



Department  
for Education

# Free school application form 2014

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

**CHARLES DARWIN PRIMARY SCHOOL**

## Contents

Application checklist.....	3
Declaration.....	5
Section A: Applicant details.....	6
Section B: Outline of the school.....	6
Section C: Education vision.....	7
Section D: Education plan – part 1.....	16
Section D: Education plan – part 2.....	17
Section E: Evidence of need – part 1.....	60
Section E: Evidence of need – part 2.....	60
Section F: Capacity and capability.....	68
F1 (a) Pre-opening skills and experience.....	68
F1 (b) Skills gap in pre-opening.....	68
F2 Governance.....	69
F3 (a) Proposed governors.....	78
F3 (b) Skills gap for governing body.....	80
F4 Recruiting a Principal.....	80
Section G: Budget planning and affordability.....	84
Section H: Premises.....	85
Annexes.....	86



**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	83275
Name of proposed school:	Charles Darwin 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:	Inspiration Trust Old Weights and Measures Building 28 Bethel Street Norwich NR2 1NR
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Inspiration Trust
Company address:	Inspiration Trust Old Weights and Measures Building 28 Bethel Street Norwich NR2 1NR
Company registration number:	O8179349
Date when company was incorporated:	14 August 2012
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<Redacted>

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

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

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	<Redacted>
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	7
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Inspiration Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	n/a
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	2
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**Links to other organisations**

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>&lt;Redacted&gt;</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>&lt;Redacted&gt;</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>Yes</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>&lt;Redacted&gt;</p>



SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.	
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In which local authority is your preferred location?	Norfolk
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Proposed opening year:	2016
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Age Range:	3-11
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If 'other' please specify	
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Will the school have a sixth form?	No
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	420
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	420 primary places
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Please say which year groups the school will have in first year and the PAN for each	Reception and Year 1 PAN 60 Reception and 60 Year 1
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Date proposed school will reach expected capacity in all year groups:	2021
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	6-10
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**Use of freedoms**

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	Not sure
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Please list any other freedoms you intend to use	
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# Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> ?		
2. Have you established a company limited by guarantee?		
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details		
<b>Section B:</b> Outline of the school		
<b>Section C:</b> Education vision		
<b>Section D:</b> Education plan		
<b>Section E:</b> Evidence of need		
<b>Section F:</b> Capacity and capability		
<b>Section G:</b> Budget planning and affordability		
<b>Section H:</b> Premises		
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?		
5. Have you fully completed the budget plans?		
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?		



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

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

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

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

# Declaration

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

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

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

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

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

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

**Signed:**

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

**Print name:**

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

## **Section A: Applicant details**

Please complete the Excel application form.

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

Please complete the Excel application form.

# Section C: Education vision

## Section C1

### Rationale

The Inspiration Trust is an approved academy sponsor with a substantial track record of improving and creating transformational schools. Our presence in the East of England has already dramatically driven up standards across two counties and seven schools. For example, Great Yarmouth Primary Academy, one of the 200 worst performing primary schools in England prior to our takeover, now has 70% of pupils achieving level 4B in reading, writing and maths, an improvement of 55% from three years ago. It has also received an Ofsted judgement of good with outstanding features. At Norwich Primary Academy, there has been a 30% increase in the number of pupils achieving level 4B in reading, writing and maths since the trust took over in 2013. Finally, Sir Isaac Newton Free School has AS Level results twice the 2013 national average in its first set of external exam results.

We are committed to improving standards in the East of England. Opening Jane Austen College this September has confirmed what the data indicated: primary standards are simply not good enough in Norwich. We have been shocked by the poor levels of education some of our year 7s have arrived with so we feel it is important to take action. We are therefore creating this primary school to address poor standards and to provide much needed primary places for pupils in Norwich.

### Charles Darwin Primary: Vision and overview

Charles Darwin Primary will embody the ambitious and transformational ethos of the Inspiration Trust, ensuring all pupils achieve their full potential regardless of their background. It is our intention to work with our partner schools within the Trust to develop an outstanding school that learns from and rivals the best school systems in the world. It will be a centre of excellence, sharing and fostering best practice across the Trust, particularly with our fellow primary partners, Great Yarmouth Primary Academy and Norwich Primary Academy. Two more primary partners are also set to join the Trust this Autumn: Cobholm Primary and Stradbroke Primary. It is evident that more and more schools are turning to us to help them dramatically improve outcomes for pupils.

Charles Darwin Primary will provide pupils with a high quality academic education with a strong focus on a traditional curriculum. The core school day will focus on high standards in literacy and numeracy, as well as giving enhanced time for pupils to access Science, Humanities and Languages to ensure a balanced curriculum. In line with Jane Austen's commitment to developing rounded pupils, we will also dedicate part of the curriculum to wider subjects such as philosophy, art, music and drama to develop their critical thinking and social confidence.

We will run a longer school day from year 3, with the day starting at 08:45 and ending at 16:10 for year 3 upwards and until 17:00 for year 5 and 6 for three days a week. This extra-curricular time will provide opportunities to develop character and social skills through sports, arts and music clubs, as well as providing prep time for year 5 & 6. Pupils in Reception to Year 2 will attend school day from 8:45-15:20 and although they won't have an extended school day they will have plenty of opportunities for cultural enrichment. For example, we have links to a number of cultural organisations, such as The Royal Society of Literature, the Theatre Royal and Royal Shakespeare Company. We will use these links to develop a broad curriculum for all pupils and a range of extra-curricular electives. An important part of our pastoral care programme will be 1:1 mentoring, focused on improving motivation and self-discipline, delivered by highly skilled academic and

pastoral mentors. It is our intention that no child is left behind and that their experience at Charles Darwin Primary meets their individualised needs.

Our focus on academic rigour and developing wider character skills is motivated by a strong desire to accelerate social mobility for our disadvantaged pupils. Research indicates that non cognitive skills are associated with 'positive outcomes for young people. Factors such as self control and school engagement are correlated with academic outcomes, financial stability in adulthood, and reduced crime'<sup>1</sup>. We see both academic and character education as integral to the overall success of a pupil's education, particularly those from a disadvantaged background. Overall, we want our pupils' experience of primary school to be challenging and exciting, enabling them to achieve academically as well as socially.

In time, we are planning to open a nursery on site as we strongly believe in the power of early intervention to narrow gaps for disadvantaged pupils. We will also be using an external provider to run a breakfast and after school club, providing access to low cost extended childcare for working parents.

As we have done at Jane Austen College, we will develop the highest quality teaching staff, providing them with a thorough programme of CPD. We will ensure they share the vision of Charles Darwin Primary, initially during our induction week training and then during in-house CPD throughout the school year. Their care and attention will underpin all their interactions with pupils and all aspects of teaching and learning.

### **The need for a new school**

There are three key reasons why we believe there should be a new primary school in central Norwich: to address poor local standards, particularly for disadvantaged pupils; to address a shortage of school places locally; and to increase parental choice.

We envisage that this primary school will be a fitting preparation for Jane Austen College, providing high quality education for pupils from all backgrounds so that they can truly achieve their full potential at school and beyond.

#### **1. Addressing poor local standards**

There is an urgent need for a new primary school that addresses poor standards in Norfolk. This is because the current quality of primary provision in Norwich and Norfolk is below national standards and 'the rate of improvement is substantially slower than across the rest of the country'<sup>2</sup>. In December 2013, The Ofsted Annual Report for the East of England reported that 37% of pupils attend a school that is not yet good<sup>3</sup>. The data from March 2014 indicates that whilst this figure has dropped slightly, more than twice the proportion of primary schools in Norfolk were deemed 'inadequate' than across the rest of the country. The performance of disadvantaged

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<sup>1</sup> Morrison-Gutman, Leslie & Ingrid Schoon, *The Impact of Non-Cognitive Skills on Outcomes for Young People*, Institute of Education, Sutton Trust, Cabinet Office, 2013, p.2

[http://educationendowmentfoundation.org.uk/uploads/pdf/Non-cognitive\\_skills\\_literature\\_review.pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/Non-cognitive_skills_literature_review.pdf) [Accessed 21/08/14]

<sup>2</sup> *East of England Regional Report 2012-2013*, Ofsted, 2013. p. 3

<http://www.ofsted.gov.uk/sites/default/files/documents/ar201213/Ofsted%20Annual%20Report%20201213%20East%20of%20England.pdf> [Accessed 20/08/14] [Accessed 08/07/2014]

<sup>3</sup> *East of England Regional Report 2012-2013*, Ofsted, 2013. p. 4

<http://www.ofsted.gov.uk/sites/default/files/documents/ar201213/Ofsted%20Annual%20Report%20201213%20East%20of%20England.pdf> [Accessed 20/08/14] [Accessed 08/07/2014]

young people is worse in Norfolk than nationally and regionally: 50% of pupils eligible for Free School Meals achieve level 4 or above in reading, writing and maths, compared to 60% in England and 54% in the East of England.

Overall effectiveness judgments, % of primary schools as at 31/3/2014

	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
<b>England</b>	17%	63%	18%	2%
<b>East of England</b>	15%	60%	21%	3%
<b>Norfolk</b>	9%	60%	27%	5%
<b>Cambridgeshire</b>	11%	59%	26%	4%
<b>Suffolk</b>	15%	58%	23%	4%

Source: Ofsted Data View

Furthermore, the attainment of Norfolk's state funded primary schools is below national and regional averages: 71% of pupils in Norfolk achieved a level 4 or above in reading, writing and maths in 2013, compared to 76% across the country as a whole. Most notable is the proportion of Norfolk's primary schools that fall below the government's floor standard: at 13%, this is more than twice the proportion across England as a whole. The performance of disadvantaged young people is worse in Norfolk than nationally and regionally: 50% of pupils eligible for Free School Meals achieve level 4 or above in reading, writing and maths, compared to 60% in England and 54% in the East of England.

	<b>% of pupils achieving level 4 or above in reading, writing and maths (all pupils)</b>	<b>% of pupils achieving level 4 or above in reading, writing and maths (FSM)</b>	<b>% of pupils making expected progress* in reading</b>	<b>% of pupils making expected progress in writing</b>	<b>% of pupils making expected progress in maths</b>	<b>% of schools below the floor standard</b>
<b>England</b>	76%	60%	88%	92%	88%	6%
<b>East of England</b>	74%	54%	86%	90%	85%	8%
<b>Norfolk</b>	71%	50%	85%	89%	84%	13%
<b>Cambridgeshire</b>	72%	46%	86%	89%	84%	6%
<b>Suffolk</b>	70%	51%	84%	89%	81%	14%

KS2 Attainment and progress 2012/13 (state funded primary schools only)

\*defined as two levels of progress between KS1 and KS2. Source: GOV.UK National Statistics. Red indicates below the national average for performance or above the floor standard.

Worryingly, of the 152 Local Authorities in England, Norfolk is ranked 142 (within the bottom 7%) for its overall KS2 performance.

This picture of underachievement is also evident centrally in Norwich. Taking the 10 state funded primaries nearest to the Inspiration Trust offices in central Norwich, more than half have below average proportions of pupils meeting the expected level of overall attainment at Key Stage 2. In four of these schools, pupils make below expected progress in maths; in six, pupils make below expected progress in reading; and in seven, pupils make below expected progress in writing.

Attainment and progress at KS2 2012/2013, state-funded primary schools in central Norwich

	<b>% pupils achieving level 4B or above in reading and maths test and level 4 in writing TA</b>	<b>% pupils making at least 2 levels of progress in reading</b>	<b>% pupils making at least 2 levels of progress in writing TA</b>	<b>% pupils making at least 2 levels of progress in maths</b>

Angel Road Junior	70%	82%	84%	95%
Avenue Junior	75%	98%	95%	80%
Bignold Primary	63%	92%	84%	95%
Colman Junior	60%	80%	82%	84%
George White Junior	39%	73%	82%	75%
Lakenham Primary	61%	92%	96%	88%
Lionwood Junior	40%	71%	78%	88%
Magdalen Gates Primary	61%	75%	79%	86%
St Thomas More RC Junior	67%	95%	96%	89%
Wensum Junior	50%	82%	82%	88%

Source: GOV.UK National Statistics. Figures in red are below national average

These central Norwich primary schools serve a relatively disadvantaged intake. 8 of these schools have higher than average proportions of pupils eligible for Free School Meals, with one having more than twice the national average proportion of FSM pupils. Overall, pupils from disadvantaged backgrounds underperform in central Norwich primary schools compared to their peers in the rest of the country.

Proportions of FSM, SEN and EAL pupils, and relative performance of FSM pupils, in state-funded primary schools in central Norwich (2013)

	% key stage 2 disadvantaged pupils	Gap between school and national % achieving level 4 or above in reading, writing TA and maths for disadvantaged pupils
Angel Road Junior	39%	-4%
Avenue Junior	13%	8%
Bignold Primary	59%	-5%
Colman Junior	46%	-25%
George White Junior	39%	-5%
Lakenham Primary School	54%	-3%
Lionwood Junior	64%	-19%
Magdalen Gates Primary	57%	0%
St Thomas More RC Junior	20%	12%
Wensum Junior School	44%	-19%
<b>National average</b>	<b>30%</b>	

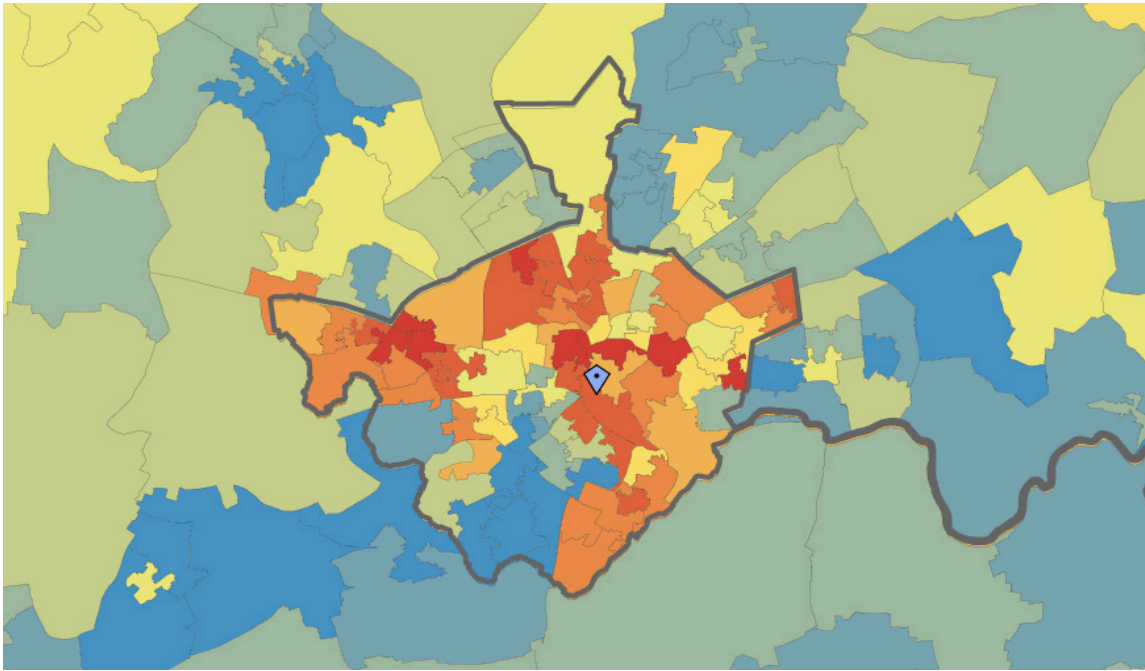
Source: DfE school performance tables – KS2 Attainment Results 2013. Red cells indicate performance worse than national average

It is therefore evident that at local, county and national level, primary schools are not providing a good quality education and that a significant number of pupils are progressing to secondary school with an inadequate grounding in literacy and numeracy. This indicates that there is a need for a primary that offers pupils a firm foundation and leads the way in improving outcomes for children in Norfolk.

We are aware that despite its relative affluence, there are surprising levels of deprivation in Norwich. For example, the 2011 Output Area Classification based on data from the most recent Census indicates that much of the population of central Norwich is composed of affluent workers and students. However, this data also identifies a large proportion of the city centre as belonging to the 'Constrained City Dwellers' supergroup, which is defined by a higher prevalence of



overcrowding, higher levels of unemployment and lower levels of qualifications than the national average.<sup>4</sup>



Source: ESRC Retail Research Data. Red areas are more deprived; blue areas are less deprived

Furthermore, Education, Skills and Training deprivation is particularly acute in Norwich, with 35% of the city’s LSOAs within the top 10% most deprived in the country. The 2011 Output Area Classification also indicates that the areas most central in Norwich are those that are most deprived. We are therefore choosing to site our school centrally to attract pupils from the most deprived of backgrounds.

## 2. Addressing basic need

The school will also address the increase in population that Norfolk faces, increasing school places available. When we intend to open the school in 2016, there will be 1799 school age pupils needing places in Year 1, an increase of an increase of 27% above the current 1415 school places provided for 2014<sup>5</sup>. Furthermore, this number continues to increase with the 2017 cohort, with 2008 pupils needing a school place. This accentuates the need to open a school with Reception and Year 1 places available: both year groups will require additional school places and it is not currently clear how Norfolk is planning to address these places. A new school in the city centre will be pivotal in solving the school places shortage.

Area	Census of population - 2011 Census - Age by single year								
	Usual resident population - Persons aged under 1	Usual resident population - Persons aged 1	Usual resident population - Persons aged 2	Usual resident population - Persons aged 3	Usual resident population - Persons aged 4	Usual resident population - Persons aged 5	Usual resident population - Persons aged 6	Usual resident population - Persons aged 7	Usual resident population - Persons aged 8
	start school in 2016	start school in 2015	start school in 2014	started school in 2013	started school in 2012	started school in 2011	started school in 2010	started school in 2009	started school in 2008
Norwich	1799	1681	1712	1625	1608	1380	1301	1272	1208

## 3. Increasing parental choice through innovation

<sup>4</sup> ESRC Retail Research Data

<sup>5</sup> Figures taken from the listings of places available on the *Primary, Infant and First Schools in Norfolk*, Norfolk County Council, 2014, <http://www.norfolk.gov.uk/view/NCC112259> [accessed 03/09/2014]



We know that there is parental demand for the educational model we offer. Since we have taken over Great Yarmouth Primary Academy, applications have increased and our sixth form free school, Sir Isaac Newton, has also had an increase in applications this year. We experienced an unprecedented level of interest at our Jane Austen College open evening this September with over a 1,000 parents attending with their children. Currently, if Norwich parents want an extended school day, an academic curriculum and personalised teaching and learning at primary level, they only have our sister school, Norwich Primary Academy, on offer. Alternatively, they choose to educate their children privately, something prohibitively expensive for the majority of children.

At Jane Austen College, we have already developed an innovative educational model that we intend to use at Charles Darwin Primary: a new in house assessment model, an extended school day and pioneering approaches to measuring growth mindset. We will also develop our own maths mastery programme based on the Shanghai model.

As is outlined above, there are several factors that need addressing in the locality. It is our intention to open a school that provides parents and their children with the high quality education they deserve. We believe that we have the track record, vision and in depth local knowledge to deliver the right school for pupils who deserve more than they currently have on offer.

### **Key Principles:**

There are three key principles that underpin the ethos and vision of Charles Darwin School, mirroring those of Jane Austen College: learning, safety and respect. The following explains how these three principles underpin our curriculum, pupil development and overall vision for the school.

