18.5 | -23.8 | 14 to 24 |
| 2020/21 | -13.4 | -19.1 | -18.0 | -23.9 | 13 to 24 |
| 2021/22 | -12.9 | -19.0 | -17.5 | -23.8 | 13 to 24 |

Since these tables have been published, Barnet has identified Monkfrith Primary School for expansion to a two form entry school. The expansion of Monkfrith, due to its location, is likely to have little impact on the pressure for primary school places in the immediate vicinity of Ashmole Academy. The closest primary school, Osidge, for example, is oversubscribed and at the last round of admissions had 239 applicants for the 60 places available. Ashmole's proposal addresses this need. It also provides a primary school for those pupils not within the Osidge catchment area, for example, those who live in areas such as Dale Green Road and Pymmes Green who, currently have difficulty in getting their children into a local primary school.

In concluding the basic needs case for more primary school places, the targeted basic needs programme (TBNP) announced in March 2013 identified that Barnet needed an additional 2,301 primary places with the programme providing 840 places of that need. In Enfield, the projected need is for 3,107 primary places with the TBNP providing 1,469.

Parental demand, another basic need judgement, has been confirmed by the returns to leaflets and questionnaires that have been received. We have received interest from parents sufficient for the two forms of entry planned for 2016 and 2017 as well as expressions of interests from parents and the local community not connected to those intakes.

The new proposed primary school will also bring diversity of provision for parents and the community. This is the first free school sponsored by an outstanding secondary academy in the area and gives the parents/carers the opportunity to choose a primary school which will be a feeder school to Ashmole Academy.

Ashmole Academy is located in an area with many good and outstanding schools. Even in an area with such strong educational performance, the education standards achieved by Ashmole Academy places it as one of the highest performing schools locally as well as nationally. One of the purposes for the proposed new primary school is to enhance primary school performance so that Ashmole Primary becomes an example of outstanding practice locally as well as further stretching the success of the young people once at secondary stage with higher GCSE/GCE results. A table has been provided below showing the current standard of performance for local primary schools.

| School | Distance | % SEN | % FSM | % EAL | Ofsted | % Level 4 at | % Level 4 at |
|--------|----------|-------|-------|-------|--------|--------------|--------------|
|--------|----------|-------|-------|-------|--------|--------------|--------------|

| | from Ashmole Academy (miles) | | | | Grading | KS2 in Reading, Writing & Maths (others) | KS2 in Reading, Writing & Maths (FSM) |
|--------------------------|------------------------------|----------------|----------------|----------------|----------------|--------------------------------------------------------------|-----------------------------------------------------------|
| All Schools | | 7.7 | 19.2 | 18.1 | | 83 | 67 |
| Barnet | | 8.3 | 18.9 | 46.7 | | 85 | 68 |
| Enfield | | 7.4 | 29.9 | 48.0 | | 83 | 67 |
| Osidge | 0.3 | 5.0 | 13.3 | 59.2 | 2 | 71 | 77 |
| Walker | 0.4 | 3.8 | 4.3 | 32.8 | 1 | 93 | 100 |
| St Andrews | 0.4 | 7.1 | 11.4 | 17.7 | 3 | 83 | 33 |
| Brunswick Park | 0.7 | 5.2 | 25.6 | 55.0 | 2 | 82 | 92 |
| Monkfrith | 0.7 | 7.3 | 9.7 | 23.7 | 1 | 80 | 76 |
| Eversley | 1.2 | 6.8 | 8.7 | 51.9 | 1 | 91 | 86 |
| Ashmole Academy | | 5 | 19.5 | 33.3 | 1 | | |
| Proposed Ashmole Primary | | Expected % SEN | Expected % FSM | Expected % EAL | Ofsted Grading | Target % Level 4 at KS2 in Reading, Writing & Maths (others) | Target % Level 4 at KS2 in Reading, Writing & Maths (FSM) |
| | | 5 | 20 | 35% | | 96 | 94 |

Ashmole Academy is situated in the Brunswick Park ward of Barnet Council. Most of its students come from three wards shown in the table below. It is anticipated that the proposed primary school will have a similar pattern of recruitment in terms of wards.

| Ward | % Minority Children | % Over-crowded Homes | % High Social Class Households |
|-----------------|---------------------|----------------------|--------------------------------|
| Brunswick | 39 | 13.8 | 26.2 |
| Southgate | 42.5 | 15.4 | 30.9 |
| Southgate Green | 47 | 17 | 29.5 |

Map of Area Showing Potential Pupil Intake

The two circles on the map show 0.5 mile radius and a 1 mile radius from the proposed school. The roads coloured in red show where parents have replied with an expression of interest to send their child to the new Ashmole Primary School. As the map shows, most of the applicants are within 1 mile of the school and almost all within 1.5 miles of the school. The demand appears to be in the area expected where need is most urgent, the south west area of the current Ashmole Academy school.



