



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated February 2015)

NORTON HILL PRIMARY SCHOOL

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Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	Yes	
2. Have you provided information on all of the following areas:	Yes	
Section A: Applicant details	Yes	
Section B: Outline of the school	Yes	
Section C: Education vision	Yes	
Section D: Education plan	Yes	
Section E: Evidence of need	Yes	
Section F: Capacity and capability	Yes	
Section G: Budget planning and affordability	Yes	
Section H: Premises	Yes	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	Yes	
4. Have you fully completed the budget plans?	Yes	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	
6. 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	
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response?	N/A	
8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk	Yes	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?	Yes	
10. Have you sent: <ul style="list-style-type: none"> a copy of Section A (tab 1 of the Excel template); and copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?	Yes	

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:  (please delete as appropriate)

Print name: 

Date: May 21st 2015

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

See Excel application form.

Section B: Outline of the school

See Excel application form.

Section C: Education vision

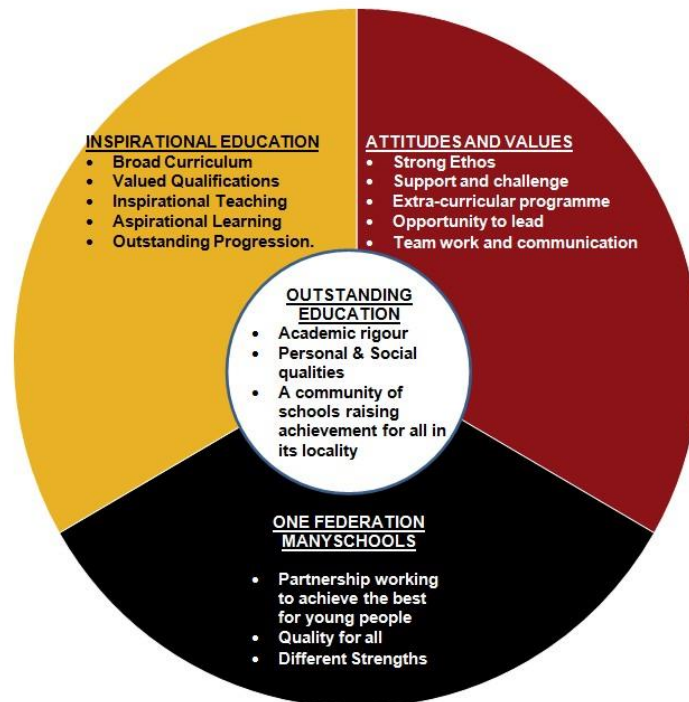
Section C1

Education Vision for a Two Form Entry Primary School

Background: Key Features of the Midsomer Norton Schools Partnership (MNSP)

The Midsomer Norton Schools Partnership is a secure and well-established £14 million Multi-Academy Trust. The MNSP was initially between Norton Hill and Somervale School and has been in operation for 6 years. The foundations of the MNSP Trust are linked to a collective desire to support our local community. We aim to bring together local schools to create a coherent and challenging educational experience for all pupils in the local area. Working together in partnership opens up great opportunities: for children in the primary phase to use outstanding facilities, for secondaries to learn about pedagogy from primary colleagues - and the shared curriculum choices available to the 750 Year 10 and 11 students as well as the 380 students in the joint Sixth Form. Each of the schools subscribes fully to the ethos of the MNSP. At the same time each has distinctive character and identity. There are currently four schools in the group, Norton Hill, Somervale, High Littleton and Clutton. Norton Hill is a high performing 11-18 secondary school with 1493 students achieving outstanding outcomes. Norton Hill was a Leading Edge School, and is a designated sponsor school. Through its partnership with Norton Hill, Somervale is a rapidly improving 11-18 secondary school (it moved from 'Requires Improvement' to Ofsted 'good' in January 2013) with 550 students on roll. High Littleton is a high performing OFSTED 'outstanding' primary school with 142 on roll, while Clutton Primary school (127 pupils) is currently designated as 'good'. The schools thus share a record of marked success in using academy freedoms to create new structures to raise standards for our young people. Our vision and focus on the local community mean that while the MNSP will continue to grow and thrive, expansion will regional rather than national. The Midsomer Norton Schools Partnership (MNSP) educates well over 2000 young people and as such, we have a deep understanding of the socio-economic issues of the local area. Because we educate the vast majority of the students in the local planning area at secondary level, we have a unique understanding of this community. We work closely with local people, employers and other organisations and pride ourselves on the aspiration we generate.

The following summarises our shared strategic vision:



Introduction

A new free school in Midsomer Norton is needed because:

- There will be a shortage of Primary School Places by 2017 creating a basic need. Significant levels of new house building are driving this need.
- There are currently no outstanding schools in the Midsomer Norton Planning Area to transform the life chances of disadvantaged pupils and 2 of the 5 local schools require improvement.
- There is significant parental support for a Norton Hill Primary school as a new free school specialising in STEM and Outdoor Pursuits.
- These specialisms are distinctively different to existing provision in the area and so will add to parental choice locally.

Outline

The new Norton Hill Primary School will be a mainstream 2 form entry primary school offering outstanding education across all aspects of the curriculum and specialising in STEM (Science, Technology, Engineering and Mathematics) and Outdoor Education. The school will cater for all abilities, backgrounds and needs and will focus on providing educational opportunities within an environment that promotes aspiration and achievement.

In addition, we see the following as being key to our ambitious curriculum plan:

- Excellence in the all subjects.
- The development of outstanding modern foreign language learning.
- Significant extra-curricular learning opportunities.
- The development of opportunities to prepare children for life in modern Britain in an area dominated by a white-British population.

While STEM and Outdoor Education will be key drivers to our curriculum offer, literacy and numeracy will be at the centre of all that we do. We will follow the national curriculum for the core subjects and ensure children are rigorously assessed. Non-core subjects will follow an adapted form of the national curriculum to make time for STEM and outdoor learning. The Norton Hill free school will be 4-11, though not an all-through school as pupils will have the choice of two local partner secondary schools (Norton Hill and Somervale).

Rationale for Bid

Introduction

Midsomer Norton sits in the Somer Valley area of Bath and North East Somerset, in the area of the old North Somerset coalfield (location: see inset map below from School Organisation Plan).



The area has relatively high employment but in low skill, low paid jobs. However, it is located just ten miles south of Bath and ten miles from Bristol so that relatively good prospects for employment exist within the surrounding area. Each of these cities contains successful and expanding universities, creative industries, an extensive retail sector, as well as significant tourism. This has brought with it pressures for the expansion of the housing sector which have had a significant impact beyond the immediate cities themselves.

1. Shortage of Primary School Places – School Organisation Plan 2012 data

The rationale for establishing the Norton Hill Primary School is driven by a number of factors, the prime one being a shortage of school places in the local area. The provision of school places is going through a period of dramatic change. The need for an additional school is evidenced by the fact that the appended documents (p12) show Bath and North East Somerset Planning department supports this bid not only in view of Norton Hill's history of success, MAT leadership and high standing in the local community, but also on the grounds of fundamental basic need.

The main driver for a new primary free school is the projected shortfall of places in the planning area - with this house building adding to population growth already pushing schools to full capacity. Since 2011, the scale of new building projected has increased, but even before this, in 2011 Bath and North East Somerset Local Authority had anticipated that in the Somer Valley area, "further housing development above that already planned is likely to generate the need for a new school" (School Organisation Plan). Population figures for 2014 as released by Bath and North East Somerset Local Authority in January 2015 now confirm this lack of capacity, with, for example, a projected shortfall of Reception places from 2017 onwards even without new house builds factored in.

Department for Education data for projections of school capacity published in 2011-2 showed that the overall primary aged cohort on Bath and North East Somerset would increase by 11.3% by 2016/2017. In fact, based on 2011 data, the 2012 Bath and North East Somerset Local Authority School Organisation Plan foresaw population growth and birth rates such that in the Midsomer Norton Planning area the Reception population would rise from 158 in 2012, through 191 in 2014,

to 215 in 2016 and in Radstock from 83 to 96, then 97. (This overall increase of 29% across the two planning areas was without the significant house building programmes that are discussed below). The position before 2014-15 has been that schools have been able to accommodate the demand for Reception places with some expansion to capacity of Paulton Infants to the North of Midsomer Norton, but the population is on a rising trend. As the figures below will show, population growth will take up and exceed this capacity by a substantial margin from 2016 onwards creating a need for a two form entry school by 2017.

2. Significant levels of house building creating further future demand: current data

Subsequent to the School Organisation Plan quoted above, the approval of further housing development has moved the argument on from potential expansion of existing schools, to a picture which points to the clear need for an additional primary school from September 2017. The tables below show firstly the projections of local underlying population growth and then the additional impact of additional housing construction. Taken together, the local authority figures now show that by the time that the new developments are completed, there will be a shortage 69 places in the Radstock and Midsomer Norton Planning areas for the cohort starting Reception in September 2017 and 70 for the September 2018 cohort. The picture since 2012 and the School Organisation Plan has thus evolved significantly, while even in 2011 on the basis of previous figures, when it submitted its School Organisation Plan, Bath and North East Somerset Local Authority had anticipated the *“need for a new school”*. It was further recognised that as neighbouring Paulton Infant and Junior schools cannot take any further expansion, the effect will be to push Midsomer Norton pupils close to Paulton to Midsomer Norton primary schools – as well as some pupils from the south of Paulton who are geographically closer to Norton Hill. All of this is above that previously planned for by the local authority on the basis of approved housing at that time, so that this additional housing *“creates the need for additional land and capital for a new school”* (Helen Hoynes, B&NES officer). Current house building projects and numbers will generate a total of 399 pupils, approximately 57 per year group (4 per year group already generated, 53 still due).

Local Resident Population Data

Health Service Birth and Resident Population Data published in April 2015, plus updated housing projections from the local authority provide the most up-to-date picture of the current position. These provide updated primary-age pupil projection figures for the Midsomer Norton and Radstock Planning Areas, to which can be added the major housing developments with the total number of primary age pupils each is calculated to generate. The underlying population data for Midsomer Norton and Radstock is shown below,

Summary Projection data Midsomer Norton and Radstock Planning Areas

Reception places = 213 + 100 = **313**

	R	1	2	3	4	5	6
NOR 2017	329	308	317	285	291	262	288
NOR 2018	330	331	315	323	289	296	267
Still due from New Housing	53	53	53	53	53	53	53
Extra Places Needed 2017	69	48	57	25	31	2	28
Extra Places Needed 2018	70	71	55	63	29	36	7

The table shows that there would either be schools at capacity or a shortage of school places without any house building in the local area at all - with a significant lack of Reception places in 2017 and 2018.

The impact of house building is to add an additional 53 pupils to each year group in the local primary population, 38 for Midsomer Norton and 15 from Radstock – and at the stage of housing completion, a shortage of 69 school places across Midsomer Norton and Radstock for the cohort entering Reception in 2017 and 70 in 2018. On January 23rd 2015, Helen Hoynes (B&NES planning officer), stated: *In summary, I would estimate that if on average approximately 53 places per year group were created in Midsomer Norton this would serve future demand from Midsomer Norton and also pick up the excess demand from Radstock that could not be provided in that area*. The council has a contingency plan in place for the 2015 deficit whereby one primary school has agreed in principle to accept a ‘bulge’ class in Reception for that year group only. In 2016 it is likely to seek to repeat this, or distribute extra pupils across schools as the need for places is slightly lower for that cohort. The opening of the Norton Hill Primary School will solve the 2017 shortage of places in a coherent way that adds both choice and quality to local provision.

Figure 1

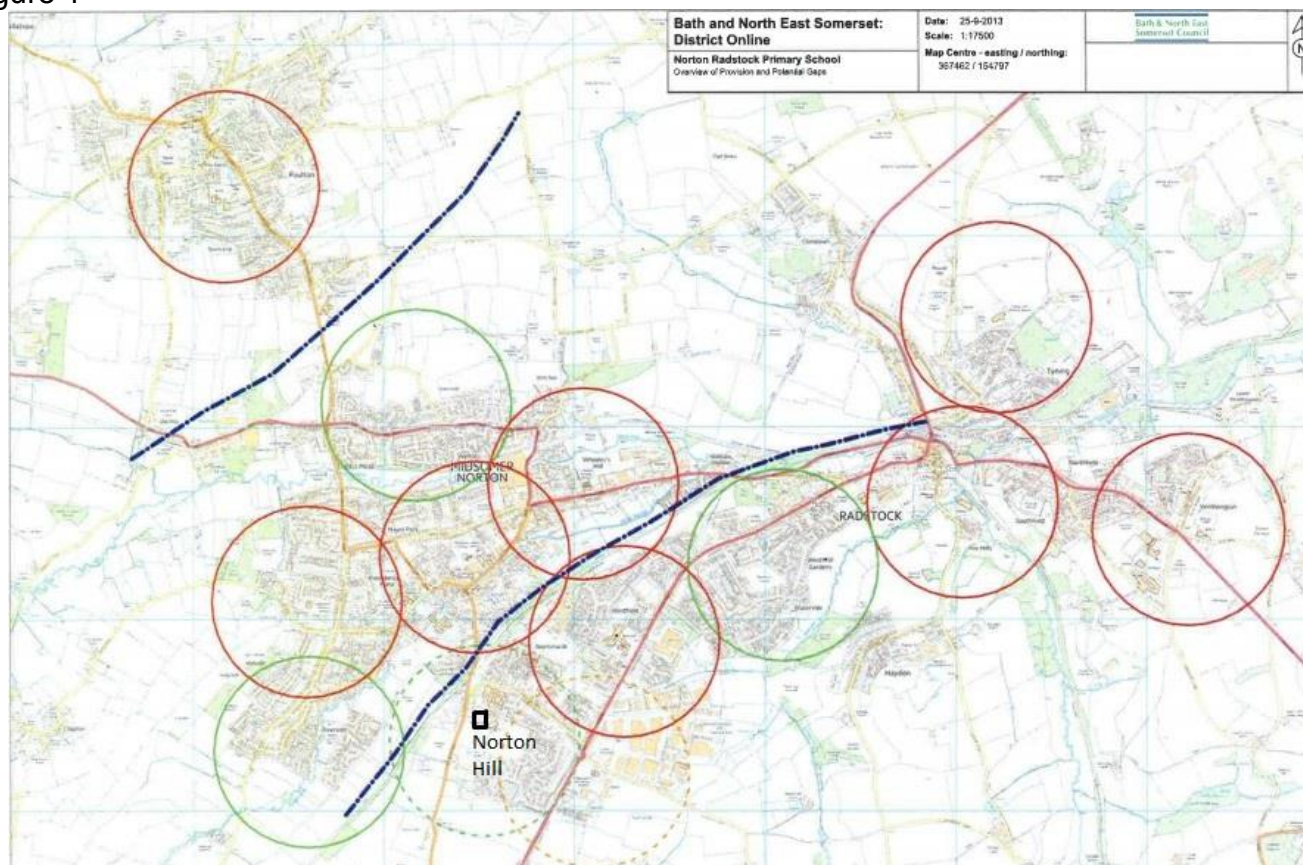


Figure 1 above (local authority planning office April 2015) shows areas served by existing primary schools in red. Where circles are in green, orange or denoted by a broken line, there is no existing primary provision. It can be seen that this applies clearly to the area south of Norton Hill, as well as to South Paulton to the North and the western part of Radstock (to the East of Norton Hill). The map below (local authority planning office April 2015) adds key Midsomer Norton developments and their proximity both to the local primary schools and the Norton Hill School site on or near which the proposed free school is planned.

Figure 2



Housing developments shown on Figure 2 appear on the table below. Further to this, additional capacity is projected to be required in Radstock in order to accommodate the pupils generated by the housing developments at Knobsbury Lane and the former Radstock Railway Line and other smaller developments. Here there is no capacity for schools to accept more pupils, so that one effect would be to displace pupils coming from Westfield to the west of Radstock towards the Norton Hill Primary (Similarly, Paulton school to the immediate north is full to capacity).

This significant housing development has a rising impact over a number of years, leading to the generation of pupils over an extended period of time. The table below projects estimated numbers generated by year for the above developments. It is based on local authority data and adds the assumption of an 18 month turnaround from planning consent to completion and occupation. Given that the 'take-up rate' locally has been 106% in recent years, there may even be a greater need than is indicated above.

Development (and map no.)	Planning Stage	Estimated Completion	Numbers by Sept 2016	Numbers by 2017	Numbers by 2018	Numbers on completion	Miles From School
St. Peter's Park a) Jewsons (5)	commenced	Sept 16	27	27	27	27	800m
Cautletts Close (1)	commenced	Sept 16	35	35	35	35	700m
Alcan (4)	commenced	Sept 16	50	50	50	50	200m
Fosseway South (7)	permitted	Dec 16	0	55	55	55	400m
Monger Lane (2)	permitted	Dec 16	0	42	42	42	2
Whealers Road (3)	pending	May 17	0	11	11	11	1.5
St Peter's Park b) (6)	pending	May 17	0	28	28	28	800m
Welton Bibby and Baron	Future brownfield site		0	0	?	46	2
Radstock Railway	commenced	Sept 16	26	26	26	26	2
Knobsbury Lane	permitted	Dec 16	0	15	15	15	2
Old Pit Yard	pending	May 17	0	16	16	16	2
Grove Wood Rd	pending	May 17	0	31	31	31	2.5
Upper Whitlands	pending	May 17	0	17	17	17	2
Totals			138	353	353	399	
Reception			20*	50*	50*	57*	

*local authority suggests 4 already in school system

Combined data Population and housing

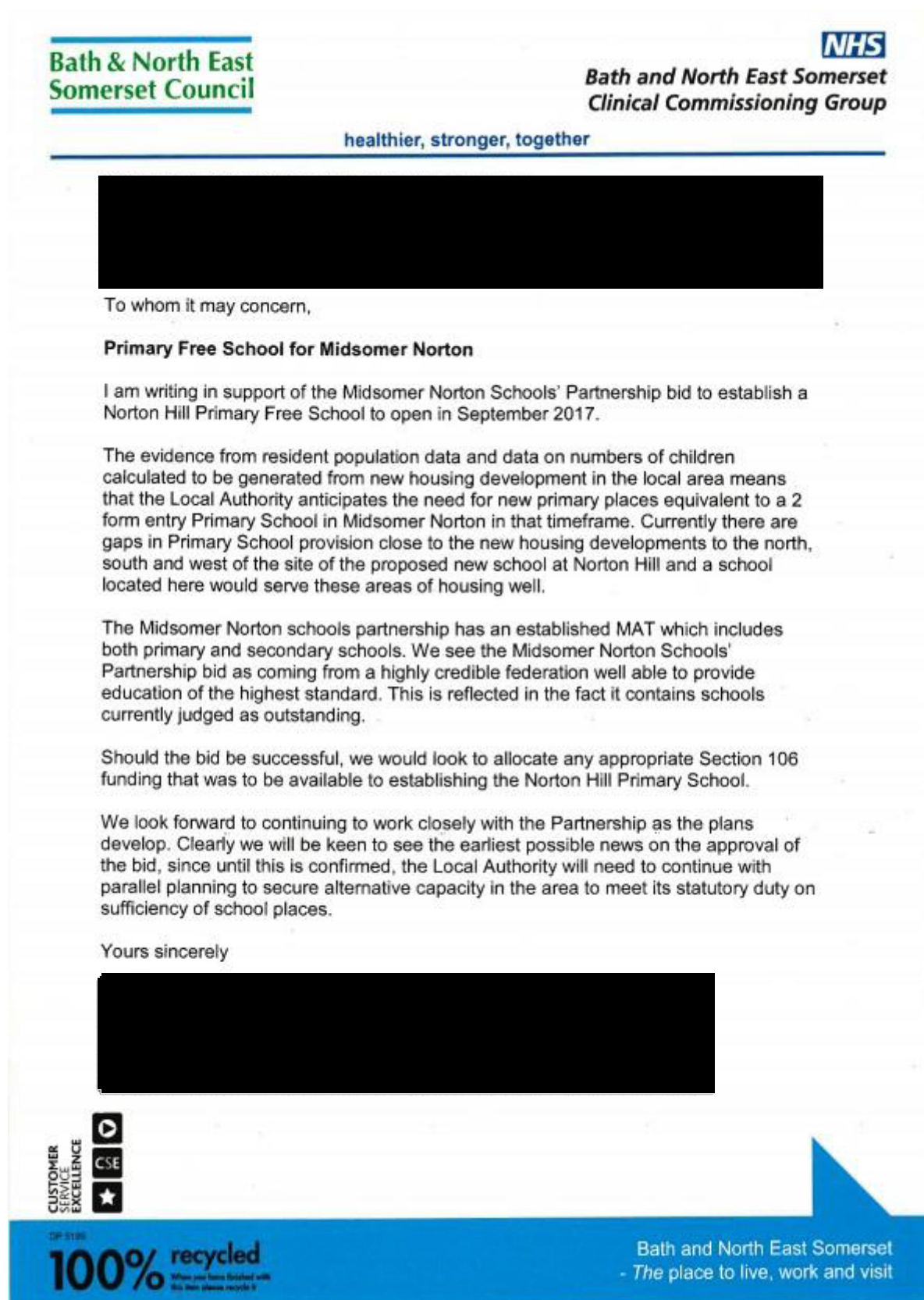
The estimated positions for September 2017-18 are as follows: (Current Reception places: 313)

	Reception Places	Resident population	new from housing	Total pupils	Places Needed
2017	313	329	46	375	62*
2018	313	330	46	383	70

*69 places needed as cohort moves through KS2

3. Proposal congruent with local priorities and need.

The above analysis is based on local authority data. Bath and North East Somerset council is clearly aware of the basic need locally, as is evidenced by the following letter:



4. There are currently no outstanding schools in the Midsomer Norton Planning Area to transform the life chances of disadvantaged pupils

There are currently five primary schools in the Midsomer Norton planning area. Also of relevance is the fact that two of the five primary schools are currently rated by OFSTED as 'Requires Improvement', while serving the particular areas of the locality in which a larger proportion of the local cohort of learners are from relatively disadvantaged backgrounds. Thus 428 pupils locally currently attend primary schools adjudged as requiring improvement by OFSTED. Although High Littleton School – which is part of the Midsomer Norton Schools Partnership – is rated as 'Outstanding', it is not situated in the local planning area. It is of note that surplus places are to be found in the schools that are rated as OFSTED as underperforming, and which serve relatively deprived parts of the local community.

Schools nearest to the proposed free school location	Number on Roll	Distance from proposed location of free school (miles)	% of pupils eligible for Free School Meals	% of pupils EAL	% of pupils with SEN	Value added measure	% achieving L4+ in English and Mathematics LA average = 83%; England 78%	Ofsted rating
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The table above shows that in 2014:

- █████ of local schools require improvement.
- █████ of pupils locally were educated in a school which requires improvement.
- █████ of pupils were in a school with negative value added.
- █████ of pupils attended a school which did not exceed the local authority average at Level 4.
- █████ of pupils attended a school with below national average attainment at Level 4.

The value added data supports the picture of an area with currently no outstanding primary schools and some evidence of improvement needed in undersubscribed schools. In terms of school performance for outcomes for disadvantaged pupils from disadvantaged wards, a number of schools have not yet closed the gaps as would be expected at Key Stage Two. Indices for Multiple Deprivation (B&NES Joint Strategic Needs Assessment 2010) show that both South Paulton and Westfield are ranked in the most deprived 20% category for Education and Skills. This reflects relatively low Key Stage 2 and 3 scores, low GCSE outcomes, low progression to higher education and high rates of absence from school. This again supports the case for a need for high quality local provision from 4-19, to which a new free school would make a significant contribution. Westfield in particular has high indices of deprivation, below expected progress, is undersubscribed and has a 'Requires Improvement' OFSTED judgement. The data recorded above puts the school 112th against the 125 most similar schools for Level 4 in Reading, Writing and Maths and the 2013 OFSTED adjudged that 'Pupils' achievement is not consistently good over time, particularly in mathematics... not enough teaching is consistently good. ...the work pupils are asked to do does not fully match their abilities, particularly for higher-ability pupils. Teacher expectations

are not always high...'. Longvernal's performance over 3 years is variable with Level 4 outcomes dropping to 43% in 2013. Its Requires Improvement judgement reflects the finding that: 'achievement is not high enough... teaching is not consistent across all classes. Lessons do not fully stretch the more able... staff do not ensure pupils fully understand how to develop their work'. The creation of the Norton Hill free school will address these issues. Reading, writing and number work will be practised across the wider curriculum to ensure that pupils are secure and fluent in their mastery. Teachers will be expected to have or develop a high degree of subject knowledge across all areas so that pupils are supported and challenged at all times.

OFSTED found the executive leadership of the MNSP schools to be outstanding in 2013 ('the Head Teacher provides outstanding leadership'). Within the MAT, High Littleton is rated as outstanding and is now accustomed to collaborative work. Thus leadership will be exceptionally strong. This will in turn mean a culture of high expectation allied to high reliability and consistency in operating procedures. The MNSP has a track record of making this work successfully whatever the starting point. Thus pupils locally may experience lower challenge and expectations in existing schools currently, but this will not be the case at the free school and the Chief Executive Officer and trustees would not tolerate it: the MNSP's high standards of practice and accountability will apply. Added to this, the school will need to provide system leadership and support not only within the MAT, but across all schools in the area as part of a drive to raise standards for all children in the locality – since all of these children will move to Norton Hill or Somervale, driving up standards at the primary stage is a core aim. Norton Hill, Somervale, High Littleton and Clutton schools are by their nature oriented towards collaboration and support as a key part of the MNSP approach.