### **Learning:**

- **Academic Rigour** - We will accept nothing less than the highest educational standards for our pupils, giving them a firm foundation and success in academic subjects. We believe that a strong grounding in 'enabling' subjects, such as English, Maths, Sciences, Humanities and Languages, will significantly increase their chances of success later in life.
- **High aspirations** – It is important that from the very start of their academic career, pupils are made aware of the ambitious pathways available to them and the ways in which they can work towards them. This will help them make their aspirations achievable and motivate them academically. This is fundamental to our commitment to social mobility. It is a myth that disadvantaged pupils lack aspirations. Instead they lack access to guidance and opportunities that show them how to realise their aspirations.<sup>6</sup> We will offer early intervention and support to help pupils embed ambition into their learning from an early age.
- **Cultural Capital** – We believe that it is important for students to have a wide understanding of British and international culture<sup>7</sup>. Having a thorough appreciation of culture, history and the Arts develops the possibilities for pupils from all backgrounds to operate on a level playing field. Failure to equip our pupils with this appreciation will hinder the opportunities open to them later in life.
- **Scholarship** – we want to promote the innate curiosity and joy of learning naturally present in children and foster this essence as they progress through the school community.
- **Exceptional teaching and learning** – While the focus will be on a traditional curriculum, we will implement cutting edge pedagogy that transforms outcomes for pupils. We will

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<sup>6</sup> Menzies, Loic. 'Educational Aspirations: How English Schools can work with parents to keep them on track' (Joseph Rowntree Foundation, 2013). <http://www.jrf.org.uk/sites/files/jrf/england-education-aspirations-summary.pdf> [Accessed 20/07/2014]

<sup>7</sup> Hirsch, E.D, Joseph F Kett and James S Trefil, *Cultural Literacy: What Every American Needs to Know*, Vintage, New York, 1988.

provide learning experiences for pupils based on evidence of the most effective practice from around the world.

### **Safety**

- Safety to explore, create and excel – In an early years and primary setting, it is particularly important that pupils feel they are safe to explore and develop an understanding of the world around them. Their successes and individuality will be celebrated and allowed to develop through devoted curriculum time and enrichment activities. Their learning will take place in an environment that is safe, staffed with trusted and caring adults.

### **Respect**

- Respect for themselves, others and the environment – We believe that earned and mutual respect is key to student's successful interactions in the school community and the wider world. We will support our students in developing the highest personal, social and intellectual standards and skills that they can take with them into the wider world.

### **Our Aspirations and Outcomes**

#### **Aspiration 1: To develop young people who will achieve regardless of their background**

This is integral to our vision at the Inspiration Trust. Too often in Norfolk and Norwich children aren't progressing to reach their full potential by age 11, particularly those from disadvantaged backgrounds. We will know that we are successful in this aspiration when:

- The gap has been closed between disadvantaged pupils and other pupil groups that we anticipate will be present in the reception baseline check. By KS1, the gap will have narrowed significantly and by KS2, all pupils will have made or exceeded the expected levels of progress before they embark on their secondary career.

#### **Aspiration 2: To provide pupils with a firm foundation in literacy and numeracy**

It is imperative that pupils leave Charles Darwin Primary with the highest standards of literacy and numeracy. They will progress to secondary school fully fluent and confident in expressing themselves confidently and accurately in a variety of different contexts, both written and spoken. Systematic teaching of phonics, spelling punctuation and grammar lessons, along with daily guided reading sessions will ensure that our pupils have a firm foundation on which to build upon at secondary school.

Furthermore, our intensive maths programme will deliver high quality, in depth proficiency in numeracy. Modelling our programme on the Shanghai method of maths mastery, we will draw on international best practice to ensure our students have access to the best quality learning experiences. We will know we are successful in this aspiration when:

- 100% of pupils make more than expected levels of progress in Maths and English from their Reception Baseline Check to the end of Key Stage 2.
- At least 95% of pupils achieve the new academic benchmark at KS2 in Maths, reading, SPAG and teacher assessment of writing, 10% over the Department for Education's challenging aspirational target.<sup>8</sup>

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<sup>8</sup> Reforming Assessment and Accountability for Primary Schools: Government response to consultation on primary school assessment and accountability, 2014.

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/297595/Primary\\_Accountability\\_and\\_Assessment\\_Consultation\\_Response.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/297595/Primary_Accountability_and_Assessment_Consultation_Response.pdf)) p. 5

- Upon entering Year 7 at Jane Austen College, pupils maintain the excellent progress they have made and build upon their success, instead of moving backwards in year 7 as is typically the case currently.

### **Aspiration 3: To support pupils' high aspirations and pathways to achieve them**

The research indicates that although all pupils have high aspirations, it is disadvantaged pupils that often lack the understanding of how to achieve them. Through our 1:1 academic mentoring and links to two outstanding sixth forms, we will know that we are successful in this aspiration when:

- Tracking their progress through secondary, sixth form and beyond, 100% of our students are able to progress to sixth form and subsequently to university should they choose to. If they choose an alternative route, that will not be because they have been academically limited or because they didn't know how to achieve their aspirations.
- Pupils and their parents will be able to articulate their aspirations and the steps they need to take to achieve them and they will have had access to a rich programme of early careers advice. Research indicates that involving parents in academic aspirational choices is crucial.<sup>9</sup>

### **Aspiration 4: To foster a collaborative drive for excellence across the trust and Norfolk**

Charles Darwin Primary School will be the flagship primary for the Inspiration Trust in the same way that Jane Austen College is the flagship secondary school. We will foster collaboration across the trust, creating a hub of excellence for learning and teaching both locally and nationally. We are particularly committed to cross federation standardisation and moderation, especially as we develop our own in-house assessment process based on a mastery model. We aim to develop both a synergy between schools in the trust and also develop outwards facing relationships with other schools locally and nationally where opportunities arise. We will see that we have achieved this target through:

- Achieving an Ofsted outstanding judgment upon inspection which highlights our collaboration and rigorous approach to standardisation and pupil monitoring across the trust.
- Delivering and leading a trust-wide CPD programme that draws on best practice within the trust, nationally and internationally.

### **Is our model deliverable?**

Throughout this section, we have highlighted the principles, drive and vision that will make this school a success. However, we are aware that whilst our proposal should be ambitious, it should also be deliverable and sustainable long term. We believe there are several reasons why our proposal is deliverable.

1. **We have a proven track record:** as an approved academy sponsor, we have substantial experience in leading ambitious projects and delivering them on the ground. We have already dramatically driven up standards in two other primary schools and have successfully opened two new free schools based on our vision and model of what works. By the time Charles Darwin Primary opens, Jane Austen College will have been open for two years and Sir Isaac Newton Free School for three. We have learnt the lessons of opening a school and will be ready to take on the challenges of a new phase.

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<sup>9</sup> Menzies, Loic. 'Educational Aspirations: How English Schools can work with parents to keep them on track' (Joseph Rowntree Foundation, 2013). <http://www.jrf.org.uk/sites/files/jrf/england-education-aspirations-summary.pdf> [Accessed 20/07/2014]

2. **We have done our research into the need and demand the local area:** our senior leaders have significant knowledge of the needs of local pupils, their parents and the challenges the area of Norwich presents. We are fully versed in the school intake's needs and relish the prospect of working with them from a young age.
3. **The model we are proposing works:** we have based our model on current research into what works best at primary level nationally and proven best practice at our sister schools in Norwich and Yarmouth.
4. **We have a detailed financial model:** we have costed the bid in detail to ensure that we are able to deliver a school that is efficient and cost effective. Having access to resources from the rest of the Trust will mean that we can make the most of economies of scale to continue to make the school viable in the future. Whilst our staffing model at the outset is lean, it will receive significant support from the structures already in place from Jane Austen College and the Trust as a whole.

## Section D: Education plan – part 1

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

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

We are proposing a two form entry school starting with reception and year 1 in 2016.

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

## Section D: Education plan – part 2

### Overview

It should be noted that we are yet to appoint a principal for the school and our plans to do so can be found in more detail in our staffing model in section D3. It is our intention to recruit a principal as soon as possible so that they, along with the governing body, can develop the fine details of the curriculum together for at least three terms before the school opens. What follows is therefore an overview of the curriculum principles and delivery as it currently stands, aligned to the vision of Jane Austen College and The Inspiration Trust. Using our vision and these principles, we will be recruiting a principal and expecting them to lead from this starting point.

### Our Pupil Profile

We are aiming to attract a truly comprehensive intake so that our pupil profile includes pupils with wide ranging needs and abilities. As is outlined in Section C, the local community is a mix of affluence alongside disadvantage. Currently, the local primary schools have the following intake of different pupil groups:

	% key stage 2 disadvantaged pupils	% eligible pupils with SEN with a statement or supported at School Action Plus	% eligible pupils with English as additional language (EAL)
Angel Road Junior School	39%	5%	16%
Avenue Junior School	13%	6%	4%
Bignold Primary School	59%	10%	27%
Colman Junior School	46%	19%	6%
George White Junior School	39%	8%	20%
Lakenham Primary School	54%	11%	25%
Lionwood Junior School	64%	19%	12%
Magdalen Gates Primary School	57%	14%	7%
St Thomas More RC Junior School	20%	11%	24%
Wensum Junior School	44%	25%	22%
<b>National average</b>	<b>30%</b>	<b>11%</b>	<b>17%</b>

In Norwich, out of the ten local schools to the Inspiration Trust offices, eight have an above average disadvantaged Key Stage 2 population in comparison to the national average. Four schools have above average pupils with Special Educational Needs and Disabilities and five schools have above average pupils with English as an Additional Language.

Children coming to us from a deprived background are more likely to have cognitive and non-cognitive needs that will need to be overcome in order for them to reach their full potential. We are aware that:

Poverty affects children's development in very significant ways, from a very early age, both in terms of their cognitive ability (reasoning, remembering, judging, problem solving) and

their non-cognitive ability (all those skills associated with emotional regulation, behaviour and socialising with others).<sup>10</sup>

To put it plainly, 'poverty is a significant determinant of life chances'<sup>11</sup> and if we are to overcome the typical underachievement of disadvantaged pupils, our curriculum and enrichment will have to address their needs appropriately. With this in mind, we will have a strong focus on core literacy and numeracy, taught explicitly and linked to all other subjects. We will also have a strong emphasis on school readiness and pupils' ability to meet the 17 EYFS Early Learning Goals so that they can appropriately access the Key Stage 1 curriculum by the time they enter Year 1. Small group and one to one intervention and mentoring will also help to narrow the gap that manifests itself between disadvantaged pupils and all other pupils by the time pupils start reception.

Given the intake of local primaries, we can also expect to have average or above average number of SEND and EAL pupils. Therefore we will differentiate our curriculum to meet the needs of the pupil intake and will put support in place to make sure no child is left behind. We will have a flexible approach to the curriculum, placing a strong emphasis on mastering the basics before pupils' learning broadens. In line with our vision, our curriculum will develop depth before breadth.

At the same time, we can also expect to have high ability pupils. Our curriculum must therefore meet the needs of pupils with a wide range of abilities from a wide range of contexts. Core literacy and numeracy will be taught in small ability groups, allowing material to be differentiated according to pupil need.

The number of groups will vary in size and number from class to class to meet the needs of pupils. Typically though, in each class we expect to have two small nurture groups of lower attainers, two larger groups of middle attainers and two smaller groups of higher attainers. To reflect this model, in the lower school, we have staffed each class with at least one teaching assistant in addition to the teacher and each year group has at least one TA overall. This is in addition to our pastoral and academic mentors. The teaching assistants will typically work with small groups of lower attainers, although the teacher will deploy their assistants to meet the needs of the group as they see fit. The teacher will be expected to focus particularly on stretching higher attainers and checking on the progress of middle attainers. Where data tracking and teacher knowledge indicates further intervention is required, small groups will also receive booster sessions from an academic mentor or senior leader. The staffing structure in Section D3 includes more details on how this will work.

In this way, as well as the areas outlined throughout Section D1 and D2, we expect to appropriately and support the differing needs of our pupil body.

### **Curriculum Principles**

The curriculum offer will be guided by three needs we have identified, all of which link to our overall vision and ethos:

- The need to provide a curriculum that fully meets the specific needs of our potential pupils with a strong focus on literacy and numeracy
- The need to improve academic outcomes and raise standards for pupils in Norwich
- The need to develop well-rounded young people who are independent, resilient, confident and have a love of learning.

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<sup>10</sup> Waldegrave, Harriet, *Centres of Excellence? The Role of Children's Centres in early intervention*, Policy Exchange, 2013 p. 11

<sup>11</sup> *Ibid.*, p.11

The sections below outline the specifics of our curriculum type, model and delivery, detailing how we will meet the needs of our pupil intake. Underpinning the curriculum are the following principles:

1. **Depth before breadth:** Our pupil intake will be vastly varied in background and ability. We will make sure that pupils master the basics of the curriculum before we broaden their learning. There will be a specific focus on numeracy and literacy in particular, ensuring that they are confident in their knowledge and understanding of certain key areas before progressing to the next stage or topic.
2. **A personalised approach:** No one pupil is alike: they will come to us with a variety of needs and requirements, some more complex than others. Through our staff training on differentiation and focus on one to one and small group intervention, we will tailor the curriculum appropriately to match the needs of all pupils. In this way, we will stretch the most able of our pupils whilst ensuring that those that have lower attainment receive the all the support they require.

In line with the Department for Education's Waves of Intervention<sup>12</sup>, we envisage that our personalisation will take place in the following manner:

1. **Wave 1: Quality classroom teaching for all** using effective teacher differentiation to accommodate pupils of differing abilities in a whole class setting. We will adopt small group teaching during literacy and numeracy, similar to ARK's model of 'blended learning', to differentiate the curriculum to the individual needs of pupils. This will be staffed using the teacher and main teaching assistant for the class. We also have scope to add further support from the additional curriculum hours from school leaders and academic mentors as explained in section D3.

Classes will be divided into abilities, with teachers and teaching assistants focusing their attention on smaller groups of those pupils that need it most. There will be a range of activities for them to engage in, each requiring different skills and some input from staff. Groups will be fluid and reviewed every half term so that pupils feel appropriately challenged and supported.

2. **Wave 2: Small group additional intervention for pupils just below and above the nationally expected levels of progress and attainment:** This additional intervention will happen predominantly during afternoon sessions so that pupils do not miss learning during literacy and numeracy. Pupils will receive additional intervention and enhanced focus from their academic mentor and a senior leader where necessary. We believe this intervention is important for both higher and lower achieving pupils, helping to stretch and support pupils according to their needs.
3. **Wave 3: Individual or very small group intervention with a trained teaching assistant, mentor or trained specialist teacher for pupils who are struggling to make expected levels of progress and attainment:** This will happen in conjunction with a full package of support to meet the needs of our most vulnerable students.

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<sup>12</sup> Department for Education, 'Literacy and Numeracy Catch-Up Strategies', November 2012  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268031/literacy\\_and\\_numeracy\\_catch\\_up\\_strategies\\_in\\_secondary\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268031/literacy_and_numeracy_catch_up_strategies_in_secondary_schools.pdf) [Accessed 1/10/2014]



Academic and pastoral mentors will work with the pupil to remove significant barriers to learning, working with external agencies, SENDco and parents and carers where necessary.

All of these waves of intervention will be closely monitored and evaluated by senior leaders to ensure that all pupils make swift progress towards meeting and exceeding nationally expected levels. More details on our data tracking, monitoring and evaluation systems can be found below and in Section D2.

- 3. Rigorous assessment, moderation and data tracking:** No school can confidently track the progress their pupils are making without rigorous assessment, moderation and data tracking systems. In line with our vision, we will take a detailed approach to assessing and moderating our pupils, ensuring that staff assessments are accurate not only across the school but also across the Trust and externally. We will develop our own in-house mastery system to replace levels and provide teachers with a secure, detailed framework on which to make their assessments. We are already trialling a mastery approach at Jane Austen College and will work with colleagues across the Trust to tailor assessment to primary level.

We will also use an external system such as Rising Stars Assessment to add accuracy to our in-house system. We will use half termly electronic real-time assessment to report to parents, pupils and across the Trust. This will alert staff to any pupils who may be in need of additional intervention and provide opportunities for us to celebrate pupil attainment and progress. Further details of our assessment and reporting system can be found in Section D2.

#### **4. Outstanding teaching and learning:**

We will aim to recruit the highest quality of teachers, balancing a range of experienced staff with those that are training to become teachers through our links with the Trust's teaching school. It is important that our recruitment process is as rigorous and transparent as possible, incorporating a lesson observation, written task and formal interview with the leadership team and governors of the school.

However, it is not only good enough that we seek to recruit excellent teachers; we must also provide them with outstanding professional development. Across the Trust, there is significant expertise in this area: not only is there a teaching school whose programmes we can draw upon, we also have the experience of leaders who have recently opened a new school. There will be an intensive induction programme before the school opens and a detailed programme of CPD across the year based on peer learning through action research networks and research into effective learning and teaching. This will primarily take place on a Monday afternoon as this will be a day when all pupils go home at 15:20 instead of staying for extra-curricular electives.

We will develop a 360° model of performance management linked to pay that considers the whole performance of the teacher, not just their results. This process will take into account colleague, pupil and self assessment, as well as considering the teacher's successful outcomes for pupils and their contribution to the whole school.

We are well aware that the strength of any school cannot be located in one single person; instead, it is enacted in the approach and expertise of the staff body as a whole. It is key to our vision that staff feel confident, valued and fully equipped to be experts in their own classroom and beyond.

As with Jane Austen College and other schools across the Trust, our approach is influenced by Doug Lemov's 'Teach Like a Champion'<sup>13</sup> techniques that have been so successful in the Uncommon Schools network in America. Through our forensic use of data, we will identify our most successful teachers, the positive outliers, and share their experience across the school. And whilst we will promote the 'Teach Like a Champion' techniques, we will, as Lemov himself suggests<sup>14</sup>, use the techniques as a toolkit, not a rigid system. Where teachers have the confidence to innovate and experiment, we will not stifle their freedom by insisting they stick to any one approach. To encourage cutting edge, high quality pedagogy, we will reward excellence with termly awards for high performing teachers, teaching assistants and mentors.

Furthermore, in line with our vision and Lemov's commitment to drive systemic change<sup>15</sup>, we also feel it is important to share our expertise beyond the school gates, across the Trust and with other schools locally and nationally. We will be outward facing, open to those who wish to visit and learn about our innovative approaches.

We will promote team planning so that underpinning each scheme of work is a variety of expertise. This will also be an efficient way of teachers cutting down on planning and preparation time, leaving them time more time for formative assessment and delivery of extra-curricular electives.

We will provide in-depth training not only for our teachers but also for our teaching assistants and mentors. It is vital that as key supporters of pupil's learning, they are also aligned to key teaching principles and feel confident in managing pupils' learning and behaviour in a way that is in line with our vision.

- 5. Developing character and social skills:** It is integral to our vision that we develop pupils that are not only grounded academically but socially as well. As our pupil intake will be varied in terms of social background, we will provide explicit wellbeing sessions twice a week to provide them with some of the key non-cognitive skills that we see as essential to their success in later life. We are currently exploring programmes for this such as the Penn Resilience Programmes and the Jubilee Centre's Framework for Character Education.

In addition to this, we will also have a rich programme of cultural experiences through trips, extra-curricular activities and visiting experts, such as authors from the Royal Society of Literature. Our after school enrichment programme from year 3 upwards for three days a week will also develop pupils' access to opportunities that they might not necessarily otherwise experience.

Our specially trained mentors will operate in a pastoral as well as academic role, nurturing pupils with complex needs. They will liaise with home, social services and teaching staff as well as providing high quality mentoring to ensure that pupils are supported accordingly.

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<sup>13</sup> Lemov, Doug, *Teach Like a Champion: 49 Techniques That Put Pupils on the Path to College*, Jossey-Bass, San Francisco, 2010

<sup>14</sup> Lemov, Doug, 'Where are all the superheroes?' The Inaugural Policy Exchange Education Lecture. Delivered 10/09/14 at King Solomon Academy

<sup>15</sup> Lemov, Doug, 'Where are all the superheroes?' The Inaugural Policy Exchange Education Lecture. Delivered 10/09/14 at King Solomon Academy

In line with Jane Austen College, we are committed to Carol Dweck's theory of Growth Mindset<sup>16</sup>, encouraging pupils to recognise that dedication and hard work are key to their achievement. This approach will underpin both our curriculum and enrichment and we will ask pupils to reflect on their learning journey during Wellbeing sessions and one to one mentoring. Dweck's theories will be explicitly shared with teachers during inset, with pupils during assemblies and will be incorporated into lesson planning. They will also influence our reward system.