Table Showing Number of Applications Per Post Code

| Postcode | 2016 | 2017 |
|-----------------------|-------------|-------------|
| N4 ██████████ | | 1 |
| N9 | 2 | |
| N11 ██████████ | 5 | 7 |
| N13 ██████████ | 14 | 8 |
| N13 ██████████ | 5 | 1 |
| N13 ██████████ | 1 | |
| N14 ██████████ | 5 | 2 |
| N14 ██████████ | 23 | 4 |
| N14 ██████████ | 34 | 11 |
| N14 ██████████ | 25 | 16 |
| N20 ██████████ | 1 | 1 |
| N21 ██████████ | 1 | |
| N21 ██████████ | 1 | |
| N21 ██████████ | 7 | 7 |
| N22 ██████████ | 1 | |
| N22 ██████████ | 1 | |
| N22 ██████████ | 1 | |
| EN1 ██████████ | 1 | |
| EN2 ██████████ | | 1 |
| EN2 ██████████ | 1 | 1 |
| EN4 ██████████ | 1 | |
| EN4 ██████████ | 1 | 2 |
| EN7 ██████████ | | 1 |
| Totals to date | 128 | 63 |

Section E2

Successful Engagement with the Local Community

Ashmole Academy approached the Director of Educational Services in 2012 exploring the Academy's interest in sponsoring a primary and/or free school in response to the need for additional primary school places and the subsequent demand for secondary places in due course. In 2013, following conversations with Ashmole parents about how difficult it was for some children to gain primary school places in the area, the Head Teacher followed up the conversation with Barnet local authority as well as with Enfield Council. Barnet Council felt that the provision of a two form entry primary school would meet a need, particularly on the Barnet/Enfield border. [REDACTED] At that meeting, and subsequent emails and conversations, the views of Enfield was of an urgent need for more places in the Ashmole area especially as the planned expansion of Walker Primary had fallen through. Enfield suggested that it would be a good idea for Ashmole to meet this need and to provide primary school provision for an area in Enfield called the Lakes estate, not serviced currently by any primary school.

Ashmole Academy has also liaised with a local pressure group of parents with primary school children seeking more primary school places. That group SWEAT (South West Education Action Team) has provided support to the school's proposal to create a primary school and the area of Enfield likely to provide pupils. There has been a meeting with this parental group in order to ascertain support and demand. A letter of support from this action group has been provided to us and can be produced upon request.

Ashmole Academy has consulted with local voluntary groups for young children of primary or nursery aged children. For example, the local Greek school, the Ashmole Phoenix gymnastic group, the local Karate club and football clubs.

Ashmole Academy has also been in touch with both local MPs. David Burrowes MP Southgate and Enfield has visited the school and spoke with [REDACTED]. Mr Burrowes has given his overwhelming support for the proposal and endorses the advice from Enfield Council as to how Ashmole Academy has helped ease an urgent need for primary places in the area. Rt. Hon Theresa Villiers MP for Chipping Barnet has also given her support.

Community interest and support for the proposal has significantly grown as a result of consultation on the proposal. The school has had 60 replies who, whilst not having children of an applicable age, have returned the questionnaire declaring their interest. Two local resident groups have expressed interest. This includes the Broomfield Homes and Residents Group and the Fox Lane Residents Association. Grovelands Residents Association also supports the primary school development. Local councillor support has been shown with a letter of support from an Enfield councillor whose ward might benefit from having access to more primary school places at the proposed primary school.

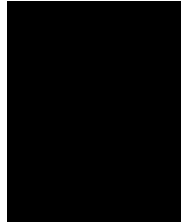
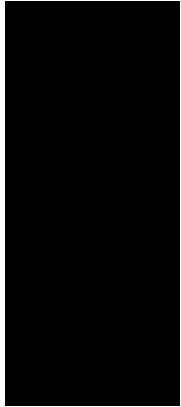
Ashmole Academy made a bid for the proposed primary free school in the January 2014 round. It was unsuccessful. The local community support for the bid was considerable resulting in significant local disappointment. The Academy has had much correspondence from local residents about making a subsequent bid. [REDACTED] has had further discussions with the Enfield MP, David Burrowes as well as local Barnet councillors. The Head Teacher has continued his discussions with both Barnet and Enfield through the relevant senior officers. Both Enfield and Barnet Councils have jointly agreed to support Ashmole's free school application on the basis of the urgent need for additional primary school places on the Enfield-Barnet boundary. The Academy has emailed all the parents who replied following the original

consultation plus sent out another leaflet to the same post codes as previous. The Academy has also published its intention for a subsequent bid on its website and tweeted regularly. Finally, contact and ongoing discussions have been maintained with local groups, pre-school providers and local primary schools.