An outstanding free school can have an impact by driving up local standards. A new primary school can challenge neighbouring schools to raise their standards and support them in this. Schools can work together to plan local provision. Additionally, there is both an emphasis and an impact on the quality of education for pupils from disadvantaged backgrounds. Further, an additional school also adds to parental choice across the area. The outstanding track record of the MNSP schools at both primary and secondary levels brings this imprimatur of success to help market and populate a new free school at Norton Hill. In partnership with Norton Hill, rather than closing, as was projected, Somervale School has progressed to become a 'good' school in OFSTED terms and now has a stable budget and substantially improved achievement and progress. An outstanding Norton Hill Primary school would, once established look to draw upon this collaborative expertise to work with other schools locally – Westfield and Longvernal in particular are schools classed as requiring improvement by OFSTED - and give impetus as a beacon school locally to the evolution of a successful network of primary schools where all are good or better.

5. The importance of STEM and Employability skills to the Bath & North East Somerset local economy and the West of England.

Advanced Engineering and Hi-Tech industries are identified by the West of England Local Enterprise Partnership as being key economic sectors of the area. Both of these industrial sectors, in addition to environmental technologies have also been identified in Bath & North East Somerset as being key skills clusters. We see the development of science, maths and technology learning and skills as vital to the futures of young people in the West of England – and these do not currently feature prominently in the curricula of local schools. Whilst STEM education in the primary phase is not about preparing children for careers in STEM related industries it is important that all of our children have an opportunity to learn about and understand topical issues in STEM. Our approach is to build confidence in Maths and Science learning and to increase children's engagement with practical or 'real life' STEM learning opportunities. In the classroom, increasing children's engagement has the potential to make a marked difference in their enjoyment of science and maths lessons. Being able to see the relevance of STEM at a primary level will be a key factor in young people's enjoyment of science and maths at the secondary stage - from five year olds surrounded by opportunities to explore their natural and technological environments, to Year 6 pupils developing Robotics, to successful secondary pupils and creative and resilient adults.

Moving beyond the secondary/post 16 phases, we will need to develop young people ready to become flexible and creative employers and employees: the West of England, and particularly the neighbouring city of Bath, achieves a high level of successful business start-ups. Entrepreneurialism is at the heart of local economic strategies and distinct 'Enterprise Areas' are being established across the sub-region. Our pupils should be prepared for this challenge.

6. Parental Demand

An extensive and wide-ranging programme of promotional activities has taken place to make Midsomer Norton parents aware of the proposal. We have been able to secure a healthy level of parental support which shows a positive view of the school and our unique offer. The table below is extracted from Section E (p68) and shows the data for completed questionnaires received.

	2017				2018			
	A	B	C	D	A	B	C	D
Reception	60	73		121	60	58		96

Question	Positive Response Rate (%)
I would choose this school as first choice for my child	94
The proposed primary school will provide parents with more choice	100
A primary school run by this group of providers will deliver high standards	100
A focus on STEM/Outdoor Education will help children's future success	100

Vision for the School

We have a very clear vision and ethos that runs through all component parts of the Midsomer Norton Schools Partnership. The trust is forward-looking and strives to give all stakeholders that are part of it, the confidence and skills to play a full and active part in a rapidly changing world. We promote the traditional values of hard work, outstanding behaviour, dedicated study and personal challenge in all areas. At the Midsomer Norton Schools Partnership we challenge all to have the highest aspirations and to succeed in a safe and healthy learning environment. Through an appropriate and challenging curriculum that develops mastery of learning, all can succeed and make a positive contribution. We believe in nurturing all our learners to ensure they are equipped for success in a rapidly changing world.

Our learners will be confident and independent, equipped with the necessary social, technological and leadership skills to be effective participants in society. They will be honest, wise, polite and accepting of others, as well as willing to stand up for what they believe in. We value the voice of all our stakeholders as this helps us to be a truly reflective. In summary, our vision for the Norton Hill Primary School is to be a fully inclusive community with outstanding outcomes so that all have the best possible life opportunities. This overarching vision dictates how the trust and all its educational establishments operate. To bring this vision to fruition we live it every day and would extend this to our new primary free school if we were successful in the bidding process. We regularly articulate this vision to all our staff and students: we measure all that we do against this vision and crucially, we expect all staff to model these values in the way they work with children, young adults and all members of the local community.

Our focus on STEM is by design and will support our whole-trust goal of creating a love of learning including problem solving and mathematical understanding. Through this focus we believe children will develop outstanding intellectual skills and a thirst for critical thinking and investigation. Our desire to focus on Outdoor Education relates to our belief that too few children develop outstanding team, leadership and communication skills. We also know from our work at secondary school level that children develop outstanding levels of resilience when engaged in Outdoor learning. Our ac-

cessible and inclusive approach will open up outstanding learning opportunities to children from Midsomer Norton, irrespective of background or need.

Through partnership working we will deliver excellence in everything we do, maximising the strengths and expertise of our partners for the benefit of our children.

Norton Hill Primary Ethos and Values

- The well-being of children is a number one concern.
- Excellence in teaching, learning and pupil achievement are our highest ranking priorities.
- Local partnerships delivering benefits to our pupils are central to our strategic development.
- Achieving excellent outcomes and pupil confidence in STEM subjects are paramount.
- Building a culture of challenge to promote high aspiration amongst pupils.
- Enabling successful transition to later stages of learning will be a measure of our success.
- Allowing our staff and pupils to experiment and innovate.
- Providing inclusive access to children and families will always be central to our mission.

Norton Hill Primary Curriculum Vision

In Core subjects we will follow the national curriculum. However, we will use the freedoms available to us to develop and deliver a curriculum plan focused on excellence in STEM and Outdoor Education. We see these as complementary strands: the natural and manufactured aspects of our environment also provide the arena for STEM enquiry as much as they are Outdoor Education for children. Problem-solving and investigation in the field develop both curiosity about STEM and at the same time can develop independence, resourcefulness and resilience outside the classroom. Equally they are the source of deep learning to take back into classroom literacy and numeracy. Our curriculum map will show expected progression for all pupils, whilst allowing personalised learning for all. It will:

- Provide outstanding pedagogy across literacy, numeracy, STEM and core subjects.
- Draw on the expertise of our MAT and wider partners in the delivery of our core specialisms of Science, Technology, Engineering and Maths.
- Provide children with on-going Outdoor Education to promote leadership, teamwork and resilience.
- Prioritise modern foreign language learning throughout the primary phase, thereby providing children with 7 years of continuous language development.
- Cater for the needs of all children, including those with SEN.
- Deliver extended learning extra-curricular opportunities using the strengths of the MAT.
- Promote high levels of parental engagement.

Measuring our success

The targets for the new Norton Hill free school will reflect the vision and aspirations for the school and our pupils. Targets will be clearly linked to a series of Key Performance Indicators for both pupil progress and performance and institutional success (extended in Section D from p42). The targets we set for ourselves will be stretching and challenging and will seek to eliminate attainment gaps between children from diverse backgrounds. (This bid is submitted at a time of transition from Levels to Age Related Standards. In view of this, we express the targets below in levels to allow comparison with publicly available national data sets). Our proposed targets are:

OUTCOME	TARGET(S)
1 Every child success	<ul style="list-style-type: none"> a) 100% of disadvantaged pupils achieve or exceed age related standards and 96% attainment levels in English & Mathematics b) At least 96% of pupils attain Level 2 or above in Key Stage 1 assessments in reading, writing and mathematics/ achieve or exceed age related standards c) At least 96% of pupils attain Level 4 or above at Key Stage 2 for English, Reading, Writing and Mathematics /achieve or exceed age related standards d) 90% of pupils make excellent progress in Science and are one year ahead of their age related standards by year 5/strong mastery evident. (Targets a-d are also indicators of success of STEM activities). e) Outdoor learning successful as school reports show teamwork, leadership skills and resilience are well developed across all pupils; no exclusions; high participation targets met; outstanding progress in core subjects. f) 90% of children are operating at Common European Framework Language level A2 by the end of Key Stage 2 g) All SEN pupils have aspirational targets and make good progress
2 Every family is engaged in the learning of their child	<ul style="list-style-type: none"> a) 100% of families take part in structured family learning activities each year, almost all in 4 or more. b) 100% of families of children from disadvantaged backgrounds undertake a “keeping up with the kids” family learning programme in literacy and numeracy c) 100% of families are accessing online pupil progress tracker at least once every six weeks
3. Creativity and Innovation is embedded within our curriculum and accessible to all children	<ul style="list-style-type: none"> a) All pupils participate in a 6 weekly Outdoor Education/personal challenge b) Our curriculum delivery is supported by 5 new employers each year c) Specialist science, technology and language teachers from our secondary partners are deployed in the school and actively engaged in curriculum delivery d) All children from year 2 upwards are able to access at least one twilight enrichment activity on a weekly basis i.e. Sport, Creative/Performing Arts, Maths Club, Science Club, Engineering Making Club.
4 To achieve whole school excellence in everything we do	<ul style="list-style-type: none"> a) 98% of parents will be very satisfied with our service and approach b) To be graded as ‘Outstanding’ by Ofsted c) To effectively utilise the services and support of our partners to deliver efficient and effective school processes and operations. d) To adopt creative and sector leading approaches to initial teacher training in collaboration with our University partner, (Bath and Bath Spa Universities) and The Partnership (Fosseway) Teaching School e) To be a truly inclusive school with a comprehensive intake, recruiting pupils from all backgrounds and abilities and eliminating educational disadvantage.

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.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

Section D: Education plan – part 2

In Reception, Free Flow Play will be an important part of the weekly timetable and we will respond to pupils' interests. Our wider curriculum structure will cover: Personal, Social and Emotional Development; Physical Development; Communication and Language development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design. We also include the learning of a modern foreign language, music, and ICT skills in our curriculum, as well as STEM and outdoor activities. The amount of time allocated to this will reduce as we progress through the academic year. In Literacy there will be daily phonics, Story Time, Talk Time and Show and Tell. In Numeracy there will be introductions usually involving some counting with fingers rhymes, number rhymes and songs; some teaching of the whole year group on the main mathematics topic for the day; group activities, either for everyone in small groups simultaneously or a play activity linked to the theme of the lesson worked on by groups in turn during the day.

Key Stages One and Two and variations between them are recorded below:

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments - time allocations are offered for teachers in Key Stage 1 and 2 to be used as a guide. As pupils move to KS2 subject teaching in the core will be more discrete, less topic-based and the structure of the weekly timetable will have less variation than at KS1.
Mathematics* *we use the term Mathematics to cover discrete tested subject and numeracy as cross-curricular – sometimes the terms are used more loosely, sometimes interchangeable	5.5	Compulsory	Mathematics will be a core subject and whilst discrete teaching time will be allocated to this subject it will also be extended across all subjects in a clearly planned way. The national curriculum for Mathematics will be followed.
English *we use the term English to cover discrete tested subject and literacy as cross-curricular – sometimes the terms are used more loosely, sometimes interchangeable	5.5	Compulsory	As with Mathematics, English will be a core subject and whilst discrete teaching time will be allocated to this subject it will be extended across all subjects. The national curriculum for English will be followed.
Science	2	Compulsory	The Science curriculum will develop knowledge and understanding across biology, physics, chemistry and environmental science. The national curriculum for science will be followed by the school. Elements of the curriculum will also be embedded across other elements of the school's curriculum including Design and Technology, ICT, P.E. and Global Citizenship. Opportunities for additional numeracy will be planned (KS2 will have more discrete science).
Design Technology	2	Compulsory	The Design & Technology curriculum will be focused on designing, making and working with products. It will also extend literacy and numeracy
French	2	Compulsory	French will be taught from Reception to Year 6. Elements of the French curriculum will also be paired with other subjects, e.g. sports games communicating in French, creative performances including French etc.
P.E/Sport	2	Compulsory	Through sport and physical activities the school aims to develop competence and excellence across a range of sports, promote healthy lifestyles and physical activities as well

			as involve pupils in competitive activities.
Arts	2	Compulsory	The school's Arts curriculum will be centred on art, music and drama. The Arts curriculum will engage, inspire and challenge pupils to experiment, invent and create their own work and develop an understanding of how the Arts have shaped our history and culture.
Citizenship	2	Compulsory	Global citizenship will cover the roles the children play as citizens both locally and internationally as preparation for life in modern Britain. Curriculum content will include geography, environmental sustainability and responsibility, community participation and leadership; link to Outdoor Education skills and capabilities, personal finance, economic and business understanding.
ICT	1	Compulsory	ICT will involve the children critically engaging with technology and developing a social awareness of how technology is used across social, cultural, economic and intellectual life. ICT will include a focus on problem solving through computer programming and coding and the practical development and application of skills.
Outdoor Education	1	Compulsory	The curriculum will be built around themed projects and will involve project-based learning in vertical learning groups across the school, as well as Year group activities such as camping trips and team activities (p28).
Design club	1	Enrichment	This will be an after school club that will focus on the design process and working across a range of media and materials.
Sport	2	Enrichment	The school will introduce after school sporting activities and shape the programme using consultation.
French Club	1	Enrichment	This after school club will be designed to offer extended learning opportunities for students.
Science & Computing Club	1	Enrichment	The science and computing club will seek to extend learning in numeracy through science and computing based practical activities.
Performing Arts	1.5	Enrichment	The after school performing arts club will also use secondary staff to provide pupils with an opportunity to extend their performance skills across music, dance and drama.

Section D1:

An ambitious curriculum plan

In this section we set out our educational approach and explain how our curriculum vision as set out in section C will be achieved. In section C we identified the key elements of our vision for the school curriculum. These were:

- Outstanding pedagogy across literacy, numeracy, STEM and wider subjects from ages 4-18.
- Draw on the expertise of our MAT and wider partners in the provision of our core specialisms of Science, Technology, Engineering and Mathematics.
- Provide children from Reception onwards with on-going Outdoor Education to promote leadership, teamwork and resilience.
- Prioritise modern foreign language learning throughout the primary phase, thereby providing children with 7 years of continuous language development.
- Cater for the needs of all children, including Gifted and Talented and those with SEN.
- Offer extended learning opportunities through the provision of enrichment; utilising the specialist resources of our partners, particularly in sport and the creative and performing arts.
- Actively engage parents in structured family learning activities including Outdoor Pursuits, and promote high levels of parental engagement.

This section sets out our inter-linked curriculum structure and demonstrates how our approach will operate in reality. Our child-focussed approach to education, which seeks to promote core values of tolerance, openness and respect to make our pupils active citizens, is explored in more detail and the section aims to bring our STEM and Outdoor Pursuits specialisms to life. The section also presents our ambitious expectations for pupil and school outcomes and shows how within a culture of high aspirations we will meet the individual needs of pupils. Partnership working is central to our vision and this section illustrates how we will work, in particular, with our MAT partners to provide a unique educational experience for children. This section also provides an overview of our approach to constructing an exciting curriculum focused on excellence in STEM and Outdoor Education whilst providing balanced and personalised learning programmes to all of our children.

Rationale for the curriculum and link to our vision

In developing our proposed curriculum we have ensured a clear link between the overarching vision and ethos of the school and our curriculum plans. Whilst the proposal is for the school to specialise in STEM and Outdoor Education, a broad-based curriculum model has been developed whereby students will develop learning and skills across all areas of learning. The curriculum has also been designed and planned to ensure that STEM is a core theme across all programmes of study. For example, children might explore the relationship between the creative art and mathematics or technology. In the Citizenship curriculum students will consider the industrial heritage of the area – including coal mining and canals and railways – with a focus on engineering and manufacturing. We will seek to make links between languages, geography and manufacturing.

The table below outlines how the vision and curriculum have been mapped:

Curriculum Vision	Curriculum Planning	
Outstanding pedagogy across literacy, numeracy, STEM and wider subjects.	Clear differentiation by group and by task to bring the best out of all our pupils; assessment to inform planning and respond to pupil need. Reflective practice and CPD, connection to secondary phase and outside world. Monitored by SLT learning walks, work scrutiny and observation.	
Draw on the expertise of our MAT and wider partners in the operation of our core specialisms of Science, Technology, Engineering and Mathematics. ICT, Science, Mathematics and Languages teachers currently work in primaries and this will be extended to the Norton Hill Primary.	Use of expert teachers from primary and secondary school partners. Significant curriculum focus on Mathematics. Inclusion of Design and Technology, Science and Computing in the curriculum.	
Provide children with on-going Outdoor Education to promote leadership, teamwork and resilience.	Outdoor Education is embedded in the curriculum and pupils will on occasion work in vertical groups through project-based learning approaches, as well as Year group activities.	
Prioritise modern foreign language learning throughout the primary phase, thereby providing children with 7 years of continuous language development.	French has been planned to be offered to each year group from Reception to Year 6. Opportunities to embed French language development in other activities have also been planned.	
Cater for the needs of all children, including those with SEN and Gifted and Talented	Challenging targets and high quality curriculum for all our pupils; support and intervention to ensure all make excellent progress;	
Provide extended learning opportunities through the provision of enrichment utilising the specialist resources of our partners, particularly in sport and the creative and performing arts.	A range of enrichment opportunities have been planned including:	
	<ul style="list-style-type: none"> • Design club • Sport • French Club 	<ul style="list-style-type: none"> • Science & Computing Club • Performing Arts
Actively engage parents in structured family learning activities including Outdoor Pursuits, and promote high levels of parental engagement.	It is planned to run four workshops per school year to all parents across key learning areas.	

Why this curriculum is appropriate for our pupils

The Atlas of the Indices of Deprivation 2010 for England shows that our local area has relatively high employment but lower income and low quintile ratings for Education, Skills and Training. We know from years of local experience that a significant part of our secondary work has needed to focus on raising aspiration so that pupils look beyond the relatively low-paid local economy of Radstock and Midsomer Norton and aspire to professional careers and Russell group universities. The Year 7 intake of both Somervale and Norton Hill schools is comprehensive in ability but below average in confidence and ambition. We would have the ideal opportunity to address this from the age of four. Our mission will be to prepare pupils for the economic and wider opportunities of modern technology both in the local area and beyond. At the same time we want our children to be resourceful and resilient in their approach to life. Thus our vision presents a clear focus on a curriculum that prioritises STEM and Outdoor Education. Additionally, our overall educational approach ensures that all pupils will benefit from a broad and balanced curriculum. It is our belief that this curriculum offer would leave the school uniquely placed among local schools to offer children an education that would raise their aspirations and at the same time build confidence and perseverance – and so improve their life chances. Children moving on to a MNSP secondary school will do so with 7 years of developing confidence, initiative and resilience behind them. They would already be versed in the approaches to learning of the MNSP secondary schools, and so be well placed to make a transition to a school in which they already understand the language of learning and expectations of good behaviour, and have developed a passion for learning. They would be familiar with the school routines and ethos – built up through contact with secondary staff and pupils and use of the schools' resources. A talented musician might already be part of the school orchestra or wind band; gifted mathematicians would have attended regular master classes; Year 6 pupils moving to secondary would already have experience of working with native French speaking staff or sports coaching in a dedicated sports hall using video technology. It is our belief that this ease of transition will further raise standards at the secondary stage. For example, one of our longer term objectives would be to continue parental engagement in supporting pupils through to the secondary phase more effectively as a result of our family liaison in the primary phase – particularly for disadvantaged pupils as we work to make them aware of the opportunities and possibilities available for their children.

The structure and design of our curriculum is designed to meet the needs of local children by:

- Providing challenging extended learning opportunities through enrichment activities.
- Building an early enthusiasm for learning science and mathematics.
- Challenges beyond the classroom based on teamwork and leadership.
- Adopting an inclusive approach to set high aspirations and expectations for all.
- Embedding a culture of language learning opening children's eyes to the global context.
- Building tolerance and understanding through appropriate integration of all children into school life, including those with Special Education Needs.
- Having an inter-linked curriculum where learning is progressively refined and revisited.
- Connecting children both to the place they live and life in modern Britain.

The Type of Learners we will seek to Develop:

- Resilient and good team players well prepared for later learning.
- Confident in Science and Mathematics.
- A good basis for learning languages in later life.
- Ready for a successful transition to the secondary phase, having had a wide range of positive interactions with our high performing secondary partners.
- Broad understanding of local and world, modern Britain and world culture.

The table below sets out the special features of our school and the benefits for pupils:

Feature	Impact	Link to our vision
STEM	Building enthusiasm for science and mathematics in the primary phase and creating confident learners going into the secondary phase. Developing intellectual, emotional and physical learning in an integrated manner. Building an understanding of the impact of science and technology on the world in which the children live. Responding to national priorities to build capacity in engineering and manufacturing. Creating inquisitiveness, curiosity and bringing STEM subjects to life. Building capacity for critical inquiry. Improving academic outcomes in science and mathematics.	Draw on the expertise of our MAT and wider partners in the core specialisms of Science, Technology, Engineering and Mathematics Outstanding pedagogy across literacy, numeracy, STEM and wider subjects.
Outdoor Education	Giving team skills, communications skills, leadership and resilience in the face of challenging learning. Giving children a sense of the world around them. Building an understanding of healthy lifestyles. Promoting social enterprise and community contribution. Building personal organisation skills.	Provide children with on-going Outdoor Education to promote leadership, teamwork and resilience.
Partnership Work	Brings specialist expertise into the school. Develops a planned programme for transition to secondary phase of education. Makes resources and facilities available. Integrates the school into the local education system. Involves older children in the learning of the school. Promotes movement of staff across primary and secondary phases. Delivers efficiencies and the potential for economies of scale.	Outstanding pedagogy across literacy, numeracy, STEM and languages.
Integrated Curriculum topic work	Helps pupils understand the natural links between subjects. Provides engaging learning opportunities for core subjects of English, Mathematics, and Science. Provides children with an opportunity to build deeper subject knowledge. Promotes collaboration between pupils and teachers. Promotes an ethos of community and collaboration across the school. Aids pupil attainment and progress by bringing subjects to life.	Cater for the needs of all children, including those with SEN and Gifted and Talented
Consistent and continuous modern foreign language learning	Builds confidence and enjoyment in foreign language learning. Builds skills and learning in language and Literacy. Enhances achievement in English. Aids transition to secondary phase. Contributes to the development of handwriting skills. Provides a basis for progress in mathematics, logic and programming, social adaptability, and music.	Prioritise modern foreign language learning throughout the primary phase, thereby providing children with 7 years of continuous language development.

Opportunities for enrichment beyond the curriculum.	<p>Opportunities to broaden skills and provide deeper learning opportunities.</p> <p>Significant contribution to the development of the school community.</p> <p>Opportunities for inter-class inter-age working. Promoting broad learning through extra- curricular opportunities. Assisting working parents with childcare.</p> <p>Providing staff with opportunities to make a full contribution to school life.</p> <p>Aiding the educational attainment and progress of disadvantaged children.</p>	<p>Provide extended learning opportunities through the provision of enrichment utilising the specialist resources of our partners, particularly in sport and the creative and performing arts.</p> <p>Whilst the formal school Day will commence at 8.45am and end at 3.15pm there will be pre-school learning activities from 8.15am and enrichment activities available from 3.15pm to 4.30pm.</p>
Active family/parental engagement.	<p>Promotes the development of the wider school community. Parents are better positioned to assist children in their learning and to support at secondary level.</p> <p>Parents have a better understanding of the learning taking place at school.</p> <p>Parents can reinforce learning in the home. Potential to improve attainment and progress levels of children. Disadvantaged families are integrated into the school. Disadvantaged children receive higher degrees of support.</p>	<p>Actively engage parents in structured family learning activities including Outdoor Pursuits, and promote high levels of parental engagement.</p>
Active Citizenship	<p>Encourages teachers and pupils to learn using the resources around them.</p> <p>Gives children a sense of belonging to their communities. Provides opportunities for project-based learning that integrates subject topics.</p> <p>Creates vibrant partnerships between the school and a range of organisations.</p> <p>Pupils develop global awareness and are prepared for life in modern Britain.</p>	<p>Focussing on connecting the children both to the place they live and the wider world - building active citizenship and preparedness for life in modern Britain.</p>

The benefits of engaging with the Midsomer Norton Schools Partnership

The team behind this proposal have a wealth of relevant experience and a significant strength of our application relate to the benefits that MNSP can bring as a well-established and successful educational body. These include:

- Strategic leadership.
- Collaborative working with both primary and secondary partners.
- Sharing of best practice, staff development and expert staff.
- Integration across parts of the local education system.
- Ensuring effective transition to the secondary phase.
- Achieving economies of scale and cost efficiencies through shared MAT services.
- A common understanding across the MAT of the key elements of outstanding pedagogy: a common vocabulary focussed on assessment for learning, high level literacy, sophisticated questioning to probe and shape learning, differentiation and support, and encouraging a passion for learning.
- A culture of praise and reward.

