

# **Free school application form 2014**

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

**KINGSTEIGNTON SCHOOL**

## Contents

<a href="#">Completing and submitting your application</a> .....	3
<a href="#">Application checklist</a> .....	5
<a href="#">Declaration</a> .....	7
<a href="#">Section A: Applicant details</a> .....	9
<a href="#">Section B: Outline of the school</a> .....	9
<a href="#">Section C: Education vision</a> .....	10
<a href="#">Section D: Education plan – part 1</a> .....	11
<a href="#">Section D: Education plan – part 2</a> .....	12
<a href="#">Section E: Evidence of need – part 1</a> .....	14
<a href="#">Section E: Evidence of need – part 2</a> .....	16
<a href="#">Section F: Capacity and capability</a> .....	17
<a href="#">F1 (a) Pre-opening skills and experience</a> .....	19
<a href="#">F1 (b) Skills gap in pre-opening</a> .....	20
<a href="#">F3 (a) Proposed governors</a> .....	22
<a href="#">F3 (b) Skills gap for governing body</a> .....	23
<a href="#">F6 (existing providers and any new applicants seeking to open more than one free school)</a> .....	25
<a href="#">F6(a) Shared services</a> .....	25
<a href="#">F6 (b) Shared services</a> .....	26
<a href="#">Section G: Budget planning and affordability</a> .....	28
<a href="#">G3 Financial resilience to reductions in income</a> .....	29
<a href="#">Section H: Premises</a> .....	30
<a href="#">Annexes</a> .....	31
<a href="#">CV template</a> .....	32
<a href="#">Self-assessment form for independent schools</a> .....	35

## Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Data Protection**

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

## Application checklist

Name of task	Yes	No
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?	N / A	
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	N / A	
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?	N / A	

<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 principal designate 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: Member of company**

**Print name:** XXXXXXXXXX

**Date: 9<sup>th</sup> October 2014**

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

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



## **Section A: Applicant details**

Please complete the Excel application form.

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

Please complete the Excel application form.



**SECTION A: APPLICANT DETAILS**

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

[Jump to about the company](#)

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

[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	83273
Name of proposed school:	Kingsteignton 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> <Redacted> <Redacted> <Redacted>
Address of lead applicant:	St.Michael's CE Nursery and Primary School, Church Street, Kingsteignton. TQ12 3BQ
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	
If 'Something else' please describe your group:	A four school Federation
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:	United Schools Trust
Company address:	St. Michael's CE Nursery and Primary School Church Street Kingsteignton TQ12 3BQ
Company registration number:	092 55130
Date when company was incorporated:	8th October 2014
Please confirm the total number of company members (must be a minimum of 3):	4
	<Redacted>
	<Redacted>

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

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

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

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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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:	United Schools Federation
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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:	113407
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Outstanding
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113407">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113407</a>
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	<a href="http://dashboard.ofsted.gov.uk/dash.php?urn=113407">http://dashboard.ofsted.gov.uk/dash.php?urn=113407</a>
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</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>The schools in the United Schools Federation are Church of England schools. The new school will be a community school and not be a faith school. Within the group, a number attend the Church of England on a regular basis. Their religious beliefs will not influence the curriculum in the new Free school.</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; in Plymouth helped register the new company, having converted Academies before. They currently provide Human Resources and legal support for the Federation of Schools. They have no role in setting up or running the Free School unless we choose to use their services to set up the Trust and continue to use tier Legal and HR advice in future.</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](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <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.</p>	
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In which local authority is your preferred location?	Devon
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Proposed opening year:	2016
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Age Range:	Other (please specify below)
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If 'other' please specify	2-11
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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:	N/A
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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:	210
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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	26 Nursery children aged 2 - 4 210 Primary places
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Please say which year groups the school will have in first year and the PAN for each	PAN of 30 In the first year - Nursery 26 places, 1 R and KS1 class, 1 KS2 class
--	--

Date proposed school will reach expected capacity in all year groups:	2019
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	Yes
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If yes please say when you propose the principal would start:	In 2015/16
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Please say how many people will sit on your governing body:	11-15
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**Use of freedoms**

Will you operate a non-standard school day?	Not sure
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Will you operate a non-standard school year?	Not sure
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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?	No
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Please list any other freedoms you intend to use	To consult with parents about changing the structure of the school day and the school year. To employ sports coaches to take after school clubs
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## Section C: Education vision

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

### Section C1

#### Kingsteignton School

A credible proposal to deliver a high quality free school and a clear rationale for establishing it in this area.

#### Overarching Vision of the Federation

Our Federation, the United Schools Federation, has four schools in its partnership. The Federation is a high performing group of maintained schools, renowned for their ability to deliver the highest quality of education. The Federation has an excellent track record of school improvement and this is fully supported by Devon Local Authority (██████████).

#### Background:

St Michael's was an underperforming school. Over the last nine years it has grown and developed into an outstanding school (Ofsted 2011). It has been designated as a National Support School and is led by a National Leader of Education. Staff from St Michael's work with other schools (identified by the Local Authority and the National College) to help improve and develop the quality of provision they provide.

#### Key Stage Two data 2012-2014 - St Michael's

	Lv 4+			2+ Lvs Progress			VA
	12	13	14	12	13	14	
Reading	93%	95%	94%	93%	97%	98%	100.2
Writing		93%	92%		100%	100%	
Maths	93%	93%	100%	100%	98%	98%	100.4

#### Growth of our partnership:

St Catherine's was the first partner in the Federation. It had been a struggling school, had significantly underperformed and had gone into special measures. St Michael's worked with the staff at St Catherine's to address concerns, raise expectations and develop a high level of autonomy so that it had the capacity to improve and become a self performing school.

St Catherine's was inspected in 2011.

(See report <http://ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113463>)

The report recognises the excellent contribution the partnership has made to the rapid and sustained improvement at St Catherine's. In turn, the staff at St Michael's were able to reflect upon their own practice, which helped to improve the quality of their own provision. Self evaluation, using the Ofsted framework, clearly shows that even with the challenges the school faces, achievement continues to improve and the school is now a securely good school moving towards being an outstanding school in the next year. In 2012, the St Catherine's School was recognised as one of the top 100 most improved schools in the UK.

### Key Stage Two data 2012-2014 - St Catherine's

	Lv 4+			2+ Lvs Progress			VA
	12	13	14	12	13	14	12
Reading	95%	84%	95%	95%	83%	95%	99.5
Writing		95%	95%		100%	100%	
Maths	90%	89%	100%	79%	94%	100%	99.7

### Leadership structure for the Federation

The two schools formed a Federation, with a single Governing Body, an Executive Headteacher and a single budget. Each school has its own Head of School. The Heads of School are the face of the school and in partnership with the Executive Headteacher are responsible for the school's day-to-day leadership and management. Knowledge and expertise are shared by all staff across the partnership. Children at both St Michael's and St Catherine's benefit as a consequence of the high quality learning and shared practice across the two schools.

In 2011, the Federation was asked by the Local Authority to work with St Mary's School in Brixton (<http://ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113478>). Initially this occurred through a managed partnership. St Mary's was the only school in Devon to have an Interim Executive Board (IEB) running the school.

The IEB worked closely with the Governors of the Federation and as a consequence it made rapid progress. St Mary's joined the Federation in 2013. The support provided by the Federation resulted in significant improvements in the quality of provision. The school's data had been consistently below floor targets and then only as a consequence of the rapid improvement brought about by the partnership did the school avoid being judged as inadequate. The school has continued to improve rapidly. In 2014, the achievement data was significantly above average in both attainment and progress with most children making three or more levels progress. The children achieved an average point score of 36 points, well above the national average of 28. Self-evaluation and external evaluation clearly shows that the school is on track to be judged outstanding when inspected this term.

### Key Stage Two data 2012-2014 –St Mary's

	Lv 4+			2+ Lvs Progress			VA
	12	13	14	12	13	14	12
Reading	61%	78%	100%	67%	100%	100%	98.7
Writing		78%	100%		100%	100%	
Maths	56%	89%	100%	67%	100%	100%	99.0

In 2013 the Federation were invited by the Governors of Marldon School to work with the school. Marldon School had been below floor targets and was felt to be at risk of failing an inspection. Through decisive action provided by the leadership of the Federation and the staff at the school, we were able to secure rapid improvement. The school was judged as Requires Improvement in 2013 after the school had been in partnership for a relatively short period of time (<http://ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113465>).

The HMI visit that followed the inspection confirmed the significant improvement and the good capacity the school had developed, in order to continue to improve. Marldon School is due for



inspection by June. Self-evaluation shows that the school will achieve a judgement of good. The school has the potential to improve rapidly over future years and will achieve outstanding in a relatively short period of time.

**Key Stage Two data 2013 & 2014 –Marldon School**

	Lv 4+		2+ Lvs Progress	
	13	14	13	14
Reading	96%	100%	96%	100%
Writing	88%	90%	96%	93%
Maths	96%	93%	96%	93%

**Current Federation Composition**

Currently we have over 800 children in the Federation. The Federation ranges from our smallest school, St Marys with 42 children, St Catherine’s with 165 children, Marldon with 195 children and St Michaels with 454 children. Three of our schools are within 10 miles of each other, the other is 30 miles away near Plymouth. All the schools are church schools, either VA or VC. The Governors employ the staff at the 3 VA schools, but act on behalf of the Local Authority at St Michael’s, which is a VC school. The Federation has two budgets, one combined budget for Marldon, St Catherine’s and St Michael’s and a separate budget for St Marys. This mix of schools has given the leadership team experience of working in a range of different sized schools, with single, mixed and parallel class structures. This is managed well by the Governing Body (audit reports) and the leadership team and show the capacity the Federation would have in working with an Academy with a different funding arrangement.

**Leadership philosophy:**

The leadership team have been grown from the schools in the Federation. Having worked in schools facing challenges and overcoming these, their level of expertise in school improvement is ‘second to none’.

All the senior staff hold either an NPQH or a Masters Degree. They work in very close partnership and are able to share their expertise across our four schools. As a National Support School, leaders at all levels have been able to work with staff and schools in need of support. We have seen a significant improvement in the confidence of our teachers and in their ability to reflect upon and develop their own practice. This is most evident in the rapid and sustained improvement all our schools have made and continue to make. Over time, we have learnt that school improvement and development must be based on sound research. We also know that developing a school's own capacity is the only way to ensure that schools truly improve and become self sustaining. These self-sustaining and high performing schools contribute to the success of the Federation. Our staff are highly motivated and very keen to drive school improvement themselves. In setting up a Free School, we can bring this level of expertise to support the school and secure excellent practice from the start.

**Benefits of partnership working**

The educational benefits are clear, but in addition to this, we invest heavily in the training of our staff. The Federation model provides opportunities for staff to stay within the partnership so that we retain their high level of expertise. As our staff at all levels develop their expertise, the Federation needs to continue to expand, to ensure that the leaders have the opportunity to take on new and more challenging roles. Consequently, all our children benefit by retaining this expertise.

The federation structure allows staff to specialise and develop an exceptional level of skill and expertise. For example, the SENCO works across the four schools. She has gained a great deal of experience in this role, is highly skilled and supports children and staff very well. This level of support is reflected in attainment and progress measures which are above average. The Heads of School focus on teaching and learning, while the Executive Head can ensure that the other leadership and management issues are dealt with. The Executive Head provides an objective evaluation of the schools effectiveness, which can be difficult for a lone Headteacher with a vast array of roles and responsibilities.

Through the Federation structure, we have been able to reduce our staffing costs. Heads of School are more cost effective than Headteachers. The cost of the Executive Head is shared across the four schools. We have a senior site manager who is responsible for all the schools, rather than having a senior caretaker in each school. We have a multi site-catering manager who is responsible for managing the kitchens across the Federation rather than having a kitchen manager at each school. We are able to bid for services as a Federation and this is frequently cheaper than purchasing the same service for each school. Resources can be shared across our schools (for example our four minibuses) and regardless of size of school all our children get the very best opportunities. Streamlining the running costs of each school means we are able to ensure that more of the money that comes into school is targeted at the children, their care and education and as a consequence this helps to further support school improvement. It also means that the Federation Schools are less vulnerable to funding changes.

Our vision of partnership working has developed over time, as has our ability to ensure that schools within our partnership are of the very highest quality. We have developed excellent communication skills despite some of our school being some distance from each other.

We believe that a track record of improving and developing schools within a partnership demonstrates that the United Schools Federation has the capacity and expertise to set up and run a highly successful, and, I would suggest, flagship Free School in Kingsteignton.

As our capacity continues to grow, our aim is to develop our partnerships with other schools. We would like to open the Free School in Kingsteignton in September 2016 and in the interim, our plan will be to look for another maintained school to partner. How far our partnership grows beyond this will be dependant on our capacity and the opportunities that become available.

### **An Umbrella Trust**

On advice of the DFE and the NSN we have set up the United Schools Trust which will become an Umbrella Trust. This Trust will support our maintained schools in working in partnership with the new Free School. As a National Support School within a Trust, we are going to look in to the possibility of becoming an Academy Sponsor. We plan to set up St Mary's as a Teaching School as we are confident it will be judged as outstanding when inspected. These initiatives will strengthen our partnership and ensure the quality of Education we provide is of the very highest quality.

### **Our Vision for the Kingsteignton School**

Why open a Free School in Kingsteignton?

### **School Places in Kingsteignton**

Growing pre-school numbers

Evidence here is provided by [REDACTED]  
The two schools in Kingsteignton, Rydon and St Michael's are already at capacity. Rydon is a good school with data above the national average. (<http://dashboard.ofsted.gov.uk/dash.php?urn=137528>).

Both schools are popular and serve Kingsteignton.

St Michaels is an Outstanding School with data above the national average. (<http://dashboard.ofsted.gov.uk/dash.php?urn=113407>).

Data provided by Devon County's Admissions team shows that the following requests for admissions were made for St Michael's between 2011-2014.

Since 2011 the PAN has been 60.

In 2011, 103 preferences were made to enter St Michael's. 60 were allocated, 6 were refused and 37 were offered higher preference.

In 2012, 102 preferences were made. 60 were allocated, 12 were refused and 30 offered higher preference.

In 2013, 113 preferences were made. 61 were allocated, 0 were refused and 52 offered higher preference.