Ashmole Academy feels that it has fully engaged with the local community with its proposal which has been shaped in response to those consultations.


Section F: Capacity and capability

The Academy has appointed a project team to develop the proposed primary school. The project team comprises of the following:



Chair of Governors
Board Director Board Director
Educational Consultant
Ofsted Inspector & Educational Consultant
Head of School Administration

The team meets one morning per week to develop the proposal and to implement the project if approval is granted.

If approval is granted, the team will be expanded to focus more on the early year's start-up and nursery provision as well as the appointment of staff. Additional Directors and consultants involved in the building industry will also be added to the team to help steer the construction of the primary school. .

F1 (a) Pre-opening skills and experience

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

| Name | Member of core applicant group (Y or N) | Where live (town/city) | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|-----------------------------------------|------------------------|------------------------|-------------------------------|---------------------------------|
| ██████████ | Y | ██████████ | ██████████ | ██████████ | Up to 2 days per week |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | Up to 2 days per week |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | Up to 2 days per week |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | 1 day per week |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | 1 day per week |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | Up to 2 days per week |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | 1 day per week |

| | | | | | |
|------------|---|------------|------------|------------|----------------------------------------------------|
| | | | | | |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | 2 hours per week but up to 1 day per week possible |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | 2 hours per week but up to 1 day per week possible |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | As required |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | 1 hour per week |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | 1 hour per week |
| ██████████ | Y | ██████████ | ██████████ | ██████████ | 1 hour per week |

F1 (b) Skills gap in pre-opening

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

| Skills/experience missing | How you plan to fill the gap |
|----------------------------------------------------------------|----------------------------------------------------------|
| Full time primary school Head Teacher | To be appointed in summer 2015 for start in January 2016 |
| Project management of building programme & planning permission | To be appointed in summer 2015 if approval is granted. |
| | |
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Section F2

Governance Structure, roles and responsibilities that ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Ashmole Academy will convert to a multi-academy trust. The structure of the Board and the governance is included below. In line with the Articles of Association for a Multi-Academy Trust, The Trust will have:

Members

All the current Members of Ashmole Academy will be transferred to the Members of the MAT. The Members will appoint Directors, approve the audited accounts and appoint the Trust's auditors.

A Governing Board comprising of all those Directors (governors) appointed by the Members Board

- Chief Executive Officer (Paid Director)
- Up to 14 Directors

The Governing Board provides a strategic function for the Trust. The Governing Board will ensure that the Board has Directors with specific skill sets enabling the Board to fulfil its duties and functions well. Directors will be appointed who have finance and estates experience, local business experience as well as the experience of secondary and primary education and some who have been parent governors. The Governing Board will appoint Committees to be responsible in their terms of reference for undertaking key functions of the Board with Directors either having specific skills for that committee or has received training able to carry out those functions. The Governing Board will also appoint local Governing Committees for the schools for which it is responsible. These will be composed as shown below. The local governing committees will have Staff governors and Parent governors appointed by ballot. The local governing committees will deal with matters such as curriculum, monitoring performance and the school budget, SEND, child protection and welfare, uniform, parent/carers consultations and school complaints.

The Chief Executive Officer of the Trust is responsible to the Governing Board for the overall performance of the two schools. As such, the performance management of the CEO will occur annually with the setting of ambitious and robust targets. The performance review of the CEO will be carried out annually, in September, by the Chair and Vice Chair of the Board who may choose to use the services of an external consultant if they feel the need to have such advice.

As the CEO is responsible for the performance of the primary and the secondary school, he, with the Chair of the relevant school's governing committee will undertake the performance management of both the primary and secondary Head/Associate Teachers.

As with all staff, pay progression for the CEO and the primary Head Teacher and secondary Associate Head Teacher will only occur subject to a successful performance review, the standards being set are very demanding keeping both schools of being deemed outstanding by Ofsted.