Our Curriculum Approach

Our curriculum will be carefully planned as a mix of integrated and discrete elements. Ideas and skills will be taught interlinked with the staff team always seeking innovative ways to join subjects, give insight or deepen knowledge making learning more meaningful. Year teachers will plan together and form part of a wider Key Stage Team to ensure progression. Where possible we will use linked themes to enhance understanding and interest across all areas but we do realise this may not be appropriate for all areas. For example, in topic work on the history of Midsomer Norton the landscape, the development of industry and the local area today would go hand in hand. In literacy, writing work would dovetail with the development of such contextual understanding. The topic allows skills of literacy to be applied and developed so that the essential skills of literacy and numeracy would be carefully mapped across the curriculum and the curriculum map regularly revisited and reviewed through termly monitoring meetings. From an early age we would wish children to be using their local environment both for Outdoor Pursuits, and for research into the heritage of the canals (in particular the Somerset Coal Canal) and the coming of the railways. There is, for example a network of disused mines running under Norton Hill School itself. We will make links across subject boundaries, for example science and technology exploring bridge construction and forces together with the science of floating and sinking. Measurement, design and writing with a purpose will support the integrated topic theme. Careful planning means that this will not be duplicated in the Mathematics lessons. The engineering of the past forms the backdrop of study and experimentation in design.

The pupil experience

The approach will be to encourage independence and resourcefulness within a carefully supported framework. There will be various models for the day ranging from Reception when children will register, organise and purchase their own tuck as a pupil-led enterprise and be encouraged to direct their own learning. Alongside this there will be more formal teaching of discrete phonics and number work. This work may further be enhanced by using mathematics or phonics in activity during a PE lesson or in simple play activities such as a shop selling tuck or in practising rhymes. As children progress through the school there will be rigorous application of the core subjects sometimes taught discretely and where appropriate, supporting and gaining stimulus through the core subject themes based upon STEM. Pupils will be expected to have a good knowledge of the journey they have made in their learning and where to set their own new targets. Children will have time to reflect upon their learning and next steps every day. The vocabulary of learning will feature from Reception to Year 6 and be carried forward into the secondary phase.

Pupils will be grouped in an age related class and also have opportunities to work across year group boundaries. For example in some Outdoor Pursuits projects and wider projects such as running a shop, baking cakes to sell in order to pay for equipment or a visit or raising money for

charity the spirit of co-operative learning within the school will be evident where pupils with varying abilities and ages work together. As pupils grow in confidence and age it is also expected that they will also take more responsibility for tasks around school as well as offering support for younger pupils such as in peer reading or computing. There will also be interest groups formed for team sports, extra-curricular activities, visits and community work such as the national 'Make your Mark with a Tenner' project and further projects across the school that will seek to develop community ideas such as providing computer links for the elderly.

Because of the flexibility of the curriculum/day, careful monitoring will take place to ensure sufficient coverage of all subjects but in order to cover complex aspects of work in sufficient depth or where an investigation may take time there will be a degree of variation in lesson timings especially where a number of subjects are integrated. Key Stage leaders will oversee planning: on occasions a discrete lesson in literacy may take an hour, at other times literacy may take part of a longer all morning session as an experiment is written up with an emphasis on excellence whatever the writing is for. Careful planning, monitoring and good communication must be in place to ensure the teachers in each year group understand the elements that balance a child's day.

Our focus on STEM

Studies have shown that "the STEM curriculum provides opportunities for all level learners to master skills and content important for 21st Century learning. Developing students' reasoning skills, critical thinking skills, creativity, and innovation through integrated and connected STEM curriculum and pedagogical practices has... the potential to provide mastery for all learners". (*How STEM Education Improves Student Learning* – Meyrick 2011). We will work to ensure that through the STEM approach children come to understand their world and what has formed it. We will seek to harness and channel the natural curiosity about the world so characteristic of young children. By reaching outside their own classroom, primary teachers, and their secondary counterparts, together with partners from industry collaborate across subjects, will enhance and enrich the school curriculum, make links with the world of work, and use varied contexts to help young people relate school STEM subjects with their real-world experience. The MNSP has an established record of STEM work and links with local universities – in robotics for example – and will bring practitioners together to focus on STEM teaching and learning and staff from the primary school would become members of this network. Through the use of visiting members of the commercial and industrial worlds, as well as input from specialists from KS3 and KS4, knowledge will be gained of the industries surrounding Midsomer Norton. By using the resources of MNSP, provision will be enhanced as students undertake learning within the school but also benefit from the wider resources available through school and wider partnerships. We want teaching that means that children from the very moment they join Reception will be curious, will be encouraged to solve problems and to develop their number sense in a practical way. Children designing and building block structures should be encouraged to see the link with the built environment around them, should be set building challenges and encouraged to understand the properties of the materials they are using through experiment with wood or clay for example. They will be encouraged to predict what will happen, to observe closely and to compare. At the same time they might explore shapes, gather measurements and analyse data and use computers to support this process. As they mature, they will learn to make inferences and communicate findings to share their learning. STEM activities in the early years might thus include:

- Investigation of the natural world through activity areas in the school – plants, animals.
- Classroom exploration of STEM: cooking, building blocks, sensory activity e.g. wind, water, Art, Music - some using secondary school resources.
- Outdoor work – building challenges (e.g. using tyres, crates, wood), investigating insects, gardening, bubble experiments, wind chimes.
- Projects – ice, plants and trees, making models or quilts, film-making.
- Field visits and trips – local neighbourhood, parks, shops, building project, secondary school play or concert.

Our focus on Outdoor Pursuits

We know that Outdoor learning offers children the opportunity to explore the world around them with a freedom and on a scale which cannot be achieved in the classroom. For example, Scott and Boyd (2012) demonstrated both short and medium term improvement in literacy amongst children (8-10 years old) involved in learning activities related to biodiversity topics in an outdoor setting. It has a positive impact both on children's well-being and their intellectual development. This is complementary to the emphasis on STEM as outlined above. Norton Hill Secondary Academy brings established expertise and models in the area of Outdoor Education with a wide range of Outdoor Education activities and the Duke of Edinburgh Awards being achieved by the vast majority of pupils. Staff are also well qualified in mountain leadership and expedition leadership. Our approach will be to ensure that the primary phase allows pupils to have early experience of the learning that can come from appropriate personal challenges beyond the classroom. We will ensure that learning is progressive and coherent and we will give Outdoor Education a fresh and sharp focus through focusing on areas such as:

- The development of team, communication and resilience skills and capabilities.
- Personal health and fitness.
- Spiritual, social and moral understanding.

Types of activities and projects that pupils may undertake include:

- Open ended play with different materials, ropes, blocks and a range of appropriate items.
- Daily access to a secure and well-designed school outdoor environment with access to the elements (e.g. sand, water), planted areas, natural space (e.g. wooded, grass), active play space (e.g. trim trail), creative space, social space, reflective space.
- Planting projects linked to STEM.
- Caving, using a climbing wall, tree trunk climbing challenges.
- Bike and scooter challenges.
- Cooking, storytelling and activities around a fire.
- Camping on a school field – Year 2, Year 5 camp offsite.
- Forest School Days/activities and visits to outdoor centres.
- Planning and organising charity events and designing outdoor products for sale
- Map reading and orienteering.

As pupils move through Key Stage 1 and 2, we would expect collaboration with secondary colleagues – for example in developing schemes of learning, team teaching and sharing resources. The secondary schools will provide access, for example, to a sports hall, trampolines, video equipment and extensive fields. The two non-teaching outdoor learning co-ordinators from the secondary schools will plan activities for both primary and secondary pupils. Secondary pupils studying PE and Health and Social Care would have work experience placements in the school allowing them to support learning and act as role models for younger children.

Our curriculum and its contribution to positive outcomes

Cross curricular learning exercised through a cooperative approach leads to enhanced attitudes and learning. By actively engaging older children in the learning of younger children Key Stage 2 learners will benefit from imparting their knowledge on the younger learners as this means that they will have a deeper understanding of subject matter, e.g. the science behind electronic circuits or robotics. This will also enable the development of social and inter-personal skills. This approach will enhance the enjoyment of learning and will provide pupils with a sense of community, responsibility and collaborative learning. Pupils of all abilities will become challenged and engaged. With an emphasis on cooperative learning techniques which will include higher levels of self-knowledge and self-determination as children develop, demands will be high, leading to good or outstanding behaviour and pupil performance.

Through an integrated approach it is expected that children will have a real feeling of place and purpose in their working with a reason for writing or undertaking mathematical problem solving. Through understanding a problem in science and technology in context children will be able to better understand the need to learn and therefore journey towards the aspiration sown by those visiting or visited as they plant seeds about their school choices and careers for the future. There will also be an effective focus on ensuring the consistency and quality of marking and feedback to pupils. In the early years this will be largely oral in nature. Regular marking will pin-point strengths and provides advice to pupils on how to improve.

Pupils will be given time to respond to the marking and make the improvements suggested and staff will complete the assessment cycle by re-visiting the improved work. Pupils will come to view marking as a working and a guide (p44).

Cross-curricular project work offers the opportunity for pupils to learn life skills as well as master new knowledge and concepts. Pupils can collaborate to explore 'real-world' issues, supported by a teacher and with more control over their learning. It can thus promote the development of planning, problem solving, communication and leadership skills. This works best when allied to a clear sense of the desired learning outcomes and present a clear challenge to the children taking part. These outcomes will include literacy and numeracy, for example, as well as knowledge of the wider world, critical thinking and analytical and evaluative skills, good organisation and the ability to synthesise and communicate key learning. We expect assessment to show above expected progress in literacy, numeracy, knowledge and skills.

In our model a child who had previously never managed to acquire sufficient language and numeracy skill may enjoy a particular sport or activity. Our approach would provide the child with a practical project related to the sport or activity. Through this project the child would begin to see the need to use mathematics and reading to achieve their goal and they would begin to see the need to learn basic skills. At the heart of the approach is the development of confidence to learn literacy and numeracy through an integrated approach. Such approaches will facilitate learning to a point where we expect pupils to make at least good or better progress than that expected.

Our curriculum structure KS1/2:

Area	Learning about the World:	Learning Tools	Learning about Life:
Subjects	Literacy/English Numeracy/Mathematics Science French	Creative Practice Design and Technology ICT and Computing	Global Citizenship including RE, History and Geography Outdoor Pursuits, Sport and Physical Education

Extended learning through voluntary enrichment opportunities will also be available to all children. Enrichment activities will take place after the formal school hours of 8.45am — 3.15pm and will include: Design club; Sport; French club; Science and Computing club; Performing Arts. Prior to the start of the formal school day a breakfast club will be available and will also include themed learning activities, e.g... French conversation, science experiments etc. Our school week will consist of 25 hours of mandatory learning with 6 hours of enrichment learning opportunities available before and after the formal school day.

An illustration of our school day and our curriculum approach in practice:

Reception	Year One	Year 5
Session 1 Letters and Sounds – Faze 2. Children to move on from oral blending and segmentation to blending and segmenting with letters. Practice previously learned letters. Teach a new letter and two tricky words. Practice reading and/or spelling words with the new letter. Read or write a caption using one or more high frequency words containing the new letter. Maths – Activities which allow the children to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given Number.	Session 1 Maths – a specific element based on the new mastery model of learning. Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects and pictures. Letters and Sounds – Phase 5. Children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. This might be a session where the objective and the criteria are introduced before children revisit and review previous learning. The children will then be taught new graphemes and tricky words. They will be given opportunity to practice blending, reading, segmenting and writing new graphemes and apply them to a sentence.	Session 1 Maths - a specific element based on the new mastery model of learning. Children will be asked to compare and order fractions whose denominators are all multiples of the same number. ‘I Can Do Maths’ – agreed whole school approach to teaching the mental and written calculations.
Session 2 Literacy – Reading book/short film as a stimulus for writing. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular Common words. They write simple sentences which can be read by themselves and others.	Session 2 Big Write – guided writing session based around the class topic. This may be factual or non-fiction with modelling from the teacher. Children will be taught to sequence sentences to form short narratives and then re-read what they have written to check that it makes sense. Children will then discuss what they have written with the teacher or other pupils.	Session 2 English Guided Reading session. Spelling, Punctuation and Grammar – children are taught how to use brackets, dashes or commas to indicate parenthesis.
Session 3 In planning and guiding children’s activities,	Session 3 RE - Who and what is special to me? (People,	Session 3 Music - To identify and control different ways

<p>teachers will reflect on the different ways that children learn and reflect these in the activities set out for the children. These will include: playing and exploring where children investigate and experience things, and ‘have a go’; active learning – where children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> <p>Activities during this session will give the teacher the opportunity to assess. Ongoing formative assessment is an integral part of the learning and development process. The session will also involve staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.</p>	<p>places, experiences, feelings, stories, objects, beliefs, values)</p>	<p>percussion instruments make sounds. To identify rhythmic patterns, instruments and repetition.</p>
	<p>Session 4 ICT/STEM – Coding/ Lego Modelling – Following sequences to build Lego constructions.</p>	<p>Session 4 Stem/Science - observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p>

School day will run from 8.50 am until 3.15 with enrichment to follow this until 4.30 p.m.

The Mastery Curriculum

The purpose of the mastery curriculum is to ensure that pupils have a deep and secure understanding of each unit of work across all subjects of the curriculum. This means that the emphasis is on exploring and consolidating their grasp of a topic rather than moving on to new areas prematurely. Our emphasis here will be on increasing conceptual fluency, reasoning and problem solving– and these will be the basis of extended work for the higher achieving pupils. We will seek to:

- Ensure that adults and learners are equipped with a wide range of methods that enable the goals embedded in the standards of learning, and progress towards them, to be addressed effectively.
- Make explicit the expectation that agreed strategies and tools are used consistently to ensure that planning and provision is accurately matched to identified need.
- Ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners.
- Ensure that all statutory requirements for assessing, recording and reporting indications of pupil mastery, attainment and progress annually and at the end of each Key Stage are met.

The mastery curriculum will:

- Ultimately improve learning and meet the needs of every pupil, recognising them as diverse, yet richly competent learners.
- Reflect current knowledge and understanding of child development and the way children learn.
- Enable attainment in, and progress towards national Age Related Standards (ARS) to be facilitated and reported.
- Include explicit processes to ensure that information is valid and is as reliable as is necessary for its purpose.
- Promote public understanding of ARS and their relevance to learners' current and future lives.
- Be acknowledged as approximations.
- Be a part of a manageable process of teaching that enables learners to understand the aims of their learning and how the quality of their achievement will be judged.
- Promote the active engagement of learners in their learning and its assessment
- Empower and motivate learners to show what they can do.
- Draw on and combine a range of sources of evidence, including learners' self-assessments, to inform decisions about learning and next steps.
- Meet standards that reflect a broad consensus on quality from classroom practice to national policy.

We believe that the most effective learning takes place when both teachers and learners use questioning and feedback techniques well (see p42 onwards).

While STEM and Outdoor Education will be key drivers to our curriculum, literacy and numeracy will be at the centre of all we do. We have already said that we will follow the national curriculum for core subjects and children will be rigorously assessed according to the national curriculum guidance.

Alongside this we will involve the family of each pupil as an additional resource, especially as we develop local humanities learning where grandparents, for example, can bring a wealth of

knowledge of recent history set against the changing geography of the landscape. As children progress through the school the curriculum, skills, knowledge and learning styles will become more discrete including the introduction of teachers from the secondary sector bringing specific skills and in depth subject knowledge of certain areas. We realise this presents a challenge to the teaching staff of all schools with a huge emphasis on liaison and secondary teachers also developing a deeper knowledge of best primary practice. However the school will ensure there will still be space in the curriculum to follow pupil's own interests expecting every child to have a growing knowledge of where they need to develop next and to remain cooperative in their approach to learning. Teachers will have the ability to plan using the range of STEM resources, planning tools and assessments.

The teaching of RE and SMSC

Our key spiritual values will be embedded in the daily life of the school and have a significant impact on the spiritual, moral, social and cultural development of all members of the school community. These values are:

- Appreciation
- Peace
- Respect
- Faith
- Endurance
- Hope
- Trust
- Friendship
- Courage
- Compassion
- Tolerance
- Equality

To meet all statutory requirements we will use the Bath and North East Somerset Agreed Syllabus, with explicit attention also given to relationships education. We will ensure that the curriculum:

- Allows pupils to engage in a personal search for meaning, reflecting on the purpose of existing;
- Engages in dialogue with living religions and with pupils' own beliefs and experiences.
- Makes a significant contribution to the total education experience of every pupil – their personal, social, moral, cultural and spiritual development.
- Is concerned with ways in which human beings can express their understanding and experiences of life.
- Relates directly to contemporary and global issues.
- Respects the lifestyles of individual pupils.
- Promotes the use of a range of skills, such as investigation, empathy, evaluation and self-understanding.

As pupils mature, they will be introduced to a variety of world faiths. This will be through a combination of discrete lessons, topic work and regular acts of collective worship.

The school will promote SMSC in the following ways:

- Daily acts of Collective Worship
- Behaviour policy and strategies
- Class and School Council
- PSHE lessons and Circle Time
- Class charters and Golden Rules

- Celebration of festivals
- Visits to places of worship
- Senior Citizens Party /community work
- Buddy System including secondary pupils
- Head teacher's Tea Party
- Inclusion Quality Mark
- Promotion of moral values
- Celebration assemblies
- Transition arrangements
- Participation in local, regional and national music and sporting events.

Through our approach to spiritual, moral, social and cultural education we will also seek to give pupils a strong hold on modern British values, aiming to:

- Enable our children to develop their self-knowledge, self-esteem and self-confidence.
- Enable our children to distinguish right from wrong and respect the civil and criminal law of England.
- Encourage our children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Enable our children to acquire a broad general knowledge of and respect for public institutions and service in England.
- Ensure further tolerance and harmony between different cultural traditions by enabling our children to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes; including respect for the basis on which law is made and applied in England.

Staffing expertise and the curriculum

To reflect our developing curriculum which grows more discrete as children progress through the school we will recruit high calibre professionals within each phase. As pupils progress further through Key Stage 2 they will encounter a greater degree of specialist teaching both from the primary staff team and the use of secondary staff all of whom will need careful monitoring by the senior management to ensure continuity and consistently high standards. Similarly our staff will support Year 7 and 8 in transition to secondary school learning, for example in computer programming and use of electronics and robotics related to Science and Technology. By Key Stage 2 we would expect STEM work to become more closely related to subject specialism as children move towards the transition to a secondary curriculum.

The Pupil Experience

We recognise and believe that children learn in different ways and with different pace. The Norton Hill free school will offer highly focused planning with sharp objectives. This will be explicit for each subject area even if subjects are interlinked. Planning will take place in staff teams using their shared expertise with the STEM materials acting as a key driver for topics. These drivers will form the starting points for work that will evolve into a more coherent whole as other disciplines are added to make more relevant meaningful schemes of work. As lessons progress there will be a high demand for pupil involvement and engagement where self-sufficient children will have a good idea of their own strengths and personal areas for development as they accept responsibility for their own learning and work.

In order to progress lesson plans and to build upon pupils own ideas, teachers will use an appropriate balance of questioning, modelling and explaining. Teachers will give authentic praise for thinking methodology as well as correct answers in classrooms with rich dialogue opportunities

for children individually and in groups. Explicit terminology will be used to develop the language and culture of learning.

Children come to school with the natural ability to learn. As a primary school with a STEM focus, from an early age onwards we expect pupils to plan, research and critically evaluate at their own level and as they grow older use reasoned arguments to support conclusions. Teachers will value creative thinking, children making connections, evaluating and generating ideas. Importance will be given to the development of alternative solutions to problems. Together with the essential literacy, numeracy and ICT skills, children will learn how to investigate, asking relevant questions, identifying problems, analysing and judging the value of information and ideas, questioning assumptions. They will plan systematically using time and resources effectively, anticipating, taking and managing risks.

Behaviour and Social Skills

Through a co-operative approach children will develop the skills to work well with other people. They are responsible and adaptable and anticipate others' views and feelings. The Outdoor Pursuits focus will have an explicit aim of helping pupils to appreciate the value of rules for safely working together and play an active part in group and classroom activities.

Children will be encouraged to listen and respond appropriately to a wide range of people from peers to visitors. They will be expected to adapt their behaviour to suit different situations whether in the classroom, out on a walk or at the theatre as they work collaboratively towards common goals. Through carefully crafted classroom activities pupils will be expected to take turns and share, negotiating their own views and needs while respecting others' rights and responsibilities, and using peer mentors to resolve disputes and conflicts.

In addition, led by a school council, children will negotiate their own golden rules for a happy learning school. More formal reward systems will encourage positive behaviour and learning — a house point system, individual and class reward systems such as dressing up days or visits out. Day and residential visits will further develop the resilience and character of pupils. Good relationships with our school families will underpin these core school values as they join in a camp or visit, come to parent partnership sessions, learning sessions, morning drop in for coffee and conversations with senior staff available on the gate every morning.

It is an aspiration of the school that we will undertake international partnership learning with STEM projects as a core driver for written and technology exchanges. This will provide both a motivational force for learning and encourage our pupils to develop empathy with developing cultures, their varying social and technological positioning in the world. These links are well developed in the secondary schools (Norton Hill has a Modern Foreign Language specialism) and will be extended to the primary school to benefit pupils through the development of cultural awareness and social skills.

The use of an electronic pupil performance and progress tracking system will keep parents informed of and up-to-date on the performance and progress of their children, including information on attendance, rewards and recognition for good progress and behaviour.

Understanding the pupil intake and their needs

Given our desire to establish and locate the primary school on the Norton Hill Secondary School site, we are able to make some assumptions about our pupil intake and needs. Fundamentally, our experience as secondary schools has shown us that the community will be average in terms of the spread of ability, but not aspirational: hence the STEM and Outdoor learning approaches to foster curiosity, ambition and resilience. We envisage a comprehensive intake with the percentage of free school meals pupils in line with or higher than the local authority average. We are working on the basis of a FSM population of 14% due to the possible central location of school being accessible to children from the deprived wards of Westfield and South Paulton, where levels of

social housing are higher than the local average and educational attainment levels are generally lower. We will need to place a significant focus and emphasis on high quality individual learning plans and differentiated and personalised support arrangements for all pupil premium pupils, as well as this SEN cohort. We are not envisaging a significant percentage of children who have English as an additional language as figures here are relatively low. Due to the location of the school we are conscious of the fact that we will draw a number of pupils from educationally disadvantaged backgrounds and therefore will put arrangements in place to ensure that there is no attainment gap between those pupils and others.

[REDACTED]

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

Meeting the individual needs of all children

Our vision for an inclusive school requires all teachers to fulfil their responsibilities towards meeting individual needs and to welcome and value the different cultural, linguistic and educational experiences of children.

High quality teaching, learning and assessment is central to meeting the needs of all children including those who require literacy intervention, the most able and those with differing degrees of Special Educational Needs. In order to ensure the school is meeting the needs of all children we will:

- Embed a whole school culture and ethos of inclusivity.
- Prioritise the early identification of children with additional needs and have a clearly identified SENCO in the second year of the school's life (the EYFS leader and Head Teacher will support SEN in the initial year, calling on expertise from MNSP primary partners where required).
- Give explicit responsibility to a senior member of staff for the progress of pupils attracting Pupil Premium Funding and closing the attainment gap of any underachieving pupils.
- Have a designated teacher to support the needs of looked after children and pupils with
- Employ well trained and qualified teaching assistants to support children's learning that is planned and taught by the class teacher.
- Embed a gifted and talented strategy that draws on the support and expertise of our secondary partners.
- Have an identified governor who has a responsibility for supporting and challenging our work in the area of additional needs and school wide strategy.
- Implement policies that support the vision and strategies for pupils with additional needs to ensure their progress is monitored and their needs met.
- Provide excellent professional development opportunities for staff. A collaborative development approach where individual members of staff are supported by their peers in a more direct and targeted way, this could include joint planning, co-teaching or peer modeling. Any staff that requires improvement will be coached to ensure all teaching is good or outstanding.
- Draw on the support and expertise of Fosseyway special school, with which Norton Hill secondary already has shared Asperger's provision, which can provide the knowledge, expertise and outreach work to support children with SEN.

Safeguarding Arrangements

All staff within the school will receive Level 1 safeguarding training on entry and a process of annual updating will take place. Whilst initially the Head Teacher will be the designated safeguarding officer, every member of the leadership team will be trained to Level 2 Safeguarding and a safeguarding register will be maintained for the school. Effective arrangements for partnership working will be established with the local safeguarding board and other external agencies. Safer Recruitment Training will be in place for Head and Governors.

A review process that monitors the progress and performance of children who appear on the school's safeguarding register will be implemented.

Our Reading Recovery Programme

The SEN leader will co-ordinate Reading Recovery intervention in line with the European Centre for Reading Recovery (ECRR). This underpins the belief of the school that early intervention is essential. As bedrock for the STEM philosophy of education and indeed as a valued life skill, children must read well. Reading Recovery is designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. The scheme is for those children not able to read the simplest material and in general is aimed at the weakest 20% of readers – in our case 12 pupils per year group. Some of these children will transfer to the school in Year 1 from elsewhere and may have a need highlighted in their records. Children will receive a short series of intensive lessons with a specially trained teacher in our school.

Each session with a TA will last for 30 minutes every day for up to twenty weeks. The programme is child-centred, beginning where the child has their greatest need. The focus in each lesson for the child will be to comprehend messages in reading and construct messages in writing, learning how to attend to detail without losing focus on meaning. The lesson series finishes when the child is able to read and write without help.

National figures analysing the programme show that this can lead to 83% of disadvantaged children making age-related expectations for literacy, alongside 85% of their more advantaged peers.

Some pupils may go on to join *Better Reading Partners* — an extension of Reading Recovery where the Reading Recovery teacher will provide training, coaching and support to the other adults (usually teaching assistants) who will operate the programme. In both schemes there will be a high emphasis on parents observing teachers and children and the expectation that parents will work with children at home.