In 2014, 107 preferences were made. 60 were allocated, 2 refused and 45 offered higher preference.

This shows that St Michael's is a popular school and requests for places have exceeded the number of places available during the past 4 years.

### **Current 0-4 children in Kingsteignton**

The Planning Manager has reported that the demand for places for children aged 0-4 at the current time will exceed the capacity of the two schools in future years.

The Local Authority has approached St Michael's School with a view to extending the school by an additional 90 places. Plans have been drawn up for this and a final decision on this strategy is expected shortly.

### **New Housing**

In addition to the increase in the population, a large number of houses are planned for Kingsteignton in the coming years.

250 houses are planned for Penns Mount,  
140 houses at Rackerhayes and 586 houses at Newcross site.

The building of these houses has already been approved.

In the local plan, an additional 120 houses are also planned, bringing the total to 1096 new homes. Based on the Local Authority formula this would suggest the potential that places will be needed for 250 primary children.

Although the time scale for the building of these homes is still not yet clear, what is clear is that with a growing population of 0-4 children and the addition of over 1000 extra homes, a new primary school will be needed.

The local Authority has also identified that there will also be insufficient pre-school places locally. Consequently, a nursery for children aged 2 and above also needs to be included as part of the new school.

### **School Site**

The Local Authority [REDACTED] are looking to acquire a site for a 210 place primary school with a 26 place Nursery, taking children from 2 years and above. They aim to future proof the site so that in the longer term the school has the potential to be extended to 420-place primary school with a 52-place nursery.

With the addition of the extra 90 places at St Michael's, it is felt by the Local Authority that a 210-place primary school with Nursery is the most suitable size for a new school in Kingsteignton at the current time.

Negotiations are ongoing to secure a site and although not finalized, the new school will be within the town of Kingsteignton. The Local Authority is unable to confirm the final decision for the new site until negotiations are complete.

### **Consultation**

In addition to the information provided by the Local Authority, the Heads of School from the Federation have been to talk to a cross section of parents within the Kingsteignton community (please see the text in section E).

They spoke to parents from two Nurseries, (one based at St Michael's School, one at St Catherine's at Heathfield,) a parents group held at the Methodist Church in Kingsteignton, a Sure Start Children's Centre based in Heathfield which includes parents who would use schools in Kingsteignton, a play centre in Newton Abbot and Rackerhayes Preschool in Kingsteignton. They also canvassed parents outside Tesco and Lidl supermarket as well as Greenhill Retail Park. The sample included parents from the area of Kingsteignton and from further afield, all of whom have children of primary school age in September 2016 and 2017.

The Heads of School received a very positive response to the proposal that St Michael's and the Federation were looking to open a New Free School in Kingsteignton.

Of the parents who did sign up (see section E) a very high proportion stated that they had a high level of confidence in the Federation and especially in St Michael's to set up high quality provision which they would be happy to have as a school choice for their children. Those parents asked who were unable to sign up as they felt they lived too far away, were very positive about the venture and felt that St Michael's reputation was such that the new school would be successful. Some parents were unwilling to sign up as they felt it was difficult to make a judgment about the suitability of a school for their children that did not exist. The consultation (text section E) indicated

that the parents of 85 children would choose the Kingsteignton School for their children in the first year of opening and 92 in the second.

### **The New School**

The growing population, building of new housing and the consultation clearly show a demand for a New School in Kingsteignton.

The current Primary provision is full but a significant number of spaces exist at the local High School, Teign School. At the moment there is no demand for additional secondary places but there is a clear demand for both Nursery and Primary places. The Local Authority is looking to secure a new school for 210 primary children with a 26 place Nursery. This, combined with the expansion of St Michael's, will cater for the increasing population and the new housing as it is built. In the longer term (10 years plus- Planning Manager advice) it may be necessary to extend the new school to a 420-place primary school. This expansion would need to be carefully managed to ensure that the expansion of the new school does not create excess places, which may be filled by families from outside of Kingsteignton. This would then result in insufficient places being available to the growing local population.

The pupil population at the new school is likely to be similar to the pupil population at St Michael's as they would both serve the same catchment area and this has been assumed in the budget calculation. Ultimately however, the pupil population will be dependent on the families who move into the new housing as these children will make up the majority of the population of the new school.

### **A vision for Kingsteignton School**

The new school would be opened as a community and not a church school. This would provide parents with the highest possible quality education but with a choice of a non-faith school. Although the schools in the Federation are Church Schools, there would be no conflict of interest and the leadership of the schools are capable of ensuring that the new school has its own non-religious ethos within the context of a caring and supportive school.

The school will place a great importance on developing links with the community. The aim will be to set the school up as a Dementia Friendly School, with a high quality healthy curriculum that will prepare children for healthy adult lives. Community links will be a large part of this; especially links with older residents and the school will provide opportunities for children to share Music, Literature, History and school lunches with older residents. [REDACTED] will provide advice and support in ensuring the success of this initiative.

The school will also invest heavily in Technology (notebooks, ipads, ICT software) to ensure that children have personalised learning support, to address misunderstandings and ensure children have a good understanding of the learning objectives. This will be linked to the school-marking scheme as we already do in the other schools in the Federation.

The projected numbers (from Devon County) show a clear demand for places for children aged 0-4 and a need for a Nursery. The Federation already has two nurseries, which run very successfully (St Catherine's EYFS provision, judged as Outstanding in Ofsted in 2011, St Michael's judged Good by Ofsted in 2011). Including a nursery on site within our current schools clearly shows that this improves attainment on entry into school, which in turn has a positive impact upon pupil attainment at the end of EYFS, KS1 and KS2.

During the consultation, the Sure Start Children's Centre at Heathfield asked if a Kingsteignton Hub base could be included on the new school site. The Children's Centre at Heathfield works closely with St Catherine's School. Should space and funding be available in Kingsteignton, the leadership of the school would be highly supportive of this suggestion as the benefits that the Children's Centre has provided to Heathfield, could be transferred to the community of Kingsteignton. This would allow 0-5 parent and families groups to run on site and improve the transition into school for children.

The New School will also provide wrap around care from 8.00 am until 6.00 pm as well as a holiday club. St Michael's already provides additional provision outside of school hours and this is in high demand with a waiting list. The care outside of school hours would need to be paid for by parents as an extra but this would be offered at cost to ensure that it was accessible to all working parents.

### **Academy Freedoms**

As soon as the school is open and populated, the school would consult with parents about changing the structure of the school year and opening and closing times. The Federation has already consulted on changing the structure of the school year and a high proportion of parents did raise a concern about the situation that occurs when their children are in different schools. Making this decision before the school is open may alienate a proportion of the potential school population. A consultation when the school is open helps to show that the school values its partnership with parents and responds to their needs and concerns.

The Free school will follow the National Curriculum using the International Primary Curriculum, as a way to teach the Foundation Subjects and Science in a current and imaginative way, while at the same time helping develop children's international and environmental awareness. Maths and English would be taught using the new National Curriculum and will be heavily supported with individualized learning through the use of ICT. This approach will ensure continuity between the Free School and the Federation schools allowing staff to share ideas and expertise across the schools (this has been a very powerful tool with our current schools). The International Primary Curriculum has helped to improve the quality of writing in all our schools and ICT has motivated children to read, helped them to rapidly improve their Mathematics skills and support their learning in all of the Foundation Subjects. Community links will be a significant part of the curriculum and when successful, this project will be shared across the other schools in the partnership and further afield.

### **High aspirations for children.**

The federation has a proven track record of success. This expertise would be shared with the Free School through the partnership.

Pupils in the Federation are carefully assessed each half term. This information is recorded on pupil tracker, allowing the leadership team at all levels to monitor the progress of individual children and the progress of groups. This is to ensure that teaching and intervention support is having the desired impact. This tracking system will form the basis of staff appraisal and support governors in holding the leadership of the school to account. Using this data, children will be able to set and review targets with their teachers. Parents will also have access to attendance records, pupil progress and attainment data.

Teachers will be monitored each term to ensure that teaching is never less than good. Less than good teaching will result in support and challenge, while outstanding teachers will share their good practice with others. This model has worked well in our schools and Devon County Council can confirm the impact of our approach through their TISP monitoring process ( [REDACTED] ).

### **Implementing the vision**

We would use the Umbrella Trust so that the Federated Schools can work in a partnership with the New Free School. As the Federation and Free School have separate funding streams, services provided would be charged to the Free School at a pro-rata rate. The Federation has done this numerous times whilst in management partnerships with other schools.

An Executive Head would continue to lead the Federation and would also provide leadership of the New School. The Executive Head would spend a proportion of time at the Free School and this would be variable, based on need. Working across all the schools will ensure continuity across the partnership and ensure that good practice is shared. A Head of School would be employed to run and manage the Free School on a day-to-day basis, in partnership with the Executive Headteacher.

Expertise developed within the Federation would be shared with the new Free School and this would include a Special Education Needs Coordinator, Site Management and Catering. Back office Administration would also be provided by the Federation. In doing this, saving can be passed on to the new school to ensure that money is focused on teaching and learning so that children make the most possible progress within a caring and supportive environment.

Our suggested approach also means that fluctuations in funding will have a limited impact upon the school, as many of the overheads will be reduced as a consequence of a shared model.

## 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 2016, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Reception</b>		20	25	30	30	30	30	30
<b>Year 1</b>		5	20	25	30	30	30	30
<b>Year 2</b>		5	5	20	25	30	30	30
<b>Year 3</b>		7	12	25	25	30	30	30
<b>Year 4</b>		7	13	25	25	28	30	30
<b>Year 5</b>		8	12	13	25	26	28	30
<b>Year 6</b>		8	13	12	20	26	27	28
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>		60	100	150	180	200	205	208



## Section D: Education plan – part 2

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

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

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	6.7	mandatory	
Maths	5	mandatory	
Science	1.5	mandatory	The new school will follow the International Primary Curriculum (IPC) which is a topic based curriculum based on teaching all of the objectives in the new National Curriculum.
Art and Design	1.25	mandatory	
Computing (ICT)	1	mandatory	
Design and Technology	1.25	mandatory	
Geography	1.25	mandatory	English and maths are taught outside the IPC but cross curricula links are made to give context to learning.
History	1.25	mandatory	Subjects are not taught every week but in blocks to allow for better continuity in teaching and learning.
Languages (French / German)	1	mandatory	(See section D1 for information comparing the IPC to the National Curriculum).
Music	1	mandatory	
PE	2.25	mandatory	
RE	1	mandatory	
PSHE	1	mandatory	
Lunchtime clubs	5 hrs / week	voluntary	Voluntary clubs offering a range of activities to meet the needs of the children.
After school clubs	6.25 hrs /week	voluntary	

## Section D1:

### Education Plan for Kingsteignton School

#### The Curriculum

The school population will be formed as a result of the families that move into the new housing being built in Kingsteignton. The actual make up of the school's population is impossible to predict, as it does not exist at the moment. However, Kingsteignton School will open within the existing catchment area of St Michael's School and on this basis it seems reasonable to assume that the school population, being a community nursery and primary school, will be similar.

#### The expected population of Kingsteignton School (source Raise Online Nov 2013)

For 210 primary aged children (4-11) with 26 (2/3/4 year olds) children in nursery, the following population is likely:-

- There are likely to be similar numbers of boys and girls.
- The percentage of children entitled to free school meals will be around 22.8%, slightly below a national average of 26.7%.
- Pupils from ethnic minorities are likely to be about 2.7 % compared to a national average of 28.7 %.
- Children whose first language is not/ believed not to be English, will be about 2.7% compared to a national average of 28.7%.

However, with a new population moving into Kingsteignton it is likely that the population in the last two groups will be higher than anticipated. This has been the case at St Catherine's, where a much higher proportion of the school are from minority ethnic groups.

The percentage of children supported by School Action Plus and statements of SEN at St Michael's is 13.7%, significantly higher than the national average. In part, this is as a consequence of the reputation that has formed for St Michael's of having a track record of success in helping to support children. As the community will know that St Michael's will open the new school, and has a successful track record for children with additional needs, it is likely that the a similar proportion of children supported by statements may also attend the new school.

Inward mobility into the new school will be high in the first few years. The policies that exist in our other schools will need to be deployed in order to ensure these children are carefully assessed at the start and supported appropriately, so that this factor does not become a barrier to their learning.

The deprivation indicator for Kingsteignton is low compared to the national average. However, this is masked in part by a local housing estate, as a super output model is used to cluster homes together. We would expect the deprivation indicator to be similar to that of St Michael's.

For the past three years, attainment on entry into St Michael's school has risen. Children now enter school at 30- 50 months, which is broadly average compared to national expectations. In no small part, this is due to the excellent school nursery, through which 75 % of children enter school.

The aim will be to ensure that the new school also has a nursery for children from aged two and above. The nursery will form part of a Foundation Stage Unit within the school, which, with the

support of the excellent practice provided by the United Schools Federation, will ensure that the provision has a very positive impact on children's early development centred around the seven areas of learning. Having the nursery as part of the school will ensure that children get the very best possible start to their school life and minimise any transition issues that might otherwise occur. A significant advantage of the nursery is that at a very early stage the staff will look to form strong partnerships with parents and carers. We have found that these partnerships are crucial to ensuring that all children succeed at school and by starting them at this early stage they will be maintained throughout the whole primary school.

In the consultation exercise, Sure Start suggested that a Children's Centre hub could be included within the school site. St Catherine's has a Sure Start Children's Centre on site and has found that it aids successful transition of children into school. The Children's Centre has access to specialist support and this could be made available to the benefit of the families within Kingsteignton.

Additional funding would be needed to support this, as a Children's Centre is not part of the current Local Authority plan for a new school. A Children's Centre within the town of Kingsteignton would help support the families within the new community of 1000 homes. It would also support the transition of children into school and the families whose children are in the nursery. In addition, it would be able to provide the same level of support for all the schools in the vicinity and be a great community resource. [REDACTED] Together with the other early years staff, they would have the necessary experience to ensure that the inclusion of a Children's Centre within the new school site could be highly successful, creating a strong positive influence on our youngest children.

The Federation puts a great emphasis on partnership with parents, as this has been the key to ensuring that every child, regardless of need or starting point, makes excellent progress and achieves well. The Federation employs two counsellors who work to help children and their families. The counsellors enable children assisted by Pupil Premium funding, along with all our other children, to be well supported both in and outside of school. This expertise and service would of course be made available to the new school.