Secondary School (Ashmole Academy) Governing Committee

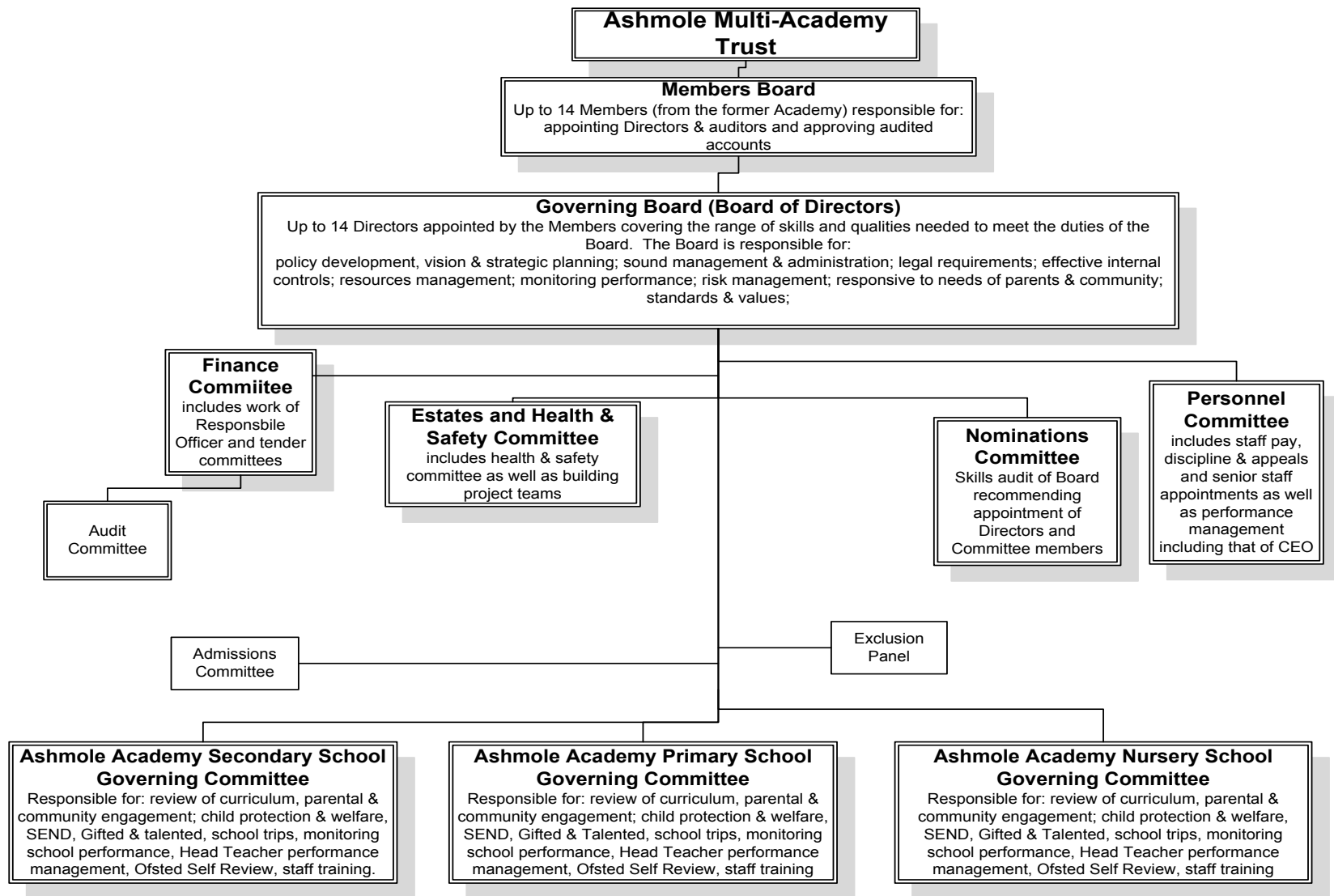
- CEO (Director)
- Secondary Associate Head Teacher (Staff Governor)
- Up to 4 Directors
- A minimum of 1 Staff Governor chosen by school staff through a ballot
- A minimum of 2 Parent Governors chosen by a ballot of school parents/carers.
- 1 Co-opted governor appointed by the Governing Board if required.

Primary School (Ashmole Primary School) Governing Committee

- CEO (Director).
- Primary School Head Teacher (Staff Governor).
- Up to 4 Directors.
- A minimum of 1 Staff Governor chosen by primary school staff through a ballot.
- A minimum of 2 Parent Governors chosen by a ballot of primary school parents/carers.
- 1 Co-opted governor appointed by the Governing Board if required.