The role of the SENCO

The key task of the school's Special Education Needs Co-ordinator (SENCO) is to ensure that SEN provision is both efficiently and effectively managed. It is expected that all legal and statutory requirements are met for children with SEN via the SENCO.

The SENCO will take responsibility for the day to day operation of provision made by the school for pupils with SEN and will provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils.

They will be directly line managed by a member of the senior leadership team. The SENCO will have a strategic role help drive whole school improvement. The SENCO will be an advocate for all the children with additional needs to ensure that the whole school processes and practice on which inclusive teaching and learning is built are given a high priority.

Pupil Premium

This will initially be overseen by the Head Teacher and then by the Deputy. The driving purpose will be to set targets that minimize within school gaps in achievement between pupils. The exact mix will depend on funding. Uses of pupils premium funding will include:

- Additional Teaching assistant hours for 1:1 and group work
- Child mentoring
- Involving parents and carers
- Individual staff training in attachment difficulties and developmental problems
- Specialist educational consultations
- Therapy support (e.g. additional speech and language therapy)
- Educational trips
- Support for enrichment
- Equipment (e.g. laptop, tablet, sensory toys etc...)
- Visiting groups e.g. theatre, music
- School based nurture group
- School based programmes e.g. forest school, family activity groups, food dudes etc.

Gifted and Talented Strategy

The school will develop a whole school strategy to meet the needs of gifted and talented pupils. Here we will expect mastery to mean deeper, richer learning with problem solving and reasoning tasks to develop fluent thinking and detailed knowledge. The key steps that will be taken to achieve a school-wide approach are:

- The implementation of effective procedures for the identification based on clear definitions and an understanding of the characteristics of giftedness and talent.
- Agreeing a whole school approach in the form of a school policy.
- Assigning responsibility to a member of staff who is the designated co-ordinator for gifted and talented pupils.
- Providing for giftedness and talent within the mainstream classroom through extension.
- Providing for giftedness and talent through additional enrichment activities.
- Drawing on the support, expertise and resources of our secondary, college and university partners to extend and enrich programmes of study.
-

Strategies for success on entry and transition to secondary

Early, active and positive parental and family engagement is one of our key strategies to ensure successful entry to the school and the development of early positive experiences for the children. On entry to the school our goal is to ensure that children become well settled as soon as possible.

Active parental engagement in the learning of their children is a key element of our approach. In the targets contained in Section C of this application one of our objectives is: *Every family is engaged in the learning of their child*, and we have set ourselves the ambitious target of all families taking part in 4 structured family learning activities each year. The purpose of this approach is to ensure parents acquire the basic and essential knowledge of some of the key learning activities taking place in each year of the school. These workshops, which would be run

by the school's English and Mathematics Co-ordinators and French teacher, would take place before and after school and the table below gives an example of how this would be structured for the parents of Reception and Year 1 children:

	Reception	Year 1
Workshop 1	English — initial names and sounds of the alphabet.	English - introduction to graphemes and phonemes.
Workshop 2	English — How to read with your child 1.	English — How to read with your child 2 — <i>Reading for Understanding</i> .
Workshop 3	Mathematics — home games to support mathematics learning.	Mathematics — Numbers up to 100 and place value.
Workshop 4	French — key words and phrases.	Science — Exploring environments.

Within our staffing model we will identify one member of staff responsible for parental involvement who will work with families to ensure successful transition into the school, particularly for children from disadvantaged backgrounds. The post holder will hold sessions in school and visit playgroups to meet families prior to the child joining the school, and will run a series of pre entry events for both pupils and their families. Prior to entering the school children and parents will visit the school and meet their prospective teachers, attend family taster events, engage with children and families who are already members of the school community.

The establishment of robust systems across nurseries and care providers will be essential if there is to be coordinated entry to the school. The catchment includes a variety of pre-school provision and it will be essential to not only establish good links but also influence quality of provision in the settings that feed the school and to encourage parents to develop their own parenting skills. This will involve clear, simple guidance for parents. Foundation stage staff will visit prospective parents, liaise with voluntary groups and local nurseries and there will be a planned programme of transition activities such as a Teddy Bear's picnic and play sessions in school for pre-school groups.

Our programme for transition to secondary schooling will include the following features:

- A process that is managed smoothly — our role will be to ensure that parents are aware of how the local admissions system operates.
- Support from the secondary schools.
- The friendliness of other children at the secondary school.
- Work completed in year 6 is helpful for the work the children are doing in year 7.

Our strategies to ensure successful transition to secondary education are based on successfully using our relationships and partnerships with both Norton Hill and Somervale secondary schools, and will include:

- Mentoring programmes introduced in year 5 whereby year 7 and 8 children are working with our primary school children on key STEM and Outdoor Education challenges.
- Staff from the secondary schools engaging with our primary school pupils through specialist subject teaching.
- The involvement of our secondary partners in gifted and talented programmes.

- The engagement of Fosseway Special School in supporting our SEN provision and transition planning for post 11 provision.
- Early engagement of parents by our secondary school partners.

Our transition arrangements for SEN pupils will be implemented earlier than for other pupils. Research evidence shows that earlier and more individual transfer processes prepares SEN pupils better for the move in to and out of the primary phase. We will also ensure greater curriculum continuity between Y6 and 7 for SEN pupils by working in partnership with secondary schools.

Enrichment provision

Part of the school's unique offer is to provide extended opportunities both before and after school through the operation of enrichment opportunities which will be available to all pupils. Our proposed enrichment offer is:

- Design Club
- Science & Computing Club
- French
- Sports
- Performing Arts.

These activities support the vision of the school by focusing on STEM areas, promoting continuous learning of a modern foreign language and providing broad and balanced learning opportunities. There is an expectation that parents will contribute £2 per enrichment session although this provision will be subsidised by the school for Pupil Premium pupils.

The school's enrichment strategy aims to:

- Engage the 'whole child'.
- Build new skills and interests.
- Develop self-confidence.
- Provide cross-disciplinary and real-world learning experiences.
- Give practitioners the opportunity to teach subjects beyond the curriculum.
- Benefit from the opportunities to access specialist resources and facilities at our partner secondary schools.
- Deepen connections between the school and the local community and a wider awareness of modern Britain.
- Strengthen relationships between pupils from across the school and engender a school-wide community spirit.
- Build a positive school climate.

Our partnership-based approach

Partnerships and collaboration are central to the vision and operating model of the school. The Norton Hill free school will become a partner in the Midsomer Norton Schools Partnership and will immediately gain access to the support and resources of high quality educational providers and businesses. This will give the school direct access to partnerships in the teaching of Mathematics, Science and Technology, as well as specialist facilities. There will be opportunities for joint CPD and cross phase ITT work training teachers. Further to this, the school will engage in joint projects with secondary partners and have access to a range of business partners who currently work with the Careers Academy at the Norton Hill secondary school. There are already strong partnerships with a wide range of organisations to draw upon.

Finally, there will be shared ICT administrative and 'back-office' services.

The following table identifies some of the key opportunities provided by partnership work:

Partner	Partnership Activities
Secondary partners – Norton Hill and Somervale	Specialist French teachers Specialist Science laboratories and activities Specialist Drama Studio Link with the Egg Theatre in Bath Specialist Technology CAD/CAM and workshops Specialist Food Technology rooms Specialist Astroturf Specialist outdoor activity resources and staff Media Arts suite Somer Valley Radio station ICT suites Photography suite Administrative and ICT support Site staff Financial management Business partners (Norton Hill Careers Academy)
Primary Partners – High Littleton and Clutton	Leadership support Shared CPD Shared curriculum activities Shared staffing Movement of staff between schools
Wider partners Fosseway special school and Teaching School, Bath Spa University, Bath University Existing business links - these include telecommunications (Orange), manufacturing and light industry (Mulberry/CFH/DHL/Hydrock), utilities (Wessex Water/Severn Wye), leisure (Bath Priory), Finance and accountancy (Bath Building Society/Pethericks and Gillard/Richardson Groves/ICAEW), business consultancy (Burfield), recruitment (Red Berry), farming (Farrington), sport (Bath Rugby) health and care (Carewatch), universities (Bath Innovation Centre),	SEN support/resources Leadership training ITT Shared CPD Gifted and Talented activities

The role of governors in securing the educational plan

The key role of the Trust and the governing body in relation to our educational plans and approaches is to provide sufficient and effective support and challenge to the school in order to ensure that pupils are achieving, succeeding and progressing, targets are being met and high standards are being maintained. To achieve this we will ensure an on-going programme of training and development for governors, the use of external support for providing guidance to governors, the development of a governor's data dashboard, effective governor engagement with school

activities and stakeholders and a governance checklist to ensure they are fulfilling their responsibilities

Section D2

D2 – Measuring performance and setting challenging targets

All our activities associated with assessment, recording and reporting pupil progress will adhere to clear principles to:

- Improve learning and meet the needs of every pupil.
- Enable attainment and progress towards national Age Related Standards (ARS) to be promoted and reported.
- Establish a process of teaching that enables learners to understand the aims of their learning and engage them in the process, motivating them to show what they can do.
- Draw upon and combine a range of sources of evidence to inform decisions about learning and next steps.

All those working in classrooms will be responsible for planning lessons that are carefully designed to enable learners to master the ARS required by the end of an academic year, phase or Key Stage. They will provide frequent opportunities for learners to demonstrate mastery without compromising the breadth and balance of the curriculum. Additionally they will be responsible for using evidence gathered over time to help learners master their learning. Further, they will need to reflect on assessment information to improve their own teaching. SLT will manage year group teachers' curriculum planning and teaching. Lesson visits will occur daily so that intervention and support can be immediate and effective.

Assessment Strategies

We will expect high quality formative assessment to be a feature of all lessons to support learners in next steps in their learning. It will drive teaching that matches the needs of the learner with clear evidence of mastery of standards over time. Staff working with learners will use a range of formative assessment strategies to plan activities and tasks that require pupils to respond in ways that demonstrate their current level of mastery. These planned opportunities may include:

Closed Responses (CR): In which children are required to select a response from a range given them typified by activities that include responses to Multiple Choice/True- False/ Yes -No/ ABCD cards or other all pupil response systems (APR) e.g. first to 5 voting/exit/entrance cards/matching activities.

Short answers (SA): Children are required to create a response or a short answer for themselves typically using cloze procedure/short sentences or paragraphs written or spoken/labelling/visual representations such as diagram/concept map/flow chart/graph/table/mind map/brainstorm)

Products (PR): Children are required to create documents or artefacts e.g. .forms of extended writing across the curriculum/artwork/model etc.

Performances (PER) : Children are required to demonstrate their learning through some kind of action or interaction with others typically through an oral presentation/STEM Investigation/dramatic reading or performance/ formal debate/ thinking aloud/problem solving /Outdoor Pursuits competition etc.

Summative assessment will be used to:

- Analyse the attainment and progress of individuals and groups of pupils at key points.
- Indicate the extent to which pupils are on track to achieve mastery of end of year/key stage ARS.
- Inform decisions made about interventions and resource allocations.
- Inform transition between year groups, key stages and schools.
- Provide evidence for both internal and external accountability comparing the school community with others locally and nationally. Any staff adjudged to be less than consistently good and outstanding will be coached in line with the MAT approach to quality assurance.
- Three times per year progress will be formally reviewed and outcomes made available to SLT and governors, as well as parents. Pupils underperforming will then have focussed intervention.

Details of this balance of formative and summative assessment appear below:

WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	What the staff will be Doing*	What the pupils will be doing	Principle? Effective assessment must be
<p>FORMATIVE</p> <p>(Assessment for or as learning)</p>	<p>Because it is integral to quality teaching and facilitates deep and profound learning</p> <p>Because it provides immediate evidence that can be used to support the learners in learning</p> <p>So that chosen teaching strategies closely match the learning needs of the learner.</p> <p>The synthesis between Teacher/TA understanding of pedagogy and progression in a subject allows the collection of evidence that informs support for progression in learning to be provided over time towards an agreed summative goal or standard.</p> <p>.</p>	<p>“On the fly “ in lessons</p> <p>By making expectations clear in lessons and being explicit about how it contributes to ARS</p> <p>By sharing the secrets of success</p> <p>Through questioning and the giving and seeking of appropriate, focused feedback.</p> <p>Through regular, planned learning conversations (staff/learner, learner/staff, learner /learner) about learning journeys</p> <p>By seeking, reflecting on and</p>	<p>Making expectations and ARS clear.</p> <p>Providing models and exemplars</p> <p>Supporting identification of successes and next steps</p> <p>Using a wide range of assessment strategies when teaching (CR SA PR and PER)*</p> <p>Asking questions to promote thought and to elicit information of existing knowledge or of learning taking place.</p> <p>Engaging in interactive dialogue with learners that focuses on the goals and standards</p> <p>Managing questioning in ways that engage all pupils</p> <p>Looking for the negative and positive impact of the learning experiences they provide</p> <p>Giving feedback that requires every learner to think and respond in order to improve</p> <p>Creating positive teaching and learning rela-</p>	<p>Actively thinking and articulating their learning achievements. Identifying their learning needs</p> <p>Focusing on key aspects of the tasks with reference to success criteria /standards</p> <p>Responding in ways that demonstrate where they are in their learning. (CR SA PR and PER)*</p> <p>Collaboratively identifying next steps in learning</p> <p>Expecting/demanding feedback on their efforts</p> <p>Evaluating their own and others’ work against known criteria</p> <p>Explaining their difficulties</p> <p>Making improvements in response to suggestions given</p> <p>Demonstrating their</p>	<ul style="list-style-type: none"> • Integral to the planning and teaching cycle • Central to classroom practice • Linked with known standards that are predetermined and shared. • Promoting the understanding of learning goals and associated criteria • Sensitive and constructive • Fostering motivation • Recognising all educational achievements • Focusing on how

		responding to evidence from dialogue, demonstration and observation with reference to ARS	tionships Praising and encouraging effort rather than ability Using information gathered to intervene appropriately and in a timely manner to take learning forward	learning successes Helping each other. Helping the staff to know how to help them	learning happens <ul style="list-style-type: none"> • Helping the learner know how to improve • Developing the capacity for self and peer assessment • A key professional skill.
WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	Staff will be	The pupils will be	Principle? Assessment must be :
SUMMATIVE (Assessment of learning)	As a series of snapshots in time it provides evidence of what learning has taken place individually or collectively to date.	Collect periodically summative judgements based on observations and evidence gathered in lessons.	Using evidence from a range of children's responses collected and gathered over time in the course of their teaching to inform and record, in an agreed manner, summative judgements against the specific standards taught (3-6 times annually)	In the course of their learning, producing clear evidence of what they know, can do and understand. Articulating their successes and difficulties as well as their learning needs. Engaging with interest and enthusiasm in well planned activities that yield rich information about what they have learned, are relevant to the standard being taught and closely	<ul style="list-style-type: none"> • Reliable • Valid • Fit for purpose • Measuring what has been taught • Very clear about the standards/criteria being measured • Used to develop an understanding of progression
	Provides evidence over time that can inform decisions made about interventions and resource allocations	By analysis of summative periodic data, determine where focused support is needed and where deeper	(SLT) collecting centrally and analyse cohort data, and use the analysis to inform staff and pupils about changes required to provision and focus re-		

		learning or application is required.	quired in interventions.	matched to their learning needs.	
	Provides evidence at the end of a year/key stage about the extent of the required mastery that an individual/group/cohort has achieved.	Use end of year and end of key stage summative assessment to judge the extent of the mastery of the standards by individuals, groups and cohorts,	(Teachers) Reporting end of year outcomes as required by statute	<p>In receipt of information about their personal achievements</p> <p>Engaging in appropriate transition activities that are fully informed by accurately reported assessments</p>	
	Provides evidence for accountability purposes – how successful are schools/teachers at improving pupil learning compared with other schools nationally	Administer end of key stage statutory tests and provide evidence of progress over time from internal tracking.	(SLT and teachers) Recording and reporting outcomes of summative end of KS tests and teacher assessments according to statutory requirements.	Confident in the knowledge that the next teacher is well informed about his/her learning needs.	<ul style="list-style-type: none"> Used appropriately as a useful indicator of classroom/department or whole school performance

Classroom Assessment Strategies

Teacher questioning will be planned for specific purposes, such as to promote thinking or to yield information about a learner's current understanding. It will be managed so that all pupils can and will engage in a dialogue requiring extended responses in the form of explanation or justification. It will also support an understanding that more than one opinion may be valid, promoting tolerance of other views. Pupils themselves will be taught how to use a range of questions to support their own independent learning and enquiry. Pupils will also be provided with feedback from staff and peers to take their learning forward. Oral and written feedback will take place regularly to assess the intended learning and will require action from pupils to take their learning forward. Pupils themselves will be trained in giving and receiving feedback, and will learn to evaluate their own and others' efforts sensitively, accurately and robustly.

Key to the Mastery model of teaching and learning in the standards based curriculum is the assumption that given time and quality instruction, all pupils can and will master the core intended learning (basic skills). We will consider a normal distribution of aptitude for learning as a baseline from which all things are possible, rather than considering baseline as an indicator of ability that is necessarily fixed. The time required for some pupils to master new learning in any context will be greater than that required by others, and learning will therefore be planned carefully to take account of this. It will not necessarily be the same pupils in each new learning experience that require more time.

In lessons which are part of longer sequences and units of work, first all pupils will be introduced to new learning and given opportunities to develop their understanding. Then formative assessment strategies will be used to distinguish those learners who successfully mastered the new learning, and can clearly demonstrate it, from those who need more time and intervention/correctional instruction in order to do so. Thereafter the former group will be provided with opportunities to deepen and enrich their understanding, while the latter group will receive further support and feedback personalised to their needs, so that they too achieve the intended learning in the time allocated. Intervention and additional support are provided immediately for any pupil not mastering the basics required in the time given.

Assessing mastery in the classroom is a key skill. Teachers/TAs and pupils are fully supported by agreed recording and reporting processes.

Recording and Reporting Attainment and Progress

Evidence of pupil attainment and progress will be generated from a range of sources:

- The outcomes of daily learning as observed and noted by staff and pupils themselves.
- Annual end of year teacher summative judgements of mastery of ARS.
- The outcomes of, and comparison between scores in, statutory assessments in Reception on entry (BASELINE), at end of Y2 (KS1 Teacher Assessment informed by tests) and end of Y6 (KS2 Teacher assessment in writing, and in tests).

Our aims for an effective recording and reporting system are that it will:

- Be simple and easily understood by internal and external users.
- Provide key indicators about attainment and progress of pupils.
- Enable the analysis of the extent to which learners are on track within ARS to meet the expected standards as measured by end of KS1 and KS2 statutory assessments.
- Use language that supports those whose attainment is currently below the age related standards.
- Enable parents and learners to understand the extent of their learning so far, and the next steps.
- Fully inform the performance management of staff.
-

RECORDING: for purposes of teaching and learning:

The teaching sequences planned will provide a learning journey in which learners will:

1. **Be INTRODUCED** to new knowledge and skills and expected to make efforts to recall and reproduce the learning.
2. **DEVELOP** understanding of the concepts by applying their learned skills and knowledge.
3. Be expected to be able to **DEMONSTRATE** their grasp of the new learning by using thinking and reasoning strategies to use it in a range of contexts because they are meeting the requirements of the expected learning.
4. Be provided with meaningful and relevant opportunities for wider and/or deeper experiences because they have met and are **EXCEEDING** the requirements of the core learning. This may include teaching what they have learned to others.

The following simple recording tools for reading writing and maths will be used by staff, together with the plans, to keep simple records over time of the degree of pupil mastery of the planned learning, and to inform next steps to support the subsequent learning.

Reading/Writing/Maths for Year __ Week beginning:				Absences w/b	
Introducing: Can recall and reproduce	Developing: Can use learning with increasing confidence	Demonstrating: Can think and reason and use in other contexts	Exceeding Can use creatively and teach others	DAY	INITIALS
				M	
				T	
				W	
				TH	
				F	
Next Steps	Next Steps	Next Steps	Notes		

RECORDING: for leadership purposes

While pupil records will be updated at least 6-weekly, leaders will formally record and analyse pupil attainment on internal systems three times a year. They will collect information from teachers based on the evidence they have to date of the extent to which pupils are “on track to meet the end of year standards” in core subjects. These summative judgements made three times a year by teachers, are translated from all their formative records since the last periodic assessment, and are based on their records of pupil responses to the steps within the ARS taught by that time. The language used to report this is “currently on track to be entering/developing/ meeting/exceeding” the specific end of year standards they are working towards. Senior leaders will hold individual teachers to account to ensure that underperformance is quickly identified and corrected.

Best fit judgements are recorded for individuals, and points are awarded in each year group as follows for analysis purposes. Pupils on track to be Exceeding or Meeting ARS by the end of the year are awarded 4 and 3 points respectively, and those few pupils whose weekly records show they are not mastering the learning and are still at Developing/ Introducing stages are awarded 2 and 1.

Y Entering	Y Developing	Y Meeting	Y Exceeding
1	2	3	4
No:	No:	No:	No:
%	%	%	%

Specific additional interventions are then planned in order to remove the barriers to these pupils’ mastery, and to ensure they will meet the ARS at the end of the year as a result. We use a range of strategies to increase the time available for pupils who require it beyond that planned for the majority.

Pupils unable to access Y1 programmes of study will be recorded separately using either:

- EYFS outcomes
- P-scales (SEND only)
- Language in Common (EAL only)

Y1 Y2 Y3 Y4 Y5 Y6

Subject: **Reading or Writing or Maths**

No in year/ group:

	Currently on track to be ENTERING (Well Below ARS) by the end of the current academic year 1		Currently on track to be DEVELOPING (Emerging ARS) by the end of the current academic year 2		Currently on track to be MEETING the ARS by the end of the current academic year 3		Currently on track to be EXCEEDING the ARS by the end of the current academic year 4	
	Pupil Initials	%	Pupil Initials	%	Pupil Initials	%	Pupil Initials	%
SUM 2								
SPR 2								
AUT 2								

Our pupils will complete end of KS1 tests as well as teacher assessment, and their scaled scores in the tests will be recorded. Those judged not to be able to access NC will be recorded separately until access is possible using either EYFS 40-60 month statements, P Scales if SEND, or using 'A Language in Common' if EAL.

REPORTING: Performance Measures:

We will publish the following at the end of KS2, aiming for the highest decile ranking nationally:

Attainment:

Pupils' average scaled score at age 11

The % of pupils reaching the expected standard in maths, reading and writing at Y6

The % achieving a very high score (120+?) in Y6 assessments

Progress:

The average scaled points scores compared to national peers with the same baseline scores.

Reporting Attainment and Progress to Pupils and Parents/Carers:

When reporting to parents we believe that it is important to avoid pupils becoming labelled so that expectations become limited. The information from assessment will be communicated to parents and pupils on a termly basis through a structured conversation about learning that involves the pupil fully, and an annual written report as required by statute. Reports to parents will be full profile of what has been achieved and will indicate next steps. In particular they will:

- Meet statutory requirements.
- Use clear, jargon free language to provide information about attainment compared with national expectations (ARS).
- Indicate whether the pupil is working well within/slightly below the expected range for his/her chronological age, or that he/she has a strong understanding of the concepts taught in the year and has been working on extension activities to deepen his/her knowledge in preparation for the next phase.
- Provide examples of particular areas of success, current focus and indications of next steps.
- Promote engagement in their children's learning with an opportunity for dialogue that involves parents, staff and pupils.
- Initiate discussion as to the nature of their support throughout the year so that achievement is celebrated and action taken appropriately where learning is less secure.

Moderation:

We will work together regularly within school and across the MAT to conduct work scrutiny and pupil conferences in every term to ensure that assessment judgements made are collaboratively agreed and robustly moderated. We will meet with at least one other local school annually/termly to compare our performance and to moderate each other's judgements in core subjects. Where possible we will arrange for an external moderator with appropriate expertise to attend these meetings in order to further moderate our judgements.

Our targets for pupil performance, behaviour and attendance

Targets for achievement, behaviour and attendance will be high. Through the measures and targets set out below pupil progress and attainment will be at the forefront of all that we do. Expectations will be explicit and prominently displayed throughout the school.

Positive behaviour management resulting in positive attitudes to learning is crucial. Behaviour will be monitored by the leadership team and a close working partnership formed with parents where a change is necessary. House points and reward schemes at class and individual level will support the core principle of behaviour management but there may be times when pupils may need sanctions or pastoral help in order to achieve. The school will put in place appropriate measures for liaison with families.

Our targets: (*expressed in Levels to allow benchmarking against other schools and national figures for purposes of this bid only)

In setting our targets we have conducted a detailed analysis of the performance of primary schools in Midsomer Norton and Radstock, considered the preferred location for our school and benchmarked ourselves against the schools in the wider locality judged to be outstanding by Ofsted High Littleton, for example – part of the MNSP. Therefore careful consideration coupled with ambitious expectations has been used to formulate the targets below.