The population of the new school is likely to be similar to the population of our other schools. We have a great deal of Primary education and Nursery experience. We also have significant experience of successfully running Foundation Stage Units, mixed aged, single aged and parallel classes across a range of schools serving a diverse range of communities. Therefore, the successful strategies that we already employ across the Federation in all of our schools will also be well suited to the needs of the children at the new Kingsteignton School.

### **Safeguarding:**

Our schools all have highly rigorous procedures and policies to make certain that all the statutory safeguarding requirements are met. The schools have at least one safeguarding officer in each setting and St Catherine's and St Michael's have two. All staff are trained in safeguarding each year and these policies and principles would also apply to the new Free School.

Safeguarding is of the utmost priority within our schools and the high level of provision has been recognised by Ofsted in our inspections. Ofsted judged St Michael's safeguarding provision as Outstanding in its latest inspection. Safeguarding at St Catherine's was judged as good.

We teach children to help keep themselves safe through a programme of Personal and Social Education which includes the teaching of Sex and Relationship Education and well as Internet

Safety (see later). We ensure that all children across our partnership, and this would naturally include the new school, are clear about safe behaviours and how they can keep themselves safe.

### **Behaviour management:**

No school can be successful unless the curriculum is underpinned by highly effective behaviour management strategies. We have an extremely successful behaviour policy that we use daily in all our schools and would continue to use in the new Free School. This policy recognises and rewards the good behaviour and good work of all children but also helps manage poor behaviour very effectively so that over time, incidents of poor behaviour become extinct. When we start working with a new school to develop a behaviour management policy, it is one of the first things that we introduce and take time to embed. Poor behaviour is a significant barrier to learning. Not only does it impact upon the children who are behaving badly but it also impacts upon other children who are trying to learn.

In all our schools, children are organised into four houses. This helps to organise children when the federation schools get together for various events and occasions and allows the houses to compete against each other, not the individual schools.

For good behaviour and work, children are able to gain individual points. The points also contribute towards the overall house points totals. This approach helps to give children individual recognition for their good work and behaviour but also to support an ethos of collective responsibility and teamwork. This is particularly evident at team events.

The philosophy of the behaviour policy is simple and is based on a 'behaviourist physiological perspective'. The basic philosophy is that children need attention. They will look to gain attention in one of two ways, by getting praise or by being badly behaved so as to get negative attention. Our policy constantly reinforces good and not negative behaviours, ensuring that eventually the negative behaviour will become extinct.

A clear example of this approach is, for example, in an assembly. Four hundred children can be sitting in the hall in an assembly. The member of staff leading the assembly need only say praise one child for sitting nicely and award house points and the whole school will respond by also sitting nicely. When a child is talking rather than listening, praise and house points can be given to a child sitting nearby who is doing as they have been asked. The consequence of this is that the child who is talking stops and listens instead. This approach has to be a whole school policy and promoted by all staff. We do this in all of our schools and it has proved highly effective, even with children who exhibit more challenging behaviours. Our behaviour tracking system creates a log in each school and shows that our approach to behaviour management really works because behaviour has improved significantly over time.

Children can gain both individual and house points for good behaviours and good work. Individually, they receive star badges for every 1000 house points and these are presented to them in assembly. As they gain higher star badges, they gain extra privileges. The points also go towards the points for their house and each half term the house with the highest number of points gets a reward.

As part of the policy, poor behaviour is also sanctioned but without drawing unnecessary attention to it. This is done using a system of "sad faces" that are recorded when the code of conduct is broken. The sad faces result in a loss of time at lunchtime when children are given time to sit and

reflect on their behaviour. Most behaviour is dealt with in the classroom. However, more persistent and more extreme behaviour is managed by the Head of School.

The Head of School tracks the behaviour of children who come to them and when a threshold is reached, parents are contacted and a behaviour plan is discussed and drawn up. The advantage of our partnership is that in the case of extreme behaviour we are able to exclude children between sites, keeping them in education rather than sending them home. The success of this policy is evident from the very low level of out of school fixed term exclusions that we have. We have never had to permanently exclude a child during the past nine years but we have had some very challenging children who have then transferred to a special school aged eleven, rather than remaining within mainstream education.

The success of our policy is based on providing an exciting and enjoyable lunchtime. The Federation schools have invested heavily in ensuring that children have lots of exciting, fun things to do at lunchtime. This includes access to large play apparatus, small play equipment and specialist sports coaching (which we provide using Governments sports funding). We want our children to have the ability to manage their own behaviour. Through our policies, they learn do this very well.

Behaviour management is the foundation of any school and underpins all other work of the school. Without a clear and consistent policy, children do not learn and staff are unable to teach. The excellent behaviour of our children has been recognised time and time again through our Ofsted inspections. We would look to use the same policies within the new school, as it is a tried and tested approach to positive behaviour management.

### **Our philosophy of teaching**

Outstanding teaching is paramount in allowing all children to make excellent progress and achieve their full potential. All the schools within the Federation have a track record of relentlessly improving and developing teaching. Along with excellent behaviour management, high quality teaching is the key to enable children to excel in their education.

Teaching needs to be exciting and motivating. It needs to inspire children to make better than good progress and help ensure that they become confident, successful and independent learners.

By sharing good practice across our Federation, we have developed a highly effective model of teaching that we would look to share and develop with the new school. We would appoint staff at the new school who share our values with regard to care and education of children and who are committed to ensuring that children get only the highest possible quality of practice at all times. We want a balance of staff, including those who are already highly skilled practitioners who can contribute to our partnership, as well as staff who we identify as having the potential to be highly skilled in the future.

The philosophy of our teaching model is based on research into how children learn. The theory behind it is that children learn in different ways and often have a preferred learning style. This means that a multi style teaching approach is needed to engage children's preferred learning styles.

In the early years, carefully planned play is the key to learning. As children move up through primary school, this emphasis on practical activity and fun must remain.

We have a set of “non-negotiable” factors in a lesson that all staff are expected to implement. This includes opportunities for children to learn through three types of approach, kinaesthetic, visual and auditory.

In every lesson, children need to have opportunities to take part in practical activities - for example, drama, role-play, hands on activities and use of the school’s grounds. These practical tasks help to engage and thus further children’s learning. Children also need opportunities to learn visually through, for example, the use of ICT, interactive boards, video clips etc. They need to have the opportunity to express their learning through talk and dialogue with their teacher and their peers.

We expect every lesson to have these three teaching styles. We also expect teachers to ensure that every lesson has a clear learning objective, based on assessments of where children are.

Staff are expected to make on-going assessments of children’s understanding during the lesson, using questioning (assessment for learning) and then adapt their teaching to extend or support children as required. All lessons have to be clearly differentiated to ensure that children make good progress, regardless of starting points. We expect all teachers to have high expectations of pupils recording and to make certain that basic skills are constantly reinforced.

The pace of a lesson needs to be appropriate. It needs to be brisk enough to keep children engaged in their learning but also allow time for learning discussions to take place. Teachers have to make sure that support staff are deployed effectively within the lesson so that children who need support can also make good progress.

As a minimum, in every lesson, teachers are expected to ensure that every child makes good progress with a proportion making better progress than this. This would also be our expectation of staff in the new school.

As a Federation team, we are proud to support staff and challenge them to be outstanding teachers. We do this through training, peer working and monitoring to ensure that teaching and learning are of the highest standards. These exceptional teachers, who are able to ensure their teaching supports children to achieve outstanding progress, employ their own styles of teaching to inspire and motivate children whilst keeping the “non-negotiables” of teaching and learning at the very core of what they do.

We have many outstanding teachers in the Federation. They are encouraged to share their practice and support others in developing their teaching styles so that they too can become an outstanding practitioner. We have found this process to have a dual benefit since the more the Federation teachers have supported other staff, the more they have reflected upon their own practice and consequently, the better it has become.

Without exception, all of our staff are highly motivated and strive to ensure that all children enjoy learning and achieve their full potential. The success of our approach to teaching is shown in our schools’ data, notably the progress of all groups of children in our Ofsted reports and in the rapid sustained progress the schools we have worked with, achieve. Our judgements about teaching have been quality assured through the many Ofsted inspections our schools have been assessed through.

The Federation has the expertise to ensure that from the very start, teaching in the new school will be of the highest standards and that it will rapidly develop to become consistently outstanding.

### **Learning environment**

In addition to good and outstanding teaching, we expect all our schools to have exceptional learning environments that celebrate children's work and provide structure and support to help them develop further. We ensure that our schools are well resourced. By reducing the costs of running our schools through shared working, across the Federation, we can make sure that finances are targeted at children and that we can afford to purchase the resources they need to accelerate their learning.

ICT is key to help support children with their learning. We have found that even children who are more difficult to engage, are motivated by the use of ICT. In the new school, we would wish to ensure that the ICT infrastructure supports children's learning, regardless of need or starting point. We would expect every classroom to have an interactive LCD screen, as well as a group set of wireless netbook computers. Our older children, in years five and six, would require their own notebook computer (all added to the budget plan). We would want children to have access to online learning software, such as Education City and Espresso, where they can have individualised learning support both at school and at home.

There are many very good learning apps available on the Apple platform and children will be able to access these on the mini-ipads we intend to make use of. These apps allow children to extend their learning and help them to reinforce their basic skills in an interesting and fun way. We are in the process of introducing ipads across the Federation to help take the use of ICT to the next level. This will include using ipads to support both children and staff in learning about and understanding code (a requirement for the new National Curriculum).

Across the Federation, we have linked marking to the use of individualised learning. When children struggle with an objective in their work this can be retaught through ICT. This approach helps reinforce children's basic skills as well as offering opportunities to extend their learning further.

The homework module on Education City can be used at home. We also find that children are inspired by this style of learning and are keen to take their own learning further. We would also make use of e-books to aid children reading in class, to support curriculum subjects, for group reading in literacy and to support individual learning. Even reluctant readers enjoy e-books and our approach is confirmed by the success our schools have in our reading data at Key Stage One and at Key Stage Two.

The use of ICT helps to motivate children by bringing the curriculum alive. Children can access the internet (through a secure connection, for example South West Grid for Learning) to help support their understanding. They can also use ICT to videoconference with the other children in the Federation so that they can share learning experiences. Children can also conference with children in other schools across the world through the use of the International Primary Curriculum Network. In the Federation, we have used videoconferences to talk to NASA scientists about the work they are involved in. ICT has few limits in helping to engage all children in their learning and in helping to provide them with individualised and tailored support. As well as using this technology we also ensure that children take responsibility for their use of it and we teach them how to stay

safe and what to do if they have a concern. ICT will be a powerful tool in helping children learn in the Free School and in helping them to engage with the other children in the partnership. St Michael's achieved the ICT Becta award for its use of ICT to support learning.

### **A Dementia Friendly School**

St Mary's in Brixton is one of the Prime Minister's Dementia Friendly Schools. Agreement has now been reached to extend this to all schools. We would like to set the new school up as a Dementia Friendly School. We have been fortunate to have [REDACTED] and will support us in developing our curriculum to support this goal. As we develop our model of good practice in the Free School, our aim will be to ensure that we share this across the Federation and with other schools.

### **The Curriculum**

All schools should promote healthy lifestyles, to allow every child to grow up having the knowledge they need to make the right choices.

The approach we intend to take in the new school will be at two levels.

Firstly, we want to promote healthy lifestyles as being an important part of our school ethos. There is evidence to support the theory that leading healthy lives can help protect us against Dementia in later life.

Our PSHE curriculum will help children learn about being healthy and the importance it has in our lives. This curriculum is used in our other schools and ensures that children learn about the dangers of alcohol and drugs. They also learn about sex and relationships, Internet safety, stranger danger and life skills, for example, First Aid. We will actively encourage children in the Free School to lead healthier lifestyles. We will encourage them to walk and cycle to school. We will work with the Local Authority in the pre-opening phase to ensure that the infrastructure around the school exists to support this. We will also enable children to take part in daily physical exercise and have regular PE and Games lessons. Break and lunchtimes will also provide opportunities for children to take part in active clubs. The Sports Grant that schools currently receive from the Government will fund this. Outside of school time, there will be a range of healthy and exciting clubs including, mountain biking, football, Karate, scuba diving, archery and swimming to name but a few. The school staff will provide some of these clubs; others will be by external providers. Some of the clubs we will fund using the Governments Sports grant or parental contributions, others will be free and provided by school staff. We successfully run a wide range of clubs in the Federation. Some of these occur within individual schools and others are linked together across the schools. We are fortunate to have four minibuses and the Free School will be able to make use of these through our partnership.

We will encourage children to eat healthily and understand what healthy eating and a balanced diet is. Children will be taught to cook in the school kitchen by the kitchen staff and by their teachers. This will support the new Design and Technology curriculum.

The Federation already successfully runs its own school kitchens. In the new school, we would run the kitchen centrally so that the kitchen staff in the new school would cook and serve food but not deal with food ordering and other administration duties. The Federation would invoice the Free School for the food cost and kitchen management. All of this would be done on a pro-rata basis and at cost, so that costs to the children are minimal. In doing this, we can reduce costs and pass these savings on to the children.



Our Federation kitchen offers healthy, balanced meals with ingredients sourced locally. For those children who need to pay for lunch, we keep the cost to a minimum so that all children can have a healthy school lunch. St Mary's is an excellent example of this. From the time St Mary's joined the Federation, until September 2014, we had only been able to provide sandwiches. The latest Government initiative has had a significant impact upon St Mary's. Since September, the kitchen has been put back in service. A member of staff has been employed. Parents have fully supported the initiative. The uptake of school lunches (free and paid) is now at 98%.

Helping children learn about being healthy is the core of being a Dementia Friendly School. However, we also want to help those people in the community who are at risk of Dementia or who already have it. We would achieve this by ensuring the school has very strong community links, especially between the school and the older members of the community through residential and day care centers. With Ian's help, we would also link the school to the Dementia Centre of Excellence in Newton Abbot.

Our aim would be to support Dementia in our community by sharing the work we do in school with these groups.