The terms of reference for the Governing Board Committees are included in the appendix.

The terms of reference for the local governing body committees are included in the appendix.



F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

| Name | Where live (town/city) | Role on governing body | Role(s) in pre-opening | Summary of relevant experties | Available Time (hours per week) |
|------------------------|------------------------|------------------------|------------------------|---------------------------------------------|---------------------------------|
| Governing Board | | | | | |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | Up to 2 days per week |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 1 hour per week |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 1 hour per week |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 1 hour per week |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 1 hour per week |
| CLr Lisa Rutter | [REDACTED] | [REDACTED] | [REDACTED] | Long standing Governor and Local Councillor | |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | 2 hours per week |

| Primary School Governing Committee | | | | | | | |
|------------------------------------|--------|--|-----|--|--|-----------|-----------------|
| | | | | | | As above. | 1 hour per week |
| | | | | | | As above. | As required |
| | | | | | | As above. | 1 hour per week |
| | | | | | | As above. | 1 hour per week |
| | | | | | | As above. | 1 hour per week |
| Primary Head Teacher | London | | TBA | | | | As required |
| Parent Governor | | | TBA | | | | TBA |
| Parent Governor | | | TBA | | | | TBA |
| Staff Governor | | | TBA | | | | TBA |

F3 (b) Skills gap for governing body

Please note that the strategic Governing Board of the Trust, the 'employer' has the services of the Trust's employed HR Manager, an Associate member of the CIPD, with regard all professional advice concerning HR and employment matters. The Governing Body has the services of a legal firm as required. Whereas governors on the Board do not have these skills, those skills and expertise are provided by professionally trained personnel either employed directly by the Trust or engaged by the Trust as consultants.

| Skills/experience missing | How you plan to fill the gap |
|-------------------------------------|--------------------------------------------|
| Parent and staff governor vacancies | To be appointed once the school is formed. |
| | |
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Section F4

██████████ with the school's performance being deemed outstanding by Ofsted. It is heavily oversubscribed school.

The CEO will be supported in the appointment of the primary Head Teacher by ██████████

The Academy will be seeking to appoint an experience primary school Deputy Head Teacher or Head Teacher to become the Head Teacher of the primary school. The appointed primary school teacher will undertake the duties expected for a primary school Head Teacher as outlined in the School Teacher's Pay and Conditions Document. Although those conditions do not have to apply to the Academy, the Academy does take note of them and with regard duties and responsibilities of a primary Head Teacher believes that the document fully satisfies the needs of the primary school and academy. A copy of those duties and responsibilities has been provided below:

Extract from School Teachers Pay and Conditions Document 2013 p.47-49

49

Head Teachers – overriding requirements

45.1 *A Head Teacher's professional duties must be carried out in accordance with and subject to:*

- *the provisions of all applicable legislation and in particular the Education Act 1996 and the Act;* Th
- *any orders and regulations having effect under the applicable legislation and in particular the Education Act 1996 and the Act;* An
- *the instrument of government of the Head Teacher's school;* Th
- *where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;* Wh
- *any scheme prepared or maintained by the authority under section 48 of the School Standards and framework Act 1998.* An

45.2 *A Head Teacher's duties must be carried out in accordance with and subject to the following:*

- *in the case of a school which has a delegated budget:* In
 - i) *any rules, regulations or policies made by the governing body and for which they are responsible; and* An

- ii) *Any rules, regulations or policies made by the authority with respect to matters for which the governing body is not so responsible;*
- *In any other case, any rules, regulations or policies made by the Head Teacher's employers;*
- *Th e terms of the Head Teacher's appointment.*

Delegation

- 46.1 *The professional responsibilities of a Head Teacher under paragraph 47.16 must not be delegated other than in accordance with paragraph 49.2.*
- 46.2 *Subject to paragraph 46.1, a Head Teacher's responsibilities may be delegated to a deputy Head Teacher, assistant Head Teacher or other member of the staff in a manner consistent with their conditions of employment having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.*

Professional Responsibilities

- 47.1 *A Head Teacher may be required to undertake the following duties:*

Whole school organisation, strategy and development

- 47.2 *Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.*
- 47.3 *Develop, implement and evaluate the school's policies, practices and procedures.*

Teaching

- 47.4 *Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:*
- *in the first, second, third and fourth key stages, for foundation and other core subjects and religious education: and*
 - *in the preliminary stage.*