Target Area	Target	Stage (i.e. Foundation, KS1, KS2)
Attendance	97% attendance	Whole school target
Reading attainment	95% of pupils attain Level 2 or above in KS 1 reading assessment *** (95% Meeting, Exceeding or +	KS1
Writing attainment	95% of pupils attain Level 2 or above in KS 1 writing assessment.	KS1
Mathematics attainment	95% of pupils attain Level 3 or above in KS 1 mathematics assessment.	KS1
English grammar, punctuation & spelling attainment	93% of pupils attain Level 4 or above in the KS 2 test. *** (93% Meeting, Exceeding or + against ARS).	KS2
Reading attainment	97% of pupils attain Level 4 or above in the KS 2 test.	KS2
Writing attainment	96% of pupils attain Level 4 or above in the KS2 test.	KS2
Mathematics attainment	96% of pupils attain Level 4 or above in the KS2 test.	KS2
Reading progress	96% of pupils achieving expected progress.	KS 1 & 2
Writing progress	96% of pupils achieving expected target	KS 1 & 2
Mathematics	96% of pupils achieving expected target.	KS 1 & 2

Closing the gap targets:

Target Area	Target		Stage
	Disadv. Pupils	Others	
Reading — attaining L2 or above	100%	100%	KS1
Writing — attaining L2 or above	96%	100%	KS1
Mathematics — attaining L2 or	96%	100%	KS1
Reading — expected progress	100%	100%	KS2
Writing - expected progress	96%	100%	KS2
Mathematics — expected	96%	100%	KS2
Grammar, Punctuation & Spelling — attaining L4 or above	91%	95%	KS2
Reading - attaining L4 or above	96%	100%	KS2
Writing — attaining L4 or above	94%	100%	KS2
Mathematics — attaining L4 or	98%	100%	KS2

Attainment at Level 5

In 2013-14 we know that nationally the percentages of children reaching level 5 were 45% in reading, 41 % in mathematics, 48% in spelling, grammar and punctuation. Expressed in levels, we would seek to achieve level 5 scores above this level, aspiring to the 60% plus attainment at level 5 of our nearby higher performing schools.

Reception targets

Our target is to achieve well above expected age-related outcomes. The school will follow statutory frameworks for Reception classes. Each child will have a 'live' profile, the main purpose being to give an accurate assessment at any time as well as the end of EYFS. While wrap-around and holiday care may not offer the profile in full, due regard will be given to its requirements. Children will be assessed against each of the 17 goals as emerging, expected or exceeding levels at the end of EYFS. Moderation will take place across the setting, together with year 1 also across similar local schools to ensure consistency of judgments. Each child will have a key member of staff (known to the child's parents/carers) who will ensure records are current, accurate and acted upon.

While we would wish all children to be school ready at the end of Reception we know that some children such as those with SEN, those who arrive late or from disadvantaged homes or those from other countries will need longer or more intensive help to reach this level. The school will work hard to narrow the gap in all seven areas of the profile. We will use data from playgroups and other settings as a first identification step.

It may be that a child enters well below expected level in physical development and would need extra help before they can write. They may have difficulty in forming relationships therefore needing encouragement in cooperative play. They may have had limited access to language or basic numbers or shapes.

Our approach to setting attainment and progress targets for SEN pupils will be based on the individual circumstances of the children. The three elements embedded in our approach to target setting for SEN children are that targets must be:

- Aspirational
- Individual
- Realistic

We will adopt the following processes for setting individual targets for SEN pupils:

Assessment on admission. The individual assessment process will be conducted by an experienced multi-professional team and a baseline of strengths and needs will be established.

Targets are set. Targets for individual outcomes will be set which create high expectations. Targets will be aspirational, realistic and achievable.

Individual Learning Plans. Every SEN child will have a sharply focussed ILP which will ensure that they can access all areas of curriculum with appropriate levels of support and differentiation or with additional resources.

Rigorous progress monitoring. Whilst the SEN pupils will be subject to normal school monitoring arrangements the SENCO will ensure regular monitoring of pupil performance is taking place.

As outlined in the process above, targets for SEN pupils will be based on the progress they are making and the approach to target setting, assessment and progress monitoring will be based on:

- On-going assessment of the individual skills and abilities of each pupil.
- Staff keeping detailed records of work undertaken.
- Use of outside agencies when required e.g. in assessment of need.
- Constant differentiation of learning and individual learning plans.

All SEN pupils will have individual targets and these will ensure:

- High expectations are set in order to secure good progress.
- Accurate assessment is used to secure and measure pupil progress.
- Age and prior attainment are the starting points for developing expectations of pupil progress.

Formal Assessment and Reviews for SEN Pupils

All SEN pupils will have a formal review of their progress and provision on at least an annual basis. Parents will be expected to take part in this process together with the professionals working with their child. Pupils will also be encouraged to contribute their views to the review process. In addition to the formal annual review, parents of SEN pupils will review a full written report showing progress in each area of the curriculum at the end of the summer term (Term 6).

Achievement will be assessed at the end of the Key Stage and will largely be measured using tasks and teacher assessment, recognising that formal tests are often difficult for SEN pupils to access. The school will use national materials to support the assessment of pupils, i.e. 'P' levels.

Specialist Targets related to curriculum

- 90% of children make excellent progress in Science and are one year ahead of their chronological age by year 5.
- 90% of children are operating at Common European Framework Language level A2 by the end of Key Stage 2.
- Every child successfully completes an Outdoor Education learning project every six weeks.

Ensuring good and better progress

While we have set out aspirational targets for the attainment of pupils we acknowledge that good or better progress of individual pupils should also be our aim. Many children will come to the school from disadvantaged backgrounds with a significant number not on track at entry, entering below or well below average. Progress will need to be rapid. Because of this we have high levels of provision planned in the early stages of a child's school life.

For all mainstream pupils we will aim at better than average progress. The national minimum expectation of the rate of progress that all pupils should make during a key stage, regardless of

their starting point is that the majority of children are expected to leave Key Stage 1 (age 7), working at least at level 2. During Key Stage 2, pupils are expected to make at least two levels' progress, with the majority achieving at least a level 4 by age 11.

At the Norton Hill Primary School we will aspire to at least match the highest attaining schools in the area where currently between 93% reach Level 4 or Above on reading, writing and mathematics progress as we aim for 95% of pupils to achieve this and 100% of mainstream pupils matching or exceeding national expectation for progress. The Norton Hill Primary School will be mindful of the need to ensure progress is made equally in all areas. It is our aim that the STEM focussed curriculum will drive up mathematics progress while also giving a purpose for a whole range of literacy work.

Appropriateness of our targets

We recognise that we have set ambitious targets for the school and this approach is crucial in establishing a culture of high expectations of ourselves and our pupils. As stated above we have considered the performance of the outstanding primary schools in the local area and have used this data to inform our decisions. The table below extracts data from the Ofsted data dashboards and shows the performance of the outstanding primaries in the local area:

School	%FSM	Attendance	KS2 English L4+ (grammar. Spelling)	KS2 English L4+ (reading)	KS2 English L4+ (writing)	KS2 Mathematics L4+
High Littleton, Bristol	3.8	96.6	89	94	89	94
Paulton	6.9	96.9	86	98	97	97

When setting our target for whole school attendance we have benchmarked this target across these outstanding schools in the local area at 96.7%. We are seeking to improve on this position.

Achieving the targets

We intend to make effective and efficient use of Pupil Premium funding to appropriately support the learning and development of pupils from disadvantaged backgrounds. Our approaches will include Reading Recovery programmes, Better Reading Partners, numeracy interventions, extended phonics development, peer tutoring, free participation in enrichment activities to further develop learning and family learning projects. We will ensure that our interventions are tightly focussed and provide pupils with experiential learning opportunities to aid motivation.

Attendance will be rewarded in celebration time and certificates issued. Where attendance is poor, falling, or where absence is unauthorised the school will take robust action to ensure pupils receive their entitlement to a full education. Our arrangements for parent liaison will support this approach.

As children progress through the school we will benchmark reading levels against national performance by subscribing to the PM benchmarking system which assesses from emergent reading to 12 year old level. This provides a quality assessment system for accurate identification of pupils' reading levels. Alongside the PM assessment tool sits a whole range of corresponding books levelled exactly to 'Book Bands for Guided Reading', or can be used independently to ensure consistent levelling of readers. The school will also use other reading materials.

Where children are identified as falling behind in reading, early identification tools such as this and reading recovery assessments will be used to assist in identification of ways forward. Progress

will be measured regularly and referred back to previous assessments. In ensuring our approaches and strategies are achieving our targets and in order to benchmark our performance we intend to form a benchmarking group of schools who have a similar focus on STEM subjects and share our data. This approach will embed a process of peer referencing into our performance management approaches.

How we will use data to inform teaching and drive progression and attainment

In the Pupil Progress Review meetings teachers will be expected to know their children well, presenting data in a number of ways. Special focus will be upon reading, writing and mathematics with performance of all three mapped against each other per pupil and year group. This will be moderated against the year group above and below and reinforced by the moderation of work across year groups with each year group holding adjacent year groups to account for accuracy of data. Further moderation will occur with partner primary schools in the MAT. Weaknesses identified will inform targets for each group, feature in performance reviews of teachers and management and determine staffing levels where a cohort is deemed to need extra support. The focus of lesson observations will be carefully chosen to include data analysis, target areas from reviews and previous targets. During the school's initial opening phase, the MAT will ensure judgements are moderated with other good or outstanding schools within the MNSP.

Some data will be shared with pupils and parents, and children will be expected to take responsibility for their own learning and show initiative, perseverance and a commitment to self-improvement. They recognise that achievement builds self-confidence and resilience, enabling them to deal positively with praise and constructive criticism.

Based on their own data, children will reflect and celebrate on past achievements and set goals for their personal development and learning, and work towards them.

Our focus on measuring and improving the quality of teaching and learning

The school will develop as a learning community with extensive involvement of pupils, staff and governors. Through this strong ethos it is expected that staff members will be open to sharing, development and change. They will come to share values, have a strong learning ethos and develop a sense of community. Collaboration will be the key to the school moving forward. However the leaders of the school will have a firm focus on analysis and identifying needs for development. Daily learning walks and termly full lesson observation by the leadership team will focus on school and national priorities plus those identified for each year group. They will also focus on the development needs of each teacher. Individual teacher development plans will be produced and monitored by the head teacher at regular intervals.

During lesson observation we will both monitor and evaluate what goes on in the lesson. We will monitor standards, progress and the children's achievements while at the same time making judgements about teaching quality, the curriculum provided, care, guidance and support.

In a practical way we would look at whether objectives are clear, whether pupils engage in an interactive way, what resources were used to support including ICT. We would want to know whether the children understood the success criteria for themselves.

The focus will need to be on what children are learning and not what the teacher is doing. We will focus on what is being learned (knowledge, skills and understanding), the rate of learning (application and productivity) and the attitudes to learning that support.

Teachers will monitor work across the school in regular review meetings, curricular walks and visit other teachers deemed to be outstanding in areas of focus for those needing development. There will also be visits across other similar schools for monitoring and observation purposes.

As part of modeling the school ethos teachers will be expected to reflect and identify their strengths and areas for development, reflecting on the significance of their learning. All staff will have regular performance reviews and personal performance targets will be set. Every review will be linked to whole school targets whether chef, cleaner, administrator or teacher. Pay progression will be linked to good performance.

Our approach to liaising with and reporting progress to parents

Daily contact will be possible for parents, with pastoral and senior staff available at the school gate every morning. Parents will be encouraged to take part and engage in school life and will be provided with opportunities to see what is happening in classrooms in an informal and appropriate manner. Regular parental involvement in enrichment activities will see parents helping with visits, supporting sports teams, sharing expertise, becoming members of the friends association or as parent governors.

Real time celebration and letters home will encourage families to celebrate and encourage their children. Regular phased discussion and partnership meetings are seen as much more important than the annual parent evening model. Broad topic planning will be sent home and parents asked to engage with school in sending in their own topic linked suggestions.

We will source a web-based electronic target setting and progress monitoring system which is accessible to pupils, parents and teachers. This will provide parents with live and current feedback on the performance and progress of their children.

Parent satisfaction will be a key measure of our success and we will set an overall parent satisfaction target of 100%. Whilst this is particularly stretching we want to aspire to a position where every parent is satisfied with our school. Regular online and paper reviews will give us parent and stakeholder views of the school. Pupil video reviews will also be undertaken. Results will be analysed and where necessary expanded upon. Parent coffee mornings and easy availability of senior staff before and after school will also widen parent confidence and promote a willingness to discuss issues.

Every parent will form part of the learning process knowing how their child is doing and what they need to improve together with support the family can give.

Linking our approaches and targets to our vision and ethos

The achievement of high standards of achievement for all children is central to the vision for the school and the targets and approaches put forward in this section of the application show how we intend to achieve these. Our ethos is centred on excellence in everything we do and by setting these targets and adopting these approaches we are putting forward an ambitious and challenging strategy that will stretch our pupils whilst supporting them to become confident learners. We are confident that these targets adequately reflect the vision and aspirations for the school and our pupils and by adopting the approaches put forward above we can create a culture focussed on excellence. At the same time as achieving our stated targets, we will also be:

- Ensuring the well-being of children from age 4-18.
- Providing excellent teaching and learning from Reception onwards.
- Ensuring a STEM and Outdoor Education focus.
- Providing continuous modern foreign language learning.
- Working with MAT partners, enabling positive progression.
- Providing inclusive access to the schools; and
- Achieving operational efficiencies through the MNSP.

This section also considers the affordability of the staffing model, sets out the key responsibilities of school leaders and explains how the school will be led and managed in the early stages.

D3 Staffing structure at full capacity

Our structure is driven by the ambition to ensure outstanding education for our pupils.

General Information about the staffing structure:

The Deputy Head and Assistant Head will undertake a teaching commitment and will lead on the STEM curriculum for the school, citizenship education, Outdoor Pursuits.

Although not designated as middle leaders in the chart above the co-ordinators for English, Mathematics and Outdoor Education will have the responsibilities of middle leaders.

Responsibilities will be assigned to one teacher for English co-ordination, one teacher for Mathematics co-ordination.

Specialist staff in D&T, Science, Computing and French will be 'bought in' from MNSP partner institutions and do not feature as staffing costs in the financial template.

A range of admin, premises staffing can be provided via MNSP

Specialist SEN support (e.g. Speech and Language therapy, sensory support etc.) may be bought in from a MNSP partner or Fosseway Special School.

All teachers will be qualified.

Teaching assistants will be required to undertake break time supervision.

The administration function will be supported under service level agreement by one or more of the MNSP partners, i.e. HR, Contracts, IT.

The premises officer will line manage cleaners.

A number of posts in the above structure are to be appointed to Term Time Only contracts. These are: all Higher Level Teaching Assistants and Teaching Assistant roles, the Admin Assistant role, Premises Assistance, catering. Some curriculum support contracts will use academy freedoms to include evening/weekend/holiday work.

The table below sets out the approach to how the school will grow its staffing structure to the point of full capacity:

Norton Hill primary School Staffing structure

SLT

Headteacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	Headteacher [REDACTED]
Deputy Head			1.0	1.0	1.0	1.0	1.0	1.0	Deputy Head [REDACTED] from 2019/20
Assistant Head						1.0	1.0	1.0	[REDACTED] from 2022/23
SLT TOTAL	1.0	1.0	2.0	2.0	2.0	3.0	3.0	3.0	

Teaching

Reception 1 teacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	UPS 2 Experienced,EYFS Leader
Reception 2 teacher	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	M1 NQT
Reception PPA	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	Additional for EYFS
Year 1 teacher		1.0	1.0	1.0	1.0	1.0	1.0	1.0	SENCO responsibilities
Year 1 teacher		1.0	1.0	1.0	1.0	1.0	1.0	1.0	M1 NQT
Year 1 PPA		0.3	0.3	0.3	0.3	0.3	0.3	0.3	PPA ave M6,additional for SENCO
Year 2 teacher			0.6	0.6	0.6	0.6	0.6	0.6	Part covered by Deputy Head
Year 2 teacher			1.0	1.0	1.0	1.0	1.0	1.0	Assume one experience teacher
Year 2 PPA			0.2	0.2	0.2	0.2	0.2	0.2	and one NQT per year group
Year 3 teacher				1.0	1.0	1.0	1.0	1.0	
Year 3 teacher				1.0	1.0	1.0	1.0	1.0	
Year 3 PPA				0.2	0.2	0.2	0.2	0.2	
Year 4 teacher					1.0	1.0	1.0	1.0	
Year 4 teacher					1.0	1.0	1.0	1.0	
Year 4 PPA					0.2	0.2	0.2	0.2	
Year 5 teacher						1.0	1.0	1.0	
Year 5 teacher						0.4	0.4	0.4	Part covered by Asst Head
Year 5 PPA						0.2	0.2	0.2	
Year 6 teacher							1.0	1.0	
Year 6 teacher							1.0	1.0	Incremental Drift and Performance
Year 6 PPA							0.2	0.2	related pay awards included on G3

TEACHERS TOTAL

2.3 4.6 6.4 8.6 10.8 12.4 14.6 14.6

Pupil support

TA Reception	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	One TA per class 30 hrs/wk TTO
TA Reception	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	SEN funds would fund additional
TA Year 1		0.7	0.7	0.7	0.7	0.7	0.7	0.7	if required
TA Year 1		0.7	0.7	0.7	0.7	0.7	0.7	0.7	
TA Year 2			0.7	0.7	0.7	0.7	0.7	0.7	
TA Year 2			0.7	0.7	0.7	0.7	0.7	0.7	
TA Year 3				0.7	0.7	0.7	0.7	0.7	
TA Year 3				0.7	0.7	0.7	0.7	0.7	

TA Year4					0.7	0.7	0.7	0.7	
TA Year4					0.7	0.7	0.7	0.7	
TA Year 5						0.7	0.7	0.7	
TA Year 5						0.7	0.7	0.7	
TA Year 6							0.7	0.7	
TA Year 6							0.7	0.7	
Pupil/Family Liaison			0.5	0.5	0.5	0.5	0.5	0.5	

PUPIL SUPPORT TOTAL

1.4 2.8 4.7 6.1 7.5 8.9 10.3 10.3

Administrative

Heads PA/Admin	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>Full time to support Head, includes Clerk</i>
Admin Support				0.4	0.4	0.4	0.4	0.4	<i>Other back office provided by MAT</i>

ADMIN TOTAL

1.0 1.0 1.0 1.4 1.4 1.4 1.4 1.4

Premises

Site person	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	<i>15 hours/week dedicated</i>
Cleaner 1	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	<i>can share MAT resource</i>
Cleaner 2			0.3	0.3	0.3	0.3	0.3	0.3	<i>Increase as more classrooms</i>
Cleaner 3					0.3	0.3	0.3	0.3	<i>Increase as more classrooms</i>

PREMISES TOTAL

0.6 0.6 0.9 0.9 1.2 1.2 1.2 1.2

Catering

Catering Manager				0.7	0.7	0.7	0.7	0.7	<i>Catering by MAT secondary initially</i>
Catering Assistant				0.4	0.4	0.4	0.4	0.4	
Catering Assistant				0.4	0.4	0.4	0.4	0.4	
Catering Assistant							0.4	0.4	

CATERING TOTAL

0.0 0.0 0.0 1.5 1.5 1.5 1.9 1.9

Other

SMSA	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	<i>Increase as school roll grows</i>
SMSA		0.2	0.2	0.2	0.2	0.2	0.2	0.2	
SMSA			0.2	0.2	0.2	0.2	0.2	0.2	
SMSA				0.2	0.2	0.2	0.2	0.2	
SMSA					0.2	0.2	0.2	0.2	
SMSA						0.2	0.2	0.2	
SMSA							0.2	0.2	

SMSA TOTAL

0.2 0.3 0.5 0.7 0.9 1.0 1.2 1.2

Total

6.4 10.3 15.5 21.1 25.2 29.4 33.6 33.6

Specific Assumptions re: Staffing

- Full time Headteacher appointed for opening, will initially be SENCO and Lead on Literacy & Numeracy. The Head Teacher will be line managed within the MAT and we see it as important that this provides strategic direction and technical support so that the Head Teacher is free to focus on teaching, the curriculum and pupils' achievement and welfare.
- SENCO appointed for start of second year of opening, will teach 0.8.
- Deputy Head appointed for the start of third year of opening will teach 0.4.
- Two classes per year group, therefore two teachers, one will be experienced and one NQT.
- Leads on Literacy and Numeracy appointed for fourth year of opening.
- Assistant Head recruited for sixth year of opening, will teach 0.6.
- All teachers will be qualified and paid on National terms and conditions.
- PPA is allowed for at 10% and assumed this will be by qualified teachers. Some PPA may be covered by specialist instructors e.g. Music, PE.
- Specialist support, e.g. Speech and Language therapy, will be bought in using existing contract arrangements already established by the MAT.
- Each class allocated a Teaching Assistant. These will be part time, term time only positions.
- No allowance has been made for additional SEN teaching assistants as it is assumed this cost would be offset by additional funding.
- Administrative support will be provided by one part time person initially, growing to 1.4 FTE when school at capacity. Back office functions will be provided by the MAT, including Finance, HR, Payroll, and ICT support.
- Premises support will initially be one site supervisor and one cleaner, both part time. The number of cleaners employed will increase as more classrooms come in to use.
- Catering will be provided by one of the Secondary schools in the MAT initially. As the school roll grows it will be necessary to take Catering in house and employ own staff, ultimately three part time term time only.
- SMSA s will be employed for lunchtime supervision, one initially, rising to seven at capacity, part time, term time only posts.

Ensuring staff 'bought in' from partners are suitably trained

Central to our staffing model is the practice of buying in specialist staff in Science, Design & Technology, Computing and French. This approach clearly supports our vision as set out in section C and is designed to ensure that pupils benefit from suitably qualified and experienced staff in the areas of STEM and modern foreign languages. We have budgeted for 2 hours per class per week, including curriculum, enrichment (and potential PPA cover).

Some, but not all secondary staff have experience of primary teaching primary pupils. Therefore through our partnership with Bath Spa University we will implement a specially designed training programme for secondary teachers which prepares them for working with primary pupils. The specialist teachers will, of course, benefit from the support of Teaching Assistants during their taught sessions. At appropriate times, particularly in the early stages of specialist teachers working with the primary pupils, we will implement a programme of team teaching to ensure that specialists are adequately supported and pupils are receiving appropriate levels of support.

Assessment (PPA) time

We want to ensure that our class teachers are provided with appropriate amounts of time to effectively plan and prepare their teaching to achieve a consistent level of outstanding teaching and learning. Our staffing structure and model is designed to ensure that teachers are provided with sufficient time and this will arise through:

- the use of the Sports/PE and Creative instructors to run timetabled sessions; and
- The use of specialist staff from partner institutions to support Science, Design & Technology, French and Computing.
- Supply cover budgeted to contract existing part time teachers in the school/MAT
- Head Teacher teaching time in an emergency.

The affordability of our staffing structure and link to the financial model

The proposed staffing structure has been carefully linked to the financial model. In creating a structure to operate within the financial model the following approaches have been taken:

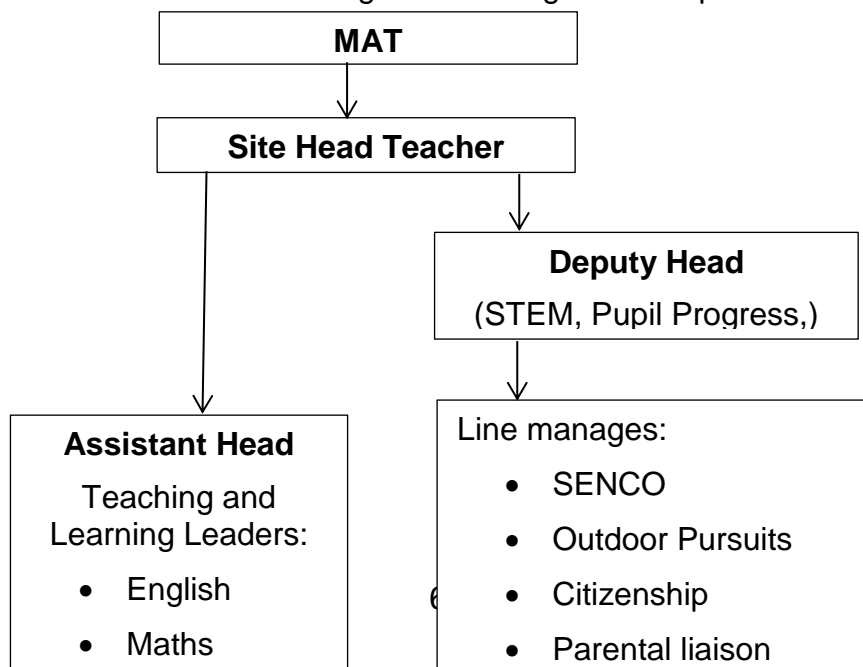
- The build-up of staffing has been incremental and linked to pupil numbers.
- The leadership model of the school builds up over time and is closely linked to pupil numbers.
- Careful consideration has been given to the affordability of salaries and a mix of experienced and less experienced teaching staff.
- A balance of qualified teaching staff, TAs and further support has been planned.