We would:-

- share school performances with the older members of our community, the dementia sufferers and their carers.
- hold regular 'sing a longs' so that the children and the adults can share their joy of music together.
- make visits to the residential and day care centers to perform songs, read stories or to talk through the life stories of adults.
- arrange regular opportunities for the dementia sufferers and older residents to have lunch with the older children at school, where they can talk and share their life stories.

The curriculum supports being a dementia friendly school. This would include sharing knowledge of local History as part of school topics and experiences of times they lived through, for example World War II.

Robots are also being developed to help people suffering with dementia. Children could be involved in the programming of these and in teaching the sufferers of dementia along with their carers how to use the robots. By doing this and by working with Ian and his contacts, we hope to be innovative in our practice as a Dementia Friendly Primary school and would aim to roll out this practice to other schools, when it has evolved.

### **The Foundation Stage**

We would aim to run the Nursery and Reception classes as an Early Years Foundation Stage Unit. These classes would work seamlessly together ensuring that all these children have access to the highest quality learning experiences.

Every child in Nursery and Reception follows the Early Years Foundation Stage Curriculum. Children work towards achieving "Early Learning Goals" and are assessed against these, near the end of their Reception year. These goals are based on the seven areas of learning. The prime areas are Personal Social and Emotional Development, Communication and Language and Physical Development. These prime areas underpin the rest of the curriculum since they involve children's ability to manage their own behaviour and feelings, and focus on speaking, listening and

attention skills as well as being able to move safely and develop good coordination. The specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. All seven areas comprise the Foundation Stage Curriculum.

Children have access to seven areas of learning at all times, in both the indoor and outdoor environment. High quality resources, including a covered outdoor area and large play equipment, are necessary to make certain that staff can properly implement the curriculum. The staff use the content of the curriculum as lesson objectives and aim to make sure that as many children as possible reach the “good level of development” i.e achieving every Early Learning Goal in the first five areas of learning. Children learn through focused carpet and guided sessions with teachers and support staff, as well as having opportunities to pursue their own lines of enquiry through purposeful, planned play. Foundation Stage staff make careful assessments of children through both observations and structured tasks. Planning helps children to make good progress with the aim of achieving a good level of development by the end of Reception. These assessments are moderated to ensure their accuracy.

The Federation Foundation Stage children achieve well. The results in all of our schools are well above the national average of 53%. At St Michael’s, we achieved 73% of children gaining a good level of development in 2014 and 77% in 2013. These results are as a consequence of the excellent teaching provided and the high level of expertise of our Foundation staff. This expertise would be shared with the staff at the new school to ensure that from the start, the EYFS curriculum would be of the highest standard and that more children achieve a good level of development by the end of the Foundation Stage when compared to the national average. The Foundation Stage is crucial to children’s success at Primary School and it is vital to get this part of their education absolutely right from the very beginning. We have the expertise to ensure that in the new school this will occur.

The Foundation Staff have a key role to play in the successful transition of new children in to school (more details later in this section).

### **The National Curriculum**

Children in Key Stage One (years one and two) and Key Stage Two (years three, four, five and six) will follow the new National Curriculum (<https://www.gov.uk/government/collections/national-curriculum>). This curriculum will include the core Subjects of English, Maths and Science as well as the foundation subjects which include; History, Geography, a language (French or German), Design and Technology, Music, Art and Physical Education. In addition to these subjects, children will follow programmes of Personal, Social, Health and Economic Education and Religious Education.

### **Maths and English**

Maths and English underpin all other areas of the curriculum, laying a foundation for future success in life. All our children (regardless of starting points) must be literate and numerate, so that they have the best possible opportunities to succeed with their future education and lives. English and Maths will both be taught for about an hour each day. Our intention is that every child will either meet or exceed age related expectations for their year group, by the end of the academic year.

This achievement will be as a consequence of good quality assessment (see later) and outstanding teaching. Teaching in English and Maths will, whenever possible, occur within the

realm of real life situations and links will be made by teachers between these subjects and to the other subjects within the curriculum. These links are important because learning within a context makes better sense to children. It is also essential to make sure that children learn basic skills and that these are consistently reinforced across the whole curriculum. A solid grounding in the basic skills allows children to build on these as they grow, and extend their learning further.

Putting Maths and English in real life contexts has been a very successful approach to supporting children with their learning in our Federation. Internal and national data shows that children achieve at levels that are better than the national average. Staff across the Federation would work with the staff in the new school so that expertise can be shared and so allow all children to make good progress and achieve the age related expectations by the end of the academic year.

As mentioned previously, ICT will be used to reinforce basic skills and extend children's learning further in Maths and English. This would happen through online learning platforms that children could use both at school and at home.

Children will also be able to use e-books within guided reading sessions in class and also as home readers. We have found time and time again that even the most reluctant readers will read e-books. This statement makes the assumption that children have access to a computer at home, but in our Federation we have actually found this to be the case. However, we do provide some children with e-readers who may not have access to a computer at home and would apply this principle to children within the new school too.

A big part of English and Maths is the continual assessment that runs along side. Marking is crucial to help support children with their learning and to give them constructive feedback on how to improve and move to the next step. Across our Federation, we have a very clear marking policy and the strength of this has been recognised by Ofsted on many occasions. Marking helps show children if they have or have not achieved the learning objective. If they have not, the policy requires that the teacher reteach the objective to the child. This is usually through coaching or the use of online learning. If children achieve the objective, the teacher will provide a challenge, so that children can extend their learning further. Children get the opportunity to respond to teachers marking. This ensures that the children understand the comments made by the teacher and also allows them to demonstrate that they have addressed any misconceptions. We would aim to implement a similar policy in the Kingsteignton School.

### **Pupil targets**

Later in the Foundation Stage, and in year one, children learn about what they need to do to be a good learner. These children have good learner targets so that they can work on the skills they need.

From Year 2 through to Year 6, children have level targets in maths and English. These targets are challenging, are based on their starting points and exceed national expectations of progress and attainment. Children are tracked against their progress towards these using an online tracking system (see assessment section).

From years two to six, all children are expected to know the level they are working at and the level they need to achieve by the end of the academic year. With their teacher, children agree the steps they need to take to enable them to meet this target. Children have their targets to hand at all times and can work on the steps in all subjects, not just in English and Maths lessons. When the targets have been achieved and evidenced by the children, they can move onto the next step.

These steps are carefully monitored by teachers to ensure that children progress quickly from one step to the next. Children's progress towards their final level target is monitored through regular half termly formal assessments. We have found this approach to be pivotal in ensuring that children are fully involved in their learning. Children are highly motivated by their targets and enjoy the success of achieving them. When children fall behind, this is quickly picked up and addressed by offering additional support, so that children remain on target to achieve.

Teachers, team leaders, senior leaders and Governance carefully monitor the targets. Parents can access children's targets and the progress they make towards them, online. Staff at all levels are held to account and challenged to ensure that children make the most progress possible. The success of our approach has been proven in each of our schools. All children (including those supported by Statements, children supported by Pupil Premium funding and other groups as identified within Raise Online) make at least good progress with many making better progress than this. We would use this as a model of assessment in the new school to support the teaching of Maths and English.

### **Science, the Foundation Subjects and Cultural Awareness**

Across the four Federated schools, our approach to teaching these subjects is through the International Primary Curriculum. (<http://www.greatlearning.com/ipc/>).

St Michael's has been using the International Primary Curriculum for about five years and it was introduced to help inspire and motivate children to learn. Since this time, we have extended it to include all of the schools in our partnership. In having a common approach to the curriculum, staff are able to plan together, share ideas and offer expertise across the Federation. This ensures that our children have the best possible learning opportunities.

The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for 3-11 year olds and has a clear process of learning, with specific learning goals for every subject. The curriculum is based on brain friendly learning and complements our teaching philosophy.

### **The background to IPC**

It all began in the 1980's with the introduction of the UK National Curriculum to Shell's English-speaking schools located around the world. By the middle of the 1990's Shell was adopting a much more international workforce and that inspired a need for a more internationally focused primary curriculum. So Fieldwork Education took on the enviable job of travelling the globe to find the best learning-focused, internationally minded, engaging and skills-based curriculum available. There was nothing in existence that achieved it all.

And that's how the Shell Schools Primary Curriculum Project began; two years in the making and combining the expertise of many skilled curriculum writers, school leaders and teachers from all over the world. Response to the curriculum quickly became public as Shell teachers and leaders moved on to other schools. It was as a result of demand from these people that Fieldwork Education took sole ownership and full responsibility for its growth and development and the International Primary Curriculum was born.

The IPC was four years in the making and it remains in development today to ensure a current and highly relevant curriculum that continues to evolve. No one can properly predict the nature of work that will be available for today's primary age children by the time they are adults. Many of the jobs they will have simply don't yet exist, especially in the fields of ICT, Technology and Science.

So the principle of the IPC is to focus on personal, academic and international learning that will prepare children, wherever they may live, for the world of tomorrow.

Fundamental to the IPC approach to learning is a clear progression in skill development. This even applies to the personal learning goals which emphasise adaptability, resilience, cooperation and respect and which, as a result of progressive skill development, help children to become able and inspired learners. As for the international context, it is not merely an add-on. International-mindedness is embedded into all IPC learning to ensure that children grow up with a very clear global understanding. (<http://www.greatlearning.com/ipc/about/our-story>)

IPC has been an excellent vehicle for delivering the National Curriculum in all our schools and would be the approach we would like to use in the new School. It supports the delivery of the National Curriculum in an interesting, exciting and up to date way, whilst simultaneously giving our children a far better understanding of different cultures, environmental awareness and the role they play within an international community.

All year groups in our schools have a host country, which we have linked to the new National Curriculum. This allows children to compare and contrast their lives, with that of others in different countries around the world, helping them gain a good appreciation of other cultures around the world. Cultural understanding is also developed through the use of Cultural Champions who are people from other cultures living in the UK. A programme of regular visits into our schools allows children to learn about cultures existing within the UK. The children in the Federation have a good understanding of multi-cultural society and also the world around them. We would endeavour to ensure that the same would be true for the children at Kingsteignton School.

IPC offers a high quality Science Curriculum, so that it meets the demands of the National Curriculum. IPC has also made a big difference in helping inspire our children in their writing, a challenge for most schools. Its focus on the use of ICT has ensured that our children are highly ICT literate and better prepared for their future lives. Using IPC connects different types of learning together across different curriculum areas and lets children see patterns and make links. It is rigorous and inspiring. Field Work Education provides an online comparison tool. This tool allows our schools to select the relevant IPC units that will inspire our children and we can be sure at the same time that we are covering the National Curriculum, whilst providing breadth and balance.

The IPC is now used by over 1300 schools in England and in more than 92 countries around the world. All of these schools are part of a network, able to communicate and provide shared opportunities for the children across the whole IPC organisation. One of the very best things about this curriculum is that it stays current. It is regularly reviewed and rewritten to ensure that it evolves. When events like the Olympics take place, IPC ensure that a unit of work is published to cover this. This makes sure that learning stays current and relevant for children.

In addition to the excellent online resources IPC provide, they also offer a comprehensive training package to support the implementation of the curriculum. We have experience of this, as well as their leadership courses and have been very impressed by the quality of what is provided.

Ofsted recognizes the quality of the IPC curriculum. With 1300 schools using IPC in the UK, this speaks volumes about its quality and relevance to help us inspire our children and ensure they achieve.

## **Religious Education**

In Devon there is a locally agreed syllabus for the teaching of RE which has recently been updated to focus on investigative skills. This curriculum helps children gain an understanding about Christianity and other religions around the world. By encouraging children to learn about different religions and beliefs we have found it helps children to become more understanding and tolerant of others. A powerful part of Religious Education is the opportunity to ask deeper philosophical questions. In our Federated schools we have introduced Philosophy for Children through RE. Although in the early stages of development, we would like to extend this to the new school as a way of helping children to explore the bigger questions about themselves and the world around them.

In the Free school we would not have daily acts of collective worship as we do in our Church Schools but we would have daily assemblies where we can promote a positive ethos and celebrate children's success.

## **Meeting the needs of all pupil**

Most of this has been covered within the text but will be elaborated on further here. All the children will be carefully monitored in Maths, Reading, Writing, Spelling, Punctuation and Grammar. In the Foundation Stage, teachers will make teacher assessments against the Early Learning Goals. These judgements will be moderated across the schools in the partnership and externally by an advisor from the Local Authority. In addition to assessments for Reading, Writing and Maths, year one children will be carefully monitored to ensure that they make progress in phonics and so achieve the expected standard by the end of year one. All our children are assessed using on-going and rigorous assessments against the National Curriculum. At the moment, due to the new curriculum, these assessments, with the exception of years 2 and year 6 are made by moderated teacher assessments.

Before the new school opens in September 2016, we will have fully reviewed the assessment policy in light of the new curriculum and will have finalised our assessment procedures.

We will find appropriate tests that will allow us to assess children accurately. Rigorous assessments allow teachers and leaders to ensure that children's needs are being well met and that they are making good progress towards achieving their targets. This also allows us to evaluate the impact of support and other strategies we put in place. Each half term, the leadership team monitor the quality of teaching and at the same time look at the impact teaching is having on the progress of groups of children. Data meetings are also held with staff to look at attainment and progress of classes, groups and individuals and discuss what further action can be taken to ensure that all children make good or better progress. Each term, the senior leadership team report their assessment outcomes to the Governing Body. The Governing body actively challenge the Heads of School about what they are doing to ensure that all children achieve.

Such procedures mean that from the Governing body down to the child, everyone is accountable and committed to ensuring that every individual makes the progress they need to make and achieves well by the time they leave primary school.

Using the Online Pupil Tracking system, parents can also monitor their children's progress from home and this data is also discussed on parents' evenings. This approach has been very effective and the plan will be to use the same policy within the new school.

We have a great deal of proven experience that we can use to support the needs of all children. In our schools we have Looked After Children, children with SEN, children who are supported by Pupil Premium funding, children who have English as an additional language and children from minority ethnic groups. In the new school, we will ensure that all children do well and this will be as a consequence of our significant experience within the Federation. We will ensure that from the start that children will have access to:

- rigorous assessments, to help support planning and teaching
- the highest standards of teaching
- appropriate support - for example, a child whose first language is not English is likely to have parents who don't speak English. Children can be supported through the use of ICT and online translators. We have found that children who are immersed in English pick it up very quickly. Our data shows that these children often make exceptional progress through school.
- an excellent SENCO

Parents also need support so that a strong partnership between home and school can be developed. In the past, for example, we have translated letters for parents and had a translator available for meetings.