### The structure of a school day and week from KS1 upwards:

Time	Activity	Notes
8.00-8.45	Breakfast club	Before school optional childcare, subsidised for low income families.
8.45 - 9.00	Register and reading	
9.00 - 9.20	Assembly/ Wellbeing session (including personal, social and health education)	
9.20-10.20	Session 1: Literacy or numeracy	
10.20-10.40	20 minute activity, eg. Grammar, guided reading, mental maths	
10.40-11.00	Break	
11.00-12.00	Session 2: Numeracy or literacy	
12.00-12.20	20 minute activity, eg. Grammar, guided reading, mental maths	
12.20-13.10	Lunch	
13.10 - 15.20	Afternoon session: To incorporate remaining subjects. Science & languages to be taught discretely. Other subjects incorporated into topic work (linked to numeracy and literacy).	
15.20 - 16.10	Tuesday – Thursday: Electives/Clubs for Years 3&4 Prep for Years 5&6	EY & KS1 classes go home. Year 3-6 stay for extra curricular elective Tues, Weds, Thurs.
16.10 - 16.50	Tuesday – Thursday: Electives/ Clubs for Years 5&6	Years 3&4 go home. Years 5&6 stay for electives Tues, Weds, Thurs.
15:20 – 16:50	After school club to run alongside electives and prep for younger children whose parents require childcare.	After school optional childcare, subsidised for low income families.

### Structure of the school day for reception pupils

Time	Activity	Notes
8.00-8.45	Breakfast club	Before school optional

<sup>16</sup> Dweck, Dr Carol, *Mindset: How You Can Fulfil Your Potential*, Ballatyne, New York, 2006

		childcare, subsidised for low income families.
8.45 - 9.00	Register and short activity eg. days of the week/ colours/ months of the year	
9.00 - 9.30	Session 1: Whole class literacy	Extending to one hour by Spring term
9.30-9.50	Guided reading – small group and intervention work	
09.50-10.40	Session 2: Adult focused activity based around literacy session.	
10.40-11.00	Break	
11.00-11.30	Phonics	
11.30-12.20	Session 3: Numeracy	Extending to one hour by Spring term
12.20-13.10	Lunch	
13.10 - 15.20	Afternoon session: In line with EYFS, different learning stations to be set up for children to move freely amongst, based on literacy, numeracy and child initiated interests. Once a week, pupils will also have a 30minute French session.	
15:00-15:20	End of the day story (with songs to be incorporated once a week)	
15.20 – 16:50	After school club	After school optional childcare, subsidised for low income families.

The breakfast and after school club will be supplementary paid-for provision for working parents and we are exploring options as to how it will be staffed. In all likelihood, we will use Set Your Sights, a local organisation who are already providing us with some sports and dance enrichment at Jane Austen College. For pupils from low income backgrounds, we will subsidise their places, using the pupil premium. This will extend the length of time they are able to spend in an enriching and structured environment.

### **Purpose of the extended school day**

Our extended school day will comprise primarily of enrichment time, with older pupils having access to support and time to complete their homework as well. The enrichment programme supports our belief that pupils should be able to achieve both academic and personal success. Developing cultural enrichment activities for pupils is especially crucial for those from a disadvantaged background who might otherwise miss out on such opportunities.

We already have experience of developing a longer school day at primary and secondary as a means of developing pupils' social skills and access to cultural activities. Our model at Great Yarmouth Primary Academy has been used as a case study for the Policy Exchange report exploring the benefits of a longer school day, where one of their conclusions was that there was a 'wider educational benefit to the pupil – both some growth in core subjects...and general social

and cultural capital gains from high quality activity.<sup>17</sup> In line with the recommendations of their report and our experiences at JAC and GYPA, we will staff our enrichment primarily using teaching staff and teaching assistants. We will turn to external agencies for activities we are unable to offer in-house, such as horse riding.

Year 5 & 6 pupils will also be expected to stay until 16:50 in order to incorporate prep time, where they will have support from staff and access to ICT facilities. This move towards incorporating homework into a longer school day is in line with a recent recommendation from The Education Select Committee's report *Underachievement in Education by White Working Class Children*:

The current trend towards longer school days presents an opportunity for schools to provide space and time for pupils from lower socio-economic backgrounds to complete homework, which may particularly benefit white working class children.<sup>18</sup>

We envisage this time as a stepping stone for their transition to secondary school. At Jane Austen College, they will experience a similar school day and the amount of prep will increase. Therefore, this time for year 5&6 will be preparatory in two ways: firstly, it will prepare them for their learning for the next school day, making sure they have access to support on an equal basis and secondly, it will prepare them for the significant step up to secondary school, helping them develop independent study skills in a structured environment.

In line with Jane Austen College, we will keep to the 6 term structure of a school year. Local parents have indicated that in order to co-ordinate childcare and holidays, they would rather we kept to the traditional model. However, there are two areas where we will have additional learning time for both staff and pupils:

1. We will hold regular summer schools for key stage two pupils, targeting those with low attainment. We see this as a vital intervention, giving low attaining pupils a head start before term begins in September. There will be a balance between structured learning and enrichment activities to encourage participation and motivation.
2. There will be extended staff CPD at the start of each school year. This will allow all staff time to reflect on their teaching practice; become confident with any assessment changes; and develop their shared vision for the pupils they are educating.

### **Type of Curriculum**

Our curriculum will be wide and flexible, providing challenge, support and rich, memorable experiences. We are committed to developing a lifelong love of learning and it is our intention to go beyond simply meeting the academic needs of our pupils.

We will follow the National Curriculum as it provides a solid, academic foundation for learning and future study. We will differentiate our curriculum to meet pupil needs, whilst retaining our key principles and ethos. The school's curriculum will be organised into Early Years, including reception, Key Stage 1, including year 1 and 2, and Key Stage 2, ranging from years 3-6.

Our curriculum will provide the appropriate stepping stone for pupils to progress to Jane Austen College where they also follow the National Curriculum. Aligning the two schools' curricula will

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<sup>17</sup> Briggs, Annalise and Jonathan Simons, *Only a Matter of Time? A Framework for the Most Effective Way to Lengthen the School Day in England*, Policy Exchange, 2014, p.9  
<http://www.policyexchange.org.uk/images/publications/only%20a%20matter%20of%20time.pdf> [accessed 30/08/14]

<sup>18</sup> *Underachievement in Education by White Working Class Children: First Report of the Session 2014-15*, House of Commons Education Committee, 2014, p.49  
<http://www.publications.parliament.uk/pa/cm201415/cmselect/cmeduc/142/142.pdf> [accessed 08/09/14]

mean that pupils cover a sufficient breadth and depth of study so that they are able to access the curriculum appropriately as they continue to secondary school.

Our curriculum will combine high expectations and a traditional academic focus, with rigorous systems of assessment and tailored support to make sure that pupils are successful. Master classes, mentoring and 1:1 support will mean no child is left behind.

### A Traditional Academic Curriculum

We will take a traditional approach to our curriculum so that all pupils have a solid foundation in literacy, numeracy, science and a language. This is in line with our commitment to social mobility. Ensuring pupils have a good grasp of a range of traditional subjects will mean that they have a variety of options open to them when it comes to making further education and career choices later in life.

We will also have a strong focus on Humanities and the arts so that all pupils have the chance to explore a range of subjects that they feel passionate about. Underpinning our curriculum will be the ideas of ED Hirsch<sup>19</sup>, who highlights the importance of ensuring that pupils have key essential knowledge to build up a cultural literacy. This is key to our commitment to social mobility: we believe it is essential that all pupils have access to an enabling curriculum so that they have equity of opportunity available to them.

In line with the goals of the Early Years Foundation Stage, we will provide pupils with quality and consistent provision so that they gain a secure foundation across the full range of subjects. Teaching will be tailored to meet the needs and interests of the child, although we will ensure that they have a strong focus on literacy and numeracy from the very outset of their learning.

### Curriculum model: what will be covered and for how long?

Subject	Hours per week				Comments
	Year R	Year 1-2	Year 3-4	Year 5-6	
English	5	6.5	6.5	6.4	
Guided reading	1.6	1.6	1.6	1.6	
Phonics	2.5	1.5	1		
Maths	5	6.8	7.3	7.4	
Science		1	1	2	
Computer science		1	1	1	
MFL	.5	1	1	1	

<sup>19</sup> Hirsch, E.D, Joseph F. Kett and James S. Trefil, *Cultural Literacy: What Every American Needs to Know*, Vintage Books, New York, 1988

History		1	1	1	
Geography		1	1	1	
Philosophy (inc. RE)		1	1	1	
Art and design		1	1	1	
Music		1	1	1	
PE and swimming		1	1	1	
Exploration around topic work: child initiated, teacher led.	15				The following areas will be incorporated into the different stations available to pupils: maths, literacy, graphics, role play, creative, sand and water, malleable, small world, phonics, construction, ICT
Prep				3.3	
Daily enrichment			4.2	4.2	
<b>Total</b>	<b>25.4</b>	<b>25.4</b>	<b>29.6</b>	<b>32.9</b>	

## **Curriculum content and design**

### **Teaching literacy**

Taking the lead from Jane Austen College, an English Specialist School, we will place a strong emphasis on developing pupils' confidence as accomplished readers and writers. It is key to our vision that all pupils have a strong grounding in literacy and that they can express themselves fluently and accurately. We aim to instil in them a life-long love of English.

Our commitment to excellent standards in literacy and reading are underpinned by the emphasis we place on social mobility. Typically, disadvantaged pupils, especially white working class boys, are less likely to achieve a good standard in reading. By the time they reach secondary school, '45% of white, low income boys [are] not reading well'<sup>20</sup>. It is crucial that this emphasis on reading and early language skills start as early as possible: research indicates that by the age of three, there is already a gap of up to a year and a half between children from the best off and poorest families<sup>21</sup>.

Furthermore, we will encourage a love of reading through our frequent competitions, daily reading sessions and enrichment activities. This is because:

<sup>20</sup> *Read On, Get On, Save the Children*, 2014 p.6

[http://www.savethechildren.org.uk/sites/default/files/images/Read\\_On\\_Get\\_On.pdf](http://www.savethechildren.org.uk/sites/default/files/images/Read_On_Get_On.pdf) [accessed 08/09/14]

<sup>21</sup> *Ibid.*, p.8

- There is widespread evidence to support the importance of reading, especially for pleasure.
- Young people who enjoy reading for pleasure are more likely to perform well on reading assessments compared to pupils who do not.
- Whether or not a child reads for pleasure can be a greater indicator of academic success than a child's socio-economic status.
- Reading for pleasure can impact positively on a pupil's emotional and social behaviour and wellbeing.
- Reading for pleasure can have a positive impact on text comprehension, spelling and grammar.<sup>22</sup>

We envisage that pupils reading confidently and for pleasure will lead to improvements in comprehension, inference, spelling and grammar. These, in turn, will have cross-curricular impact and support pupils' increased ability to access the broader curriculum too.

From the very start of their study at Charles Darwin Primary, pupils will have directed teacher led literacy lessons, even during reception. English (including drama) will be taught through a variety of approaches to develop pupils' literacy skills: through phonics; guided reading; extended writing tasks; and speaking and listening activities. Every morning, all classes will have specific key skills time in which the teacher can deliver bursts of guided reading, phonics or spelling, punctuation and grammar activities. They will have further dedicated time for in-depth literacy every morning too. The afternoon lessons devoted to studying the broader curriculum will also have links to literacy, particularly when a whole class text is being taught.

Regardless of what phase they are teaching or supporting, we will train all our staff in important basics such as phonics so that they appreciate pupils' journeys to becoming confident readers. This will also mean that they can intervene at any stage in a child's learning should they identify gaps in their cognition.

To develop a firm foundation in literacy, the following will be incorporated into the curriculum and enrichment programme:

- All pupils identified as behind their peers in the reception baseline check will receive one to one and small group intervention with specially trained teaching assistants and teachers.
- Progress will be monitored using a system such as the Rising Stars Assessment. This will enable us to monitor and spot gaps in pupil learning, intervening where appropriate. Programmes such as Accelerated Reading and the D.E.A.R (Drop Everything and Read) programme will be used where necessary.
- Every day pupils will experience guided reading; as they progress in reception, this will be delivered in small groups and tailored to their needs and abilities.
- We will primarily use Ruth Miskin's Read, Write, Inc to teach phonics, differentiating to meet the needs of pupils as appropriate.
- From Year 1, the minimum expectation will be that pupils produce at least one extended piece of writing each week (tailored to year and ability) during literacy and that they produce a corresponding piece during their topic work. This will ensure there is as much crossover between literacy and the rest of the curriculum as possible.
- During prep time for years 5 and 6, pupils will have the option to complete homework or read quietly, completing a personal reading journal.

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<sup>22</sup> *Research evidence on reading for pleasure*, Education Standards Research Team, ESARD (May 2012) ([http://media.education.gov.uk/assets/files/pdf/r/evidence%20note%20-%20reading%20for%20pleasure\\_may%202012.pdf](http://media.education.gov.uk/assets/files/pdf/r/evidence%20note%20-%20reading%20for%20pleasure_may%202012.pdf)) [accessed 08/09/14]



- Regular reading and writing competitions will be run whole school to foster an ethos of scholarship. This could be a competition such as the Book Trust's Read For My School Award, the Premier League's Reading Stars or the Young Writers' Poetry Competition.
- We will develop an enrichment programme that includes activities such as a creative writing club or non-fiction writing for the school newspaper. We will also develop a programme of visiting authors.
- We will work closely with parents to ensure that they are part of their child's reading development. We will use reading journals to develop regular contact with home and invite them into 'reading café's' where parents have a chance to hear their children read their recent pieces of extended writing and have the opportunity to read with their child. This will also develop social, oracy and comprehension skills as children develop confidence discussing reading with their family.
- Through enrichment opportunities and during some literacy lessons, pupils will be encouraged to present their work and 'bring texts to life' using drama techniques such as role play, debates and group presentations.

### Teaching numeracy

No less important is our approach to teaching numeracy. With disadvantaged pupils historically progressing to secondary school well below their peers in numeracy levels, it is vital that we equip all pupils with a solid grounding in numeracy.

The report *The Long Term Cost of Numeracy Failure* highlights that poor attainment in numeracy is a particular issue for pupils from socially disadvantaged backgrounds:

Numeracy failure starts early and becomes entrenched if not tackled. Data from longitudinal studies conducted by the Centre for Research on the Wider Benefits of Learning shows that those who are very low attainers at 7 tend to remain so at 11, more so in mathematics than in literacy. Predictably, children from socially advantaged homes do better at 7 and 11; however, for children of parents with lower levels of education, doing well at 7, particularly in maths, is more important (i.e. more predictive of later attainment than for other groups). The researchers conclude that 'an emphasis on basic numeracy skills may particularly benefit children from socially disadvantaged backgrounds'<sup>23</sup>.

Furthermore, poor numeracy is closely tied to socio-economic deprivation: adults with poor numeracy are twice as likely to have been FSM pupils<sup>24</sup> and people from a deprived background are more likely to report lower confidence using maths in their adult lives. If we are committed to social mobility it is therefore vitally important that our focus on maths starts right from reception and builds as pupils progress through the school.

It is also important that we engage parents in their children's learning: 51% of mothers report that they struggle to answer mathematical questions their children asked them<sup>25</sup>. Whilst older pupils

<sup>23</sup> Gross et al, *The Long Term Cost of Numeracy Difficulties*, Every Child a Chance Trust and KPMG, 2009 p. 8 <file:///C:/Users/Anna/Downloads/RESOURCES%20REPORT%20-%20The%20long%20term%20cost%20of%20numeracy%20difficulties%20KPMG.pdf> [Accessed 01/09/14]

<sup>24</sup> 'More Primary Maths Experts Needed', BBC, 2008 <http://news.bbc.co.uk/1/hi/education/7306632.stm> [accessed 01/09/14]

<sup>25</sup> Gross et al, *The Long Term Cost of Numeracy Difficulties*, Every Child a Chance Trust and KPMG, 2009 p. 8 <file:///C:/Users/Anna/Downloads/RESOURCES%20REPORT%20-%20The%20long%20term%20cost%20of%20numeracy%20difficulties%20KPMG.pdf> [Accessed 01/09/14]

will complete the majority of their prep work in school it is important that we support the wider community if we are aiming to sustain long term improvements in numeracy and literacy standards.

The Trust has been designated a Maths Hub and we will lead the way in developing a cutting edge approach to teaching numeracy. Based on the Shanghai Maths Mastery programme and influenced by ARK, we will create our own in-house syllabus to follow the national curriculum. We will be supported in this by specialists across the Trust, such as the maths specialist Principal at Norwich Primary Academy and specialist teachers at Sir Isaac Newton Free School.

To develop a firm foundation in numeracy, the following will be incorporated into the curriculum and enrichment programme:

- From year 1, all pupils will be taught using our own in-house Maths Mastery programme.
- During reception, pupils will have explicit numeracy lessons, working towards an hour a day from the Spring term.
- All pupils identified as behind their peers in the reception baseline check will receive one to one and small group intervention with specially trained teaching assistants and teachers.
- Progress will be monitored using a system such as the Rising Stars Assessment. This will enable us to monitor and spot gaps in pupil learning, intervening where appropriate. Pupils will receive small group and one to one intervention where gaps in their learning are apparent. We will use an intervention programme to support with this which may be a programme such as Numbers Count.
- There is the potential for enrichment activities to link to numeracy, such as a STEM club and a chess club. We will also introduce an element of fun and competition whole school, using a programme such as Times Table Rock Stars, developed by [REDACTED] or the Mathletics programme. Whilst other activities may not have an explicit link to numeracy, we will expect all enrichment to link in some way.
- We will hold afternoon and evening classes for parents to help them gain confidence in maths. They will also be invited into school to support their child's maths learning.
- Pupils taking mathematics at A Level at Sir Isaac Newton Free School will be given the opportunity to volunteer as teaching assistants during numeracy lessons.
- Teachers will be expected to plan collaboratively across phase and subject to ensure non-specialist primary teachers have the opportunity to access subject expertise.

### **Other subjects:**

We feel that it is important pupils receive direct teaching of science in order to prepare them fully for the transition to secondary school. Pupils will therefore receive 1-2 hours of science a week, encouraging them to recognise the different disciplines within their science lessons. As they progress through the school, the time spent on science per week will increase from one to two hours to reflect the enhanced curriculum time this will have at secondary school, as well as the assessments in science at the end of Key Stage 2. We will use the expertise of our subject specialists at Sir Isaac Newton Free School to ensure that our science curriculum is of a high quality.

Foreign Languages will also be taught discretely as this is an area where we will be using a languages specialist from Jane Austen Free School. We acknowledge that not every primary school teacher is proficient in another language and do not want to compromise on the quality of language teaching we will offer. This will mean that pupils have access to high quality language teaching from a young age, giving them a crucial headstart in this subject area.

Whilst we recognise it may be unusual to start teaching languages in Reception, we feel that the earlier that pupils gain familiarity with the concept of learning another language the better. The practice of preparing pupils for learning languages early has been highlighted as good practice by Ofsted in their case study 'Everyone a Linguist: Cherry Orchard Primary School'<sup>26</sup> and research indicates that the earlier a child learns a language, the higher their chances of native proficiency later in life<sup>27</sup>. Given our commitment to all pupils studying a foreign language to at least GCSE level, we feel it is essential that we lay strong foundations to meet our ambitions, starting as early as possible.

Religious education will be taught as part of the philosophy curriculum. During these lessons we will encourage pupils to learn about a variety of different faiths, encouraging tolerance, curiosity and a knowledge of the world religions. We will also develop pupils' independent thinking and debating skills, using the Philosophy4Children resources as a starting point. The Daily Act of Collective Worship will be incorporated into assemblies, philosophy and wellbeing classes, getting pupils to reflect on their own experiences and identity, as well as those of people in different faiths around the world.

Finally, PSHE will be taught alongside the Wellbeing programme delivered two mornings a week. We are keen to develop the character and non-cognitive skills of our pupils, equipping them with the tools to help them guide their way through life. We are considering two different programmes for delivering our Wellbeing Programme: either the Penn Resilience Programme or the Jubilee Centre's Character Education programme. Both have guidance for assessing pupil progress and have been evaluated to ensure their effectiveness on pupil outcomes.