It is recognised however that in the event of reduced income the staffing plan will need to be adapted. Essentially the reason for a reduced income would be fewer pupils and if this were to occur then staffing costs could be reduced in a number of ways, including:

- A full-time/part-time mix of teaching staff with more reliance placed on part-time teachers.
- A revised leadership structure that was appropriate for a smaller school, e.g. delay appointing a Deputy and give Assistant Head responsibilities to a member of teaching staff with a salary enhancement.
- A reduced number of back office staff.
- A reduced number of pupil support staff.
- Identifying further opportunities for sharing services with MNSP members.
- Reduce the amount of specialist teaching in STEM activities while preserving their place in the curriculum. Instead we could build in STEM learning opportunities staffed internally.
- Reduce the spend on specialist leaders of enrichment opportunities available before and after school.
- We would need to allow staffing to support in-year transition as new housing growth would bring a continuing influx of families

Key responsibilities of senior and middle leaders:

The structure of the curriculum and teaching and learning leadership of the school is as follows:



In this structure:

- The Head Teacher will have overall responsibility and accountability for quality, standards and outcomes of curriculum and teaching and learning.
- On appointment the Head Teacher will produce the school's teaching and learning strategy.
- In exceptional need only, Head will initially undertake some teaching to allow PPA time.
- As well as deputising for the Head, the Deputy will lead on the development of the school's approach to the development of STEM subjects in the curriculum. S/he will line manage the SENCO, be responsible for CPD for staff, managing specialist provision in Science, Design & Technology and Computing, championing the STEM ethos of the school and forging appropriate external links and relationships for the benefit of STEM education within the school. A STEM strategy will be produced by the Head Teacher and it is the role of the Deputy to implement this strategy.
- The Deputy will also provide line management to specialist and/or visiting teachers who are offering specialist elements of the curriculum such as STEM, French, Creative Arts and Sport.
- The Deputy is the vital link between pastoral support and curriculum as s/he will also provide a leadership role to the pupil support team.
- The Deputy will undertake a 0.4 teaching timetable initially.
- The role of the English Co-ordinator is to be the school's subject leader in English. The English co-ordinator will be responsible for ensuring the school's English strategy is achieving excellent outcomes for pupils. The English co-ordinator will take a school wide view of performance in English and will provide support and development opportunities for staff. The English Co-ordinator will also need to liaise effectively with the pupil support team in order to ensure that the needs of all pupils are being met.
- The school's Mathematics co-ordinator will be given subject leadership responsibilities. As well as championing Mathematics across the school s/he will ensure the school's Mathematics strategy is successful and outcomes for pupils are excellent. S/he will provide support across the teaching staff and take a school wide view of performance in Mathematics.
- The role of the Outdoor Education co-ordinator is both curricular and to produce a schedule of school wide events and support staff. S/he will make necessary external links. This will initially be the Head, then Assistant Head with a teacher co-ordinator from Year 5/6.

Key responsibilities over first 6 years

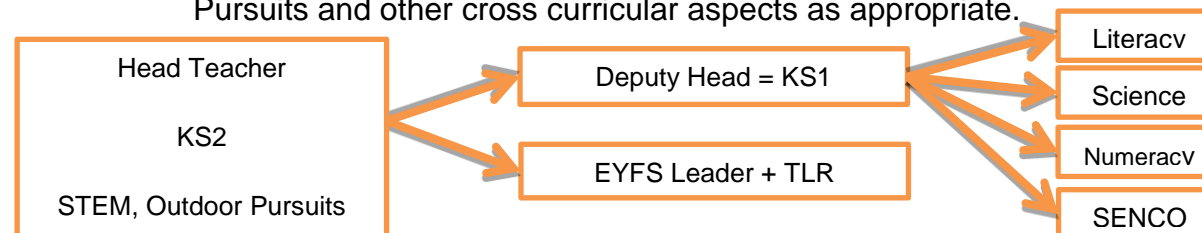
Year 1: In Year 1 the Headteacher will have responsibility for most curriculum areas including Literacy, Numeracy, SEN, interventions, STEM and Outdoor Pursuits. The Headteacher will also be KS1 Leader, planning the curriculum for September 2018. One of the 2 Reception teachers appointed will have a TLR as EYFS Leader.



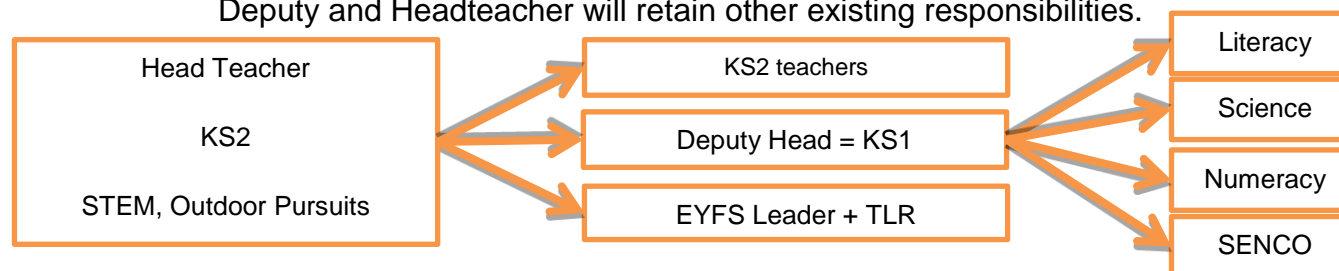
Year 2: In Year 2 the Headteacher will retain KS1 responsibility and the broad curriculum responsibilities described above. One of the 2 appointments for Year 1 teaching will be the SENCO, paid on the appropriate TLR.



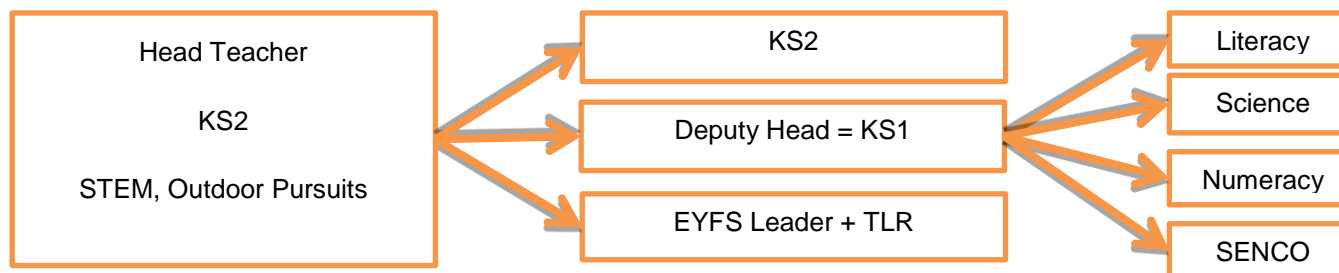
Year 3: In Year 3 a Deputy Head will be appointed who will assume responsibilities for KS1, line manage SENCO, closing achievement gaps, Literacy, Numeracy and Science. The Headteacher will at this point retain responsibility for KS2 and responsibility for STEM and Outdoor Pursuits and other cross curricular aspects as appropriate.



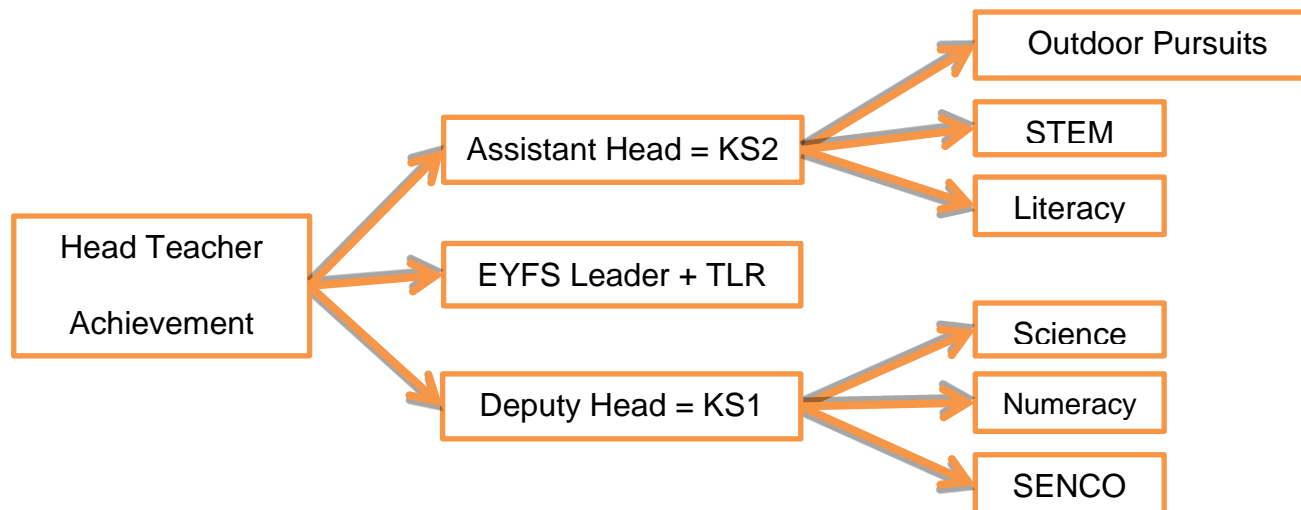
Year 4: In Year 4 the Headteacher will assume active line managing responsibility as KS2 coordinator for the KS2 teachers teaching Year 3. The Deputy and Headteacher will retain other existing responsibilities.



Year 5: Year 5 will operate as for Year 4, with the addition of Year 4 teachers to the staff (by this time all new staff will be adopting responsibility across the curriculum areas such as ICT and the arts.)



Year 6: In Year 6 an Assistant Head will be appointed to take over KS2 line management from the Headteacher. The Assistant Headteacher will also oversee Literacy, STEM and Outdoor Pursuits (Literacy from the Deputy, STEM and Outdoor Pursuits from the Head). The Head will retain responsibility for Numeracy, Science and SENCO.



General note: From Year 3 all new class teachers will take on responsibility for their strengths and interests. These will include: Geography, RE, History, Music, ICT, Arts, PE, PSHE, Outdoor Education etc.

Managing the school curriculum in the early stages

In devising the structure for the school we are mindful of the fact that in the early stages of the school it will not be possible to have a full leadership complement. In the early stages, and particularly year 1 and year 2, the following assumptions have been made:

- The school leadership team will consist of the Head Teacher. MAT support is essential to ensure the role is effective – this is in line with current trust approaches to primaries.
- The Head Teacher will have all responsibility for the leadership of curriculum and teaching and learning and will not be in a position to delegate this responsibility.
- The Head will have to lead on the STEM agenda for the school.
- The Head will have to provide leadership across all of the teaching/education staff.
- In the first two years prior to the appointment of the Deputy in year 3 it is proposed that the Head Teacher provides leadership and line management to the pupil support team.
- Due to the appointment of Deputy not being made until year 3 it may be necessary to identify a suitable individual from the teaching staff to have the authority to make decisions in the absence of the Head. The MAT will here be able to provide leadership cover from another school within the MNPS should this be required.

Permanent appointments to the middle leadership roles of English, Mathematics and Outdoor Education co-ordinators may not be made until year 3 and it may be necessary to have temporary arrangements in place. However if we recruit teachers in the first or second year of opening that have the necessary skills then we may make these permanent appointments earlier.

Key staff positions will be appointed before the school opens and will take a leading role in developing policy and practice. This will be reflected in the purchase of classroom furniture, fittings, resources and our STEM philosophy will be seen in the early stages as the school is resourced by the new team. As the school grows the management team will expand and roles will become more specialised as more staffing appointments are made enabling a greater spread of a diversity of roles. While the school has a clear view of its ethos it is recognised that local enthusiasms from industry plus the individual strengths of individual members of the staff team will generate a unique school.

Why our structure achieves our vision

In designing our staffing structure we have given careful consideration to all aspects of our vision, ethos and education plan and we have created a structure which is capable of supporting and achieving the vision.

The following table sets out how our staffing structure is appropriately mapped to our educational vision, ethos and curriculum plans:

Feature of Plan	Staffing strategy
STEM	Appointment of Deputy with Director of STEM responsibilities. STEM strategy produced by Head in pre-opening stage.
Outdoor Education	Responsibility for co-ordination given to Head Teacher, then Assistant Head with class teacher also coordinating activities.
MFL and STEM expertise	Our staffing plan 'buys in' specialist provision from our secondary partners in Design & Technology, Computing, Science and French.
Enrichment Programme	Employment of instructors where expertise requires.
Engaging Families	The appointment of a member of staff to focus on parent liaison will enable this.
Excellence in English and Mathematics	The appointment of whole school English and Mathematics co-ordinators will ensure there is adequate focus, monitoring and development in English and Mathematics.
Wider curriculum	Our staffing structure reflects the full curriculum of the school by using specialists and instructors.
Inclusiveness	The Pupil Support structure of the school will focus on providing a personalised approach to pupils, particularly those with special needs.

Section E: Evidence of need – part 1

	2017				2018			
	A	B	C	D	A	B	C	D
Reception	60	73		121	60	58		96
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

***further 11 questionnaires received for subsequent years/not specified**

E1 – Evidence of Need for Primary school in this area

In this section we will provide further information relating to the evidence gathered to support the case for a new primary school in Midsomer Norton. We have:

- Presented a clear link to the rationale set out in Section C.
- Provided the latest information on the numbers of parents who would choose our school.
- Explained how we have promoted the school and gathered feedback.
- Identified the geographical location of parents who have completed questionnaires and expressed a preference for the school.
- Linked to the population and housing data provided in section C on page 8.

Data submitted here is live at the point of our submission of the bid and has been gathered over three months working with the New Schools Network. The evidence is that demand continues to grow with further questionnaires being submitted on a regular basis.

Rationale

This was articulated in Section C. In summary, the main drivers of this proposal are:

- The shortage of Primary School Places by 2017 creating a basic need. Significant levels of new house building are driving this need.

- There are currently no outstanding schools in the Midsomer Norton Planning Area to transform the life chances of disadvantaged pupils and 2 of the 5 local schools require improvement.
- There is significant parental support for a Norton Hill Primary school as a new free school specialising in STEM and Outdoor Pursuits.
- These specialisms are distinctively different to existing provision in the area and so will add to parental choice locally.

The process and outcomes of our approach to establishing the level of parental demand are outlined below.

The Questionnaire for establishing demand

The text included with the questionnaire explains the precise nature of the proposed new school. This was the core text that was used in all marketing activities, although for some leaflets and mailshots it needed to be reduced without losing the key messages about the school. The text appears below in italics:

Within two years there will be more children of Reception age than there are school places in Midsomer Norton. We are currently surveying parents to measure support for a new primary school located on the Norton Hill site but as a separate school. We may share this information with the Department for Education as part of our application to open a new school.

Why choose the new Norton Hill Primary School?

*The **New Norton Hill Primary School** will be a two form entry primary school which offers outstanding provision with STEM (Science, Technology, Engineering & Mathematics) and Outdoor Education activities. Our aspiration is to enable all children to develop their capacities as **successful learners, confident individuals, responsible citizens and effective contributors to society.***

The curriculum will be creative and varied and will focus on ensuring that pupils are really well prepared for the transition to secondary school. The key features of our curriculum will be:

- 1. To draw on the expertise of other schools, including secondary schools in the teaching of specialist subjects like Science, Technology, Engineering and Maths.*
- 2. To run a series of regular Outdoor Education activities throughout the year to ensure our pupils develop core life skills that will prepare them for the world beyond school.*
- 3. To draw on the specialist facilities of our school and college partners in areas such as sports and creative and performing arts.*
- 4. To start foreign language learning early and keep it going through the 7 years of the primary school.*
- 5. To draw on the opportunities of working with outside partners to deliver outstanding enrichment opportunities*
- 6. To deliver an extended school approach to provide after school activities.*
- 7. To actively engage all families in family learning activities both inside and outside of the school day.*

The school will work to personalise learning and access for all. We intend to have a truly comprehensive intake and cater fully for all children – from the most able to those with special educational needs.

Are you interested in your child attending a new Norton Hill Primary School?

By 2017 there will not be enough Reception places in Midsomer Norton and Radstock for all the children now at nursery school age. This gives us the fantastic opportunity to open a new school to ensure that every child has a place. We'd love to hear your views about this exciting new venture. Please register your interest in sending your child to this school by completing the survey below. If you provide us with your contact details we will keep you updated on the progress of the bid.

	Yes	No
1 I would choose a new Norton Hill Primary school as first choice for my child	<input type="checkbox"/>	<input type="checkbox"/>
2 The proposed primary school will provide parents with more choice	<input type="checkbox"/>	<input type="checkbox"/>
3 A primary school run by this group of providers will deliver high standards	<input type="checkbox"/>	<input type="checkbox"/>
4 A focus on STEM and Outdoor Pursuits will be helpful for children's future success	<input type="checkbox"/>	<input type="checkbox"/>
5 I would like to receive more information	<input type="checkbox"/>	<input type="checkbox"/>

For parents of children with Special Educational Needs (SEN)

A. Please answer this question if your child does have SEN
What type of SEN does your child have?

B. Please answer this question if your child currently has a Statement
I would request for this school to be named on my child's statement

<input type="checkbox"/>	<input type="checkbox"/>
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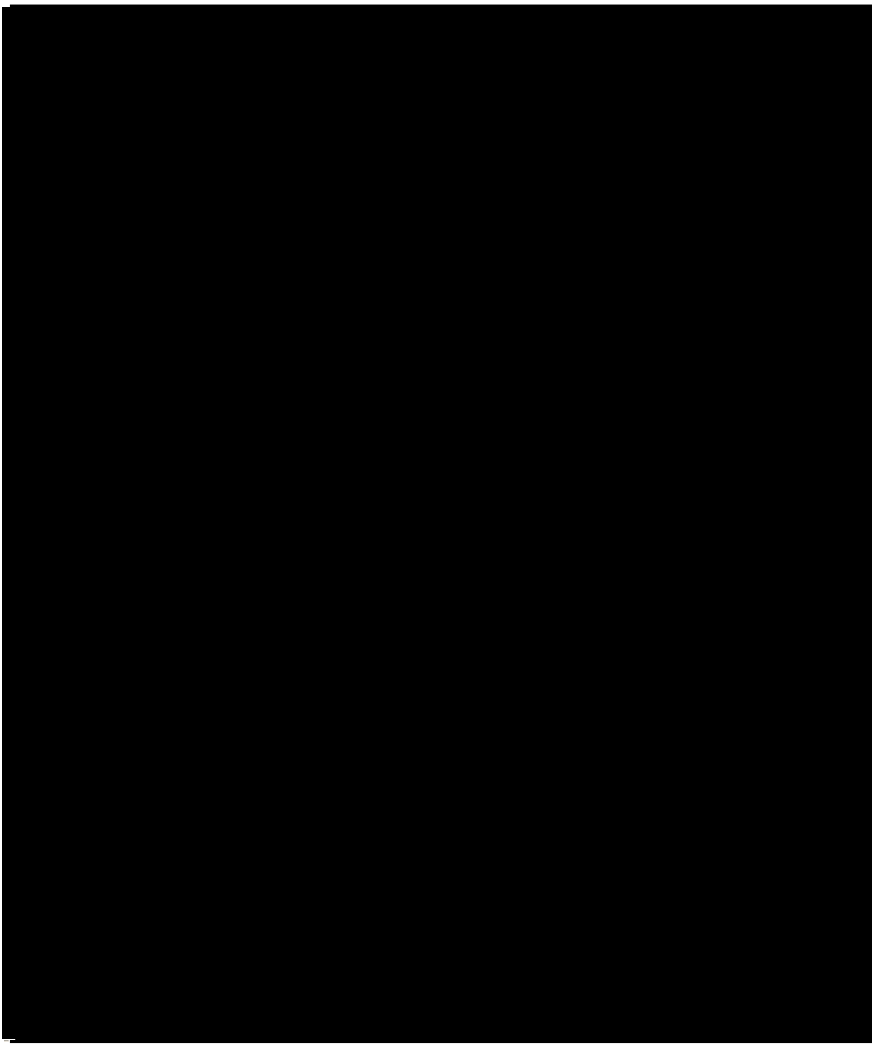
NAME	
POSTCODE	
CHILD'S D.O.B	
SIGNATURE	
EMAIL ADDRESS	

The total number of positive responses was indicated at the start of Section E. In addition to this, we gained the following responses to key questions in the questionnaire:

Question	Positive Response Rate (%)
I would choose this school as first choice for my child	94
The proposed primary school will provide parents with more choice	100
A primary school run by this group of providers will deliver high standards	100
A focus on STEM and Outdoor Education will be helpful for children’s future success	100

The location of potential pupils:

The map below shows the postcode origins of each of the questionnaire responses received before May 3rd 2015. It shows a concentration close to the proposed site of the new school, as well as some interest from outlying areas.



Forecast shortage in primary places

Detailed analysis of resident population data and housing projections set against school capacity appears in Section C (pp9-11). In summary, this data shows:

- A projected shortage of Primary School Places from 2015 so that the local authority has a contingency plan which adds a class in a school which requires improvement and the possibility of repeating this in following years.
- House building currently occurring or about to commence which by 2017 add significantly to this basic need. Significant levels of new house building are driving this need.
- There are currently no outstanding schools in the Midsomer Norton Planning Area to accommodate extra numbers and improve the life chances of disadvantaged and other pupils - 2 of the 5 local schools require improvement.
- The Norton Hill specialisms are distinctively different to existing provision in the area and so not only help meet basic need but will also add to parental choice.

Quality and Standards in existing Midsomer Norton Primary Schools

Section C also shows (page 13) that there quality of provision is currently a mixed picture, with two of the five school requiring improvement and no outstanding school locally and that there is an outstanding primary school in the Midsomer Norton Schools Partnership. Further to this, is shown that the MNSP schools have outstanding leadership and a track record of collaboration across primary and secondary that has raised standards in partner schools.

426 pupils locally are currently educated in schools which require improvement; ■■■ of primary schools locally require improvement.

E2. Engaging with the local community

Overall strategy

Our approach has been to focus primarily on parents of young children who might attend the new school. However, we have also had extensive discussions with the local authority, local primary schools, the local press and businesses in the locality.

Engaging with parents

It was important for us to phase the release of information about the proposal for the new school along with the 'call to action' for parents to register their interest and support. This would raise awareness progressively so that we could canvass support for the proposal. The sequence of activities was as follows:

- A press release in the local press (the Somerset Guardian and the Midsomer Norton, Radstock and District Journal) explaining both the basic need for a new school and the proposed nature of our bid. This included a web address for parents to be able to complete the questionnaire. The press was kept up to date on the progress of the bid. Original story can be accessed at: <http://www.somersetguardian.co.uk/Plans-revealed-new-primary-school-Midsomer-Norton/story-26146099-detail/story.html>.
- A postcard outlining the need for a school and the nature of the school was sent to all families within a one mile radius of Norton Hill who have children; a version of this was also made available in libraries, hairdressers, doctors' surgeries, supermarkets, leisure facilities etc.

- Local nurseries and playgroups were visited to explain the proposal to staff and parents
- Parents signing the questionnaire were updated on progress and encouraged to seek further support; Norton Hill parents were directly contacted by email and in the school newsletter.
- A series of open mornings with staff involved in the bid was held at Norton Hill and advertised in the local press. At these meetings we provided parents with an overview of our vision, plans and ethos and engaged them in discussion of the curriculum to test the thoughts and responses behind the positive questionnaire feedback.
- Twitter messages were regularly released.
- An advert was regularly broadcast on Somer FM (the Somervale school community radio station), again explaining the case, the mission and the need for support.

Engaging with the local authority

We have engaged in discussions with the Bath and North East Somerset local authority, both at the level of directors and the management and other officers. We have also informed North Somerset council of our plans, as the school is close to the border between the two authorities and it was therefore a matter of courtesy to provide further information on a development of which both local Somerset Schools and the local authority would be aware. In all our discussions we have stressed that the vision of the MNSP is to provide coherence and quality in the education of local children between the ages of 4 and 18, and that the forthcoming shortage of places is therefore both a moral and a practical imperative for us as a MAT.

The letter included in Section C from the local authority makes it clear that there is indeed a basic need issue in B&NES, as well as that the MNSP is regarded as a low risk and high quality solution to this. This was the product of discussions between Alun Williams, the MAT Chief Executive Officer and key local authority staff – the B&NES People and Communities Strategic Director - Ashley Ayre, and Mike Bowden, the Divisional Director: CYP Strategy & Commissioning. These discussions also centred in the planning of new developments; Section 106 funding and the willingness of the local authority to allocate this to a Norton Hill Primary, as well as the potential timeline of developments – though clearly this latter area is not in the gift of the authority.

Helen Hoynes, the School Organisation Manager working in the Schools Capital and Organisation Team provided the statistical data which is included in Section C to show the extent and timing of the shortfall in places based on population and housing data. These conversations reinforced our perception that B&NES response to the shortage of places from September 2015 may secure school places for the additional pupils in the system locally, but is neither the optimal nor indeed a sustainable approach: firstly, creating additional classes in schools requiring improvement (such as Westfield as is planned for September 2015) is not the best way to provide opportunities for the pupils affected; secondly, there is limited capacity to add 'bulge' classes in local primary schools.

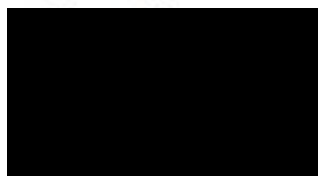
Engaging with local primary schools

As we have developed our proposals, we have striven to ensure active engagement with the local primary community on a number of occasions. [REDACTED]

[REDACTED] and has briefed colleagues in the group regularly on the need for a school and the progress of the bid being made. [REDACTED] has made every effort to provide full and open information about the proposals and followed meetings with individual conversations with primary heads and governors. In addition [REDACTED] has made contact with local North Somerset Primary schools to inform Head Teachers in a similar way of the plans. The leadership teams and staff at both High Littleton and Clutton Schools have also been extensively involved in the construction of this bid and able to communicate with primary colleagues in a supportive capacity.