### **A Role for the SENCO**

The SENCO would spend a regular amount of time each week at the Free School. The amount of time would be dependent on the number and the particular needs of the children. The SENCO will manage the DAF process and the new SEN code of practice, which has been recently introduced. In addition to the SENCO's work with children, [REDACTED] The SENCO will also manage the Learning Support Assistance. [REDACTED] will provide challenge and support to ensure that the quality of interventions provided by the support staff meet and support children's needs.

The SENCO will also monitor and be accountable for the progress of SEN children. [REDACTED] will make sure that the teaching and interventions that are put in place help and support children to achieve in line with the other children in school and with national expectations.

[REDACTED]. [REDACTED] The practice we have developed over time will mean that all children in the new school will make good progress, as children in the Federation do already. This can be evidenced through Raise Online.

### **Gifted and Talented**

[REDACTED] These children either have an exceptional talent that we try to foster or are academically gifted. All Gifted and Talented children have an Individual Education Plan. We will extend the gifted children through differentiation and outstanding teaching as well as providing them with opportunities to take part in gifted courses that are available through some of the local

Universities. Our success of supporting these children is in part reflected in the growing percentage of children across our schools that now achieve level 6 at the end of Key Stage 2.

We make certain that talented children have the opportunity to develop their gifts further. In the past, ██████████ Children who are talented actors have been able to take main roles in school performances and have time out of school to take part in professional productions. Other children have been supported in taking part in national competitions in their area of talent and we support music teachers coming into school to extend and develop children who wish to progress with guitar, piano and drumming.

The Gifted and Talented Coordinator would be able to provide support and advice to the staff in the new school. These children would also take part in joint events and activities across the Federation to meet the needs of these children.

### **Transition and Mobility**

The Early Years staff at Kingsteignton School and across the Federation would work together to share knowledge and expertise and so secure excellent practice. The new school will aim to form good links with the local pre-schools and nurseries in the local area and also work closely with the Sure Start Children's Centre, should it be possible to set one up as part of the new school.

Staff from the school will make regular visits to the feeder sites to offer support and strengthen the transition arrangements into school. Assessments made by nurseries and preschools with regard to the Early Years Foundation Stage Curriculum will also feed into the initial assessments made by the Early Years Staff in the school. This will allow starting points to be determined and so ensure that planning and teaching builds upon the learning that has already occurred.

In Year 6, children will be supported in their transition to their secondary school. Within the Federation this occurs already. The year six team leader is responsible for ensuring that all parents and children are made aware of the choices they have with regard to secondary provision, the dates of open days and evenings. The Federation support children's visits to secondary schools in Year Six and work with these secondary schools to make sure that transition is successful. The Federation has worked with nine secondary and special schools to ensure that all of our children have a smooth and successful transition into their new school. This way of working has been successful within the Federation and we would hope for the same approach with the children at Kingsteignton School.

The new school is likely to have high levels of inward mobility in the first few years, as the houses are built in Kingsteignton. The Federation has significant experience of managing this successfully using our policies and procedures. We will use these policies to support children joining Kingsteignton School. For example, new children joining the school will have the opportunity to make a day visit prior to starting. This will give them the opportunity to meet the other children and their teacher. They will be given a buddy to look after them in the first few weeks or until they have settled in. School staff will maintain regular contact with parents and carers to ensure the transition is going well. These children will also be assessed very early on. Data would also be collected from the previous school to ensure that we have the correct starting points that can then be built upon. Where children have additional needs, we would arrange transition meetings with parents and involved professions, so that their needs can be met within the new school, from the start.

We have a clear policy for safeguarding with regard to the transfer of information. These policies would be used within the Free School as they are now in the Federation.



## **An Enrichment Programme**

Our federated schools have been very successful at enriching the curriculum and this has been recognised by Ofsted. With such a range of school sizes within our Federation, we have found that by working in partnership and sharing opportunities, all our children are able to share in a wealth of enriching and stimulating activities.

All of our staff run clubs, either at lunchtime or after school. We would expect the same to occur in the new school. The close proximity of the new school to St Michael's and St Catherine's will provide the opportunity for children to be involved in clubs and activities across the three schools. This will be critical within the first few years of the school opening. The children in the new school must gain the same opportunities as the other children in our partnership.

We currently offer a great number of after school clubs. These include homework, choir, performance club, Karate, cooking, mountain biking, scuba diving, climbing, caving, football, archery, Forest Schools, gardening, blogging club, ICT and art clubs to name but a few. We also have 30 of our own mountain bikes and our own tents, which are used across the Federation. Some of the clubs and activities take place on the schools' sites. Others take place at locations locally. We have four minibuses that can be used to transport children as necessary.

As well as our staff providing clubs, children's experiences are enhanced further by other activities provided by external providers. Some activities are funded using the Government Sports funding and other activities are paid for by parents and carers.

In addition to clubs, we also have peripatetic music teachers who provide a wealth of musical expertise to support group and individual lessons during school time as well as performances to parents and children.

The Federation knows that education is more than being just school based. Staff deliberately plan that the curriculum is supported by out of school visits and activities. We have science days, film weeks (this particularly supports writing), culture days, sports days and Arts weeks to help further enhance the curriculum. These are run across the federation and occur each term. The new school children would be fully involved within these activities.

We also actively encourage children to gain a better understanding of the world of work and provide a range of opportunities for adults to come into school and talk about the jobs they do. We hope in doing this we can encourage children to start thinking about what they would like to do when they leave school. Each term we organise Enterprise Days where children can devise their own innovative ways of raising money to support good causes. This has been very successful and helps children develop an enterprising spirit as well as helping them gain a better understanding of other people's lives and cultures. The children's enthusiasm and commitment to these events is marvellous to see.

We run residential experiences each year across the partnership. In the Autumn term we take the school council from each school on a residential visit with the senior leadership team. This helps to strengthen relationships between the school councillors and allows the leadership team and councillors to get to know each other better. In the Summer term, all our children from year two, through to year six go on a residential visit. These are available to all of the children within the federation and include a one-night camp in the school grounds for the year two children, and in

years three, four five and six, all have outdoor education activity residential visits at different locations across Devon. These experiences help children to become more self-reliant and give them experience of activities that perhaps they have never been involved in before. The children in the Kingsteignton School would be fully involved in these experiences and have same opportunities as the children in the Federation. Very few schools enhance the curriculum to the extent that the Federation does.

### **After school and holiday club**

Currently, St Michael's hosts a before and after school club to support working parents and carers. This operates independently from the school but school staff are part of the management committee. This helps ensure that the ethos in the club is similar to that in the schools. St Catherine's has a growing breakfast club and St Michael's offers a holiday club. This is also available to children at the other schools. We are, however, in the process of trying to include this provision in all of our schools. We would look to provide the same opportunities in the new school. Initially, while the school is growing, we would be able to provide space for these children at St Michael's or St Catherine's. Transport between the sites would also be provided by minibus. However, as the school grows we would aim to ensure that it has its own before and after school club, as well as holiday club provision onsite.

### **The School Day**

This would be in line with the other schools in the partnership. School would start at 9.00 am but children would be expected to be on site by 8.50 so that they are in the classrooms ready to start work by 9.00. School would finish at 3.15. The before and after school club would run from 8.00 to 6.00 pm. After school clubs will run from 3.15 until 4.30. Holiday clubs will run from 8.00 until 6.00 each day during the school holiday, assuming that sufficient demand exists to support this.

### **Changing the structure of the school year.**

The Federation has already consulted with parents on the possibility of changing the structure of the school year. The aim was to make term times more regular in length and provide children with more regular and longer half term holidays. This would also mean that the summer holiday would be shorter in length helping support our idea that for some children this holiday is too long and can impact upon their progress at school. The consultation was not conclusive but what was clear was that there were some strong feelings around this issue, particularly for parents who have children at a number of different schools.

We would not want to alienate any potential family in choosing Kingsteignton School, as their school of choice. With this in mind, we would retain the same structure as most of the other schools locally. As the school grows and develops, we would consult with the school's population about the idea of changing the structure of both the school day and the school year to ensure that parents are involved in this important decision.

### **In conclusion**

Our Federation has a great deal of experience and expertise in running schools very effectively. We have a proven track record of school improvement and have the inspection reports, data and Local Authority references to support this. In being able to set up and run the Free School in Kingsteignton, we will ensure that these children have the best quality of education and the proof of this is in what we have already achieved within our own Federation schools.

The opportunity to set up and then work with this school in a partnership would further develop the staff within our Federation, helping them to reflect upon and improve their own practice. Our partnership is one of the strongest in Devon and forming a partnership between a Free School and maintained schools with a proven track record would be an innovative idea and a possible model for other partnerships.

Ultimately what matters most is the impact the partnership will have on all the children and I believe we have shown that the United Schools Federation has the experience and expertise to ensure that the Kingsteignton School will be a very successful and popular Free School.

## Section D2

### **Assessment** -

The Trust and Trustees of Kingsteignton School would have very clear assessment and reporting procedures in place to allow all children within the school to be successful and to reach their full potential through careful tracking and monitoring of their individual progress and attainment in line with personal targets and expectations.

A whole school assessment package (School Pupil Tracker [www.spto.co.uk/schoolpupiltracker/](http://www.spto.co.uk/schoolpupiltracker/)) would be used to support accurate assessment, monitoring and tracking and allow the leadership and teaching staff to identify areas of strength and groups where further support is needed. The assessment package would support the school in meeting its aspiring targets and exceeding national expectations in terms of pupil progress and attainment.

**The Purpose of Assessment** - Assessment will support teaching and learning by identifying what the pupils already know and can do and how they will move to the next level to continue making progress. Assessment, therefore, will be evident in all lessons.

- For the children, assessment will empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
- For teachers, assessment develops an understanding of the individual needs of the children in the class so that target setting is meaningful, challenging, and informs teaching and learning.
- Teachers and school leaders will monitor pupil progress and attainment to inform the school appraisal process.
- For the school leadership, board of governors and the umbrella trust members assessment information will inform an understanding of pupil outcomes.
- For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may further develop to meet their challenging targets.

### **The Leadership and Management of Assessment** –

The school leadership would use assessment procedures and processes to drive whole school improvement. This would be achieved by ensuring that all teachers know what is expected of them in assessing pupils and that a clear policy is in place to make all staff accountable for pupil progress and attainment. As in the other schools within the United Schools Federation (USF), a detailed and rigorous half termly assessment cycle would be in place to allow careful tracking of all pupils in all year groups.

Assessment would drive school improvement by identifying areas of strength and areas for development through comparing in school data to national expectations and by bench marking performance against other similar schools.

Assessment tracking by the school leadership, using a whole school assessment package, would directly inform teacher appraisal and drive school improvement through the development of staff performance. Performance related pay would be directly linked to the quality of teaching and the impact of leadership on the school and pupil attainment and progress. Teaching and Learning would therefore be a key focus for monitoring school performance towards its targets. Teaching would ensure that outstanding learning is maximised and that pupils have the best chance to reach their aspiring targets. Lesson observations would be used to assess the quality of teaching to meet the needs of the children in a class in line with the whole school teaching and learning

policy. This will include assessing the quality of, and the impact of, marking used by the teachers in helping children to understand their next steps towards meeting an objective. Where appropriate, other resources such as ICT programmes will be used to support and develop children's understanding as a result of marking and feedback.

An exciting and vibrant learning environment in which exciting learning opportunities are planned and different learning styles catered for, would support pupil progress and this would be reflected in assessment data gathered during the annual assessment cycle. As with all areas of school development, areas of weakness in teaching and learning would be supported by the leadership to achieve the levels expected at the school, and areas of excellence would be celebrated and used as models for the whole school.

Pupils will have challenging targets based on their starting points and all will be challenged to make progress from these levels. Targets will be curricula steps which the children can use to monitor and extend their own learning. As with the current assessment procedures within the federation, the aim would be for at least 95% children to reach or exceed national expectations based on the requirements of the new National Curriculum, (although the DfE are still to confirm what their expectations will be in terms of normal progress).

Rigorous monitoring and assessment of cohorts of children would be used to identify areas of need and help to provide support for year groups where specific children need further support in their learning.

The assessment cycle would allow groups of children such as SEN, Free School Meals (FSM), Pupil Premium, Looked After Children (LAC) and English as an Additional Language (EAL), to be monitored closely and supported so that their progress and attainment is in line with school targets and national expectations. For those groups where additional resources are needed, the school leadership along with the teachers and other agencies (where appropriate), can provide those resources to ensure continued progress is made whilst meeting the specific needs of those children.

Following assessment points across the year teaching staff will be supported in making well-founded judgements about children's' attainment and progress towards their targets. Pupil under-performance will be analysed and actions will be taken to allow for those levels of under-performance to be addressed. This may be in the form of the provision of additional resources. Additional support for children will be assessed to evaluate its overall impact and effectiveness.

Regular monitoring of teaching and learning through lesson observations, monitoring of planning, scrutinising of pupils work and pupil conferencing will allow the school leadership to ensure that assessment for learning is a key factor in planning for teaching and learning and that children are always being challenged to meet their targets and take their learning forward.

The school would closely monitor pupil progress and attainment to ensure the accuracy of the information provided to parents about their child's attainment and progress. This information would be shared through annual reports, parent's consultations and online reporting tools for parents to access and track performance from home.

Assessment data will also be used to track the attainment and progress of individual pupils and groups over time allowing for trends to be identified and predictions for specific cohorts to be made

and monitored carefully. This will support continued whole school improvement and allow for specific interventions to be put in place to address needs.

Assessment information for specific groups will be used to identify training and CPD needs for individual class teachers or the whole school. Targeted CPD can then be arranged to meet the needs of the school and ensure continued progression. On-going monitoring will assess the strengths and development needs for subject leaders and ensure good practice in teaching and assessment is consistent across all lessons within each subject area.

### **Behaviour –**

Kingsteignton School will provide children and staff with a consistent behaviour policy across the whole school based on the principles of positive reinforcement. The policy is based on a proven track record across the other schools within the United Schools Federation (USF) and allows for behaviour in the school to be closely monitored and issues dealt with.