- 47.5 *Teach.*

Health, safety and discipline

- 47.6 *Promote the safety and well-being of pupils and staff.*
- 47.7 *Ensure good order and discipline amongst pupils and staff.*

Management of staff and resources

- 47.8 *Lead, manage and develop the school workforce, including appraising and managing performance.*
- 47.9 *Organise and deploy resources within the school.*
- 47.10 *Promote harmonious working relationships within the school.*

- 47.11 *Maintain relationships with organisation representing teachers and other members of the school's workforce.*
- 47.12 *Lead and manage the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.*

Professional development

- 47.13 *Promote the participation of staff in relevant continuing professional development.*
- 47.15 *Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.*
- 47.15 *Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.*

Upper Pay Range

- 47.16 *Advise the relevant body whether a teacher at the school who applies to be paid on the supper pay range should be paid on that range.*

Communication

- 47.17 *Consult and communicate with the governing body, staff, pupils, parents and carers.*

Work with colleagues and other relevant professionals

- 47.18 *Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.*

Rights conferred

- 48.1 *In addition to the provisions of paragraph 51 the following rights apply:*

Dedicated headship time

- 48.2 *A Head Teacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.*

Daily break

- 48.3 *A Head Teacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as Head Teacher during that break.*

These duties and responsibilities of a Head Teacher have been developed into the following job description for the Academy:

Person Specification

The successful candidate will be required to be a specialist primary trained teacher with a PCGE or alternative recognised teacher training qualification. The person will be expected to have a degree or similar level of higher education and have a proven track record of success at primary school management and leadership for at least five years. As the school is in a start-up situation with only Early Years and Year 1 pupils in the first instance, the successful candidate needs to demonstrate experience and ability to lead and manage this stage of primary education.

The personal specification for the post of primary Head Teacher has been provided below:

HEAD TEACHER, ASHMOLE PRIMARY SCHOOL

Qualifications/Education

- *Degree 2:1 or above*
- *Qualified Teacher Status*
- *NPQH (desirable but not essential)*

Professional Development

- *Evidence of continuing professional development relating to school leadership, management, curriculum and teaching and learning.*
- *Evidence of leading INSET within the school context*

Personal and Professional Attributes

- *Ability to establish and develop positive relationships with staff, pupils, parents and the Governing Body*
- *Ability to establish relationships with the wider community and other educational establishments.*
- *A commitment to inclusive education and raising achievement.*
- *A commitment to safeguarding and promoting the welfare of children.*
- *A commitment to Equal Opportunities.*
- *Outstanding communication, influencing and negotiating skills across a range of stakeholders.*
- *Ability to develop high expectations of pupils' learning and attainment.*
- *Be an 'Outstanding' practitioner.*
- *Be approachable and flexible.*
- *Think strategically, analytically and creatively.*
- *Stamina, energy and resilience.*

Experience

- *Experience as an effective Head Teacher, Deputy Head Teacher or Assistant Head Teacher*
- *Substantial and successful teaching work history.*
- *A proven track record of raising achievement.*

Strategic Leadership

- *Display strong leadership qualities with a record of achieving educational excellence*
- *Ability to articulate, share and implement a vision for a developing school*
- *Ability to inspire and motivate staff and pupils to achieve the aims of the school.*
- *Ability to inspire parents and governors.*
- *Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement.*
- *Evidence of effective strategies for establishing and maintaining high standards of behaviour .*
- *Ability to analyse data and develop strategic plans set targets and monitor/evaluate.*

- *An understanding and commitment to move 'good' teaching to 'outstanding'.*
- *Extensive knowledge of current developments in education including developments in ICT and e-learning.*

Management

- *A proven track record of developing, managing and enhancing staff teams.*
- *Ability to lead by example, enthuse and motivate others.*
- *Lead on professional development and performance management.*
- *Effective budget planning and resource deployment.*
- *Ability to manage change and build consensus.*
- *Ability to enhance effective systems for the smooth running of the school.*

Job Description

JOB TITLE: **Head Teacher, Ashmole Primary School**

GRADE OF POST: L18 – L24

RESPONSIBLE TO: CEO, Ashmole Academy Trust

PURPOSE OF JOB:

To provide professional leadership and management for Ashmole Academy, Primary School. To achieve the highest standards of pupil achievement, pupil conduct and staff performance. Ensuring the effective daily operation of the school.

EMPLOYMENT DUTIES:

These responsibilities relate directly to the duties for which the salary has been awarded. This is in addition to the Job Description for a general teacher and to the conditions of service and job description specified for a Head Teacher in the School Teachers' Pay and Conditions Document.