In the areas above, we have outlined how we feel we will meet the needs of our pupils in core literacy and numeracy; which subjects we will teach discretely and why; and where we are diverging from the National Curriculum.

For all other subjects across humanities and arts, they will be delivered on a topic by topic basis, integrated together in the afternoon session. This is because we want to achieve maximum impact in the remaining time we have to explore the broader curriculum. Teachers will base their learning around the class text that is being studied so that pupils can recognise its significance in the wider world. For example, if year 5s are studying *The White Giraffe* by Lauren St John in their literacy lessons, they will explore the geography, history, art and music of Africa. They may study animal adaptation in science and create tourist brochures as a means of exploring different text types. There could also be a class visit to a local zoo, and a visit from the author herself, using this as a stimulus for creative writing.

Through taking this approach to the remainder of subjects, we will avoid the repetition of content that can be present when teaching subjects discretely; topic work will also be explicitly linked to literacy and numeracy so that the morning sessions link seamlessly to the afternoon.

## Phase overview

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<sup>26</sup> Ofsted, 'Everyone a Linguist: Cherry Orchard Primary School', March 2012, <http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/c/Cherry%20Orchard%20Primary%20School%20-%20Good%20practice%20example.pdf> [accessed 01/10/14]

<sup>27</sup> Scotland's National Centre for Languages, 'The Hidden Benefits of Language Learning', [http://www.primarylanguages.org.uk/policy\\_and\\_research/research\\_and\\_statistics/spotlight\\_on/hidden\\_benefits\\_of\\_languages.aspx](http://www.primarylanguages.org.uk/policy_and_research/research_and_statistics/spotlight_on/hidden_benefits_of_languages.aspx) [Accessed 01/10/2014]

In this section, we describe a pupil's experience as they progress throughout the school, starting with reception.

During Reception, there will be a gradual move towards the more formal learning environment that pupils will experience at Year 1. There will be a range of child-initiated activities but sessions will be increasingly teacher led towards the end of Reception and the time spent on literacy and numeracy will increase.

During the morning sessions, there will be a strong focus on developing key literacy and numeracy skills. Whilst the register is being taken, the aim will be to develop high frequency word spellings and word recognition. This will be developed further during the teacher led literacy session, where pupils will engage in class and paired discussion, using the premise of Pie Corbett's Talk4Writing that will be employed at KS1. Pupils will have the opportunity to practice mark marking and will have explicit handwriting lessons.

We will teach phonics daily using a programme such as Ruth Miskin's Read, Write, Inc and the class will be placed into small ability groups so that additional support can be targeted where it is needed. Pupils will also have a daily session of guided reading as well as having opportunities to read one to one regularly with an adult.

During the morning session, we will include one session linked to the teacher led literacy session that allows for pupil choice in the activity they engage in. We will have a number of activities, both inside and outside, to help with the transition that pupils make from free play to structured learning.

In the morning, there will also be daily numeracy sessions that focus on developing a grounded understanding of number and arithmetic, encouraging pupils to solve simple number problems and start to engage in mental maths activities.

In the afternoon, pupils' learning will be less teacher led, although it will still have structured activities and learning stations for pupils to explore. These stations will be based around provision for 'small world', graphics, ICT, malleable, sand and water, fine motor-skills, construction, music, creative, role play, outdoors, puzzles, literacy and numeracy. Pupils will have access to outside space and be able to move freely from section to section. Once every half term, the teacher will review the activities to ensure that they are led by child interest and accessible to all.

Furthermore, there will be weekly sessions in the timetable that teach music, a language and Philosophy. There will be a weekly singing session to develop pupils' confidence and, using the premise of Philosophy4Children, they will have the opportunity to develop problem-solving, questioning and speaking and listening skills.

### **Key Stage 1**

As pupils enter Year 1, the day will become more structured with more teacher directed learning and less child-initiated exploration. The time spent on literacy and numeracy increases and the minimum expectation will be that pupils produce at least one piece of extended writing a week. We will continue to approach writing using the Talk4Writing approach and will incorporate Big Writing principles into weekly extended writing. We will use Vocabulary, Connectives, Openers and Punctuation (VCOP) activities to teach literacy basics in short bursts across the week, building on pupils' learning so that core knowledge moves into their long term memory.

As well as the main numeracy session in the day, there will be at least an additional twenty minutes session a day to master key techniques through repetition and practice. Numeracy

sessions will be planned and delivered based on the Shanghai Maths Mastery methods. We are currently using the highly successful ARK programme in our two sister primary schools and have plans to use our Maths Hub experts to support with the development of an in-house system.

Afternoon sessions will still incorporate several subjects together but they will become more structured and pupils will be expected to produce more written work. Science, languages and PE will be taught discretely. Pupils will now have an assembly three times a week and Wellbeing and PSHE sessions twice a week. This is because we feel it is important for pupils to be introduced to the element of formality assemblies provide and that they have opportunities to reflect on their learning and social skills from an early age as possible.

As pupils approach their Key Stage 1 End of Key Stage tests, we don't envisage that the curriculum narrows to 'teach to the test'. Instead, we are confident that with the approach we are taking to literacy and numeracy from the very outset of their learning, we won't need to significantly alter the curriculum. There may be pupils that require additional intervention to support their progress but this is in line with our vision that all pupils master numeracy and literacy from a young age. Our flexible approach to the curriculum will mean that we tailor delivery to meet the needs of individual pupils, offering additional support where appropriate and stretching pupils who are attaining at a higher level.

## **Key Stage 2**

As pupils enter Key Stage 2, the time they spend on literacy and phonics will decrease. This is in line with our depth before breadth approach because by KS2, we envisage that pupils will have mastered the basics of literacy so that they can access the curriculum at a broader level. Whilst we have still left time for phonics on the timetable, this will only be for pupils where intervention is required. For most pupils, we envisage that this will be time for the teacher to flexibly target gaps in pupils' learning.

Time spent on numeracy increases as more complex topics are taught, still with additional twenty minute sessions to consolidate pupils' learning. Whilst the grid detailing time spent on subject above seems very exact, we will, in conjunction with the Phase Leader, allow teachers to adjust the content of the school day appropriately to match the needs of the pupils. Where there are preparations for an End of Unit, End of Year or End of Key Stage test, the teacher may feel it is necessary to revise certain key areas of learning to ensure pupils are ready and confident. Similarly, if after an assessment the teacher identifies gaps in pupils' learning, they will have the freedom to revisit certain topics so that pupils have mastered key concepts before progressing to the next.

As pupils enter Year 3, they will also have an extended day, taking part in an elective until 16.10 on Tuesdays, Wednesdays and Thursdays. Prior to this point, our parents have indicated that they feel an extended school day would not be appropriate. By the time pupils reach Year 3, they will have the energy levels and enough independence to manage the demands of a longer school day.

Pupils' learning during electives will be incorporated into their reflections during Wellbeing and PSHE and we will encourage them to consider how their non-cognitive skills enter all areas of their learning. For example, should pupils master a new skill during an elective, we will ask them to consider how they did so and ask them to apply it in the rest of their learning such as for a new grammar rule or a maths concept.

Once pupils reach Year 5 and 6, they will remain at school until 16:50 to have dedicated time to complete prep at school. This will aid the transition to secondary school and also give pupils equal

access to facilities and support when completing prep. It also extends opportunities for individual and guided reading in line with our vision to support pupils' love of reading.

### **Qualifications**

As this is a primary school, there won't be formal qualifications that pupils need to progress to higher education and employment, such as GCSEs and A Levels. Nevertheless, there are a number of key assessment points, some internally marked and moderated, some externally marked:

- In reception, all pupils will take the Reception Baseline. This will give us a snapshot of their prior attainment and will be used to map progress between reception, KS1 and KS2.
- By their fifth birthday, all pupils will have completed the Early Years Foundation Stage. A detailed profile mapping their progress and attainment will be passed onto the parents, carers, local authority and next teacher.
- In year 1, pupils will complete the phonics check, ensuring that they are at the appropriate level of phonic decoding.
- At the end of Key Stage 1 and 2, all pupils will sit the End of Key Stage tests

Whilst none of these tests count as external qualifications, we do feel that it's right that our pupils are appropriately prepared for each stage without placing undue pressure on them. We see these tests as complementary to the good work that will be taking place and will avoid 'teaching to the test', which can lead to unnecessary stress and worry for both pupils and parents.

### **Enrichment activities**

It is key to our vision that we develop children who are well-rounded and resilient individuals with their own interests and passions. This is why we will offer a range of extra-curricular activities and trips. In addition to the academic curriculum, a wide range of extra-curricular electives and enrichment sessions will be available as part of the school's compulsory extended school day from year 3 upwards.

Electives will be focus predominantly on sports and the Arts, such as learning a musical instrument, participating in a debating society or being part of a netball club. There will also be opportunities for pupils to deepen their numeracy and literacy skills through activities such as book groups, creative writing and a chess club, and it is our expectation that all other electives link to numeracy and literacy in some way. Whilst electives are mandatory, we envisage that the variety will mean that pupils are motivated and keen to take part. It is our aim that through these activities, pupils will develop leadership, resilience and social skills. An extended school day will also provide opportunities for the pupil body to mix socially, working together to overcome challenges and have fun in an environment supplementary to the normal school day.

These electives will predominantly be staffed by teachers and teaching assistants. This will provide opportunities for positive relationships to be formed outside the classroom that will strengthen pupils motivation and learning once back in a formal learning environment. Where there are activities that we do not have the capacity or facilities to support, such as horse-riding or kayaking, we will use external agencies.

Furthermore, we also envisage older pupils from Jane Austen College and Sir Isaac Newton Free School developing their leadership and team work skills by actively contributing to after school electives. This will not only develop initiative and offer valuable experience for university applications for older pupils, it will also help younger pupils feel part of a wider community, easing the transition from primary to secondary school.

There will be four Houses across the school, each led by a Phase Leader. There will be a number of House competitions, awards and trips across the year to foster collaboration and competition. We also envisage that Houses will help pupils' sense of identity and belonging at the school, engaging across year groups to develop a strong sense of community.

## **Assessing and Meeting the Needs of All Pupils**

### **Principles**

In line with Jane Austen College and the inclusive ethos of the Trust as a whole, the principles underpinning our SEND policy are:

- All pupils are entitled to a broad, academic and differentiated curriculum that satisfies individual learning needs by realistic and achievable methods. All pupils are entitled to access the school curriculum fully. Whilst personalised intervention will be implemented, this will never mean withdrawing a pupil fully or significantly from the curriculum. Our aim will always be to ensure that we support pupils in being part of mainstream lessons within the school.
- The culture, practice, management and deployment of resources in the school will be designed to ensure all pupils' needs are met
- Interventions for each pupil will be reviewed regularly to assess their impact, the pupil's progress and the views of the pupil, their teachers and their parents and carers.
- Pupils' learning should happen alongside their physical, emotional and spiritual development.
- All teachers at the school are responsible for meeting the needs of the pupils they teach, with support from key staff such as the SENDCO and TAs.
- Parents have an important role in deciding suitable support. Our staff and parents will work in partnership.
- Our approach will, of course, be in line with the Government's Special Educational Needs and Disability Code of Practice: 0-25 years<sup>28</sup>

We will work together with the LEA to ensure that any child's special educational needs are identified early. We will ensure there is close co-operation between all the agencies concerned.

### **Types of Different Needs**

#### **SEND pupils:**

Pupils with special educational needs and disabilities will need structured and highly effective support. A priority for the school will be to ensure that all pupils can read - including both reading for meaning and inference - and are numerate, making expected progress in both of these areas.

A clear SEND policy will be in place at Charles Darwin Primary, which will outline clearly all SEND procedures and roles and responsibilities. This will be explicitly shared with all staff, parents of children with learning difficulties and, where appropriate, the pupils themselves.

There are a number of strategies and staffing structures that we will put in place to ensure that the needs of pupils with SEND are met:

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28

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

## **1. SENDco**

Initially, we will use economies of scale to access the specialist SENDco based at GYPA. In time, our Assistant Principal will be a trained SENDco, which highlights the high importance we place on SEND support. The SENDco role will include the following:

- Frequent data tracking to ensure appropriate progress is being made by vulnerable pupil groups, identifying where SEND pupils may be falling behind and identifying undiagnosed SEND needs for pupils failing to progress.
- Requesting Education, Health and Care Needs Assessment when required and action planning for pupils' progress as appropriate. They will also ensure all Statutory Duties are met.
- Liaising with staff, pupils and parents/ carers over special educational needs issues and plans. Being a central point of contact for SEND pupils, their parents, external agencies and staff.
- Putting in place provision for SEND pupils, including co-ordinating teaching assistants and mentors where appropriate and allocating suitable intervention programmes.
- Advising and training staff so that they feel confident in identifying and supporting pupils with SEND, and are able to differentiate work accordingly.
- Monitoring the support and intervention put in place for SEND pupils.
- Feeding back to governors on all issues relating to SEND.

## **2. Teaching Assistants:**

SEND pupils will be directly assisted in lessons by the strategic use of teaching assistants. In line with our vision, we feel strongly that early intervention is the most effective method for addressing poor pupil progress, which is why we will have a higher concentration of teaching assistants and will focus additional teaching capacity from senior leaders in the lower school. We will specifically train our teaching assistants in techniques for tackling language and communication issues as we anticipate a number of disadvantaged SEND pupils who may have fallen behind their peers during their formative development. Teaching Assistants will target pupils strategically, working with specific groups of SEND pupils to ensure they have equal access to the curriculum. It may also be that during afternoon child initiated sessions in Reception, our support staff work with small groups to increase their attainment in numeracy and literacy. This is also one of the reasons why our Senior Leadership team will not have their own classes to teach. Instead, they will be able to give specialised small group and one to one master classes to pupils where it is required.

## **3. Academic and pastoral mentors:**

We recognise that pupils rarely experience academic needs without some impact on their social confidence too; our academic and pastoral mentors will work with pupils to ensure their academic needs are met in a trusting, nurturing environment. Where pupils have social or mental health issues that are hindering their learning, these will be addressed as an underlying core issue so that we don't address any one issue in isolation.

One to one mentoring and small group work will also be provided for SEND pupils by our academic and pastoral mentors. Sessions will be planned carefully, ensuring that pupils aren't missing out on key sections of the curriculum. In collaboration with pupils, mentors will set achievable SMART targets, getting pupils to take the initiative for their own learning and involving their parents and carers in the process as well.

Where data and teacher communication indicates that pupils may be experiencing difficulties, pupils will take part in master classes, delivered by academic mentors, teaching assistants and



senior leaders. Where possible, these will be tailored to the needs of the individual pupil, ensuring that they don't feel penalised for their lack of progress by being withdrawn from a subject they gain maximum enjoyment from.

#### **4. Parental engagement:**

It is vital that if we are to raise the achievement of SEND pupils, we foster an approach that includes their parents and carers too. For example, the impact of some intervention packages, such as Toe by Toe and Hornet, are greatly increased when they are delivered at home as well as in school. However, we are also aware that some parents of SEND pupils may have learning difficulties themselves, so we will take a similarly differentiated approach when involving parents as we would their children. Afternoon and evening sessions will be offered to support parental learning so that they can have the confidence to support their child's learning outside of school.

#### **5. Class teachers:**

Teachers are often the central point of contact for pupils and, as such, we will place a high importance in making sure they are trained in the needs their pupils may face and strategies they can take to meet them. In their classroom, we will encourage teachers to develop a 'culture of error'<sup>29</sup>, where pupils feel it is acceptable to make a mistake as part of their learning journey. We see this as integral to our vision of developing character skills in all pupils, especially those with SEND who may have negative associations with a structured learning environment.

#### **Pupils with EAL**

The number of EAL pupils in Norwich and Norfolk is significantly lower than the national average. Pupils in Norfolk schools are predominantly white and British. However in recent years, largely due to the increase of Eastern European immigrants moving to the area, more EAL pupils have enrolled in Norfolk schools. Pupils from Poland, Latvia and Hungary are becoming common in Norwich schools, hence the one in four schools close to the Inspiration Offices that have above average EAL pupils. Almost all of the pupils on arrival are at an early stage of learning English. It is therefore particularly appropriate that we have a clear strategy in place to accommodate the needs of EAL pupils. Whilst relying on the expertise of our SENDco, if required, we would consider gaining support from the specialist Norfolk EAL support services to ensure there pupils' needs are met.

#### **Looked After Children (LAC)**

It is likely that some potential pupils of the Charles Darwin Primary will be children who are looked after. The needs of these pupils will be varied according to the individual. It is the experience of the proposer's group that often children who are looked after often need particular support with aspirations in order to fulfil their academic potential. The different needs of these pupils will be assessed and monitored, with interventions deployed as necessary. Pupil premium funding will be used to improve outcomes, providing funding for areas such as breakfast and after school clubs, school trips and master classes from academic and pastoral mentors. We will also maintain a high level of record keeping, ensuring that all interactions with external agencies and carers are monitored and have the pupil's best interests at heart.

#### **Behavioural, emotional and social difficulties**

Nationally 22.7% of pupils with a special educational need have a behavioural, emotional and social difficulty. As with moderate learning difficulties, it is likely that a large proportion of our pupils

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<sup>29</sup> Lemov, Doug, 'Where are all the superheroes?' The Inaugural Policy Exchange Education Lecture. Delivered 10/09/14 at King Solomon Academy

with SEND (up to a quarter) will have this kind of need. This may be accompanied by a medical need such as ADD or ADHD. This is supported by the wide experience of teachers in our proposer's group.

Pupils with social and emotional needs will need specific support. This can (although not always) be clearly linked to issues with poor behaviour in school. This can be a barrier to learning and must therefore be properly addressed. Increasingly in schools, pupils are also having mental health needs. Often, the support of outside agencies will be necessary, if a pupil's needs go beyond what is offered by the school's pastoral care systems. Pastoral Support Plans may also be implemented.

### **Disabilities**

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.<sup>30</sup> However some pupils with disabilities may also have a learning need. We will be appropriately prepared both in terms of physical learning space and for tailored support, as outlined above.

### **Gifted and Talented**

There are many different definitions of Gifted and Talented pupils. In line with Jane Austen College, Charles Darwin Primary will adopt the following definition to identify pupils:

Children and young people with one or more abilities developed significantly ahead of their year group or with the potential to develop these abilities.<sup>31</sup>

Traditionally, gifted and talented pupils are the top 5-10% attainers, although we are keen to have a flexible model that recognises the multiple gifts and talents of pupils across the curriculum.

In conjunction with a SEND register, we will also have a G&T register to record pupils. This will be set up using a wide range of data to inform identification, including:

- prior attainment data (from reception and previous key stages)
- assessment and tracking data
- parent referral
- pupil self-referral

Alongside the register, individual learning profiles will be created, in communication with pupils, to enable staff to effectively support these pupils. We also see the following areas as integral to the support we will offer gifted and talented pupils:

- In line with Jane Austen College, our aspirational vision will directly support G&T pupils, encouraging them to develop a love of scholarship and to articulate how to achieve their ambitions.
- Gifted and talented pupils will be stretched in small group teaching that sets the pace according to ability.
- Our enrichment programme will be tailored to meet the needs of pupils and will, where possible, be pupil directed. Enrichment activities such as the debating club will develop

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<sup>30</sup> Section 17 (11), Children Act 1989

<sup>31</sup> 'What is Gifted and Talented? Potential Plus UK

[http://www.potentialplusuk.org/new\\_schools\\_main.php?contentid=435&webid=425#.VC8lgfldWSo](http://www.potentialplusuk.org/new_schools_main.php?contentid=435&webid=425#.VC8lgfldWSo) [accessed 01/09/2014]

confidence and leadership skills, enhancing their ability to reason, work as a team and construct sophisticated arguments.

- Time spent during prep in year five and six will also provide pupils with the independent study skills required to take their learning further once they reach secondary school.
- Our assessment model of mastery will not cap ambition; we will ensure that the upper end of the assessment framework in particular encourages ingenuity, creativity and risk taking.
- We will offer training to Gifted and Talented pupils at Jane Austen College, equipping them with the skills to share their experiences and mentor Charles Darwin pupils as they progress through the school.
- Our programme of culturally enriching trips and activities will also challenge and support the most able. In keeping with our vision for pupils to understand the paths they need to take to realise their ambition, we will visit universities and have a programme of visiting speakers from a range of backgrounds.