Engaging with local businesses

We have had contact with both developers and estate agents in constructing a projected timeline for the completion dates for some of the local housing projects. We have also spoken to members of the local business community and received positive feedback. As the host school for a Careers Academy, Norton Hill has a great deal of local credibility with the business community who are used to involvement as speakers, mentors, hosts of internships and so on (table on page 42 lists the range of partners). Comments include the letter below, as well as the view that “Norton Hill has a really impressive reputation and track record in connecting with local businesses. The idea of a primary school and working together with business from the very start of children’s educational experience is exciting and I am sure the school will – just as it does in everything else – do this to the highest standards” [REDACTED]



To whoever this concerns

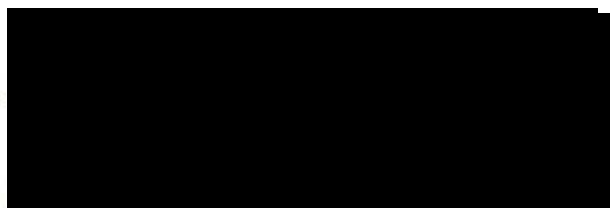
I am the Managing Director of Continuity West Ltd, a local SME based in Timsbury near Midsomer Norton.

I have a growing business that trades in the global market place providing business continuity and crisis management. I have customers in Europe and the public sector as well as many small businesses. In order to provide my services and products I need to employ people with the right skills and ability. To do this I usually employ from the near locality but sometimes have to look further afield due to lack of local talent.

I employ in two ways. First I take on direct employees who can provide my services. As I don't expect local educational establishments to equip students with the knowledge in my sphere I am more than prepared to invest in their further education and development once they are with me. However they will need good command of English and maths as a basic. They would also need good communication and IT skills. Other aspects such as languages and business knowledge are desired extras. I need local schools able to provide this in order for me to take them on and give them a career.

Alternatively I also utilise a lot of local small businesses to provide me with the services I need such as accountancy, IT, marketing, admin and other occasional services. All these businesses need new staff with good basic education in order for us all to not only survive but grow and provide wealth for the next generation to come.

For the reasons outlined above I would support the establishment of a new free school. Apart from anything else I am aware of local house growth and increasing demographics. I am aware of the strain this is putting on current primary schools that will either become overcrowded or have to turn pupils away causing them long journeys to school. Both of which would be detrimental to their education. Therefore the new school would not only benefit the pupils attending there but also pupils at other local primaries.



Impact of Community Engagement

The engagement outlined above has influenced our thinking in a number of ways:

- Parents expressed anxieties about the employment of unqualified teachers as part of a free school. Feeling here was sufficiently strong for us to make it an explicit part of the bid that teachers will be qualified. Parents have also raised the issue of whether securing a place at the Primary School means an automatic move to the secondary school. We have in response to this been clear that there are alternatives to Norton Hill both within the MAT and within Somer Valley and that the school is not an all-through school.
- Local businesses have welcomed the emphasis on languages, STEM and Outdoor learning (see p74 above), strengthening our conviction that these are appropriate to our local community. They have also stressed the importance of literacy, numeracy and ICT skills to ensure that young people are highly employable and we have reflected this in our planning.
- The local authority has been consistent in its view that a 2 form entry school is needed for B&NES pupils. We see meeting this need as a moral imperative so that when recently approached by a developer with land in Somerset seeking a partnership, we have been happy to talk, but also clear that Somerset development may require a further and separate bid to this particular one as our focus is on basic need within B&NES.

Plans for future engagement

Clearly submission of the bid should not interrupt our efforts to make the local community more aware of our project. Our efforts to engage potential stakeholders are therefore ongoing and include:

- Further open meetings to promote the school and canvass local views
- Continued contact with playgroups, children's centres and nurseries
- Further press coverage
- Presence at local community events
- Further direct mail
- Facebook advert
- Discussion with local developers
- Continued dialogue with local schools
- Continued talks with the local authority on projected numbers locally
- Keeping interested parents up to date with developments

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, trustee 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)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	12 as [REDACTED]

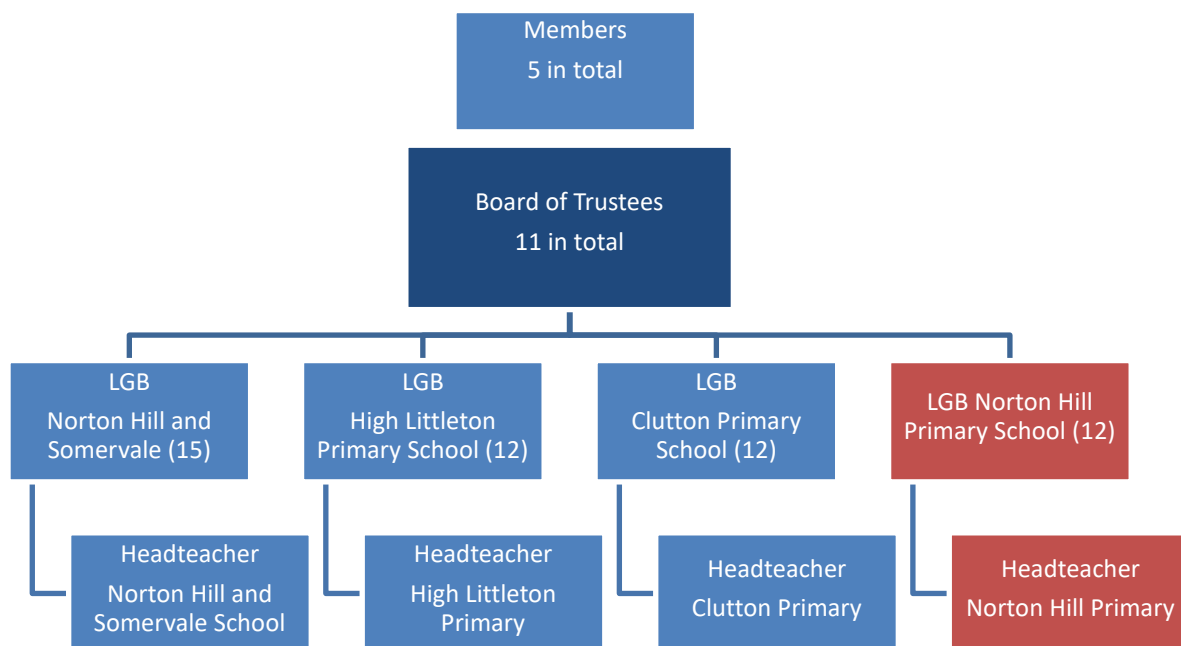
F1 (b) Skills gap in pre-opening

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
Building and opening a new school	Whilst we do have significant experience of project managing building projects up to £2 million within specified time scales set by the DFE, we have not opened a brand new school in the past. However, we have engaged with an architectural firm who has experience of such projects and indeed has been involved in the opening of 15 schools.
Organisational start up	We have excellent support from existing primary head teachers within the MNSP regarding the organisation and structure of primary schools. We have also engaged an experienced advisor (Jenny Short) who has supported other free school bids and school start-up projects. In addition to this, we also have experience on the Trustee group within various industries around development of new building projects, etc. This includes experience in accountancy, legal and property, commercial marketing as well as higher education etc.

Section F2

The governance structure for the Midsomer Norton Schools Partnership incorporating the Norton Hill Primary School is shown diagrammatically below. The Norton Hill Primary Local Governing Body will sit alongside the Local Governing Bodies for all other schools currently part of the Midsomer Norton Schools partnership. The strategic group that sits above the local governing bodies is the Midsomer Norton Schools' Partnership Board of Trustees. The Members of the Midsomer Norton Schools Partnership sit above the Board of Trustees as shown in the diagram below. The Midsomer Norton Schools Partnership is a DFE approved Sponsor and has recently (March 1st 2015) had new Articles of Association agreed by the DFE.



The Members and Trustees create the overarching vision for the academy group of schools and hold each Local Governing Body to account for all aspects they have responsibility for. The responsibilities of each Local Governing Body are contained in the Terms of Reference for each group. A draft Terms of reference for the Norton Hill Primary School can be found in the appendices.

The local governing Body for each school has responsibility for monitoring the performance of the school and for providing challenge and support for the Headteacher. They have responsibility for standards, outcomes of children and finance (within their delegated budget).

The Members

There are 5 Members of the Midsomer Norton Schools' Partnership. They consist of

- [REDACTED]
- [REDACTED]
- [REDACTED]

The Members take full responsibility for the multi-academy trust (MAT) finances, estate, strategic vision, planning and hold to account the Trust Board. Each Member has a specific responsibility and area of expertise in relation to the schools within the MAT. The Members in this MAT have an overview of the governance arrangements of the Trust and have the power to appoint or remove Trustees. Members can amend the articles and may choose to do this in order to support stronger

governance arrangements. The independent nature of 3 of the Members ensures that this group can provide oversight and challenge. The Midsomer Norton Schools Partnership has 5 Members which ensures enough Members can take decisions via special resolution.

The Trust Board

Principally, the Midsomer Norton Schools partnership Trust Board is responsible for ensuring that the Trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the Academies Financial Handbook. The board of Trustees is responsible for the proper stewardship of public money, including regularity and propriety, and for ensuring economy, efficiency and effectiveness.

The Trust Board Directors are clear about their responsibilities as detailed below:

- Act within their powers
- Promote the success of the company
- Exercise independent judgement
- Exercise reasonable care, skill and diligence
- Avoid conflicts of interest
- Not to accept benefits from third parties, and
- Declare interest in proposed transactions or arrangements.
- Drive improvement across all academies
- Bring about economies of scale to create efficient operating
- Bring experience and expertise

Positions are (alphabetically) :

There is representation of all phases on the Trust Board, which allows good communication between Local Governing Body groups and the Trust Board. This representation rotates on a 3 year basis. As more schools join the academy chain, we plan to establish a Primary Chairs of Governor group with representatives from this body also at Trustee/Director level. The Members appoint the Trustees and in turn the Trustees appoint the Governors of each primary or secondary school and have the power to remove Governors. The Trustees also conduct an annual appraisal of each Governing Body and sets the terms of reference for these groups. Trustees receive educational and financial reports from each of the Local Governing Bodies and the Chief Executive (a Trustee, but not a Member) is required to submit a report card on the performance of each school 6 times a year. This report card shows key performance indicators and covers educational progress and financial matters. The Norton Hill Primary School will be subject to the same scrutiny at Member and Trustee levels as is currently the case with the 4 schools already part of the Midsomer Norton Schools' Partnership. As a result of the various reports received by the Trust Board, their understanding of progress across all aspects of each academy is strong. This enables them to add significant value to the MAT as a whole, and the Local Governing Bodies by:

- Providing centralised services for all academies to benefit from.
- The prudent direction of resources to drive improvement based on the over-view of all academies.
- A strong and common approach to systems that have been established to run across all academies within the MAT.

Effective clerking arrangements are already in place across the current schools and this will be extended to the Norton Hill Primary School. Auditing of the Members and in particular their financial credibility and management is already in place and all reports from the Auditors are full of praise about the conduct of the Members, their accountability and financial safeguarding structures.

The Local Governing Body

In line with our established and successful practice across the MAT, the Local Governing Body of the Norton Hill Primary School will meet 12 times a year. 6 meetings will be focussed on education matters and 6 meetings will be focussed on finance and resources. The main role of each LGB in the MAT structure is to provide challenge and support in our pursuit for outstanding educational outcomes and experiences for all children. The articles for the Academy MAT states that there will be no fewer than 9 and no more than 12 members of a Primary Governing Body:

- The Headteacher/principal
- 2 elected parent governors
- 1 staff governor
- 4 local community governors appointed by the LGB
- 4 director/trustee appointed Governors

In terms of skills and expertise of the Local Governing Body, the MAT will ensure that all key core activities of school life are reflected by the members of the LGB. Therefore, we will prioritise appointing Governors with skills and experience in finance, education, HR, Marketing, enterprise, STEM and project management. Where this is difficult to achieve, we will back-fill the Governor group with key Trustees to ensure the LGB for the Norton Hill Primary is robust.

The proposed structure of governance will deliver effective oversight, timely decision-making and active participation in the life of the school whilst retaining important links with other schools in the group. The other 4 schools in the Midsomer Norton Schools Partnership have extensive and successful experience of school governance. These links will also allow those nearing the end of their term of office in these schools to be recruited as new Governors for the Norton Hill Primary School. There is already an on-going training programme for Governors and Trustees within the MAT. This will be extended to include the Norton Hill Primary School Local Governing Body. This will further encourage links between the Local Governing Bodies and help prevent one group from becoming distant from the Multi-academy vision.

The approach to governance currently uses a process of key performance indicator monitoring which will be structured along the following lines

Focus Area	Key Performance Indicators	Possible targets
Pupil outcomes and progress	<ul style="list-style-type: none"> • Recruitment to the school • Academic outcome motioning of all groups of children including disadvantaged • Outcomes of any inspections 	<ul style="list-style-type: none"> • 95% of pupils recruited before opening • 95%+ of pupils making expected progress and above national attainment in all groups • Outstanding OFSTED inspection
Personnel	<ul style="list-style-type: none"> • Lesson observation and learning walk data • Appraisal 	<ul style="list-style-type: none"> • 100% of lessons good or better, 65% outstanding • All staff making at least good progress towards challenging objectives

	<ul style="list-style-type: none"> Recruitment of specialist teachers Turnover of staff 	<ul style="list-style-type: none"> Specialist primary science, maths teachers recruited Turnover of staff below the national mean
Finance and Resources	<ul style="list-style-type: none"> Performance against budget Premises report 	<ul style="list-style-type: none"> Monthly financial outruns in line with agreed budget Development and maintenance programme in line with pre-prepared plan
Behaviour and safety	<ul style="list-style-type: none"> Attendance of all children Safeguarding Health and safety 	<ul style="list-style-type: none"> Is above the national average for all groups of children Safeguarding is judged outstanding 100% risk assessment completion
Leadership	<ul style="list-style-type: none"> Parental satisfaction Performance and consistency of middle leaders The quality of the curriculum The performance of the senior team 	<ul style="list-style-type: none"> 100% parental satisfaction All middle leaders clear on role and drive high standards Rich, broad and balanced curriculum. Outstanding strategic school leadership

In the current MAT structure we do not use committees but prefer all Local Governing Body members to have an overview of finance, resources and education matters. Each Governor is assigned an area in which they specialise and report on to the LGB periodically and to a set timetable. These might be curriculum areas, or particular sub-groups of children, safeguarding, etc. The LGB for each school, including the Norton Hill Primary meets in total 12 times a year (6 education and 6 Finance and resources meetings).

In the education meetings the following aspects are expected to be reported on or discussed:

- Detailed analysis and reviews of school performance data, e.g. OFSETD data dashboard, Raise-online, school-based teacher assessments
- The performance and progress of key groups of children, for example SEND, Pupil Premium.
- The development with the school SLT of the annual improvement plan
- The review of data from stakeholder self-evaluation
- The performance of teaching staff
- Developments of curriculum
- The quality of middle and senior leadership

In the finance and resources meetings the following aspects are expected to be reported on or discussed:

- Monthly accounts and school financial performance
- Receiving health and safety reports
- Monitoring the performance of non-teaching staff
- Premises reporting

The LGB can, with the permission of the Trust Board, set up special committees and working parties to deal with specific projects where appropriate.

The Headteacher of the Norton Hill Primary School will be an ex officio member of the Governing Body. They will report to the Chair of Governors and will have a set of agreed performance targets approved by the Local Governing Body. The Chair, 1 other LGB Member, a Trustee and an outside advisor will conduct the annual performance review for the Headteacher

The Headteacher's role is fundamentally concerned with the day-to-day running of the Norton Hill Primary School. They will also have an important strategic role to play with the Local Governing Body to ensure the school vision is achieved. Just as the LGB is accountable to the Trust Board, the Headteacher and senior colleagues are accountable to the LGB. The table below reflects the differences between the role of the Trustees, Governors and the Headteacher.

<u>Trustees will</u>	<u>Governors will</u>	<u>The Headteacher will</u>
Select the Governors and work with them to appoint a Headteacher	Select with the trustees the Headteacher Select the SLT for the Norton Hill Primary	Run the school in line with the directions of the governors and trust board
Approve school goals, policies, etc	Assess the impact of school policies and their implementation. Assess progress toward key set goals in readiness to report to the Trust Board	Implement policy, recommend strategies
Make strategic decisions at Trust Board level	Make and support school related decisions	Ensure decisions are taken within the context of school values, ethos, etc
Oversee Governor performance and KPIs for all schools	Oversee management and leadership of the Norton Hill Primary School	Provide the LGB with timely information Communicate with openness and transparency Be responsive to requests

Accountability Structure:

We recognise that the Local Governing Body will need to be appropriately skilled and trained in order to hold school leaders to account. We have strong and effective structure in place for this already with the MAT and would apply similar standards for the Norton Hill Primary School. These include:

- Regular training for all Governors at the appropriate level undertaken by the outside agencies and external advisors.
- Ensure all Governors take part in school activities – learning walks, stakeholder engagements, etc.
- Produce a Governor handbook outlining the expectations and role of a Governor
- Use of expertise from the LGBs already in existence and the Trust Board to bolster training and where necessary the LGB membership itself.

The following table illustrates how the governors will hold the Head Teacher to account, and how in turn the members of the governors to account.

<p>Trustees hold the governors to account by:</p> <ul style="list-style-type: none"> • Reviewing all minutes of Governing Body meetings. • Scrutinising the annual self-evaluation report which contains data on school performance. • Receiving reports on the financial performance of the school. • Having the Chair of governors as a member of the Trust board, presenting relevant information and data. • Carrying out an annual assessment on the effectiveness of the governing body. 	<p>The governors will ensure members of the Trust board receive:</p> <ul style="list-style-type: none"> • Honest and open reports from the Chair of Governors on the performance of the school. • An annual self-evaluation report that reflects the performance of the school. • Financial performance against budget. • Early notification, outside of scheduled meetings, on any crucial or critical issues affecting the school. • Full participation in the annual review of governance effectiveness.
<p>Governors hold the Headteacher to account by:</p> <ul style="list-style-type: none"> • Annual performance appraisal with clear personal targets which are monitored in December, March and June. • Being attached to certain aspects of school life and providing support and challenge around key themes. • Reviewing data and using the Curriculum & Standards committee mechanism to challenge performance. • Having mechanisms for monitoring and reviewing improvement plans. • Full engagement in the annual self-evaluation process. 	<p>The Headteacher will ensure governors receive:</p> <ul style="list-style-type: none"> • Adequate training and development on key areas of school life. • Timely, honest and accurate reports about all aspects of school performance. • Transparency about key issues affecting the school. • Good quality, insightful and evaluative governors' reports.

Avoiding conflicts of interest and securing independent challenge

Any conflict of interest between Members/Trustees or Governors will be identified from the outset. For example, when appointing Governors the Trustees must establish clearly whether a conflict of interest exists or whether there is a potential for future conflict of interest. The Trust Board already manage conflicts of interest in a transparent manner. Each Trust Board meeting will ask Members/Trustees to declare any interest or conflicts from the outset. Each year members and governors complete a proforma which identifies any conflicts and this information will be entered on a register maintained by the clerk. In the case of any potential conflict of interest:

- The individual concerned will be removed from the decision making process.
- The Chair of the Trust Board will be responsible for managing the conflict once a decision has been made.

The Members will ensure that all appropriate auditing is in place and occurs bi-annually. Quick and timely intervention: Trustees are able to make quick and timely interventions with and LGB should they be required to do so. Articles and terms of reference allow trustees to remove governors where necessary and take delegated powers should it be required. Regular reporting to the Trust Board and detailed scrutiny of the activities of all schools and LGBs within the trust by trustees, ensures excellent leadership and management and therefore positive outcomes across all aspects of each academy

F3 (a) Proposed Governors

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]		[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	10 hours a week
[REDACTED] [REDACTED]		[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	8 hours a week
[REDACTED]		[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	8 hours a week

F3 (b) Skills gap for board of Governors

NB: If you do not have a proposed chair of the board 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
STEM within primary phase	We intend to have a STEM expert on the governing body to help ensure that this aspect of the schools specialism is well developed and successful. We aim to work with local company called Sun Chemicals (the largest producer of printing ink cartridges in the world) on securing the right person for this role.
Outdoor Education	We intend to appoint someone with experience of Outdoor Education to the governing body. We have a number of links with the military and Duke of Edinburgh award scheme at a senior level and are in discussions with key people to fill this this role
Marketing	We have agreed support from a local marketing company who have offered to supply a senior person for the governing body when required to ensure there is marketing and business expertise on the group

F4: Recruiting a high quality Headteacher during pre-opening

One of the most pressing actions once the application for the Norton Hill Primary School has been approved will be to appoint a Headteacher for the school. When appointing to the role of the Headteacher the following role description will be used to formulate a formal job description

Leadership and management

- Be the lead for care, support and guidance and ensure all children and staff are safe and making outstanding progress.
- Be the lead professional in terms of teaching and learning.
- Build the necessary foundations to secure an outstanding pre-opening phase and therefore an outstanding and successful opening.
- Project manage the opening of the school.
- Provide professional leadership and management to the school ensuring high standards in everything the school aims to achieve.
- Be responsible for the day-to-day leadership and management of the school.
- Ensure the school meets statutory requirements.
- Manage the school finances successfully.

Leading staff

- Ensure excellent teachers are recruited to work in the school.
- Conduct regular and timely performance review of all staff which helps the development of excellences in all aspects of the work of the school.
- Lead in a collegiate manner and promote high expectations and aspirations.

Quality, standard and pupils

- Ensure all pupils benefit from excellent standards in teaching, learning and assessment
- Ensure the highest standards of pupil behaviour and attitudes.
- Innovate where appropriate with the curriculum.
- Develop and lead the quality assurance framework.
- Develop reporting and data systems for all stakeholders and most importantly, parents.

Relationship management

- Be the chief advocate and ambassador for the new school.
- Build excellent relationships with all stakeholders.

Skills required:

The following list will support the development of a detailed person specification for the new Headteacher role

- Successful experience of working with a school governing body.
- Effective people management skills.
- Experience of working successfully with a range of different stakeholders
- School budgeting experience.
- Relevant experience of driving up or maintaining exceptional standards.
- Experience of marketing and promotion.
- Experience of inspiring others to achieve outstanding outcomes.
- Project management skills.
- Experience with curriculum design and innovation.
- Experience of working with HR policies and procedures.
- Expert use of school performance data to inform future planning.

Timeline and process for recruitment to the Headteacher role

The proposed salary of the Head Teacher will be approximately [REDACTED]. This salary has been arrived at by reviewing current vacancies for headships at institutions similar to the proposed school, by comparing the responsibilities involved and by appreciating the highly competitive nature of the current labour market. There are increasingly few applicants for headship and it is therefore of vital importance that this position is as attractive as possible to high quality candidates who should have existing headship experience or outstanding potential.

We appreciate that we have to make this post as attractive as possible and feel that this Headship presents candidates with a fantastic opportunity to:

- Start a school from scratch.
- Develop a specialist curriculum which is delivered in a place-based approach.
- Work in partnership with other primary schools in the MAT and secondary schools, thus benefiting from the professional support of experienced leaders.
- Work in a stunning part of the country where educational standards are generally high.

We do recognise however that it can be difficult to recruit a new Head Teacher and therefore we consider it appropriate to allow for a second round of advertising if required and might consider using academy freedom to review the salary. We also have two excellent head teachers in the MAT already who will be able to support this process and ultimately lead the new school if necessary. To allow time we will advertise in September 2016 to recruit for an April 2017 start.

Proposed approaches to recruiting Head Teacher:

- Use of conventional advertising routes, e.g. Times educational supplement.
- Use an existing Headteacher to conduct search activities through existing networks.
- Use of Trust Board members to use professional networks to approach high calibre senior leaders in schools.
- Use of social media to attract potential candidates.

An overview of how we will establish the skills and competencies of the Head Teacher at interview stage:

As well as undertaking typical selection type activities such as interviews and presentations we will introduce specific exercises and assessments that seek to establish competence in:

- Using performance data and making judgements about performance.
- Financial planning and management.
- Stakeholder and community engagement.
- School improvement.
- Strategic planning.

Draft Job Description

Describing and Shaping the Future

- Work with the governing body and others to further develop the vision and strategic plan for the MAT.
- Ensure that strategic planning embraces the diversity, individual ethos and experience of the schools within the MAT and community at large.
- Translate the vision into agreed objectives and operational plans which will promote and sustain improvement for schools within the MAT.
- Motivate and work with others to generate a shared culture and positive atmosphere
- Demand creativity, innovation and embrace the use of new technologies to achieve excellence for all.

Leading Learning and Teaching

- Ensure that all stakeholders are clear what outstanding teaching and learning looks like and that all aspire to achieving that aim.
- Explore all opportunities afforded by the MAT to take advantage of benefits that MAT brings
- Place learning and pupil achievement at the centre of strategic planning and resource deployment.
- Promote a culture of ambition, challenge and support so that all pupils can achieve success and engage positively with their own learning.
- Secure high standards of behaviour and attendance.
- Ensure that teacher performance is monitored and evaluated and utilises resources to drive improvement and standards across the MAT.

Managing and Adapting the Organisation

- Devise evidence-based improvement plans and policies for the development of the school
- Ensure that school policies and procedures take account of national and local policies and initiatives.
- Manage the schools financial and human resources effectively and efficiently so as to achieve the schools' goals and educational priorities.
- Recruit, motivate, develop, deploy and retain high calibre staff to achieve the vision and goals of the school and MAT.
- Comply with the provision of the Education Acts and any consequential requirements, schools' Instrument of Governance and any academy agreements as they apply to the school.
- Comply with other legislation as it applies to the schools, including health and safety.