### **The aims of the policy are to:**

- Ensure a **consistent approach** to dealing with behaviour of all children during the school day by all adults.
- Provide a **caring and supportive environment** that gives children the right to learn and the teachers the right to teach.
- Promote **positive behaviours** as a model for all behaviours.
- Help develop **independence** by ensuring that children are responsible for their own actions.
- Provide structure**, which moderates childrens' behaviour allowing them to develop as responsible citizens within society.

### **How can this be achieved?**

Children need reasons to behave. As such, positive reinforcement will be used at every opportunity to reinforce good behaviour through the use of praise and the award of house points. The school will ensure that the curriculum is motivating and engaging and children's learning needs will be well matched by good quality teaching that further helps to inspire children. This will be achieved through the use of an inspirational curriculum that allows children to learn in a cross curricular manner, making links between subjects and giving them a purpose for leading their own learning.

Children in the school will be rewarded for good behaviour and for being good role models for other children around the school. Sharing the high expectations and good behaviour through celebrations and extra responsibilities will help to promote an environment of positive teaching and learning. To this end, the behaviour in school and the expectations of all inside the school, as models of good behaviour, will help to promote high levels of attainment and progress as teaching and learning will be maximised. Good behaviour will help to promote outstanding progress for all.

Behaviour will be monitored in the school and issues around poor behaviour will be dealt with in line with the school policy. Where a child has difficulty in managing their own behaviour a system of support will be used to identify the reasons for that behaviour and the solutions that should be adopted to improve their behaviour. The school would communicate with parents and outside agencies, as required, to support behaviour improvements and targets would be set for managing that behaviour.

Behaviour is tracked over time and across the schools within the United Schools Federation (USF). Tracking over time indicates that incidence of poor behaviour has decreased due to the principles of the consistent behaviour policy used across all schools. The school does not promote exclusion of pupils but works together with parents and outside agencies to form behaviour plans to encourage the children to make progress. Within the USF there have been no permanent exclusions in the last 9 years and it is unusual to make 1 fixed term exclusion within a 12 month period. The USF prefers to look towards short term exclusions between schools within the federation as a way to keep the child within the school environment where reflection can be encouraged and positive steps made to resolve the issues, (with the support of parents ad carers).

### **Attendance –**

Maximising pupil attendance is a key factor in pupils making continued and sustained progress in all areas of the curriculum. The school leadership will monitor attendance in line with targets set between the school and the EWO.

Parents will be informed of their child's attendance for the year in their final school report. Attendance falling below targets during the year will be dealt with through parents meetings and letters so that parents can be supported in improving their child's attendance at school. The parents will help to identify the reasons for poor attendance and the school will help to provide a structure to see those attendance levels rise. Poor attendance will also be linked to pupil progress so that parents are fully aware of the impact absence has on their child's attainment. Attendance will be monitored on a regular basis. The school will aim to have outstanding levels of attendance in an academic year compared to national averages.

The school will support the national policy for holiday requests. All holiday requests during term term will be unauthorised unless an exceptional circumstance is presented to the school as part of that request. To support parents, the leadership of Kingsteignton School would actively consult with parents regarding changes to the school year. We would want to consult on creating regular term lengths which would support children in making progress as well as promoting high quality teaching and learning. The proposal would also support parents with opportunities for taking holidays outside the regular holiday periods and therefore requests for holidays within school time would be reduced. This new term structure would have a direct impact on attendance as well as behaviour but, more importantly, on the progress that the children make across the academic year.

Measuring pupil performance will be a high priority for Kingsteignton School. Performance will be looked at as a global issue involving different aspects of school life from assessment of teaching and learning to behaviour across the school and overall school attendance. Effective tracking of all of these elements together will allow school leadership and teachers to provide support and solutions for those children and parents needing further guidance on ways to help their children reach their targets.

## Section D3

### **A Staffing Structure that will deliver the planned curriculum within the expected income levels**

The advantage of working in partnership with the Federation is that the Federation has a significant number of staff with high levels of expertise in teaching and learning, leadership, personnel, financial management, curriculum leadership. The Federation also has highly experienced staff who oversee site management, health and safety, multi-site catering and administrative support. This expertise will be made available to the Free School, helping reduce the cost of employing more expensive, experienced, on site staff. This approach will ensure high quality provision can be provided effectively and efficiently.

### **The leadership structure of the new school**

The school will have an Executive Headteacher. The Executive Headteacher will provide the strategic direction for the school and ensure the school fulfils its statutory responsibilities. The Executive Headteacher will work across the Free School and the United Schools Federation. This time will be proportioned out across the schools. From the first year of opening the Executive Head will provide one day a week support. This level of support may change depending on the needs and capacity of the school.

This approach will ensure that the new school has access to high quality leadership with a proven track record that is also cost effective from the start. The Federation will charge a fee for this service as set out in the budget plan.

The Free school will employ a Head of School (Principal). The Head of School will be employed on a full time basis and be responsible for the day-to-day management of the school. They will be supported by the Executive Head.

The Executive Headteacher and the Head of School will be employed before the new school opens to ensure that everything is in place to receive the children and new staff in September 2016.

The Free school will have the services of the Federation SENCO. This support will ensure that a highly experienced SENCO will be able to provide children and staff with the expertise they will need. The SENCO will provide a half day a week support in the first year and this will be charged to the Free School (see budget plan). As the numbers increase, so will this time. From the second year onwards, the SENCO will provide one day per week of support.

### **Class Structure**

The budget plan we have devised is based on a growing school population. We have chosen a budget that is based on a realistic number of pupils and realistic growth, so that any additional funding can be used to manage any shortfall in funding or provide additional support for accelerating children's progress and attainment.

We have assumed that the school will grow at a steady rate over a seven year period (see below) to become full in 2023. This is because, although the housing within Kingsteignton has been approved, the actual dates for the build have not been agreed.



The consultation shows sufficient demand for the new school in the first two years (section E). The Local Authority advice indicates that the current two schools within Kingsteignton are full in their current year groups. The growth in the population of children aged 0-4, will mean that the current schools will be unable to meet the additional demand for new places in future.

The Local Authority are considering an additional 90 places to be accommodated by the extension of St Michael’s School. This increase in places will ensure that some of the additional predicted growth in population is catered for.

The Nurseries and pre-school in Kingsteignton have limited additional capacity (Devon County Advice) and, as a consequence, the increase in population will not be able to be catered for. The additional housing will add to this pressure on places.

The Local Authority has identified a need for a nursery that will take children from aged 2 and above. On this basis, we have assumed that a Nursery class will be needed from the start of the first year. We have assumed that there will be 6 two year olds, 3 in the morning and 3 in the afternoon. These 2 year olds will require an additional member of staff to be employed. It has been assumed (based on other school nursery numbers in Devon) that in the autumn, spring and summer term that there will be 38/40/44 children respectively involved in both morning and afternoon sessions. On average, we have assumed that these children will take 12 hours of their 15 hour entitlement per week over 14/12/12 weeks respectively.

On this basis we have predicted the following class structure for the school.

(5-11)60 (3/4)20 6 (2+)	100 20 6	150 20 6	180 20 6	200 20 6	205 20 6	208 20 6	210 20 6
16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24
Nursery	Nursery	Nursery	Nursery	Nursery	Nursery	Nursery	Nursery
R/KS1	R	R	R	R	R	R	R
KS2	Year 1/2	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	Year 3/4	Year 2	Year 2	Year 2	Year 2	Year 2	Year 2
	Year 5/6	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3
		Year 4	Year 4	Year 4	Year 4	Year 4	Year 4
		Year 5/6	Year 5	Year 5	Year 5	Year 5	Year 5
			Year 6	Year 6	Year 6	Year 6	Year 6

In the first year we have assumed that there will be sufficient children to require one Reception/ Key Stage One class and one Key Stage Two class. From the second year onwards the numbers are expected to increase as suggested above and as indicated within the budget plan.

## Teaching Structure

To meet the needs of these children we would provide the following teaching structure. This structure would be in addition to the Executive Head (CEO), Head of School (Principal) and SENCO (see above).

### 16/17

Nursery Teacher –UPS1 with TLR 2

Reception/KS1 Teacher –M1 (NQT)

KS2 Teacher –M5 for 0.6 of the week (0.4 teaching covered by the Head of School).  
(0.3 PPA cover)

### Learning Support Assistants

1 B grade for the 2 year olds

2 C grade LSAs to support the two Key Stage classes

1 E grade to work in the Nursery class

### 17/18

Nursery Teacher –UPS1 with TLR 2

Reception Teacher –M1

Key Stage One Teacher- M6

Year 3/4 Teacher- M1

Year 5/6 Teacher –M5 (increased from 0.6 to 1.0)  
(0.5 PPA cover)

### Learning Support Assistants (all 1 FTE)

1 B grade for the 2 year olds

3 C grade LSA's to support Reception/ Key Stage One/ Year 3/4 and Year 5/6)

1 E grade to work in the Nursery class

### 18/19

Nursery Teacher –UPS1 with TLR 2

Reception Teacher –M1

Year One Teacher- M1

Year Two Teacher-M6

Year 3 Teacher- M1

Year 4 Teacher-M5

Year 5/6 Teacher –M6

(0.8 PPA cover)

### Learning Support Assistants (all 1 FTE)

1 B grade for the 2 year olds

4 C grade LSA's to support Reception/ Years 1/2 / Years 3/4 and Years 5/6

1 E grade to work in the Nursery class

### 19/20 and in future years

Nursery Teacher –UPS1 with TLR 2

Reception Teacher –M1

Year 1 Teacher- M1

Year 2 Teacher-M6

Year 3 Teacher- M1  
Year 4 Teacher-M5  
Year 5 Teacher –M1  
Year 6 Teacher –M6  
(0.9 PPA cover)

#### Learning Support Assistants (all 1 FTE)

1 B grade for the 2 year olds  
4.5 C grade LSA's to support Reception/ Years 1/ Year 2 / Years 3/4 and Years 5/6  
1 E grade to work in the Nursery class

#### Teaching staff

The plan allows for the appointment of both experienced and newly qualified teaching staff. This will ensure that the school has the capacity to become self-performing. The Federation staff will work with the new school staff to help support them in developing their teaching and leadership skills. This approach will make sure that the school will rapidly progress to become an outstanding school at the earliest opportunity.

Within the new school, the senior leadership team will be made up of the Executive Headteacher and the Head of School (Principal). The Leadership team within the school will be formed by the Head of School and the Nursery teacher. The Principal is a highly experienced Primary Head of School whose teaching experience is mainly in KS2, although she does have Key Stage One experience and has been a Key Stage One Leader. The Nursery Teacher will be an experienced Early Years Teacher who will be responsible for the standards in the Foundation Stage and KS1. Over time, as the school develops, staff will be able to take on additional responsibility and this may include the appointment of a Key Stage Two leader who would have responsibility for the Key Stage Two team. Initially the Head of School will have this responsibility.

Leadership release time will be provided by the Head of School. They will release middle leaders so that they can work with the staff in their teams.

All staff will have subject leadership responsibilities. Newly Qualified staff will shadow experienced staff. Experienced staff will be responsible for core subject leadership from the start. Gaps in subject leadership can be filled by cross school working. This approach already works successfully in the Federation. St Mary's has two classes of children and 3 teaching staff. There are not enough staff to manage all areas of the curriculum. As a consequence of this, some of the subject leadership is managed by the Federation.

#### Support staff

The ratio of staff to 2 year old children is a maximum of 1:4. Within the Nursery we would also employ an experience Early Years teacher and a grade E Learning Support Assistant. This will ensure that we have suitably qualified and experienced staff and comply with the appropriate legislation.

As the school grows, we have plans to increase the number of support staff. The Learning Support Staff will work within Key Stages and in year groups to help support children. If children enter the school with significant additional need, we are confident that the support staff structure will be sufficient to meet their needs initially from within the existing budget.

### **Administration**

The specialist administration support will be provided by the Federation from within its highly experienced administration team. This will include services such as personnel, finance, ordering etc. [REDACTED].

A 'front of house' administrator will be employed within the school to deal with the day to day administration tasks, for example monitoring attendance, ordering school lunches, contacting parents etc. They will be employed from 8.30 until 4.30 to cover the school office. [REDACTED].

### **Catering**

The Federation would provide catering manager services to the Free School. The catering manager would produce the menus, ensure that catering staff are appropriately trained, order the food and ensure that all the Food Standards and Health and Safety requirements are met. [REDACTED]. The same charge would apply to the children at the Free School who need to pay for their meals. A member of staff would need to be employed by the Free School, to cook, serve and wash up. [REDACTED].

### **Premises**

Two cleaners would be employed to clean the school. They would work 10hrs per week each, this is based on the floor area (1211 m<sup>2</sup>) of a 210 place primary school (Babcock LDP advice). Caretaking would be provided by the Federation caretaking staff, managed by the sites manager. He would ensure that all the Health and Safety requirements are met, carry out maintenance tasks as well as organising and supervising contractors. [REDACTED].

From 19/20 through to 23/24 the staffing structure will remain the same. However, we have assumed that the number of pupils will continue to increase from 180 to 210 by 23/24. This increase is shown by the surplus balance in the budget.

### **Contingency Plan**

The budget has been organised so that, with the expected income, the school will run a surplus balance from the first year. From September 2019, the school structure will be fully in place and the surplus balance will increase. This surplus is predicted to rise by 2023/2024.

Should the budget be less than expected, flexibility has been built in to the budget to cater for this. In the first year, there is very little flexibility as the school will be operating with a minimum number of staff for three classes. The Head of School will need sufficient leadership time to fulfil her role especially in the early stages. However, in the second year, the Head of School could retain a teaching committee of 0.4 which could increase to 0.5 to cover PPA release. This would help reduce staffing costs.

The recharge for the Federation could also be reduced as the amount of time required to support would be dependent on the number of, and needs of, the children. Should the budget require it, the recharge for the Executive Headteacher could be reduced or waived to ensure the long term success of the Free School. Should the population of the new school allow, the SENCO support could remain at half a day per week for the medium term. This would further reduce the recharge to the Free School. Recharges for catering, premises and administration could also be reduced but again this would be dependent on the needs of the school.

Should the numbers of pupils not increase as expected, the school could reduce the number of LSA's it intends to appoint from the second year on. This, however, would be dependent on the needs of the pupils.

## Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

	2016				2017			
	A	B	C	D	A	B	C	D
<b>Reception</b>	30	13		173%	30	13		43.00%
<b>Year 1</b>		20			30	13		110.00 %
<b>Year 2</b>		19				20		
<b>Year 3</b>	30	8		143%	30	19		90.00%
<b>Year 4</b>		6				8		
<b>Year 5</b>		13			30	6		63.00%
<b>Year 6</b>		6				13		
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>	60	85		141%	120	92		77%

## Section E: Evidence of need – part 2

### Section E1

The local area of Kingsteignton is served at present by two Primary schools. Both of these Primary schools, St. Michael's CE Nursery and Primary School and Rydon Primary School, are able to take in the children from Kingsteignton at present, but they are both full.

It has been confirmed that the building of 900 new houses within Kingsteignton has been approved. Several large plots of land have been acquired by building companies, although the exact timescale of this building is not known.

The population of 0 to 4 year olds in the local area is set to exceed the capacity of the 2 local primary schools over the next few years. There are plans to extend St Michael's CE Nursery and Primary School by 90 places, which would pick up some of the shortfall of places, however as the population increases and the new houses are completed, there would be a significant need for a new Primary school. Using the funding formula of 1 primary-aged child for each new house, this would equate to approximately 250 children.

The Primary school would initially be a 60 place Primary with Nursery, with the intention of extending to a 210 place Primary with Nursery, to be put on a site that would allow for extension to a 420 place Primary with Nursery after 10 years. It is important not to extend the school too early, as the places would be filled by children from out of the catchment area, thus leaving no places for the children from the new houses.

The parental demand table shows the interest that has been expressed by local parents. Although some year groups appear to be under capacity, these numbers do not include any children who live in the yet to be built new houses. By September, 2017, several phases of the new housing will undoubtedly have been built and there will be a need for Primary places for these children, so the new school will be able to run at anticipated capacity.

The parents that were approached were given the following information about the new school, as well as being given the opportunity to ask questions about the content. The parents were all approached personally.

#### New School for Kingsteignton - Opening September 2016

Almost 1000 houses are planned for Kingsteignton in the near future.

Rydon and St Michael's Schools are able to manage the number of children who live in Kingsteignton now, but as the population increases locally and with the new homes being built, there will be insufficient places for all the children in this community.

A new school is planned for Kingsteignton. Once it would have been opened by Devon County but now the Government insists that it has to be opened as an Academy or a Free School.

We are putting an application together for the new school and plan to run it in partnership with St Michael's and our other schools in the Federation.

St Michael's is an Outstanding School (Ofsted and Sias 2011) and has also been designated as a National Support School in recognition of its Outstanding work.

As a National Support School, St Michael's works in partnership with other schools to improve the quality of education and care they provide. In turn this work has continued to improve the quality of care and education provided at St Michael's. This partnership has been highly successful to the extent that all four schools are now part of the United Schools Federation.

We feel that we are ideally placed to set up a new school and are confident that we can continue to provide the highest quality of care and education for the children of Kingsteignton.

The new school, which we are going to call Kingsteignton School, will cater for 210 children and include a nursery.

Kingsteignton School will:

- Provide the highest quality of care and education for Nursery and Primary children.
- It will be a community school, not a church school, as we are keen to give parents a choice about the type of school they send their children to. We will still promote values that help children to grow and develop as happy, confident and successful individuals.
- It will follow the new National Curriculum, but will also put a big emphasis on developing children's community and International awareness. The school will follow the highly successful International Primary Curriculum as do the other schools in the Federation.
- One of our aims will be to ensure the school engages actively with the community especially its older members. Opportunities will be provided for these older residents to share in music, history and meals with the children. The school will be a dementia friendly school and will also help children develop a good understanding of healthy lifestyles to help prepare them for their future lives.
- The curriculum will place a large emphasis on the use of ICT to ensure all children make good progress and achieve their potential. As with the other schools this will mean that children have access to the latest technology.
- It will provide a before and after school club to support working parents.
- Clubs will also be provided during the holidays.

The areas in which the parents who stated that they would send their child to this new school, if we were to be running it, have been marked on the following maps. The site of the new school has not been finally decided upon, although it will be in the vicinity of Kingsteignton.



## **Proposed site of new school**



## **Standards of schools in local area.**

St Michael's CE Nursery and Primary school was judged Outstanding by Ofsted in November, 2011.

In Reading, Writing and Maths, the pupils' attainment is in the top 20% for similar schools and in the top 40% for all schools. The pupils' progress is in the top 20% for similar schools and in the top 40% for all schools, with the progress Writing being in the top 20% when compared to all schools. Rydon Primary School was judged Good by Ofsted in May 2012.

In Reading and Maths, the pupils' attainment is in the top 20% for similar schools and in the top 20% for all schools, whilst the attainment for Maths being in the top 40% compared to similar schools. The pupils' progress is in the top 20% for similar schools and in the top 20% for all schools, with the progress in Reading being in the top 40% when compared to all schools.

## **Maps showing areas in which interested parents live.**



### **Section E2**

We have approached parents in the local community to discuss with them the need for a new school in Kingsteignton and how it should be run. Parents were approached personally in a face to face situation. The literature was provided for them to read (see E1) and members of the USF Senior Leadership Team were available to answer any questions and to ensure that parents had a clear understanding of the plans and how the new school would be run.

Staff members visited:

- Local Parent and Toddler groups – these groups are used by the families of children aged 0 to 4 years of age, and who live within Kingsteignton and commuting distance of the new school.
- Local Pre-school Providers – in discussion with the staff at the pre-schools, they explained that they are running at capacity at this time and will continue to do so. The expansion of Kingsteignton due to the new housing developments will mean that they will not have the capacity to support all of the new pre-school children in the local area, and would therefore welcome the new Nursery which would be part of the Kingsteignton school. They would also be very keen for there to be a Children’s centre as part of the new school, which would help to provide additional support for the families they serve.
- A Children's Centre – the parents spoken to have every faith in St Michael’s, as part of the Federation, being able effectively run a school and if they were in the new houses or in the catchment area, they would, with great confidence, put their children into the new school. They have had nothing but positive experiences of working with the Federation and have great confidence in the ability of St Michael’s to provide outstanding care and education for their children.
- Local retail parks and shopping outlets – some of the parents spoken to lived outside the catchment area for Kingsteignton schools. However, they were very supportive of the new school and indicated that, should their child not be accepted into their first choice of school, they would look favourably at the new school for their child, particularly as it would be linked with St Michael’s, a school which they knew to be outstanding and which they felt confident would provide a very high standard of care and education for their child.
- Nursery parents - current admissions criteria does not give any priority to children already in the school Nursery when they apply for school, so a place is not guaranteed. Parents consulted indicated again that they would be very happy to send their child to the new school if they did not get a place at St Michael’s for their child. Their experiences of attending the Nursery at St. Michael’s have been extremely positive.

The parents with whom we spoke were unreservedly in favour of a new school being built as part of the new housing developments in Kingsteignton. They felt, as do we, that children should be able to go to school in their local community, alongside their friends who live nearby. As both local

schools are operating at capacity, parents and carers expressed concern that their children would not be able to attend a local school. During the discussions, it became clear that the fact that the school would be linked to St Michael's made a difference to people's views. Local people think very highly of St Michael's and it has a strong reputation locally. People's confidence in sending their children to the new school was greatly enhanced by the fact that St Michael's, a school with an Ofsted Outstanding status, would be running the school.

## Section F: Capacity and capability

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.

**All applicants** must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

\* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make

contact with the department's [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

### 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)
██████████	██████████	██████████	██████████	• ██████████	16hrs
██████████	██████████	██████████	██████████	• ██████████	8hrs
██████████	██████████	██████████	██████████	• ██████████	8hrs
██████████	██████████	██████████	██████████	• ██████████	8hrs
██████████	██████████	██████████	██████████	• ██████████	16hrs
██████████	██████████	██████████	██████████	• ██████████	16hrs
██████████	██████████	██████████	██████████	• ██████████	16hrs

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	40hrs
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	8hrs
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	16hrs

## 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
<p>Legal expertise</p> <p>HR expertise</p>	<p>These services would be tendered to local firms with specific expertise in the area of education. The successful tender would need to prove a track record in these areas and an expertise in educational HR and legal services. They would also need to have clarity on academy HR and legal requirements within the pre-opening process of the free school. [REDACTED] have already been supporting the trust in the application process and they would be invited to put forward a tender to ensure the continuity of expertise through the pre-opening process and also once the school is open.</p>
<p>Financial expertise in setting up a new budget in line with academy guidance.</p>	<p>These services would again be put out to tender and locally accessible firms with proven track records in supporting schools with financial expertise, including academies would be invited to tender. Currently the trust is being supported by [REDACTED] and they would be invited to tender for the ongoing services in this area.</p>
<p>Health &amp; safety</p>	<p>The trust will seek support of a Health and Safety specialist with a track record of working with academies and in educational environments. The trust is aware of the effectiveness of Devon County Council already in this area and they will be invited to apply through the tendering process.</p>
<p>Procurement</p>	<p>The trust will seek support of a procurement specialist with a track record of working with academies and in educational environments. The trust is aware of the effectiveness of Devon County Council already in this area and they will be invited to apply through the tendering process.</p>

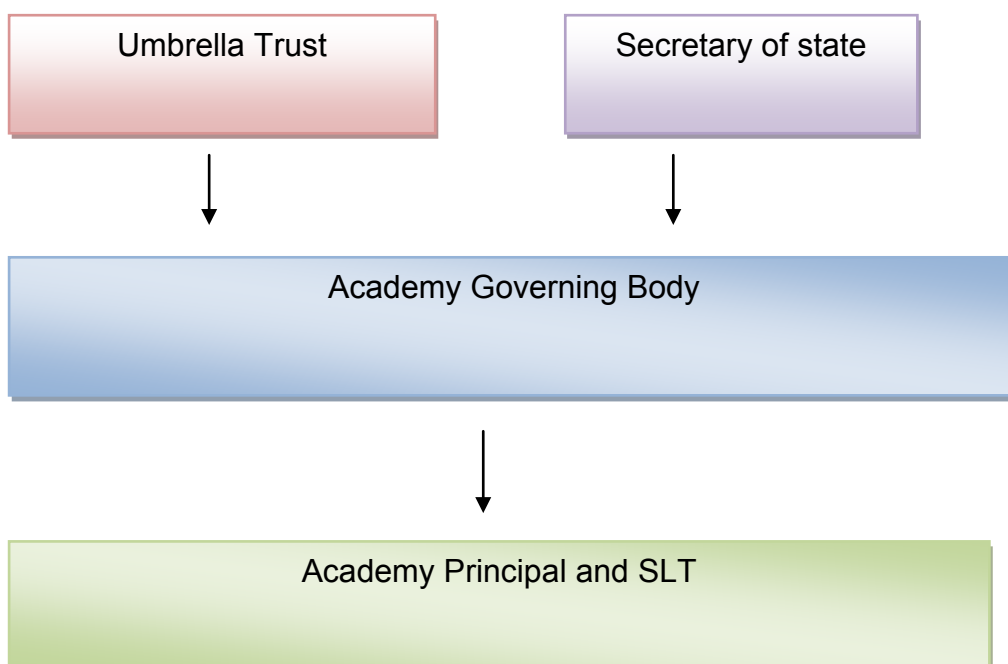


<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Audit	The trust will seek support of an accountancy firm with a track record of working with academies. This area will be actioned through a tendering process.
Building and planning	The trust will work closely with Devon County Council to ensure the effective planning and building a sustainable school to serve the local community.

**Section F2**

**United Schools Trust:** Kingsteignton School proposed model of Governance and accountability. Kingsteignton School will operate within the remit of ‘the object’ as defined in article 4 and 5 of the Articles of Association.

The company structure:



The Umbrella Trust will include the CEO (who will also be referred to as the Executive Head in this document). The CEO will sit on the local Governing body and support the Principal in the setting up and running of the academy. The CEO will report to the Umbrella Trust and thus provide a continuity of communication and challenge throughout the academy. The CEO will be answerable to the members and directors of the UmbrellaTrust and the Chair of the Trust.

The Chair of the Trust and the other members and directors of the Umbrella trust will not sit on the local Governing body. This has been put in place to ensure there is no conflict of interests. The CEO whilst providing continuity of communication and challenge will be held to account for the success of the academy and its Governing body by the Umbrella Trust through rigorous appraisal and target setting.

4 x Academy Trust Members & 3 Directors: Strategic responsibility  
**Umbrella Trust Roles and responsibilities:** *(As set out in ‘The Object’ Article 4 & 5 of Articles of association.)*  
*To include:*

- Oversight of achievement of the company objectives
- Annual and Extraordinary meetings
- Appointing of Governors
- Signing off Financial accounts and preparing an annual financial report
- Power to amend the articles of the company and to manage the directors /Governors
- One member will be CEO (Executive Head)
- The CEO will be accounting officer.

Governors – 8 appointed by the members to include the principal, CEO (Executive Head) as ex-officio and 2 parent Governors. Full size of Governing body will be 11 members.

**Governing Body Roles and responsibilities:** *(As set out in ‘The Object’ Article 4 & 5 of Articles of association.)*

*To include:*

- Ensuring the quality of educational provision
- Challenging and monitor the performance of the school
- Managing the Academy Trust’s finances and property
- Managing the staff
- Holding senior leadership to account for educational performance
- Exercising reasonable skill and care in carrying out their duties
- Ensuring the academy trust complies with charity and company law
- Operating the academy in accordance with the Funding agreement that has been signed with the secretary of state.

The Trust members and governors must also ensure they take on the financial responsibilities as set out in the Companies Act 2006.

They must:

- Act within their powers
- Ensure the success of the company
- Exercise independent judgement
- Exercise reasonable care, skill and diligence
- Avoid conflicts of interest
- Not accept benefits from 3<sup>rd</sup> Parties
- Declare interest in proposed transactions or arrangements

The Trust members will appoint a Chief Financial Officer (CFO), who will be part of the Governing body, to lead on financial matters.

**CFO Roles and responsibilities:**

- To ensure sound and appropriate governance
- Prepare and monitor budgets

- Deliver annual accounts
- Ensure risk management arrangements are in place.