## Plans for Transition

Successful transition between nursery, schools and key stages is essential for pupils to maximise their achievement and enjoyment of school.

The transition points for Charles Darwin Primary will be:

- From Nursery to Reception
- From Reception to Key Stage 1
- From Key Stage 1 to Key Stage 2
- From Key Stage 2 to Secondary school

There are a number of strategies we will adopt for successful transition at each stage so that pupils are content and have their needs met. To avoid repetition, we have outlined the strategies below, along with the transition point they will be most helpful for and our rationale behind each.

Strategy	Transition point	Rationale
One to one parental meetings with class teacher	Nursery to Reception Reception to KS1	These are some of the biggest jumps pupils and their parents will make in their academic career, particularly at Nursery where they will go from short sessions of informal learning to a structured learning environment spanning five days a week. It is essential that parents form a positive relationship with the class teacher and that they are given the space to ask any questions in a one to one setting. Establishing trust from the outset will develop a positive relationship between the family and Charles Darwin Primary.
One to one parental meetings with SENDco and class teacher	All transition points	In order to make sure SEND pupils and their parents feel sufficiently prepared for the demands of transition, the SENDco will meet with them at each transition point, reviewing their EHC Plan as needed and ensuring all information is passed on to all concerned parties.
Phased start and induction days	Nursery to Reception	At each stage, it is important that pupils are gradually acclimatised to the demands and

	Reception to KS1 KS2 to Secondary	different learning environment that each phase brings with it. For example, between Reception to KS1, we envisage that pupils will start with half the class for half days, gradually building up to a full day. For KS2 pupils, they will attend induction days in the summer term and start before the rest of the school in September so that they can get their bearings before the rest of the school attends.
Meet the teacher: evening and afternoon sessions	Every transition point	It will reassure parents and pupils if they have a chance to meet the teacher in the upcoming phase and hear what to expect. We expect that pupils will accompany parents to these sessions but if there are issues that parents would rather discuss in private, there will be opportunities for further teacher appointments to be made.
Previous assessments and data	Every transition point	At each stage, there is key data that will be handed on, be that the EYFS profile, phonics check information or external exam data, such as KS2 End of Key Stage Tests. This will enable teachers to gain insights into the needs of their class and plan for differentiation appropriately.
Pen portraits	Reception to Key Stage 1 Key Stage 2 to Secondary	As two of the biggest 'leaps' we will ask all teachers to provide an outline of the pupils moving up so that new teachers can gain a sense of the pupils they will be teaching. However, we are also keen that these profiles are positive and highlight only significant areas of concern. This is because we feel it is important for pupils to have a fresh start as they make the transition to a new phase. Where additional safeguarding information needs to be shared, it will be passed onto the designated Safeguarding member of staff and the SENDco. They will share the information with new teachers as they feel it is appropriate to do so.
Teacher to teacher sessions	Nursery to Reception Reception to KS1 KS1 to KS2 Where possible KS2 to Secondary	This will be standard practice for every year group as they move on: new teachers will have the chance to meet the existing teachers so that they can gain an insight into the class they will be greeting in September, giving them an opportunity to plan appropriately.
Cross-phase planning and training	All transition points	We expect our teachers to be fully proficient in the different transition points and key stages. For example, even if they are not teaching Reception, it is essential that they have a thorough knowledge of Early Years and the EYFS profile so that understand the starting

		points of pupils. We will achieve this through careful recruitment of teachers capable of teaching a variety of phases, but most importantly, by providing training and opportunities to observe different phases. This will also be true between schools, enabling teachers to gain an insight into the progression of pupils.
SEND and G&T information	All transition points	Every child that is supported by the SENDco will have additional notes that follow them every year, as well as an EHC plan where appropriate. Teachers will be made aware of the importance placed on appropriate feedback, record keeping and differentiation to meet the needs of pupils and ensure they are supported fully.
Taster sessions	Reception to KS1 KS2 to Secondary	As the two most significant transition points for pupils, it is important that they feel well prepared for the demands that the next phase will place upon them. Taster sessions will give them a flavour of the way in which they will learn and it will also give them confidence in a new environment when they start in the next phase.
Summer school	KS1 to KS2 KS2 to Secondary	Where pupils may have slightly lower attainment than their peers, a way to overcome this and aid their preparation for the next phase will be to offer summer schools where they will receive personalised support. To ensure they don't feel unfairly penalised, there will be a range of learning and enrichment activities, boosting not only their attainment but their social confidence too.
Peer to peer mentoring through a Buddy System	All transition points	For pupils that may be particularly susceptible to feeling unsure about transition, we will train older pupils to act as a Buddy for younger pupils. They will act as a trusted person they can ask questions of and feel confident approaching when they make the transition fully.
Preparatory assemblies	All transition points	Assemblies are a helpful way of disseminating information to a large group of pupils, preparing them for what to expect as they progress through the school and beyond.

### Summary

Our curriculum is underpinned by our vision that all pupils will meet their full potential regardless of their background. We are committed to social mobility and believe that educating pupils both academically and socially provides them with the secure foundations they need to make the successful transition to adulthood.

In this section, we have outlined our curriculum principles, type and delivery. We have explained how our flexible depth before breadth approach will meet the needs of our expected intake. We have indicated the strategies and structures we will have in place to meet the needs of all our pupils, including disadvantaged, EAL, SEND and G&T pupils. We have also explained how we will ease transition for pupils and what enrichment activities there will be on offer. Where we diverge from the National Curriculum, we have shown how and why our choices will meet the needs of our pupil intake.

### **Is this deliverable?**

We know that the model we are outlining is deliverable. Our expertise, experience and ambition mean that we are the right people to open the right school for the local community.

#### **1. We have a proven track record.**

**2. We will work in partnership across the Trust** Charles Darwin Primary will not stand in isolation. It will draw upon the rich experience across the Trust, ranging from specialists at the Maths Hub, our sister primary schools and our considerable pool of outstanding leaders. As a predominantly Norfolk based Trust, we feel confident that we understand the differing needs and profile of our intake and that we will be able to work in partnership due to our close proximity to one another.

**3. We will work in partnership with the community** Having been through the process of opening two schools already, we are acutely aware of the needs and wishes of the local community. We have well established relationships with the parents, carers and pupils of Norwich and know that they are fully supportive of a new primary school in the area.

We will continue to maintain an open dialogue with parents and carers, inviting them in for parental consultation events and maintaining an open door policy for them to feedback concerns and suggestions. Furthermore, we will have a number of parental engagement strategies. We will invite parents in to celebrate their children's achievement through awards assemblies and reading café's where they can hear their child read their extended writing pieces. We will also hold numeracy classes for parents and invite them in when we have visitors talking about career development. These strategies will help provide opportunities for parents to celebrate their child's success, learn alongside their child and understand the pathways their child can take to realise their aspirations.

#### **4. We will develop excellent teaching, not just excellent teachers**

We are committed to developing a school that places a high importance on developing outstanding pedagogy and we will share innovative and effective practice Trust wide. Although we recognise that 'The quality of a school system cannot exceed the quality of its teachers', we also feel that it is important to focus on the practice of teaching, not just the teachers themselves. As Chris Husbands at The Institute of Education summarises:

It's still important to recruit and train those who can develop as excellent teachers, but you need to work continuously to improve the quality of teaching across schools: every teacher, in every classroom, in every school, getting better at teaching. This involves focusing on what drives really good teaching – committed teachers and high

quality instruction, which itself depends on rigorous subject knowledge and knowledge of effective pedagogy, both leavened by imagination.<sup>32</sup>

With this in mind, we will develop great teaching, not just great teachers. In this way, we will build capacity within the Trust and locally, delivering systemic change not just for our pupils, but for the wider community as well.

## **D2: Measuring pupil performance effectively and setting challenging targets**

### **Academic targets: Pupil Attainment and Progress**

We will set ambitious targets for our pupils' attainment and progress in line with our vision for the very highest standards and outcomes. We will make sure that these targets are achievable because of our intelligent use of data and our continuous cycle of assessment, intervention and evaluation.

Many schools local to the Trust do not perform well for pupils, particularly those from a disadvantaged background. In line with our vision for transformational education for all, we feel it is important to set a high benchmark to demonstrate what is possible for all pupils, regardless of their background.

We will know that pupils' progress and attainment is outstanding when:

- 100% of pupils make more than expected levels of progress in Maths and English from their Reception Baseline Check to the end of Key Stage 2.
- At least 95% of pupils achieve the new academic benchmark at KS2 in Maths, reading, SPAG and teacher assessment of writing, 10% over the Department for Education's challenging aspirational target.<sup>33</sup>
- Upon entering Year 7 at Jane Austen College, pupils maintain the excellent progress they have made and build upon their success, instead of moving backwards in year 7 as is typically the case currently.
- We receive an Ofsted outstanding judgement for pupils' achievement

Furthermore, instead of differentiating for different pupil groups, as some schools would, we feel it is important to have the same expectations of pupil progress for pupils from disadvantaged backgrounds and for pupils who have EAL, SEND or who are looked after. Therefore, our targets for their progress and are no different to those outlined above. In terms of attainment, we have high expectations of their ability to meet the government's benchmark. However, to reflect rare cases of individuals having such complex needs that they are unable to meet this level we have set our attainment target to 95%. In addition to these targets, we will also expect that any gap present between these pupil groups and all other pupils during the reception baseline check will be significantly diminished by the time they reach KS1 and will not be present by the time they finish KS2. Meeting these targets is key to realising our vision of socially mobile pupils.

### **Attendance Targets:**

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<sup>32</sup> Husbands, Chris, 'Great teachers of great teaching: why McKinsey got it wrong' Institute of Education blog, October 2013 <http://ioelondonblog.wordpress.com/2013/10/10/great-teachers-or-great-teaching-why-mckinsey-got-it-wrong/> [Accessed 10/09/14]

<sup>33</sup> Reforming Assessment and Accountability for Primary Schools: Government response to consultation on primary school assessment and accountability, 2014. ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/297595/Primary\\_Accountability\\_and\\_Assessment\\_Consultation\\_Response.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/297595/Primary_Accountability_and_Assessment_Consultation_Response.pdf)) p. 5

As can be seen in the table below, half of the primary schools local to the Inspiration Trust have above average pupil absence and over a third have above average persistent absence figures. Schools sited in areas of disadvantage seem particularly susceptible to poor pupil absence, which is especially troubling, given the need for many disadvantaged pupils to catch up due to their low starting points.

	Overall % pupil absence	% persistent absence
Angel Road Junior	4.8	3.1
Avenue Junior	4.0	1.2
Bignold Primary	5.6	6.5
Colman Junior	4.9	SUPP
George White Junior	6.2	6.6
Lakenham Primary School	7.1	5.6
Lionwood Junior	4.3	3.1
Magdalen Gates Primary	4.5	1.7
St Thomas More RC Junior	4.1	1.5
Wensum Junior School	5.8	6.7
National average	4.8	3.6

At Charles Darwin Primary, excellent pupil attendance is part of our vision of a high performing school. Pupils will be motivated and keen to come to school to learn. The Trust is acutely aware that pupil absence has a direct impact on educational outcomes and pupils with high absence rates are more likely to become NEETs<sup>34</sup>. The educational consequences of school absence will be outlined to parents, carers and pupils as they enter the school and during their time at Charles Darwin.

We recognise that there may be exceptional circumstances that mean a pupil may need a brief spell of absence: family bereavement or acute illness are debilitating for any family. In these instances, we will offer support and a structured framework for the pupil's return to school, co-ordinated by the Pastoral and Academic Mentors in conjunction with the Phase Leader. However, we will take a firm approach to any other absence and outline this to parents and carers as part of the application process: frequent spells of unexplained absence and holidays in term time will not be tolerated. If required, we will pursue a Fixed Penalty Notice with support from the local authority if we feel serious action is required.

To encourage and reward excellent attendance, outstanding attendance will be recognised in school assemblies, prize giving ceremonies, positive contact home and a motivational yearly reward trip.

Having considered our intake and performance of schools nationally and locally, we know we will have excellent pupil attendance when:

- The overall figure for pupil absence is 3%, 1.8% below the national average
- Persistent pupil absence is no more than 1.5%, in line with the highest performing primaries in the local area.

<sup>34</sup> Taylor, Charlie, 'Improving Attendance at School', Department for Education, 2012  
<http://media.education.gov.uk/assets/files/pdf/t/improving%20attendance%20at%20school.pdf> [accessed 01/08/2014]



## **Behaviour targets**

We will expect the very highest standards of behaviour from our pupils, underpinned by the central tenets Learning, Safety and Respect. We will actively model our expectations and reward pupils when they get it right.

We will record both rewards and sanctions systematically on the Management Information System. These will be available for parents to access due to the real-time reporting of our MIS. Line Managers, Phase Leaders and senior management will also track sanctions so that they can intervene where appropriate and support the teacher in their implementation of the behaviour policy. Using our MIS, the behaviour not only of individuals but also of pupil groups will be monitored and dealt with accordingly. We will use Ofsted's criteria for outstanding behaviour and safety as our benchmark. We will make sure that teachers feel confident and supported in implementing the behaviour policy and ensure that low-level behaviour does not go 'below the radar'<sup>35</sup> in our school.

We will know we have outstanding levels of behaviour and safety when:

- Analysis of behaviour incidents indicate that pupils misbehaving is infrequent and that when they do occur, they have been followed up and dealt with appropriately.
- In surveys, pupils and parents report that the school is a safe learning environment and that behaviour is excellent.
- During formal and informal lesson observations, behaviour is deemed to be outstanding using Ofsted's criteria.
- Audits carried out before, after school and during transitions indicate that pupils conduct themselves in a calm, orderly fashion.
- Positive behaviour is celebrated: all pupils strive to gain recognition for their talents and hard work.
- We receive an Ofsted outstanding judgement for Behaviour and Safety

## **Quality of teaching**

We anticipate that the starting points of our pupil intake will vary significantly. It is therefore crucial that we develop confident and well trained staff who are capable of differentiating lessons appropriately, incorporating stretch and support to match the needs of all pupils. As outlined in Section D1, we will develop a programme of rigorous training for our staff, including induction days, peer observation, 360° performance management and Trust-wide sharing of expertise.

In the monitoring section below, we detail our plans for assessing and continually improving the quality of teaching; underpinning our approach to teacher quality will be Dylan Williams point that to improve teacher quality we need 'a career-long commitment to the continuous improvement practice, and an agreement to develop in their practice in ways that are likely to improve outcomes for their students'<sup>36</sup>. Through our rigorous monitoring and culture of self-improvement, we want teachers to ask not "How good am I?" but instead "How can I be better?"

We also take staff wellbeing seriously: our experiences during the opening of two free schools have shown us that we need to be strategic about the level of responsibility shared amongst staff. We will give our staff the freedom to take the lead in certain areas without overburdening them

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<sup>35</sup> 'Below the Radar: Low Level Disruption in Our Country's Classrooms', Ofsted, Sep 2014, <http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/b/Below%20the%20radar%20-%20low-level%20disruption%20in%20the%20country%E2%80%99s%20classrooms.pdf> [accessed 26/09/14]

<sup>36</sup> Williams, Dylan, Teacher Quality: Why it Matters and How to Get More of it, Institute of Education, Spectator Talk Conference, 2010 [http://www.dylanwilliam.org/Dylan\\_Williams\\_website/Papers.html](http://www.dylanwilliam.org/Dylan_Williams_website/Papers.html) [accessed 10/09/14]

with areas outside their specialism. As a Trust that is expanding quickly, we have increasing access to considerable expertise at primary, secondary and operational level. In this way, we expect to develop outstanding teachers that want to stay and share their expertise within the Trust. Staff retention levels will be high because we have a committed and professional staff body.

We will know that we have outstanding quality of teaching and staff wellbeing is excellent when we meet the following targets:

- An outstanding Ofsted judgement for teaching and learning.
- Aside from the compulsory staff training, teaching staff will voluntarily commit to innovative action research projects to develop their use of evidence in the classroom.
- In the time it takes to reach capacity, 75% of teaching staff will stay working at Charles Darwin Primary or within the Trust.
- Analysis of pupil data indicates all pupils are making four levels of progress or above towards their personal targets.
- Through surveys and professional management, 100% of staff will feel that their professional development needs are met and that Charles Darwin Primary values them.
- We have staff members contributing to working groups across the Trust and presenting papers at educational conferences sharing best practice.

### **Pastoral care and wellbeing**

The success of the school depends not only on pupil achievement but also on how well they engage and feel content in school. We realise that our expected pupil intake may present a variety of complex issues and will put in place a number of strategies to ensure their overall wellbeing is improved as a result of being at the school. Pastoral mentors will work closely with pupils and their parents and carers to put in place individual pastoral progress plans. It will be their responsibility to support pupils through times of conflict and work with external agencies where pupils and families need access to wider support networks such as counselling or respite care. Where pupils have additional special needs, they will be supported in this by the SENDco.

On a wider scale, we want to capture the enthusiasm for learning and socialising that the majority of children demonstrate from a young age. We see our enrichment activities, wellbeing programme, House system and celebration of success as key opportunities where pupils can be proud of their achievements and feel that they belong in the school community.

We will see that we have excellent levels of pastoral care and pupil wellbeing when:

- In pupil surveys, 100% of pupils say that they enjoy school and feel valued as part of the community.
- When incidents do arise, pastoral mentors work through conflict with all pupils involved, making them realise the consequences of their actions so that repeat incidents do not occur.
- We have an excellent attendance rate of 97% or above because pupils are motivated to come to school to learn and socialise.
- Pupil Voice indicates high satisfaction and engagement rates with the school as a whole.

### **Pupil and parental satisfaction**

Parents and Carers will have the opportunity to feedback during our termly 'Open Forum' sessions, where they will be invited in to share their thoughts, experiences and suggestions about their child's education at Charles Darwin Primary. During these sessions, we will also explain how we have considered and acted upon previous feedback. Parents will also have the chance to be represented by the parent governors that will be present on the governing body. More details can

be found on our parental engagement strategies in the 'Liaising With and Reporting to Parents and Carers' section below.

For pupils, we will form a Pupil Council, encouraging them to not only feedback their views on how their school is run but also to take an active role in changing areas they feel are important. We recognise that for pupils to develop leadership skills and take ownership of their school, it is vital that they feel their views are listened to and acted upon.

We will know we have excellent pupil and parental satisfaction when:

- 100% of our parents and carers are happy with the standard of education we provide. This will be assessed through parent and staff surveys and Monitoring of 'Parent View'.
- The Pupil Council report that classmates are happy and feel engaged in their learning
- The school has excellent attendance rates of 97% or above.

### **Summary of targets**

Above are the key performance indicators for Charles Darwin College with ambitious, yet realistic targets. For each area, we have indicated how our challenging targets are appropriate for our expected pupil intake and how they will be achievable due to the systems and strategies we will put in place.

We believe that holding ourselves to account in this manner is essential for our success. We will undertake a continuous cycle of evaluation to make sure we are having the highest impact possible on our pupils. This will be through the following channels:

- We will train our governors to scrutinise data and overall performance, asking us challenging questions and holding us to account on outcomes for pupils.
- We will review how well we are progressing towards our targets on at least a half termly basis, evaluating how effectively intervention is assisting pupils meet their targets.
- We will work collaboratively with Senior Leaders across the Trust, asking them to externally evaluate our progress and attainment. The Principal at Jane Austen College will lead us in this process, scrutinising and evaluating performance.
- Where necessary, we will engage external partners from the County, Ofsted and Department for Education to externally assess and validate the progress we are making, as well set us challenging targets for improvement.

We expect that when we receive our Department for Education monitoring visits and our first Ofsted inspection, our educational outcomes will be judged as first class. Our final target, therefore, is to receive an outstanding judgement from Ofsted.