GENERAL

1. *To provide a strategic vision, leadership, and a clear direction for the school.*
2. *Working with the Governing Body, formulate the overall aims and objectives of the school and develop policies for their implementation.*
3. *Manage the school effectively ensuring the management, finance, organisation and administration supports its overall aims and objectives.*
4. *Promote and develop high standards of teaching and learning, to include regular monitoring and evaluation.*
5. *To be proactive with key developments pertinent to the leadership and management of the school and statutory requirements,*
6. *To develop, implement, monitor and evaluate school policies and practices and actively promote the aims of the school.*
7. *To set out very high expectations with a clear focus on pupil achievement, excellent behaviour and discipline.*
8. *To manage innovation and change.*

9. *To follow the principle of 'cabinet responsibility' regarding management decisions and actions. To lead other senior staff, ensuring the smooth and effective daily operation of the school. To manage the development of a whole school approach to monitoring and evaluating in line with the Ofsted model of self-evaluation.*
10. *To ensure the school and the staff are prepared for Ofsted and other inspections.*
11. *To analyse data to develop strategic plans in order to monitor progress in every child's learning.*
12. *Ensure creativity, innovation and use of new technologies to achieve excellence.*
13. *Implementation of the school's performance management policy, to secure school improvement and facilitate and encourage all staff in their professional development.*
14. *To inspire, motivate and develop staff and pupils taking a leading role in maintaining the highest standards of teaching and learning.*
15. *To offer guidance and support to colleagues.*
16. *Ensuring the school complies with education and other relevant legislation, including health and safety.*
17. *Promoting an exciting and challenging curriculum that inspires children to develop their own learning and reach their full potential.*
18. *Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.*
19. *Implement strategies that secure high standards of behaviour and attendance.*
20. *Challenge underperformance at all levels and ensuring effective corrective action, target setting, support and follow-up, including pupil progress.*
21. *Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.*
22. *Ensure that professional duties and conditions of employment are fulfilled by all staff.*
23. *To develop effective networks and partnerships promoting educational improvements and success.*
24. *To develop links with other schools.*
25. *To develop outstanding relationships with parents/carers.*
26. *To build effective and harmonious relationships with staff, motivating and working with others to create a shared culture, positive climate to develop a caring and nurturing ethos.*
27. *Attend governors meetings, proving the governors with regular reports on school developments and activities and consult with the governing body, where appropriate to formulate development plans.*
28. *Support the busy life of the school attending its events and wider programmes of activities.*
29. *To assist and advise the governing body as required.*
30. *Promote multi-agency working in support of the Every Child Matters agenda and new educational legislation.*
31. *To develop, implement and monitor the school's policy on equal opportunities.*
32. *Undertake such duties as are delegated by the Head Teacher.*
33. *To safeguard and promote the welfare of children*

The Job Description is not rigid or exclusive and may be adjusted at any time by the Head Teacher to meet the needs of the Academy. Postholders are expected to

undertake other duties and responsibilities relevant to the nature, level and extent of the post and school.

The advertising and appointing of the primary school Head Teacher will be managed by the HR Manager for Ashmole Academy Trust under the direction of the Executive Head Teacher. The salary offer will be generous to recruit a particularly able candidate for the primary school, in an area where recruitment is highly competitive. Advertising and marketing of the vacancy will be managed by the Academy using traditional routes for primary Head Teachers such as the Times Educational Supplement.

An example advertisement for the Times Educational Supplement is included below:

Head of Primary School

L18 – L24 [REDACTED]

Ashmole Academy secondary school is ranked as one of the most successful secondary schools in the country. In September 2013, The Guardian newspaper named Ashmole as one of the nine most successful schools nationally. Ashmole Academy is an 'outstanding' school praised by Ofsted for its visionary leadership, excellent standards and exemplary team work.

The Governors of Ashmole Academy have announced an extension to its educational excellence and will be opening a primary school, [REDACTED], in September 2016.

Required from January 2016, we are looking to appoint an outstanding Head Teacher who has the skills and experience to develop a new primary school. The successful candidate will provide a professional leadership and management for Ashmole Primary, will have the ambition and drive to achieve the highest standards of pupil achievement, pupil conduct and staff performance

This is an excellent opportunity to develop a new school, and promote innovative and creative approaches to primary education while taking advantage of the links with Ashmole Academy secondary school.

Please telephone for further details and an application form. Alternatively, details of the school are available on our website www.ashmoleacademy.org where you can download an application form and email to [REDACTED]

Closing Date for applications:

Ashmole Primary is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

The advert will be placed both in the newspaper and on line.