### **The Principal's Roles and Responsibilities:**

- The Principal will be responsible for the day to day running of the academy.
- Ensure that teaching and learning is of the highest quality
- Report half termly to the Governing body on standards across the school.
- Develop effective distributive leadership and accountability across the school.
- Liaise and communicate with parents, carers and the community.
- Uphold the ethos and values of the school.

### **Structure and systems for accountability**

The structure for accountability is outlined above, with the Governing body of the academy being answerable to the Secretary of State through the articles of Association and the Funding Agreement.

The Principal is, in turn, answerable to the Governing body and will provide half termly reports on progress and standards across the school.

The roles of Governors and remit of the Governors in terms of financial control are all clearly expressed in articles 6.1-6.9 inclusively. These articles outline the expectations and procedures to ensure funds and resources are used solely for the benefit of the 'Object'.

Article 96 states that any cheques will need two signatures.

Article 97 and 98 outline procedures for dealing with and avoiding conflicts of interest within the governing body. This will also be supported by having conflicts of interest as a standing agenda item at the start of each meeting, with the agenda having been circulated at least a week prior to the meeting as set out in the article of association. Annually Governors will also be required to sign a declaration of interests form outlining any companies or links which they may be associated with which could create a situation where there is a conflict of interests in allocating resources or funding.

Article 114 outlines systems to ensure the governing body is quorate and the decisions which can and cannot be made when the Governing body is low in numbers.

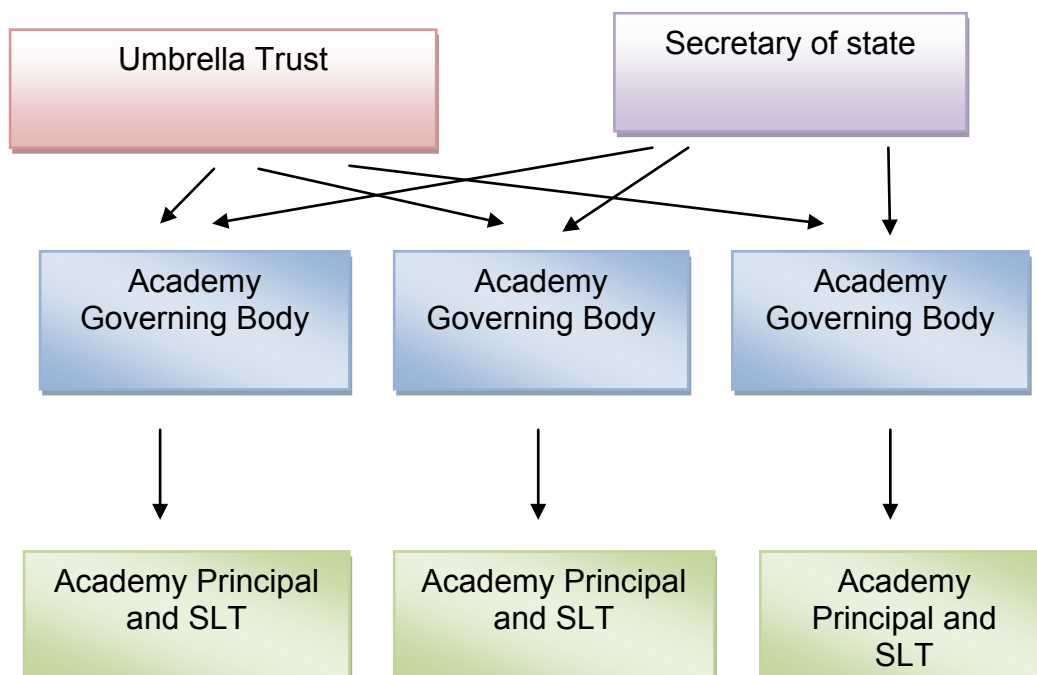
Article 139 & 140 outlines the steps taken to ensure the company does not become 'influenced' by single groups.

At this stage there are no conflicts of interest within the proposed members, directors and Governors.

**Possible future structure if more than one school is run by the trust.**

Working under the Umbrella structure if the Trust were to run more than one school in the future the structure would be similar in terms of accountability but the structure of each individual governing body would be looked at in light of the needs of each setting.

In this structure the CEO (Executive Head) would sit on the local Governing bodies holding the Principals of each academy to account and being answerable to the Umbrella Trust.



**If the trust needs to intervene quickly.**

In the event the Trust needed to intervene quickly in an academy the CEO would decide how the support would be delivered in consultation with the Governing body. Any need for intervention would be reported to the Umbrella Trust and the planned intervention would be clearly outlined with specific and measurable success criteria and any costings to ensure effective use of resources.

The Trust has strong capacity for effective and swift intervention with the CEO being a National Leader in Education (NLE) with a track record of successful intervention. The Trust's strong links with the United Schools Federation (USF) would also enable it to draw upon support from Heads of School from within the USF, all of whom have track records in school improvement (CVs in annex). Some also have experience of supporting other schools in their school improvement as part of the National Support work undertaken with the NLE.

Within the USF, St. Michael's Primary School is a National Support School. The senior and middle leadership have a track record of supporting individuals in other schools to improve teaching and learning and raise standards. With the strong links to the USF and with the CEO being executive head of the Federation this excellent School Improvement Partnership, with a proven track record, would be available to help with any level of intervention necessary.

The Trust's capacity for school improvement both in terms of teaching, leadership, standards and Governance is enhanced through the available links to the United Schools Federation and through the CEO and other Core members. Indeed, St. Michael's is already an outstanding school and the Governing body is also judged to be outstanding. With these models of good practice and pools of expertise to draw upon any intervention would be swift and effective.

If the intervention needed was in a financial or legal capacity then the expertise from partners would be brought in by the Trust through the tendering of services, out lined in the needs analysis of section F1(b). Currently the Trust is working with Devon County Council Financial services and [REDACTED] Solicitors which enables the Trust to access support from groups with proven track records and clear expertise, in the field of education and academies.

### 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)
██████████	██████████	██████████	██████████	• ██████████	40hrs
██████████	██████████	██████████	██████████	• ██████████	16hrs
██████████	██████████	██████████	██████████	• ██████████	
██████████	██████████	██████████	██████████	• ██████████	
██████████	██████████	██████████	██████████	• ██████████	

### 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
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<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Human resources	Through a recruitment process, a CV and a skills analysis would be requested to ensure that the post holder had a background suitable to the requirements of the Governing body and enabled them to provide a strategic lead in this area. Their ability to recognise best practice and to challenge the principal constructively would also be looked at, as part of the recruitment process.
Strategic Finance (CFO)	Through a recruitment process, a CV and a skills analysis would be requested to ensure that the post holder had a background suitable to the requirements of the Governing body and enabled them to provide a strategic lead in this area. Their ability to recognise best practice and to challenge the principal constructively would also be looked at, as part of the recruitment process.
Parental voice	Appropriate appointment of 2 parental governors. Elected by the parents of the school in accordance with Articles 53-56D of the Articles of Association.
Project & resources management	Through a recruitment process, a CV and a skills analysis would be requested to ensure that the post holder had a background suitable to the requirements of the Governing body and enabled them to provide a strategic lead in this area. Their ability to recognise best practice and to challenge the principal constructively would also be looked at, as part of the recruitment process.
Ability to lead Governing body	<p>An effective Chair of Governors who has the ability to meet the requirements as set out in 'Leading governors: The role of the chair of governors in schools and academies' (NCTL, 2012): Leading effective governance; Building the team; Relationship with the head teacher; Improving your school; Leading the business.</p> <p>The Umbrella Trust would actively use these criteria in recruiting a chair for the Governing body of the academy. The Trust would draw on support from the Local authority and also within the United Schools Federation in order to recruit a chair of Governors who was</p>



<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
	effective in these areas. A skills analysis would be undertaken during this process to ensure the Chair met the requirements of the post.

## **Section F4**

### **The role of Principal (Head of School) and the skills required:**

**Responsible to:** CEO (Executive Head) and the Governing Body

#### **Core Purpose:**

The core purpose of this role is to provide professional leadership and management of the school that will promote a secure foundation from which to achieve high standards in all areas of the school's work.

To achieve success, the Head of School will:

- Provide vision, excellent leadership and clear direction
- Effectively manage and improve learning and teaching in school
- Promote excellence, equality and set high expectations of all students and staff
- Deploy resources effectively to achieve school aims and targets
- Evaluate school performance and identify priorities for continuous improvement including leading on SEF (internal self-review processes)
- Carry out day-to-day management, organisation and administration of the school
- Secure the commitment of the wider community and other stakeholders by engaging with them and strengthening relationships
- Create a safe and productive learning environment that is engaging and fulfilling for all students

#### **Key responsibilities:**

##### **Strategic direction and shaping the future**

- Work with the CEO (Executive Head), governors and other key stakeholders to ensure the school's vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the school's vision into agreed objectives that promote and sustain school improvement.
- Demonstrate the school's values in everyday work and practice.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and the community.

##### **Leading learning and teaching**

- Maintain a consistent and continuous focus on pupils' achievement, making sure that all teachers use data, agreed best practice and CPD to bring about further improvements.
- Create and establish a culture and ethos of challenge and support where all pupils can achieve success and be engaged in their own learning.
- Demonstrate and articulate high expectations and set challenging targets.
- Implement strategies that maintain high standards of behaviour and attendance.
- Monitor, evaluate and review classroom practice and promote improvement strategies

##### **Managing the organisation**

- Produce and implement clear, evidence-based School Development Plans and policies for the development of the areas of responsibility
- Ensure that policies and practices are clear and effective

- Assist with the recruitment and deployment of staff appropriately and assist in managing their workload to achieve the school's vision and goals linked to the School's Development Plan.
- Implement effective and challenging appraisal processes with all staff and ensure systems and structures are in place to support process.
- Ensure that CPD is planned and agreed in line with school development priorities, budget and professional needs.
- Manage the school environment efficiently and effectively to ensure that it meets the needs of the curriculum.

### **Developing self and working with others**

- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisals.
- Treat people equitably and with dignity and respect to create and maintain a positive school culture in line with the school's ethos and values.
- Ensure clear delegation of tasks and responsibilities, so that teams and individuals undertake effective planning, allocation of support and evaluation of work.
- Manage own workload and that of others to allow an appropriate work/life balance.

### **Securing accountability**

- Work with the Governors and CEO, providing information, objective advice and support, to enable it to meet its responsibilities.
- Develop further and strengthen the school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood, agreed, and subject to rigorous review.
- Develop and present a coherent and accurate account of the school's performance to a range of audiences, including Governors, parents and carers.

### **Strengthening community**

- Build a school culture and curriculum which take into account the richness and diversity of the school's communities.
- Ensure learning experiences for students are integrated with the wider community, and that some of these are community-based.
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
- Co-operate and work with relevant agencies to protect children.

### **The Principal will:**

- Be able to think strategically and contribute to whole school vision and be ambitious, planning for its delivery
- Know what excellence looks like and the proven ability to develop outstanding practice
- Build and maintain effective relationships through highly effective interpersonal skills
- Be able to inspire, challenge, motivate and empower others

- Think creatively to anticipate and solve problems
- Develop effective teamwork and be able to contribute effectively to a range of teams including collaborative working with other schools
- Have an inclusive approach to education
- Have high expectations of self and others
- Manage and resolve conflict
- Work under pressure, maintaining a sense of perspective and humour and confidence from others
- Show commitment, honesty and dedication
- Be able to manage own time effectively
- Be Reliable and show integrity
- Be Resilient and tenacious



**Section G: Budget planning and affordability**



## **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.	The Local Authority have identified Kingsteignton as the site for a new school. They have identified several possible sites, however, until negotiations are complete, they are unable to confirm which site will be selected for the new school building.
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	
--	--

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	1211 m2
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Any comments on your calculated building space:	The Local Authority have calculated the required building space as part of their plans for the new school.
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**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Devon
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	Identified by Local Authority
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Please confirm the tenure:	Other - please explain
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If other, please explain further:	<Redacted>
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Please Include information on purchase or lease price if known:	
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Who owns the site?	Other
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)	Not sure
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
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What kind of site is it?	Cleared site requiring new build
--------------------------	----------------------------------

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

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

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

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

Please confirm the tenure:	Please select
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If other, please explain further:	
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Who owns the site?	Please select
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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:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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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:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

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

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

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

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

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

# Annexes

## Annex 1

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	
5.a	<b>For education only:</b> if you are in a leadership position	████████████████████

<b>CV template</b>	
	<p>in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>• school's best 8 value added scores for the years you were in post, if applicable</li> </ul>
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• Your subject/department’s results for the years you were in post, compared to your school’s averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>

CV template		
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

## Annex 2

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> </ul>	██████████
		██████████
		██████████

CV template		
	<ul style="list-style-type: none"> <li>length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>date of qualification</li> <li>professional body membership number</li> <li>how your qualifications are maintained</li> </ul>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3</li> </ul>	

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

## Annex 3

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	
	This should cover the last four years. If not, please include additional roles	
4.	<b>For finance only:</b> details of professional qualifications, including:	
	date of qualification	
	professional body membership number	
	how your qualifications are maintained	
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available):	[REDACTED]
	the school's results for the years you were in post –	



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

<b>CV template</b>		
	contact details	

## Annex 4

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	██████████
		██████████
		Name: Position: Dates:
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	


CV template		
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>• school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• Your subject/department’s results for the years you were in post, compared to your school’s averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	

CV template		
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

## Annex 5

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	

**CV template**

<p>5.a</p>	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li><li>• school's best 8 value added scores for the years you were in post, if applicable</li></ul>	
<p>5.b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"><li>• Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li></ul>	

CV template		
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████



## Annex 6

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	██████████
		██████████
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	N/A

**CV template**


<p>5.a</p>	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
<p>5.b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	

CV template		
6.	Brief comments on why your previous experience is relevant to the new school	████████████████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	████████████████

## Annex 7

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	

**CV template**

<p>5.a</p>	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
<p>5.b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	

CV template		
6.	Brief comments on why your previous experience is relevant to the new school	████████████████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

## Annex 8

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	██████████

**CV template**

<p>5.a</p>	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
<p>5.b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department’s results for the years you were in post, compared to your school’s averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	



CV template		
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

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