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

There are several ways in which the quality of teaching will be monitored using Ofsted's criteria for outstanding teaching and learning as a basis. In the same way that they no longer grade individual lessons, we will not either. Instead, we will assess the overall quality of learning and teaching over time based on the following factors:

- Senior management observations across a series of lessons. This will be through whole lesson observations and more informal 'learning walks'
- Pupil outcomes, as indicated by moderated assessment data
- Book scrutiny to assess quality of marking and feedback
- Pupil and parent voice
- Teacher planning folders
- Line management, peer and teaching assistant feedback along with self-reflection

We will triangulate the findings from these methods to create a robust and detailed profile of our teachers' performance and the quality of teaching and learning at the school. This information will be shared with teachers by their line manager during performance management sessions, held at least three points throughout the year. This will offer teachers time to reflect and progress towards targets long term and will also ensure line managers are offering appropriate support and opportunities for their team members. Information on the quality of teaching and learning will be used directly in our school wide action plan as we consider the areas we need to prioritise and what professional development and resources we strategically target.

When the school opens, the responsibility for the quality of teaching and learning will be with the Principal and Assistant Principal. As the school expands to reach capacity, this will devolve to the Phase Leaders who will, in turn, report to the Vice Principal.

Given the 80% teaching commitment our teachers will have, as well as our rigorous programme of CPD, we are expecting nothing less than the best from our teachers. It is important that we model a positive learning environment for our pupils; we will therefore foster a supportive culture where teachers feel able to innovate, sharing best practice and collaborating regularly. Where our monitoring of teaching standards highlights less effective practice, we will act quickly to ensure teachers receive the appropriate support and mentoring to improve. Within a structured intervention framework, they will have frequent opportunities to observe best practice and reflect on and improve their own teaching as a result.

### **Use of appropriate data to inform teaching and drive progression and attainment for all pupils**

Key to the success of all our pupils is frequent formative and summative assessment accurately carried out during and after each scheme of learning. Curriculum design will be based on the 'spacing effect' and the 'testing effect'. We believe this approach will be essential in developing memory and resilience in our students. There will be frequent opportunities for pupils to demonstrate their learning, gain feedback and improve before the formal end of scheme assessment.

We will take a systematic approach to recording assessment and pupil targets. We have developed our own in-house Management Information System that allows us to take a co-ordinated, strategic approach across the trust, enabling us to not only be 'data-rich' but also 'data intelligent'. This means that we are able to use half termly summative assessments to track pupil progress and identify where there may be a need for intervention. We recognise that it is important to not only gather data but also to act on it, monitoring and intervening where pupils may not be progressing at the rate we would expect.

Our MIS also enhances our capability to accurately assess the quality of teaching and learning. Senior Leaders and Line Managers will be able to quickly analyse school and class-wide data, viewing it from a number of different angles. They will be able to drill down into the data to accurately identify pupils or pupil groups that are underperforming, track the intervention put in place and evaluate the impact it is having. It will allow us to pinpoint the quality of our teaching and learning, identifying where there is outstanding practice to be shared and where there may be less effective practice that needs to be improved.

When the school opens, the Principal and Assistant Principal will be responsible for having an oversight of data and intervening where appropriate. They will also be responsible for the quality of teaching and learning. Once the school reaches capacity, these areas of responsibility will move to Phase Leaders who will report to the Vice Principal. The SENDco will also be expected to analyse the performance of vulnerable groups and co-ordinate intervention in conjunction with the Phase Leader. More details can be seen in the Staffing Structure in Section D3.

It is important to note that whilst the oversight for phase and whole school performance will rest with middle and senior leadership, we also expect teaching staff to be proactive in analysing the performance of their own class. They will be expected to know their starting points and show evidence of putting into place intervention for pupils and groups who are underperforming. They should demonstrate that their use of data informs their planning, formative assessment and the way that they use teaching assistants with their class. During performance management meetings, they will be expected to discuss their class at a granular level, explaining how they have met the needs of individual pupils based on data analysis and knowledge of the pupil and their circumstances.

Our MIS allows for real-time reporting to parents and carers; they will have immediate access to their own 'Parent Portal' where they can access information on progress, attainment, attendance, rewards and sanctions. More details on how we will report to parents can be found in the parental liaison section at the end of D2.

We are also aware that our effective use of data will only work if our teacher assessments are accurate. We will have a rigorous programme of moderation in place from the very start of Early Years to Key Stage Two. We will schedule a number of internal moderation sessions for teachers to standardise their assessments within their own phase. This will happen on a half termly basis in the allocated Monday evening Inset session. To develop this accuracy and the professional development of our staff, we will moderate across the Trust, allocating time to inset and moderation meetings, as well as analysing data to spot patterns and trends. We will also use cross-phase moderation to encourage teachers' understanding of progression.

To supplement our internal assessment, we will use an external pupil assessment programme such as Rising Stars Assessment. This is a programme designed to accurately assess pupils' attainment, identifying gaps in their learning and providing suggested learning accordingly. Using this combined approach will ensure that no pupil is left behind. Pupils underperforming will be identified quickly and intervention that is put in place will be monitored and evaluated throughout.

Furthermore, we will make use of government checks and external tests to ensure our pupils are progressing appropriately:

- During Reception, we will set a Baseline Assessment for our pupils. We are exploring options for this, including the new Rising Stars Assessment. All pupils will also have an EYFS Profile with data recorded and shared with the appropriate parties.
- During Key Stage 1, pupils will take part in the Phonics Check and the End of Key Stage assessments
- At the end of Key Stage 2, pupils will take part in the End of Key Stage Assessments.

At each stage of assessment, we will analyse the data to reflect on our own performance in supporting all pupils. Data will be analysed at individual, group and whole school level to ensure that we are maximising the impact we have on pupils and their learning.

### **Opportunities for pupil reflection**

We also feel it is important for pupils to take ownership of their own learning. In each scheme of learning, pupils will have time built in to reflect on their achievements and areas for development. They will have time to practice key skills and self-assess their development in line with structured feedback from their teacher.

In addition to academic assessment, we will also record targets set in coaching sessions for every individual pupil and each pupil's progress towards these targets. This will form their Academic Achievement Plan. Pupils will play an active role in target setting and creating the AAP. We will regularly assess pupils' progress towards achieving their goals and support and intervene where needed. Pupils will have a mentoring session once a half term. The mentoring will be influenced by Carol Dwecks' theories of 'growth mindset' and the aim will be to raise aspirations and self-belief and the idea that intelligence can be developed. Academic Achievement Plans will be electronic but they will also be shared with parents and included in pupil's diaries.

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

To increase parental engagement we will differentiate to meet the needs of our community, in the same way that we will differentiate the curriculum and intervention for our pupils. The frequency and level of involvement with the school will vary according to the individual needs of the pupil and family.

Some of the different types of information given to parents will include the following:

- Attainment and progress data
- Attendance
- Behaviour events: rewards and sanctions
- Feedback from parents and pupils and how we have acted on suggestions
- Judgements and feedback from Ofsted and the Department for Education
- School news, events and speakers
- Pupil progress plans for pupils receiving intervention, including EHC plans and reviews for SEND pupils

Below is a grid detailing the frequency and nature of information given to parents and carers and the way in which it will be communicated and targeted to certain groups:

Information	How it will be communicated	Who to	Who is responsible in school
Attainment, progress and attendance data	Bi-annual report	All parents: sent home and available on the MIS	Data Manager and Vice Principal
	Half termly updates	All parents: available on the MIS and sent home to targeted parents	Data Manager and Vice Principal
	Real time assessment data	All parents: available on the MIS	Data Manager and Vice Principal
Behaviour events: rewards and sections	Personalised telephone calls home	All parents when appropriate	Teaching staff, Phase Leader, Head of House
	In school meetings	Parents invited in when needed	Teaching staff, Phase Leader, Academic &

			Pastoral mentors, Principal, Vice Principal, SENDco
	Celebration assemblies and afternoons: letters sent home and information on website	All parents	Teaching staff, Phase Leader, Academic and Pastoral mentors
Feedback from parents and pupils and how we have acted on suggestions	Letters home and information on website	All parents	Principal
Judgements and feedback from Ofsted and the Department for Education	Letters home and information on website	All parents	Principal
School news, events and speakers	Community newsletter, personalised invitations to events and on website	All parents (some to be targeted specifically)	All teaching staff
Pupil progress plans for pupils receiving intervention, including EHC plans and reviews for SEND pupils	Individual parental meetings and monitoring phone calls.	Parents of pupils being specifically targeted and supported.	Phase Leader, Academic & Pastoral mentors, Principal, Vice Principal, SENDco

In line with our vision, as well as these different methods of informing and engaging parents and carers, we will also ensure that the interactions we have build our relationship with parents and equip them with the skills and confidence to support their child's learning. For example, by inviting parents in to share their child's learning and having informal open afternoons where parents can hear their child read their extended reading and read with them. We will also hold targeted numeracy and English language sessions for parents identified as need support in this area.

As we are aiming to educate pupils socially as well as academically, we will also hold after school 'open playground' sessions twice a week, where parents and carers can stay and supervise their children as they use the playground. We see this as an opportunity for parents and carers to speak informally with teaching assistants and other parents and carers, developing a positive relationship with the school and the wider community. Parents and carers will also be invited onto school trips and into the school when we have speakers so that they can share in the cultural enrichment programme with their child.

## Summary

In this section, we have set ourselves a number of challenging yet realistic targets in line with our understanding of our pupil intake and our vision for how they will succeed. We have tailored our targets to take into account how our pupils perform both locally and nationally and have explained how we will track our success and plan for continual improvement.

Furthermore, we have shown how our in-house MIS and monitoring systems will allow us to take an approach that is proactive, not reactive, to pupils who may be underperforming. We have also explained how we intend to assess teaching quality, aiming for nothing less than outstanding practice in all areas.

### Is this deliverable?

We believe that our proposed targets are deliverable because we have the proven track record, established systems in place and significant expertise to provide the very highest quality of experience for our pupils. Examples of the systems we have put in place and the way in which we have relentlessly driven up standards using assessment, monitoring and evaluation are as follows:

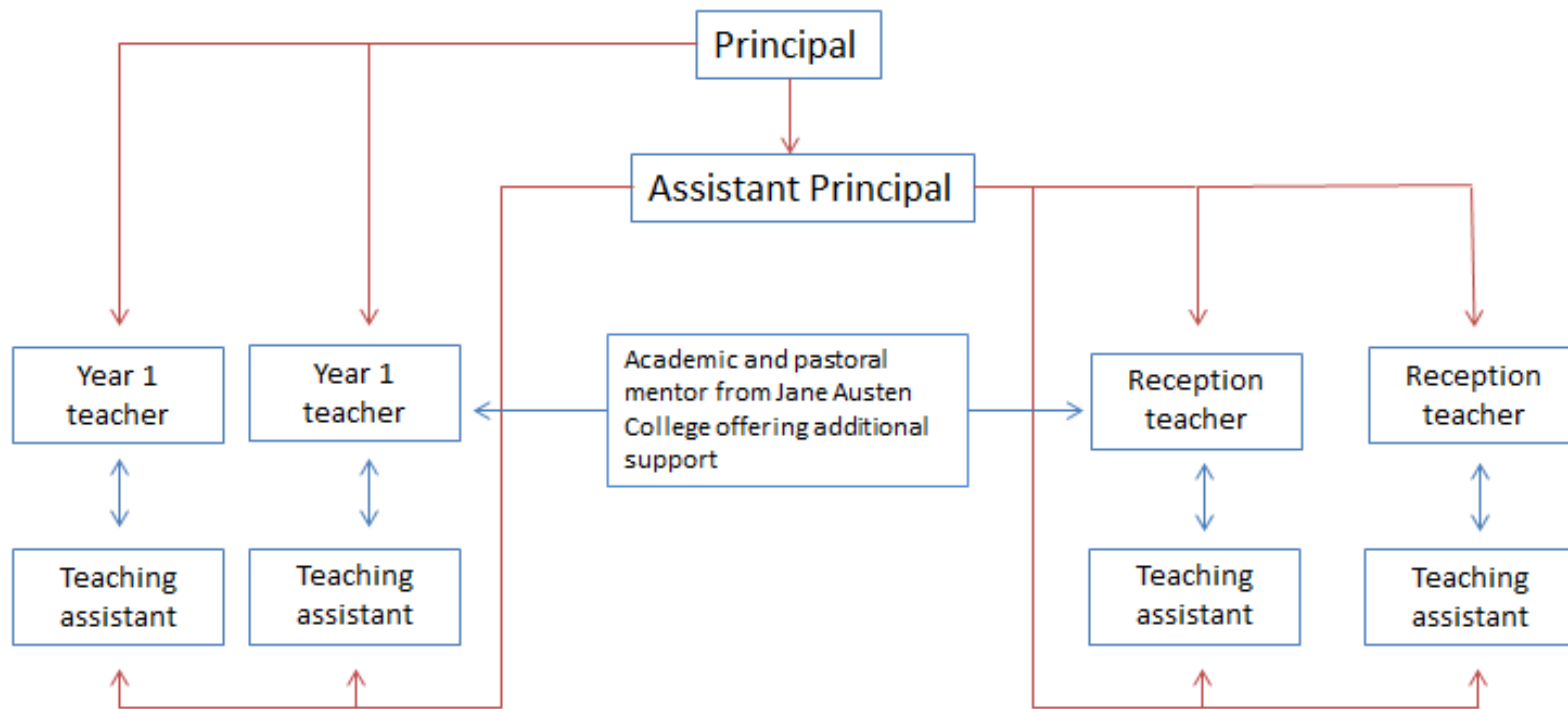
- At Great Yarmouth Academy, a school previously in the worst 200 in the country, we have implemented a new schedule of frequent assessment and moderation to deliver record results. The Ofsted in May 2014 found that pupils are making rapid progress and improvement and they highlighted our effective diagnosis and support which has led to disabled pupils making particularly good progress. Overall, they felt the school was good with outstanding features.
- Since taking over Thetford Academy in 2013, the school has had its best ever results at GCSE and A Level. This is due to our data tracking, assessment and intervention programmes.
- Ormiston Victory Academy, [REDACTED] [REDACTED] Students that entered the academy with attainment below average still achieved outcomes that were significantly above national averages.

As the above demonstrates, we will have a relentless focus on developing a cycle of improvement, assessing, intervening and evaluating to ensure that we have maximum impact for pupils from all backgrounds, in line with our vision.



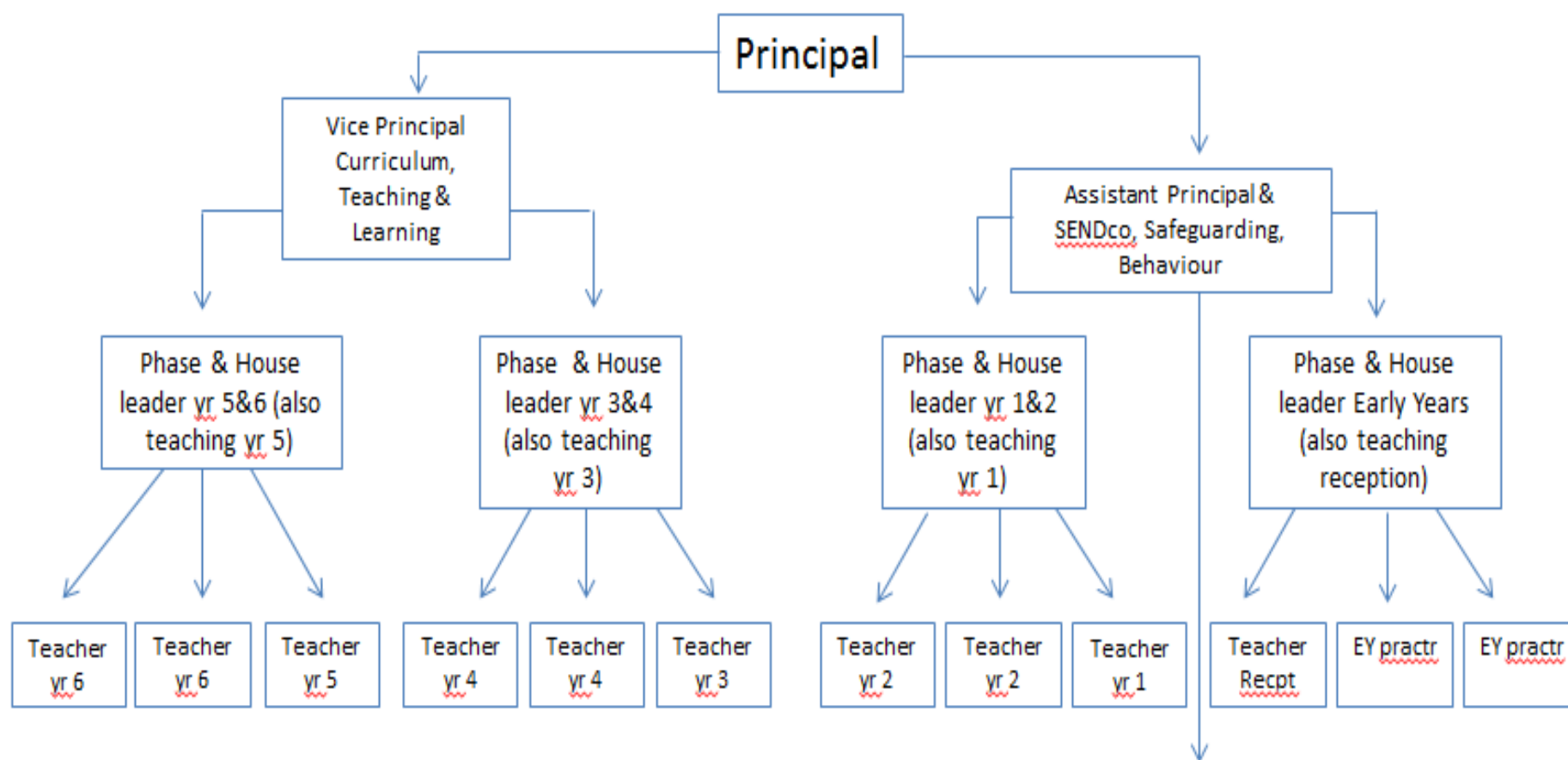
### D3 Staffing Structure

Preliminary staff structure at opening



Red arrows indicate line management and blue indicates support

## Staff structure at capacity



In the lower school, each class will have a teaching assistant attached, with 12 TAs overall. TAs will be line managed by the Assistant Principal who is also the SENDco

There will be two academic and pastoral mentors across the school. They will be overseen by the Senior Leadership team

### Staff Phased Growth Table:

Title	2016	2017	2018	2019	2020	2021
Pupils on Roll	120	180	240	300	360	420
Principal	1	1	1	1	1	1
Vice Principal			1	1	1	1
Assistant Principal (and in time SENDco)	1	1	1	1	1	1
<b>Total Leadership</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Reception teacher	1	1	1	1	1	1
Reception teacher	1	1	Role becomes taken by PL			
Phase Leader Early Years			1	1	1	1
Year 1 teacher	1	Role becomes taken by PL				
Phase Leader Year 1&2		1	1	1	1	1
Year 1 teacher	1	1	1	1	1	1
Year 2 teacher		1	1	1	1	1
Year 2 teacher		1	1	1	1	1
Phase Leader Yr 3&4			1	1	1	1
Year 3 teacher			1	1	1	1
Year 4 teacher				1	1	1
Year 4 teacher				1	1	1
Phase Leader Year 5&6				1	1	1
Year 5 teacher					1	1
Year 6 teacher						1
Year 6 teacher						1
<b>Total teaching staff</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>14</b>
TA	4	6	7	9	11	12
Academic & pastoral mentor		1	1	1	1	2
<b>Total Non teaching support staff</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>14</b>
Site Manager	.50	.50	.50	1	1	1
Receptionist	.50	.50	1	1	1	1
PA & Office Manager	.50	.50	.50	1	1	1
Administrator	.50	.50	1	1	1	1
<b>Total Admin and Facilities</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>

### Phased Growth:

The models above show the staffing structure for when the school opens and when it reaches capacity. We have also included a summary table that indicates how the staffing structure will grow over time.