Selection will be robust and rigorous. Strict scrutiny of the candidates' curriculum vitae, references and visits to the short listed candidates' current school together with a series of selection exercises and observation of teaching skills will all be part of the process. The final selection will involve a panel comprising the CEO, HR Manager,

Chair of Governors, Primary School Lead, Ofsted Consultant and a number of governors. Several of the panel have been trained and have been certified in safe recruiting. The successful candidate will be subject to full child protection checks.

The successful candidate will be placed on points 15-21, [REDACTED] of the Academy's pay scale. The pay is competitive in line with other local primary Head Teacher appointments. The salary has been included in the financial plan of the school and is affordable in the overall budget plan for the primary school.

The primary school Head Teacher will be accountable to the CEO and subject to a robust annual performance management, with the CEO using the service of the Head Teacher from Eversley Primary School and practising Ofsted inspectors who are consultants who, along with himself, will make judgements about the performance of the primary school. The annual performance management of the primary Head Teacher will be undertaken by the Chair of Primary School Governing Committee and the CEO.

The Academy seeks to appoint the prospective primary school Head Teacher during the summer term of 2015 so that offers of appointment can start with effect from January 2016 for opening in September 2016.

Ashmole Academy has a very strong reputation for its high quality teaching and its effectiveness at providing a school where teachers enjoy teaching and want to teach. It has an exceptional reputation for the high quality of its HR and how the school community as an employer is a very good place to work. High standards are demanded but it is also an Academy where high performance is rewarded in terms of pay and opportunities for professional development and career enhancement. The Academy is fully staffed and based on previous experience sees little reason to believe that it would not recruit a successful candidate.

Section F5 and F6 (existing providers and any new applicants seeking to open more than one free school)

Not provided as not required because Ashmole Academy is an approved sponsor of schools by the Department for Education.

Section G: Budget planning and affordability

Sections G1



G3 Financial resilience to reductions in income

| Budget Line (area of expenditure) | Description of how expenditure would be modified/plans adapted – top [10] changes | Year(s) savings would apply | Savings in each year against original budget (£k) |
|-----------------------------------|-----------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

Section H: Premises

SECTION H: LOCATION AND PREMISES

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible. | It is intended that the school will be placed <Redacted> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1: | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| | |
|-------------------------------------------------------------------------------------------------------------------|--------|
| Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> . | 2072m2 |
|-------------------------------------------------------------------------------------------------------------------|--------|

| | |
|-------------------------------------------------|--|
| Any comments on your calculated building space: | |
|-------------------------------------------------|--|

Preferred site

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

| | |
|---------------------------------------|--------|
| In which local authority is the site? | Barnet |
|---------------------------------------|--------|

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

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

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

| | |
|----------------------------------------|--------------------------------------------------------|
| Please tell us how you found the site: | The site is on the land currently owned by <Redacted>. |
|----------------------------------------|--------------------------------------------------------|

| | |
|----------------------------|------------|
| Please confirm the tenure: | <Redacted> |
|----------------------------|------------|

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

| | |
|-----------------------------------------------------------------|--|
| Please Include information on purchase or lease price if known: | |
|-----------------------------------------------------------------|--|

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

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

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

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

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

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

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

| | |
|------------------------------------------------------|-------------------------|
| If government building or 'other' - please describe: | The site is <Redacted>. |
|------------------------------------------------------|-------------------------|

| | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why have you chosen this site? What makes it suitable for your free school? | The area is a little used area of <Redacted>, that could house a new primary school without impacting significantly on the current activities of <Redacted>. It has good access points to the area. |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

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

Second choice site

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

| | |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

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

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

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

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

| | |
|----------------------------|---------------|
| Please confirm the tenure: | Please select |
|----------------------------|---------------|

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

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

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

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

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

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

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

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

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

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

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

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

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

Third choice site

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

| | |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

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

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

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

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

| | |
|----------------------------|---------------|
| Please confirm the tenure: | Please select |
|----------------------------|---------------|

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

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

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

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

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

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

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

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

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

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

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

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

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

Fourth choice site

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

| | |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

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

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

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

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

| | |
|----------------------------|---------------|
| Please confirm the tenure: | Please select |
|----------------------------|---------------|

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

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

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

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

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

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

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

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

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

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

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

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

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

For independent school convertors

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

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

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

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

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

Annex 1: Budget

Annex 2: CVs



Department
for Education

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