Being part of a wider Trust means that we are proposing a model that makes effective use of economies of scale and demonstrates good value for money. We can use our Trust-wide expertise flexibly, adding capacity to staffing structures where needed. It is for these reasons that when the school first opens, we will have a small staff body who will work flexibly to meet the needs of the intake. We will make use of the Trusts' data manager, ICT support and HR expertise amongst other areas.

Initially we will have four MPS teachers and they will report directly to either the Principal or the Assistant Principal. Given the nature of primary school, we feel it is important that we have teaching staff who are able to be with their class full time to build up relationships. For this reason, our Principal and Assistant Principal will not have responsibility for a class as their additional responsibilities will stop them being solely committed to one class. However, in the interim period before we are fully staffed, they will they will work with small groups to deliver specialist master classes, cover teachers' PPA and, where possible, lead extra-curricular curricular activities of their own. In this way, we envisage them being able to build up strong pupil relationships whilst also having enough time to devote to their significant areas of responsibility. In time, a Vice Principal will be employed as pupil numbers increase.

We foresee the opening of the school as a valuable opportunity for our staff to gain experience that will help them as their role grows. For example, when the school opens, our Assistant Principal will be responsible for the teaching assistants and SEND pupils' needs, amongst other areas. They will be supported in this by the SENDco at GYPA and gain valuable experience towards taking the SENDco qualification themselves as the school expands.

It is our intention to open a nursery on site once the school has opened and we will use part of this revenue to fund a Phase Leader for Early Years, highlighting how important we feel it is to get this crucial stage right. Further development opportunities will be provided by our introduction of a Phase Leader for Years 1&2. It is our hope that through succession management, we will have appropriately trained existing staff to take on the Phase Leader roles. Employing staff members who are aware there may be scope for promotion at a later date will encourage and motivate them to take on new challenges and learning experiences.

Whilst our staffing model will be lean, we will not stretch staff beyond their capacity. They will have no more than an 80% timetable to reflect the additional extra-curricular activities they will lead and the inset we expect them to participate in. Given this reduced timetable, we will also minimise the amount of external cover we bring in, using staff in-house instead. Where there is long-term sickness, we will obviously employ a cover teacher for a fixed term contract but we will expect all short term absence to be covered in house, representing value for money. To cover teachers' PPA time, we will use MFL and PE specialists from Jane Austen School as well as Charles Darwin senior leaders if necessary.

Our staffing model also demonstrates effective use of economies of scale. For example, we will use the data expertise within the Trust to support our accurate

monitoring of pupil progress. We will employ a similar approach with our accounting, ICT and facilities management. As the school grows, there will be certain areas that we will prioritise: for example, a full time receptionist will be employed to be a central point of contact for parents and the community. We believe that by making use of the expertise and systems in place in the Trust we will balance the investment we are making in non-teaching support staff. In this way, we will have a model that prioritises pupil need whilst also representing good value for money.

### **Staff role, experience and expertise**

Within our staffing model we have included an appropriate balance of roles; we will have a strong senior leadership team supported appropriately by a small, effective group of middle leaders. We have specifically kept our middle leadership team small in size with a straightforward structure to ensure that lines of communication and responsibility are clear and that decision making can happen quickly.

Furthermore, in our support staff, we will have Teaching Assistants who are able to support the teaching staff in the delivery of the curriculum and intervention strategies. We will also have non-teaching Pastoral and Academic Mentors who will assist the Phase Leaders in making sure no pupil is left behind.

We are aware that we have placed more emphasis on TAs that is currently the model at Jane Austen College. This is because, in line with our vision, we believe strongly in early intervention and in getting the foundations of learning in place at the start of a child's academic journey. The more we build up a pupil's confidence and ability at the outset of their learning, the better their life chances as they mature. These staff members' focus will be targeted strategically and their impact regularly evaluated as is outlined in Section D2.

### **Senior and Middle Leaders**

What follows is a description of the areas of responsibility for Senior and Middle Leaders, along with a brief rationale for the structure of their role. We also explain how the leadership team will be supported by the expertise across the Trust.

#### **The Principal:**

The Principal will be accountable and responsible for the strategic leadership and day to day running and organisation of the school, staff and pupils. The Principal will be responsible for ensuring the strategic vision and ethos is maintained and that outcomes for learners and the institution are of the highest standard. At opening, the Principal will be supported by one Assistant Principal.

In the first year, the Principal will be responsible for teaching and learning and the curriculum. This will enable the Principal to establish high expectations and monitor teaching quality and provision closely. We also feel that to start it is important that the Principal oversees the development of one phase at a detailed level, monitoring pupil progress and maintaining a close link with the pupils. The Principal and Assistant Principal will also cover teachers' PPA in the first year and will hold master classes for pupils making less than expected progress. This will support financial efficiency and add more teaching capacity, representing good value for money.

### **Main areas of responsibility:**

- To ensure that the school meets all legislative and statutory requirements, including safeguarding and those required by Companies House, the Charity Commissioners and the DfE
- To enthusiastically lead the school's education work, setting high professional standards and ensuring that the education vision is understood and embraced by the staff, pupils, parents/carers and the wider community
- To ensure the school's management and organisational structures are fit for purpose and facilitate continuous improvement
- To deploy all resources, including staff and financial resources, in such a way that the school's education vision is delivered. This will include:
  - Maintaining effective financial control, securing value for money and managing budgets in accordance with those agreed by the school's Board of Governors
  - Maximising the school's resources by seeking additional funds from external sources
  - Managing and regularly reviewing the use of available resources, including human resources, to improve pupils' learning and achievement
- Recruiting and retaining staff of high quality and with appropriate qualifications
- Ensuring effective performance management of all staff and effective workforce development
- Using ICT to support personalised learning, curriculum development and delivery
- Maintaining effective management and administrative processes and procedures and that these are written and understood by all staff and pupils
- Ensuring the maintenance of the School's physical infrastructure and that it meets legislative requirements (e.g. on health and safety)
- To lead, motivate, support, challenge and develop staff, ensuring effective induction, training, and performance management.
- To secure and sustain effective inclusive learning and teaching and in particular to ensure a curriculum that meets statutory requirements and the School's education vision.
- Maintain effective behaviour management and the health, safety, welfare and emotional development of all pupils
- Monitor and evaluate the quality of teaching and the standards of achievement
- To ensure the effectiveness and efficiency of the School, providing information and advice to the Board of Governors, and developing self-evaluation and accountability
- To work in partnership with parents, the community, and other schools and stakeholders
- To undertake such other duties as are commensurate with the post and which may reasonably be required by the School's Board of Directors

### **Senior Leaders**

We will have two Senior Leaders who will support the Principal in their duties. They will both be expected to have a strategic oversight of each others' areas of responsibility, working collaboratively and across phase. Both Senior Leaders will support and assist the Principal in providing dynamic and professional leadership for the school, ensuring an excellent academic education for all our pupils, and supporting and promoting the school's vision.

### **Vice Principal: Curriculum and Teaching Quality**

This Vice Principal will be responsible for standards of Learning and Teaching in the school, as well as curriculum and wider standards. This focus on teaching and learning supports our vision for the school to be a centre of excellence for teaching and learning. They will also oversee the Phase Leaders from years 3-6.

#### **Main areas of responsibility**

- Curriculum
- Staffing
- Teaching and Learning
- Standards in Year 3-6

### **Assistant Principal: Behaviour, Pastoral and SEND**

This Assistant Principal will be responsible for the overall behaviour of the pupils and their wellbeing. They will train as a SENDco and will oversee the teaching assistants as well as Early Years (to include a nursery in time) and Key Stage 1. They will also be responsible for extra-curricular activities and enrichment.

#### **Main areas of responsibility**

- Achievement of vulnerable groups
- Pupil behaviour and wellbeing
- Transition
- Parental Engagement
- Enrichment
- Standards in Early Years and KS1

### **Phase Leaders**

Each Phase Leader will be responsible for the overall achievement of pupils in their phase, as well as the quality of teaching and learning. Each Phase Leader will also have a responsibility for a curriculum area structured as follows: Maths and Science; English and literacy; Humanities and Languages; the Creative Arts. This responsibility will include auditing schemes of work in each phase to ensure subjects are being taught in a balanced manner in line with the National Curriculum and that schemes of learning map out appropriate levels of progression as pupils continue through the school. They will each be in charge of a House, promoting interschool competitions and fostering collaboration.

### **Additional support from across the Trust**

- [REDACTED]
- [REDACTED] Our core governing body are well established and have acted as both champion and critical friend on numerous projects. We have a balance of expertise within the governing body and have no doubt that they will operate in both a supportive and challenging manner, holding the leadership team to account appropriately.
- Our high quality back office support will mean that procedures and operations are put into place smoothly and efficiently. For example, [REDACTED] These staff members, amongst others, will build capacity at Charles Darwin Primary School so that the school runs effectively and in a cost effective manner.

### **Strategies for recruitment**

We are yet to appoint a Principal for Charles Darwin Primary School, although it is our intention to recruit soon. We want the Principal to have at least three terms to prepare for the opening of the school, in close collaboration with the governing body.

Our experience has shown us that appointing the right person to the post requires a careful and transparent process; we are determined to appoint no less than the best and are aware that this may take time. The national shortage of Principals is making its presence felt particularly in Norfolk so we will take the following steps to recruit an excellent Principal:

- **Use our networks of senior leaders:** [REDACTED] **Recruit on a national level:** Advertising nationally with a long lead in time will widen the field of applicants who apply for the post.
- **Budget for an executive search agency:** While it is not our intention to use a recruitment agency, given our knowledge of the national shortage of principals, we feel it would be prudent to set aside funds for this should it become necessary.

### **Summary**

In this section we have illustrated how the school will be staffed at opening and how it will grow to reach capacity. We have explained our choices, showing how our staffing structure builds in a balance of expertise and experience, as well as how it incorporates succession management. Active recruitment strategies have been outlined and we have explained how our Trust-wide expertise will ensure the success of Charles Darwin School.

The above staffing structure will deliverable and cost effective based on the financial projections and pupil numbers outlined in Section F. What we are proposing is a realistic and achievable model based on our considerable expertise of delivering outstanding outcomes for pupils.

**Section D4** –Not required for this application.



## Section E: Evidence of need – part 1

	2016				2017			
	A	B	C	D	A	B	C	D
<b>Reception</b>	60	57		95%	60	62		103%
<b>Year 1</b>	60	61		102%	60	63		105%
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>								

## Section E: Evidence of need – part 2

### Basic Need for Places

When we intend to open the school in 2016, there will be 1799 school age pupils needing places in Year 1, an increase of an increase of 27% above the current 1415 school places provided for

2014<sup>37</sup>. Furthermore, this number continues to increase with the 2017 cohort, with 2008 pupils needing a school place. This accentuates the need to open a school with Reception and Year 1 places available: both year groups will require additional school places and it is not currently clear how Norfolk is planning to address these places. A new school in the city centre will be pivotal in solving the school places shortage. A table demonstrating this clear basic need is included in Section C (page 6)

In addition to this, Norwich City Council's 2013 Local Plan identifies sites across Norwich which have been allocated to provide 3350 new homes in Norwich. Our proposed central Norwich location would be well positioned to serve many of the allocated areas.<sup>38</sup>

## Standards of Local Schools

As set out in section C (page 4-5) standards are low in many Norwich secondary schools. Taking the 10 state funded primaries nearest to the Inspiration Trust offices in central Norwich, more than half have below average proportions of pupils meeting the expected level of overall attainment at Key Stage 2. In four of these schools, pupils make below expected progress in maths; in six, pupils make below expected progress in reading; and in seven, pupils make below expected progress in writing.

### *Ofsted categories*

School	Ofsted judgment	date	NOR
Angel Road Junior	Requires Improvement	Nov 2013	318
Avenue Junior	Good	Oct 2013	422
Bignold Primary	Requires Improvement	Oct 2013	419
Colman Junior	Good	Jan 2012	216
George White Junior	Good	Nov 2012	185
Lakenham Primary	Requires Improvement	Nov 2013	333
Lionwood Junior	Good	Mar 2013	174
Magdalen Gates Primary	Good	Nov 2013	197
Norwich Free School	Good	Jul 2013	95
St Francis of Assisi	Good	Awaiting inspection	520
Wensum Junior	Inadequate	Feb 2014	140

This table clearly demonstrates that there are currently 1210 students in primary schools in Norwich that have been judged to be inadequate or requiring improvement. This is clear evidence of need for another high quality provider in central Norwich.

## Parental Demand

<sup>37</sup> Figures taken from the listings of places available on the *Primary, Infant and First Schools in Norfolk*, Norfolk County Council, 2014, <http://www.norfolk.gov.uk/view/NCC112259> [accessed 03/09/2014]

<sup>38</sup> <http://www.norwich.gov.uk/Planning/Documents/SD1.pdf>

We conducted a parent survey to determine demand for the Charles Darwin Primary. Through our parent surveys, we have found that parents are concerned about the number of school places in Norwich primary schools and also the quality of primary education. Parents were keen to have more choice when it comes to high quality schooling. We asked parents to complete a survey form and also spoke with parents.

## **Results**

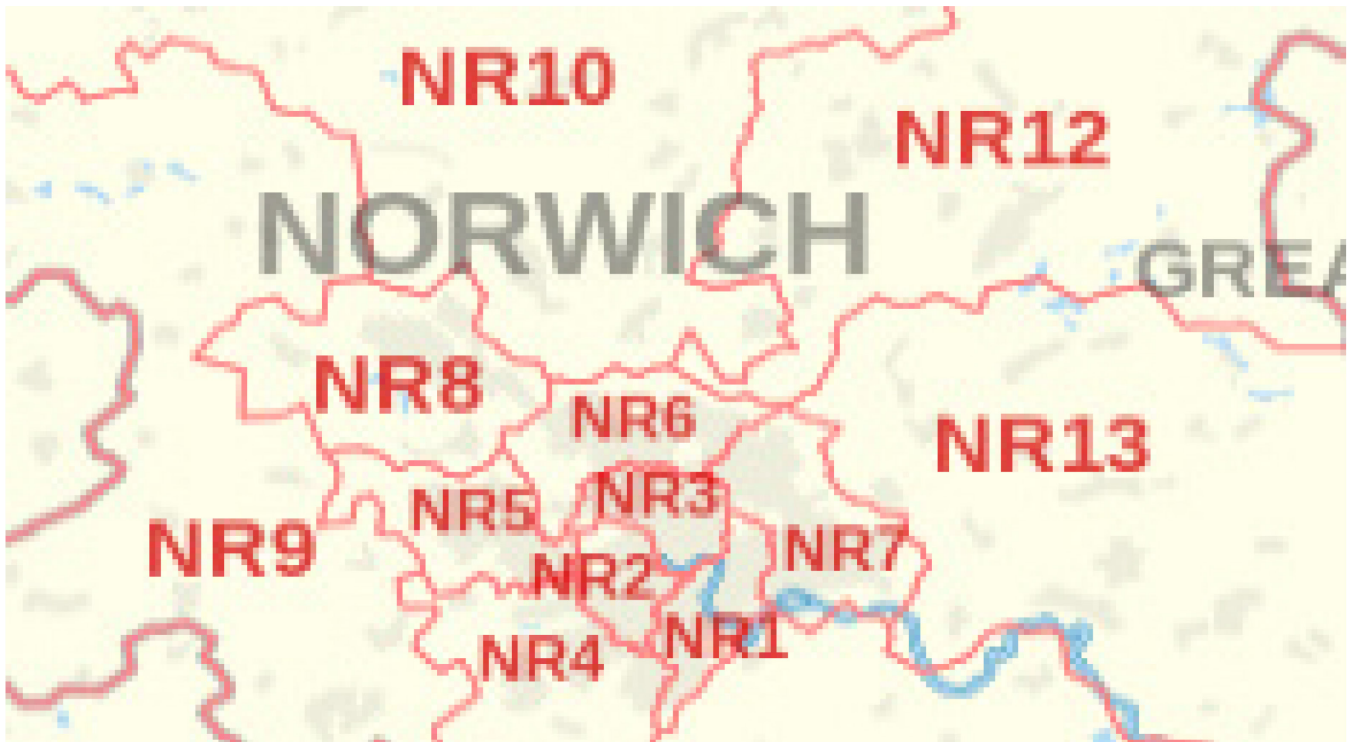
We have gathered the details of 243 children and their parents who support the ethos of our proposed school and would select it as the first choice for their son/daughter. The majority of these would be able to start in the first two years of opening and all live within a reasonable distance from the proposed sites.

### *Summary of Responses*

- Many parents expressed concern about current primary schools.
- All parents were highly supportive of our plans to open a new primary school in Norwich.
- All parents were highly supportive of our plans for an extended school day for Y6 and wide extra-curricular programme.
- Parents were supportive of our plans for a strong academic focus on reading, writing and mathematics

The majority of parents who said they would send their children to the Charles Darwin Primary live in the NR1, NR2, NR3 and to a lesser extent NR4 areas. Our proposed sites are in NR1 and NR3. This chart shows that there is a clear demand in central Norwich with some demand also being evident further out of the city. This geographical area is also where is a basic numbers need and a standards need.

**Norwich Postcode Map - this shows where in Norwich our main demand is located geographically**



*A copy of our survey*

### CHARLES DARWIN PRIMARY

#### About our proposed School

**'Be all you can be'**

The Charles Darwin Primary School is a proposed new school for central Norwich. Our aims are to open a school with a traditional, academic curriculum with a strong focus on core reading, writing and mathematics skills. Although our wide and rich curriculum will also cover science, humanities and the arts, we will focus on the basics first – building an excellent foundation for further learning. We would plan to open in September 2016, offering our first places to students joining Reception and year 1. We would be a two-form entry school, with places for around 400 students at full capacity. Our older students would benefit from an exceptional extra-curricular programme as part of an extended day. Our aspirations for our students would be unapologetically high – we believe all children can make great progress when they benefit from exceptional teaching and excellent support.

Name	Postcode	Child's date of birth/age	I would select the Charles Darwin Primary	OR: I am interested in finding out more	Email address

			<b>School as first choice for my child(ren)</b>	<b>information</b>	
			<i>Please sign</i>		

## The text used in our flyer and on the homepage of our website



The Charles Darwin Primary School is a proposed new school for central Norwich. We would plan to open in September 2016, offering our first places to students joining Reception and year 1.

### A rich, academic curriculum...

Our aim is to open a school with a traditional, academic curriculum with a strong focus on core reading, writing and mathematics skills. Although our wide and rich curriculum will also cover science, humanities and the arts, we will focus on the basics first – building an excellent foundation for further learning.

### Part of a family of schools...

The Charles Darwin Primary would be part of the Inspiration Trust, a family of schools in Norfolk. The Trust seeks to transform young people's lives by providing an outstanding education in all its schools and has a proven track record of raising standards in education. We believe all children can make great progress when they benefit from exceptional teaching and excellent support.

## How parental consultation has been taken into account

<b>What parents told us</b>	<b>How our plans have changed to reflect this</b>
Parents were very much in favour of an extended day but were concerned that 17.30 was too late a finish for primary age students.	Initially, we were planning an extended day continuing to 17.30 in the evening. We have now amended this so our proposed day finishes at 16.50
Parents who were aware of our 1:1 academic mentoring programme at Jane Austen College were keen that this should be included in the plans for the primary.	Our application now includes a plan to include 1:1 academic mentoring. Indeed this has become a core part of our application.
Parents have told us that an outside play area is important to them when choosing a school	We have taken this into account when considering our potential sites.

## **E2: Successful engagement with the local community**

We engaged with the local community in a wide number of ways. As part of all of our community engagement strategies, we surveyed parents to gather evidence of demand.

<b>Strategy</b>	<b>Community Target group</b>	<b>Timeline</b>
Leafleting	To target potential parents from a wide range of socio-economic contexts – leaflets were handed out in key city centre locations e.g. Chapelfield Gardens and beside Norwich market, but also Anglia Square (an area of deprivation)	Carried out in July – September 2014. Further campaign in January 2015
Nursery Visits	Targeting parents/students with a range of backgrounds, faiths and abilities - the nurseries were chosen with this in mind and included: Busy Bees Nursery at the Norfolk and Norwich Hospital; Kidease at County Hall, Norwich; Nightingales, Bowthorpe Road, Norwich (area of deprivation); St Giles Nursery, St Giles, Norwich; Jigsaw Nursery School, Constitution Hill, Norwich (area of deprivation); Chapelfield Nursery, Chapelfield Gardens, Norwich	July – September 2014
Website	Wider community - parents who may not be able to attend community events. Supporting word of mouth.	Already in place and ongoing
Consultation Open Evenings	Parents were invited to hear about our proposals and also give us feedback (flyers used for marketing). This consultation was essential as it engaged parents in the project but also allowed us to take on board parental feedback. The consultation evenings were publicised and held at the Sir Isaac Newton Sixth Form. This venue was chosen due to its central location in the centre of Norwich.	August, September 2014 and more events planned before Christmas
Public Meetings	Other educational establishments, community figures, potential parents.	December - March 2015

Local Radio Advertising	Local parents and students	January - March 2016
Involvement in community events	Targeting students with a range of backgrounds and abilities, including those from disadvantaged families. We will particularly look to liaise with SureStart Centres	December 2014 onwards
Local Press campaign	Other educational establishments, community figures, potential parents. The campaign will stress our vision for a high quality education for all.	January 2015 and ongoing
Correspondence with local and national business and education leaders.	Business and education leaders	Already begun talks with local authority. Further involvement continuing from December 2014
Open Evening	Potential families. Our presentations, speeches and displays will stress our vision for a high quality education for all.	January 2015 and later events targeted inline with application process
Open Days	Potential families	January 2015 and later events targeted in line with application process
Making links with local organisations	Developing existing links with the Theatre Royal, Open Youth Trust, The Wharf Academy and NORCA,	Ongoing and will continue
Link with Norfolk and Norwich festival	The Norfolk and Norwich festival is an important event on the Norwich calendar and the Charles Darwin Primary, with its city centre location would engage fully with the event and hope also to contribute to it. The same would apply to the Lord Mayor's Procession.	May – June 2015 and beyond
Summer activity programme	Free family fun events targeting potential families and particularly low income/low aspiration families	July/August 2015 and July/August 2016

With our commitment to equality and diversity, we are developing a comprehensive marketing and public relations plan to take our recruitment to every section of the community, regardless of background, faith or ability. We will be proactive rather than reactive.

Our experience is that some parents with limited education, especially with a tradition of poor education in the family, may have low aspirations and few hopes for their children. Thus they may not take advantage of the Charles Darwin Primary offering. Part of our marketing plan is to target these parents and engage with them as much as possible. We will distribute flyers advertising events through SureStart centres. At the Jane Austen College, we have subsidised some more expensive items of uniform and advertised this via mailing lists and on our website, to attract low income families. This is a strategy we will explore with Charles Darwin Primary. Another marketing strategy we used successfully with Jane Austen College was to run free summer activities for potential students. We will explore running free family fun events for potential parents and students.

Our experience, particularly in Great Yarmouth where we sponsor the Great Yarmouth Primary Academy, is that some recently-arrived immigrant families are unaware of the opportunities available for their children. We will make a particular effort to engage with these families in Norwich. Our marketing plans will include distributing flyers in areas of Norwich where these families are starting to build communities. We will also consider translating some of our flyers into the most commonly spoken east European languages and distributing these through community locations. We will also include details of our EAL support on our website, written in simple, accessible English. Some of our families from Great Yarmouth could also be asked to act as advocates for the school/trust and attend open events.

## **Summary**

In order to gather evidence of demand we have used a range of strategies and clearly shown that there is demand for the Charles Darwin Primary. This demand is from parents with children of the right age, to start at the school in 2016 and 2017. Our proposed city centre location would make the school highly suitable for these students.



## Section F: Capacity and capability

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

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

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

### 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
Human Resources	We will use Trust central resource team which includes HR experts
Additional primary expertise	██████████ We will also appoint a high quality principal at the earliest opportunity.

## F2 Governance

**Inspiration Trust – Board of Directors**



**School Local Governing Body (Already in existence for other schools in Norwich)**



**Parent Advisory Body**

**Executive Principal/Principal**

### The role of the Trust Directors

Responsibilities will include:

Administration, monitoring and auditing of the Schools finances and significant contracts.

Strategic oversight of health and safety, risk management and safeguarding; in particular it runs a dedicated Audit Committee to identify and monitor risk in all its schools.

Reviewing key strategic policies such as HR (including terms and conditions of service, personnel policies and procedures), health and safety, data protection etc.

### The Governors

It is proposed that the Governing Body in relation to Charles Darwin Primary School will be the existing Norwich Schools Governing Body – a single body which governs the federation of Inspiration Trust Schools including Norwich Primary Academy, Jane Austen College and the Sir Isaac Newton Free School. This governing body has been successfully established for over a year; the merits of this format include that several schools are able to benefit from the input our high quality governors are able to commit to via a single body; students benefit from the strong links forged with other schools within the group resulting from shared governance (these include seamless transition arrangements and the ability to direct teaching and other resources where required within the group). Due to the high profile calibre of the Inspiration Trusts work with its schools in Norwich we have been fortunate enough to establish an exceptional Governing Body

with the capacity to offer rich expertise, strategic guidance and support to deliver the vision for the School.

These Governors [REDACTED] This group are ideally placed to recruit other high profile individuals to join them. This group has a wide range of experience, skills and expertise, leaving few gaps to cover. The Governing Body will be supplemented by a parent advisory body for Charles Darwin School with parent and staff members to be appointed by election immediately after opening in September 2016 to widen the perspective of the Governing Body and allow full participation by staff and parents in the governance of the School.

The Governing Body will have a strategic role in the running of Charles Darwin Primary. It will establish a strategic framework by:

- setting aims and objectives for the School;
- setting policies for achieving those aims and objectives;
- setting targets for achieving those aims and objectives.

The Governing Body will monitor and evaluate progress as the School progresses towards achievement of the aims and objectives set and regularly review the strategic framework for the School in the light of that progress.

In exercising the functions above, the Governing Body will:

- comply with the Trust deed relating to the School.
- consider any advice given by the CEO and Executive Principal under regulation.

The Governing Body will act as a “critical friend” to the Executive Principal and Principal; it will support them in the performance of their functions and give them constructive criticism.

### **The role of the Governors**

Responsibilities will include:

- Establishing clear criteria for success, performance indicators and strategy for self-evaluation
- Oversight of strategy and policy development to achieve the vision and ethos, and deliver the business plan
- Agreeing educational objectives with the Executive Principal and Principal
- Monitoring the performance of the Executive Principal and Principal
- Monitoring of the School’s finances and significant contracts, ensuring value for money
- Reviewing admissions, appeals and exclusions policy;
- Approval of key local operational policies
- Governing on staff and student discipline and admissions appeals and complaints
- Oversight of local health and safety, risk management and safeguarding
- Fostering links in the local and wider community
- Assessing and, where needed, challenging the impact of the strategy to deliver outstanding academic and pastoral outcomes

- Assessing and supporting the Executive Principal and Principal

### **Code of Conduct for Governors**

All Governors will be asked to subscribe to a Code of Conduct which requires that individual Governors should:

- Support the aims and objectives of the School and safeguard the interests of the School and the students in the wider community
- Support and promote appropriate partnership and collaboration with other schools in the area and Local Authority
- Work co-operatively with Governors in the best interest of the School and attend meetings regularly
- Acknowledge that differences of opinion may arise in discussion of issues but when a majority decision of the governing body prevails, it should be accepted
- Base personal views on matters before the Governing Body on an impartial assessment of the available facts
- Take due account of the views of parents, students, staff and interested parties
- Acknowledge that the day to day running of the School and implementation of plans and policies of the Governing Body is the responsibility of the Executive Principal and senior managers of the School
- Understand that an individual Governor has the right, only when the Chair and Governing Body have given their agreement, to make statements or express opinions on behalf of the Governors
- Resist any temptation or outside pressure to use the position of Governor to benefit himself/herself, other individuals or agencies
- Declare openly and immediately any conflict of interest arising from a matter before the Governors or form any other aspect of governorship
- Respect the confidentiality of those items of business which the Governing Body deems to be confidential
- Take or seek opportunities to enhance his/her effectiveness as a Governor through participation in training, development programmes and increasing his/her own knowledge of the School
- Have regard to their broader responsibilities as a Governor of a public institution. This will include the need to ensure public accountability for the actions of the Governing Body

### **The role of the Executive Principal/Principal under the strategic guidance of the CEO of Inspiration Trust**

The Executive Principal shall have oversight of the internal organisation, management and control of the school and the implementation of the strategic framework established by the Governing Body and Trustees. The Executive Principal will advise the Governing Body in relation to the establishment and review of the strategic framework, and in particular will:

- formulate aims and objectives for the School, for adoption, with or without modification, or rejection by the Governing Body;
- formulate local policies for the School for achieving those aims and objectives, for adoption, with or without modification, or rejection by the Governing Body; and formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the Governing Body.

The Executive Principal will formally report at least once every term to the Governing Body on the progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set.

The balance between the autonomy given to the Executive Principal and Principal and the control retained by the Governing Body must be clear. As a guide, the Governing Body is not expected to be involved in the detail of day to day management of the School and should delegate enough powers to the Principal to allow performance of management duties. The Principal is responsible for the internal organisation and management of the School and for implementation of the strategic framework of the Governing Body. The Executive Principal and Principal should expect and receive both challenge and support and should give Governors enough information to enable them to meet their responsibilities.

### **Parent Advisory Body**

The Governing Body will establish in relation to the School a parent advisory body containing elected parent members and Governors. This will meet termly to consider and advise the Governing Body on issues pertinent to pupils and the school and wider community.

It is not proposed to establish any further committees at this stage although the Governing Body is authorised to establish a Curriculum and Standards committee if necessary. The following structure chart shows lines of accountability and methods of escalation between the Trustees, Governing Body, CEO, Executive Principal and Principal

The following table shows how the Trust intends to delegate functions.

## **KEY**

Level 1: Trust Directors who delegate authority to senior Trust management

Level 2: Governing Body

Level 3: Chief Financial Officer

Level 4: Executive Principal (supported by CEO)

Level 5: Principal

The Trust Board will be mindful that although decisions may be delegated, to the Governing Body or the Executive Principal or Principal, the Trust Board remains responsible for any decision made under delegation.

Key Function	No	Tasks	Decision Level				
			1	2	3	4	5
<b>Budgets</b>	1	To approve the first formal budget plan each financial year	X		X		
	2	To monitor monthly expenditure.			X		X
	3	To establish a charging and remissions policy		X			
	4	Miscellaneous financial decisions	X				X
	5	To enter into contracts (Trust may wish to agree financial limits)	X				
	6	To make payments (Trust may set limits)					X
<b>Staffing</b>	7	Principal appointments (selection panel)	X	X		X	
	8	Deputy appointments (selection panel)	X	X		X	X
	9	Appoint other teachers					X
	10	Appoint non teaching staff					X
	11	Agree a pay policy	X				
	12	Pay discretions	X				
	13	Establishing disciplinary/capability procedures	X				

	14	Dismissal of Principal	X				
	15	Dismissal of other staff		X			X
	16	Suspending head	X	X			
	17	Suspending staff (except Principal)					X
	18	Ending suspension (Principal	X	X			
	19	Ending suspension (except Principal)					X
	20	Determining staff complement	X	X			
	22	Determining dismissal payments/ early retirement	X				
<b>Curriculum</b>	23	To establish a curriculum policy		X			X
	24	To implement curriculum policy					X
	25	To agree or reject and monitor curriculum policy		X			
	26	Responsible for standards of teaching					X
	27	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)					X
	28	Responsibility for individual child's education					X
	29	Provision of sex education – to establish and keep up to date a written policy		X			X
	30	To prohibit political indoctrination and ensuring the balanced treatment of political issues					X
	31	To establish a charging and remissions policy for activities		X			X

		(non NC based)					
<b>Performance Management</b>	32	To formulate a performance management policy	X				
	33	To establish a performance management policy	X				
	34	To implement the performance management policy					X
	35	To review annually the performance management policy	X				
<b>Target Setting</b>	36	To set and publish targets for student achievement	X				X
<b>Discipline/Exclusions</b>	37	To establish a discipline policy		X			
	38	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the student is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)		X			
	39	To direct reinstatement of excluded students (Can be delegated to chair/vice-chair in cases of urgency)		X			
<b>Admissions</b>	40	To consult annually before setting an admissions policy (but in community and controlled schools only where the LA has delegated this power to the governing body)		X			
	41	Admissions: application decisions					X
	42	To appeal against LA directions to admit student(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions)		X			X



		authority)					
<b>Religious Education</b>	43	Responsibility for ensuring provision of RE in line with school's basic curriculum					X
<b>Collective Worship</b>	53	Arrangements for collective worship (schools without religious character (after consulting GB)					X
<b>Premises &amp; Insurance</b>	55	Buildings insurance and personal liability	X				
	56	Developing school buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision)	X		X		
	57	Procuring and maintaining buildings, including developing properly funded maintenance plan	X		X		
<b>Health &amp; Safety</b>	58	To institute a health and safety policy (in community and VC schools this would be the LA)	X				
	59	To ensure that health and safety regulations are followed					X
<b>School Organisation</b>	60	To publish proposals to change category of school	X				
	62	To set the times of school sessions and the dates of school terms and holidays		X			
	63	To ensure that the school meets for 380 sessions in a school year		X			
	64	To ensure that school lunch					X

		nutritional standards are met					
<b>Information For Parents</b>	65	To prepare and publish the school prospectus					X
	66	To prepare and publish the school profile					X
	67	To ensure provision of free school meals to those students meeting the criteria					X
	68	Adoption and review of home-school agreements		X			
<b>GB Procedures</b>	69	To draw up instrument of government and any amendments thereafter	X				
	70	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body	X				
	71	To appoint and dismiss the clerk to the governors	X				
	72	To hold a full governing body meeting at least three times in a school year		X			
	73	To appoint and remove sponsor governors.	X				
	74	To set up a Register of Governors' Business Interests	X				
	75	To approve and set up a Governors Expenses Scheme	X				
	76	To discharge duties in respect of students with special needs by appointing a "responsible person" in community, voluntary and Foundation Schools		X			
	77	To consider whether or not to exercise delegation of functions to individuals or committees		X			

	78	To regulate the GB procedures (where not set out in law)	X				
<b>Federations</b>	79	To consider forming a federation or joining an existing federation	X				
	80	To consider requests from other schools to join the federation	X				
	81	To leave a federation	X				

### F3 (a) Proposed governors

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

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████

					■
■	■	■	■	■	■
					■

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

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

Skills/experience missing	How you plan to fill the gap
	<p>██████████ the existing governors in the Norwich Schools governing body have a wealth of experience in running, supporting and monitoring schools; we do not envisage there are skills shortages in this area.</p> <p>As the proposed new school will join an existing Federation of schools in Norwich, we are very satisfied we have a depth of relevant and appropriate skills at our disposal.</p> <p>A governor skills audit is carried out annually and where gaps are identified, perhaps due to educational reforms, curriculum development or change at individual school level, appropriate training is provided by the trust.</p>

### F4: Recruitment Plan for Principal

#### Executive Principal and Principal

Our leadership structure contains an Executive Principal and also a Principal. ██████████ In addition to the Executive Principal we will also require a Principal who will be responsible for the day to day leadership and management of the school. The Executive Principal will provide support to the principal in both the pre-opening and open stage. The Executive Principal will line manage the Principal.

We have not yet identified a Principal and will seek to recruit one at the earliest opportunity.

### F4 Recruiting a Principal

#### The Principal

The principal will of course be a key appointment. For a high quality, aspirational project such as this we will require a high calibre principal. The right candidate will be passionate and highly motivated, with a proven track record of raising standards in a primary school setting.

We are looking for a principal with wide experience and knowledge of primary curriculum, school leadership, achievement and progress, and raising standards.

The right candidate will share the Inspiration Trust's aspirations to transform outcomes for young people. They must be passionate about quality education and share our goal – to give our children the very best education possible and the very best possible start in life.

They must insist on the highest academic standards for all their students and seek the best attainment. But they must also aim for more. They must believe strongly that schools can also support children in becoming well rounded, successful individuals with strong character.

Resilience and tenacity will be important qualities for the successful candidate to demonstrate. We will devise interview tasks and questions to assess this, as part of our recruitment processes. It will also be important for them to be able to work successfully as part of the wider Inspiration Trust team. To ascertain this, we will involve other Principals in the recruitment process.

As the successful candidate will have the experience and support of the wider trust around them, we are not necessarily looking for an existing principal, although they might be. It is more important for us to find someone with the right values, ethos and ambition, coupled with the right experience and track record.

We will aim to appoint a Principal to start in September 2015 if possible. We will advertise the post as soon as we are able to, directly after we learn that our application has been successful, if this proves to be the case.

We have identified a salary (as set out in our financial plan) that we feel is appropriate for the role and will be attractive to potential applicants. The salary is in line with similar positions in existing schools and has been benchmarked against other primaries within the trust. Our financial plan shows that this salary is viable.

We feel confident that we will be able to attract a high calibre candidate to the post. The Inspiration Trust has a strong reputation both in Norfolk and nationally. We are able to offer trust wide training and support and good career progression. The trust is well known for its high aspirations and drive to transform education for its young people. We feel this reputation will help us to attract a candidate who shares our values. With the Sir Isaac Newton Sixth Form and Jane Austen College we also have a good track record when it comes to setting up free schools and appointing high quality principals and staff.

A recruitment event for Jane Austen College attracted over 100 people, all interested in working for the Inspiration Trust's newest school. We hope that this school would attract similar attention when it comes to staff recruitment.

Another point to consider is that the trust already has three primary schools within the trust and another one about to join. Within these schools are of course several high performing assistant principals and vice principals. When advertising the Charles Darwin Primary Principal position, we will ensure that the post is advertised within the trust schools. We will encourage applications from high quality staff within the trust.

We also have a strong relationship with Future Leaders and Teach First [REDACTED] This will be a very helpful link in this situation and would help us identify potential candidates and raise awareness of the post.

We will initially aim to recruit without the need to use a specialist recruitment agency, however we are prepared to use this approach if necessary to recruit the best candidate.

### Our Recruitment Plan

January 2015	Prepare job advert, job description and application plan if our bid is successful
	Place advertisements in the TES and on the Norfolk County Council website
	Use social media to raise awareness of the job opportunity.
	Through our contacts at Future Leaders, raise awareness of the post – publicise on Future Leaders website etc.
	Advertise on the Inspiration Trust website and also in our primary schools.
March	Shortlist – using experts within the trust with both HR experience and school leadership and recruitment expertise. Safer Recruitment Practices to be followed.
	<p>Hold interviews. Panel to include the Executive Principal, Chair of Governors and CEO. Two day interview to include:</p> <ul style="list-style-type: none"> <li>• Presentation – how will you make the school outstanding in two years</li> <li>• Range of tasks including a curriculum and achievement focus.</li> <li>• Lunch with governors</li> </ul>

	<ul style="list-style-type: none"> <li>• Student panel</li> <li>• Range of panels, including leadership and management, behaviour management, quality assurance and standards</li> <li>• Final panel interview</li> </ul> <p>Other principals to be involved in the interview in some capacity</p>
September	Successful candidate to start if possible. If a later start is necessary then we will request as early a start as possible.



## Section G: Budget planning and affordability

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

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

In addition you should complete the Excel budget templates.



## Section H: Premises

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 complete the Excel application form.

**SECTION H: LOCATION AND PREMISES**

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.	Norwich City Centre (close proximity to Jane Austen and Sir Isaac Newton - within 1/2 mile). Early discussions have started with one potential building.
--	--

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:	NR1
--	-----

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

Any comments on your calculated building space:	Will likely be refurbishment of existing building so difficult to say.
---	--

**Preferred site**

Full address and postcode. 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
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If other, please explain further:	
-----------------------------------	--

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

Who owns the site?	Please select
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> 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:	
--	--

**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.freescchools@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.freescchools@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:	
---	--

## Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals; and
- should be submitted as part of your application, i.e. as one Word document.



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