Developing and Working with Others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive MAT-wide culture.
- Actively engage with other organisations in the community to extend that collaboration positively.
- Co-operate and work with relevant agencies to protect children.
- Practise collaborative leadership.
- Show a commitment to professional development.

Establishing and Maintaining Accountability

- Be accountable to the local governing body and the MAT and support them in meeting their responsibilities.
- Further develop a MAT-wide ethos which enables everyone to work collaboratively, respect differences, share knowledge and celebrate success together.
- Present a coherent, understandable and accurate account of the schools' performances to a range of stakeholders including governors, parents and carers.
- Lead the process of positively preparing the school for external inspection.

Anchoring the MAT within the Community

- Work to establish the Norton Hill Primary and therefore the MAT as a beacon of educational excellence within the wider community.
- Build a culture and curriculum within each school which reflects the individual characteristics and needs of its pupils.
- Promote tolerance and understanding of others.
- Maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Identify opportunities to further involve parents and carers, community figures, business or other organisations in each school to enhance and enrich the schools and their values to the wider community.
- Share knowledge and experience with other schools so as to promote innovative initiatives thereby contributing to the development of the education system.

Section G: Budget planning and affordability

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

This section will need to be completed by both route 1 and 2 applicants.

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

In addition you should complete the Excel budget templates.

Section G1: ACCURATE FINANCIAL PLANS

Preamble

Midsomer Norton Schools Partnership is a Multi Academy Trust consisting currently of two secondary schools and two primary schools. The two secondary schools converted to Academies on 1st October 2010 and the primary schools joined in 2014 and 2015. [REDACTED]. Trustees are or have been senior leaders in a range of disciplines and are very effective at challenging financial decisions. The Accounting Officer has a robust understanding of finances and submits a Value for Money statement in line with EFA guidance. The Trust has an Executive Business Manager who is a qualified accountant with extensive experience in both industry and the school sector, oversees the finances of the Trust and attends Trust Board meetings. The Trust's auditors are Baker Tilly who consistently acknowledge that the finances of the Trust are very well run with strict and appropriate controls in place. The Trust has an Audit Committee which meets regularly and reviews reports provided by the Internal Auditor.

Against this background the MAT is well placed to prepare budgets and manage the finances for a free school primary school.

Budget Plan

The budget plan template has been built to facilitate delivery of the Education plan detailed in Section D and an intake of 60 pupils per year group. The focus is on delivering the specialist curriculum of the school and the provision of extensive enrichment opportunities. The staffing model reflects the employment of high quality specialist staff at all levels, together with the cost effective buy in of expertise from within the MAT and wider partners.

The MAT has considerable buying power and is able to negotiate bulk discounts with suppliers to achieve economies of scale. This means we can often purchase resources at a cheaper rate per unit than would be available to a Primary School on a stand-alone basis. That said the MAT will also tap in to wider economies if appropriate, an example being that we buy in to the Local Authority energy purchasing arrangements because they are able to source a better deal than us.

Income

- Catering income includes UIFSM and has been set so that it equals the cost of meal provision, including labour once provision brought in house, therefore showing a break even position.
- Other income has been added to reflect the fact that we will ask for a contribution from parents for after school activities at ■■■ per hour. For the purpose of this budget it has been assumed that ■■■ of pupils will pay ■■■ once per week. Pupil premium students would not be expected to pay.

Staffing

- A full time Headteacher will be appointed pre-opening. It is envisaged the salary will need to be in the region of ■■■■■ in order to attract and retain a high quality candidate. He/she will initially act as SENCO; lead on KS1, Literacy & Numeracy, STEM and Outdoor Pursuits.
- An experienced Reception teacher will be the EYFS Leader.
- A full time SENCO will be appointed for the start of the second year of opening and will teach 0.8.
- A full time Deputy Head will be appointed for the start of third year of opening, and will teach 0.4. He/she will assume responsibility for KS1 so that the Headteacher can take on responsibility for KS2.
- There will be two classes per year group, therefore two teachers, budgeted on the basis that one will be experienced and on the Upper Pay Spine, and the other an NQT.
- A full-time Assistant Head will be recruited for the sixth year of opening who will teach 0.6. He/she will assume responsibility for KS2, Literacy, STEM and Outdoor Pursuits. The Deputy Head will then be responsible for KS1, Numeracy, SENCO and Science. The Headteacher will be managing Achievement, the Assistant Head, the Deputy Head and the EYFS Leader.
- From year 3 individual class teachers will take on responsibility for curriculum specialisms, ie Geography, RE, History, Music, ICT, Arts, PE & PHSE. This will depend on individual strengths and will be covered by SLT until suitable appointments made.
- All teachers will be qualified and paid on National terms and conditions.
- PPA has been costed at 10% per FTE teacher and has been included in the contracted staffing complement .PPA will be undertaken by qualified teachers and potentially by staff already employed elsewhere in the MAT. The MAT has already established the principle of employing staff to work in more than one school. This will enable some PPA to be covered by subject specialists e.g. Music, PE, French.
- Supply is costed at 2.5% of grant funding as this reflects spending by local primary schools in the area. This budget allows for staff absence, including training, and also allows for re-lease of staff so they are available for enrichment activities.
- Specialist support, eg Speech and Language therapy and Behaviour support will be bought in using existing contract arrangements already established by the MAT. This is already proven to be cost effective and value for money.
- Each class will be allocated a Teaching Assistant, 30 hours per week, term time only. This reflects our knowledge of the staffing structure in Primary Schools in the MAT and allows for particular support for SEN, Pupil Premium and Gifted and Talented students in each class. Classroom Teaching Assistants will help to deliver the Reading Recovery programme. The hours allocated also allow for 1:1 and group work for Pupil Premium students. If there are pupils with individual SEN needs it is assumed for this budget that they would

be stated and hence attract additional funding which would contribute to TA support over and above that which has been costed here.

- As the school roll grows an allowance has been made for a part time Pupil/Family Liaison Officer who is likely to be a support staff member.
- A full time Administrator/Head's PA has been included immediately. The Headteacher will need support and there will need to be someone on site at all times during the school day so that parents have a point of contact. This position has been costed as an all year round position to reflect the inclusion of the Clerk to the Governors role. The roles of Company Secretary and Clerk to the Trustees are already covered by the MAT. Admin support will extend to 1.4 FTE when the school is at capacity.
- Additional back office functions will be provided by the MAT. This infrastructure is already in place for the existing schools in the MAT with Finance, HR, Payroll and ICT support being centralised. The MAT operates a web based ordering system so that schools can raise orders locally. Further financial processing is undertaken centrally ensuring segregation of duties and internal control. The trust already employs a qualified accountant to support the Executive Business Manager ensuring the capacity to provide effective financial management information. This arrangement is cost effective as it obviates the need for a dedicated Business Manager.
- Premises support will initially be one site supervisor and one cleaner, both part-time. Initially there should be minimal requirement for maintenance as we are assuming the building will be new. The number of cleaners employed will increase as more classrooms come in to use. The intended close proximity of the free school to Norton Hill School will easily allow for existing site staff to provide additional support here if necessary.
- Catering will be provided by one of the Secondary schools in the MAT initially. The capacity for this has already been identified at one of the Secondary Schools. As the free school roll grows it will be necessary for it to take Catering in house and employ its own staff, ultimately four, part-time, term time only.
- SMSAs will be employed for lunchtime supervision, one per year group, therefore rising from one initially to seven at capacity, part time, term time only posts.
- Support staff pay rates are the NJC scales in line with our Local Authority and reflect our employer contribution rates for the Local Government Pension Scheme.
- A line has been included in staff costs to reflect that there will be incremental drift for teaching staff as they move up the pay spine, and also performance related pay for SLT. These increments will of course only be payable if staff meet performance criteria as set out in our robust Appraisal policy and are approved by the Trustee Pay Committee.

Staffing costs submitted here have been benchmarked against other Primary schools of 420 plus pupils to ensure reasonableness and value for money.

Other Staff Costs

- Employee expenses are minimal in line with existing Primary Schools in the MAT.
- A significant allowance for development and training has been budgeted in the first year to allow for the fact that the Headteacher and initial staff may need support to ensure they can deliver the curriculum and enrichment activities outlined in the bid. For subsequent years an allowance of [REDACTED] per member of staff per year has been allowed.
- Recruitment allows for the fact that there will need to be at least two teaching staff appointments each year as each year group fills. In addition there will be some staff turnover and

support staff recruitment. ■■■■ has been allowed in 2018/19 reflecting the appointment of a Deputy Head for 2019/20, and also in 2021/22 to allow for the appointment of an Assistant Head for 2022/23. A generous allowance has been included for these as experience shows that these senior posts cannot always be filled during the first recruitment round and it will be imperative to make good appointments.

- Insurance is for staff absence insurance and reflects current premiums being paid.
- Recharges for central costs is the charge from the MAT for the centralised back office functions; Finance, HR, Payroll, ICT support and Outdoor Education expertise. This line item also includes a charge for the MAT Executive Business Manager who will line manage the support staff team, and for the MAT site manager who will oversee the free school site team. This charge is based on the MAT's current charging policy, based on pupil numbers, resulting in a charge of ■■■■k in the first year and rising to ■■■■ when at capacity.
- The Headteacher will need support from the CEO and this has been costed in as a separate line item. An initial allowance of 12 hours per week has been allowed for, reducing to 6 hours per week from year four when the school and the Headteacher role are more established.

Premises

- For the purposes of this budget it has been assumed that the Norton Hill Primary School will be a new build accommodating two classrooms per year group, plus school hall, gym, specialist areas for STEM and ancillary areas. A new build will be energy efficient. Whilst some costs will be fixed, others will be variable and hence lower in the first few years when some of the classrooms will be unoccupied for much of the time. It has been assumed it will be built on land near to Norton Hill Secondary School. Norton Hill has recently built a 14 classroom teaching block and also a Sixth Form Centre which includes a large open plan study area, offices, toilets etc. Hence we have first-hand experience of the running costs of this type of build.
- With regard to furniture and ICT kit out it has been assumed that classrooms will be fitted out as need arises, not pre-opening.

Educational Resources

- Learning Resources reflects spend in existing primary schools in the MAT and covers day to day classroom resources, books and equipment. The first year cost allows for setting up a Learning Resource Centre/Library.
- ICT learning Resources allows a contingency for set up costs in the first year over and above what may already have been covered by the pre-opening grant. Thereafter the budget includes an allowance per pupil to include SIMS licencing, software licences to support pupil learning, software and hardware maintenance, broadband and telephone lines, and website hosting.
- Administrative supplies covers administration costs such as letterheads and postage. As most communications will be by e mail this expenditure heading is not significant.
- An allowance of 2 hours per class per week has been allowed for bought in specialists to provide additional support in STEM, PE, French, Arts and Outdoor Education and after school clubs. Much of this support will be drawn from expertise already in the MAT and our wider partners.

Professional Services

- Legal costs are an allowance for a legal retainer fee which each school in the MAT is expected to buy in to.

- The Audit fee is as quoted by Baker Tilly for additional primary schools joining the existing MAT arrangements.
- Marketing costs are likely to be relatively high in the first four years as the school seeks to keep a high profile and ensure it fills to capacity.

Other Costs

- Contingency has been set at ■■■.
- Catering-an assumption of the cost a free school meal for each child in Reception and years 1 & 2.
- HR covers the cost of an HR retainer fee paid by each school in the MAT to cover specialist support should any HR issues arise. This expenditure line also covers payroll processing costs which is outsourced, and which will increase as the staffing complement grows.
- Depreciation of assets, excluding land and buildings, assumes computer and office equipment is written off over three years as this is the existing policy for the Trust. Depreciation will increase as additional ICT and equipment is purchased until the school is at capacity and steady state.
- An allowance has been made for bought in professionals to support vulnerable pupils in areas such as behaviour and speech and language to reflect the practice and cost in other schools in the Trust.

Conclusion

- At steady state and without post opening grant funding the school will achieve a surplus of 2% per annum, this after having allowed for a ■■■ contingency i.e.■■■■■■■■■■. At this stage the school is predicted to hold a cumulative surplus of ■■■■■. These figures illustrate that the school will be managing its finances at optimum levels whilst delivering the vision and challenging curriculum set out in our bid.

Section G2

Please see Financial Planning spread sheet

G3 Financial resilience to reductions in income

This section outlines how a viable budget would be maintained in the event of the school not filling to capacity. If pupil numbers were 30% less it is assumed the pupil profile outlined in the second table below would materialise.

At Capacity	Number (enter 1 if employed full-time in this year, 0.5 if half-time, etc.)							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Year								
R	60	60	60	60	60	60	60	60
1		60	60	60	60	60	60	60
2			60	60	60	60	60	60
3				60	60	60	60	60
4					60	60	60	60
5						60	60	60
6							60	60
Total	60	120	180	240	300	360	420	420
70%								
Year								
R	42	42	42	42	42	42	42	42
1	0	42	42	42	42	42	42	42
2	0	0	42	42	42	42	42	42
3	0	0	0	42	42	42	42	42
4	0	0	0	0	42	42	42	42
5	0	0	0	0	0	42	42	42
6	0	0	0	0	0	0	42	42
Total	42	84	126	168	210	252	294	294
Classes								
Reception	2	2	2	2	2	2	2	2
Pupils Reception	42	42	42	42	42	42	42	42
Balance of pupils		42	84	126	168	210	252	252
Addl classes		2	3	5	6	8	9	9
Ave non R classes		21	28	25	28	26	28	28
Total classes		4	5	7	8	10	11	11

For the purpose of this exercise, the Section G2 spread sheet has been re-worked based on the pupil numbers in the above table. Not all income is pupil related and is therefore not subject to a 70% reduction e.g. Lump Sum and Leadership Grant. The top ten cost savings are identified in the table below:

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
1a.SLT	[REDACTED]	2019/20	[REDACTED]
1b.SLT	[REDACTED]	2022/23 2023/24 2024/25	
2.Teaching	[REDACTED]	2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25	
3.Pupil Support	[REDACTED]	2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25	
4.Admin/ Premises/ SMSA / Catering staff	[REDACTED]	2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25	
5.Other Staff Costs	[REDACTED]	2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25	
6.Recharges for Central Costs Recharge for CEO	[REDACTED]	2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25	
7.Performance related pay	[REDACTED]	2019/20 2020/21 2021/22 2022/23	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		2023/24 2024/25	
8.Premises		2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25	
9.Learning Resources, ICT Learning Resources,Adm in Supplies and Depreciation		2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25	
10.Other costs, including Depreciation		2017/18 2018/19 2019/20 2020/21 2021/22 2022/23 2023/24 2024/25	
TOTAL			

Staffing

As staffing and associated costs account for over 70% of the budget in schools this is inevitably the area we have focussed on first in order to identify savings.

- The Reception year group will need to remain at 2 form entry for an intake of 42 pupils.
- The school will grow to 11 classes instead of 14; there will be split year group classes from year 1 on, based on ability.
- The full time Headteacher appointment pre-opening will remain and at the original salary indicated. This appointment is key to the success of the school and cannot be compromised. As in the at capacity model, he/she will initially act as SENCO, lead on KS1, Literacy & Numeracy, STEM and Outdoor Pursuits – with support coming within the MAT
- An experienced Reception teacher will be the EYFS Leader.
- A full time SENCO would continue to be appointed for the start of second year of opening and teach 0.8.
- The full time Deputy Head appointment will be delayed until the start of fourth year of opening and will teach 0.8, not 0.4 as in the capacity model. He/she will continue to assume responsibility for KS1, Literacy, Numeracy, Science and SENCO so that the Headteacher can take on responsibility for KS2.
- As in the capacity model, from year 3 class teachers will take on responsibility for curriculum specialisms, ie Geography, RE, History, Music, ICT, Arts, and PE & PHSE.

- Significant saving will be made by not recruiting an Assistant Head, budgeted for the start of the sixth year of opening in the capacity model. This reduction in SLT capacity is in line with a total pupil number reduction of 126 (420-294) and therefore should not have a negative impact on the ability to manage the school.
- All teachers will be qualified and paid on National terms and conditions.
- PPA arrangement of 10% FTE teaching staff will continue in order that effective curriculum planning and delivery can be maintained.
- Specialist support, eg Speech and Language therapy and Behaviour support will be bought in using existing contract arrangements already established by the MAT.
- Each class will be allocated a Teaching Assistant however the hours will reduce to 25 each from 30 in the capacity model. These will be part time, term time only positions.
- The Pupil/Family Liaison Officer position in the capacity model will not be appointed.
- The full-time Administrator/Head's PA has been included in the 70% model also as the Head is unlikely to need less support in this scenario. Admin support will increase to 1.3 FTE, not 1.4 as in capacity model.
- As there will be fewer classrooms the premises team has been reduced accordingly.
- Catering staff and SMSAs have also been reduced to reflect lower pupil numbers. Catering will be taken in house a year later than originally planned...

Other Staff Costs

- Although staff will need development and training to deliver the curriculum envisaged in the bid it will be necessary to cut expense against this heading. There will need to be a reduction in external buy in and more emphasis on in house and online training.
- Recruitment costs will reduce significantly as we will be recruiting fewer class teachers and ancillary staff. There will also be a significant saving from not recruiting an Assistant Head.
- Staffing recharges from the MAT can be reduced until the school's pupil numbers increase.
- Performance related pay will fall as intake targets not met.

Non staffing costs

- Variable cost headings such as Educational Resources will fall in line with pupil numbers.
- Premises related costs will reduce as there will be a need for 11 classrooms instead of 14.
- Furniture and ICT provision for 11 classrooms instead of 14 result in significant savings.
- The allowance for the buy in of specialists for STEM, PE, French, Arts and Outdoor Education has been retained. This is essential for delivery of the curriculum vision for the school.
- Marketing Costs have been increased as with the school not at capacity it will be necessary to focus more on trying to increase pupil intake. There are cost effective ways of doing this within the MAT-for example by using Somer Valley FM which operates from one of the Secondary school sites.
- Contingency will remain steady at [REDACTED] in this scenario. Depreciation will decrease as there will be less investment in ICT equipment.
- Bought in behaviour/speech and language services will be retained to aid vulnerable pupils.

Conclusion [REDACTED] Challenge

Each cost heading has been carefully scrutinised and expenditure reduced wherever possible without compromising the curriculum vision. Although it will be a challenge we have shown here that it will be possible to reduce costs in line with the resulting drop in income should there be a [REDACTED] shortfall in pupil numbers. An in year surplus of [REDACTED] and cumulative surplus of [REDACTED] will be maintained.

Section H: premises see Excel

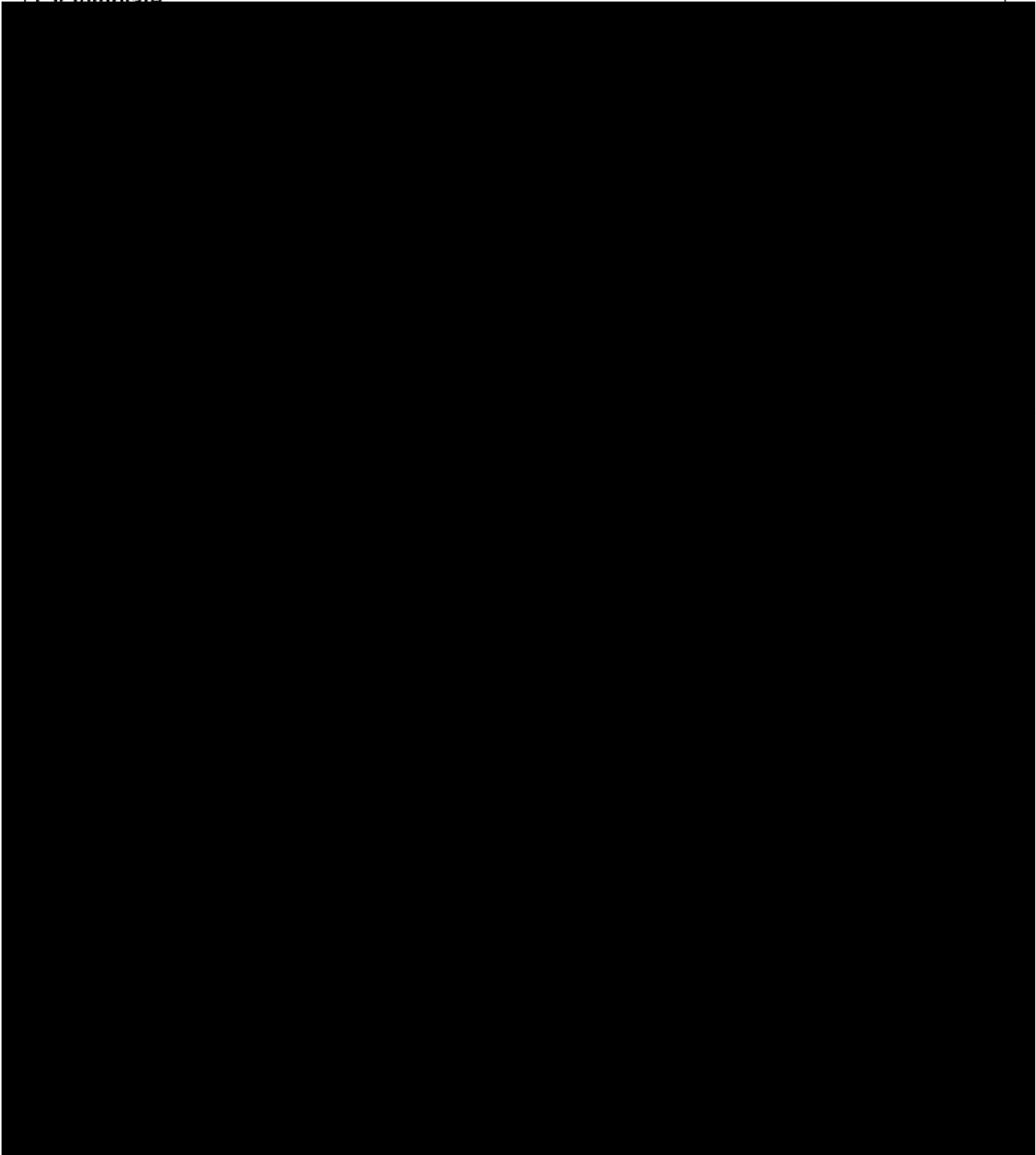
Annexes

In this section you should only provide CVs of key individuals. The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.

This section will need to be completed by both route 1 and 2 applicants.

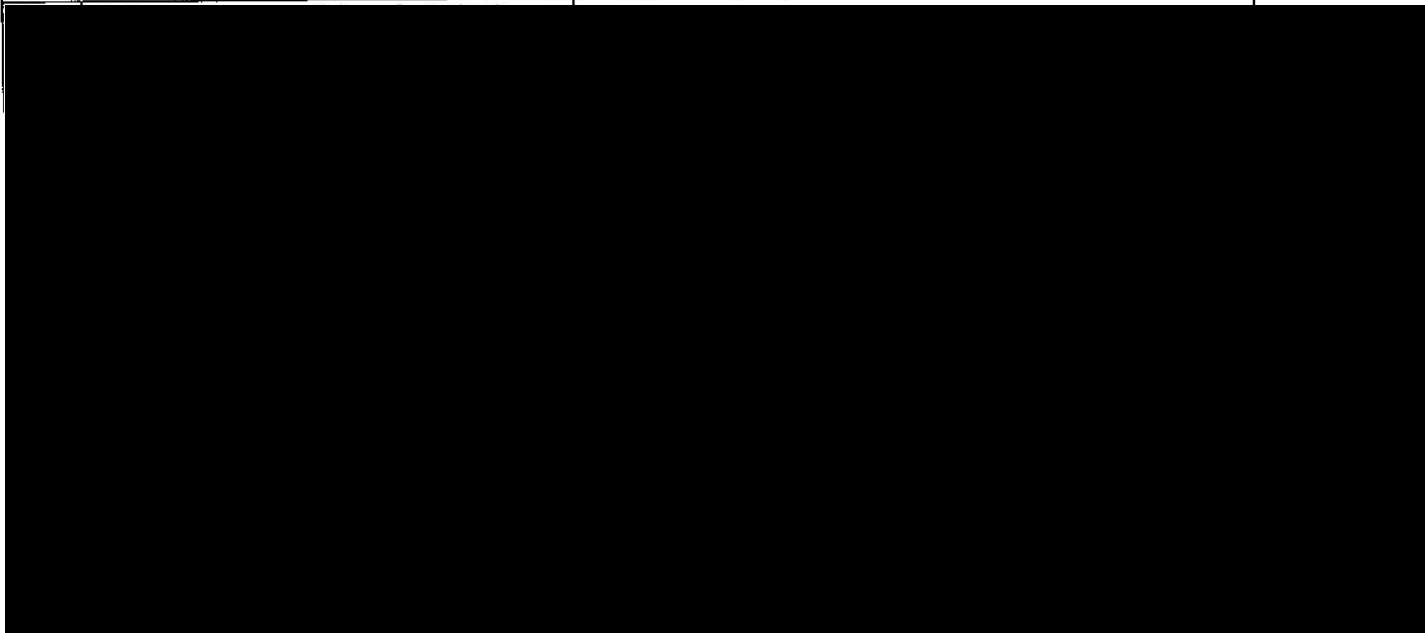
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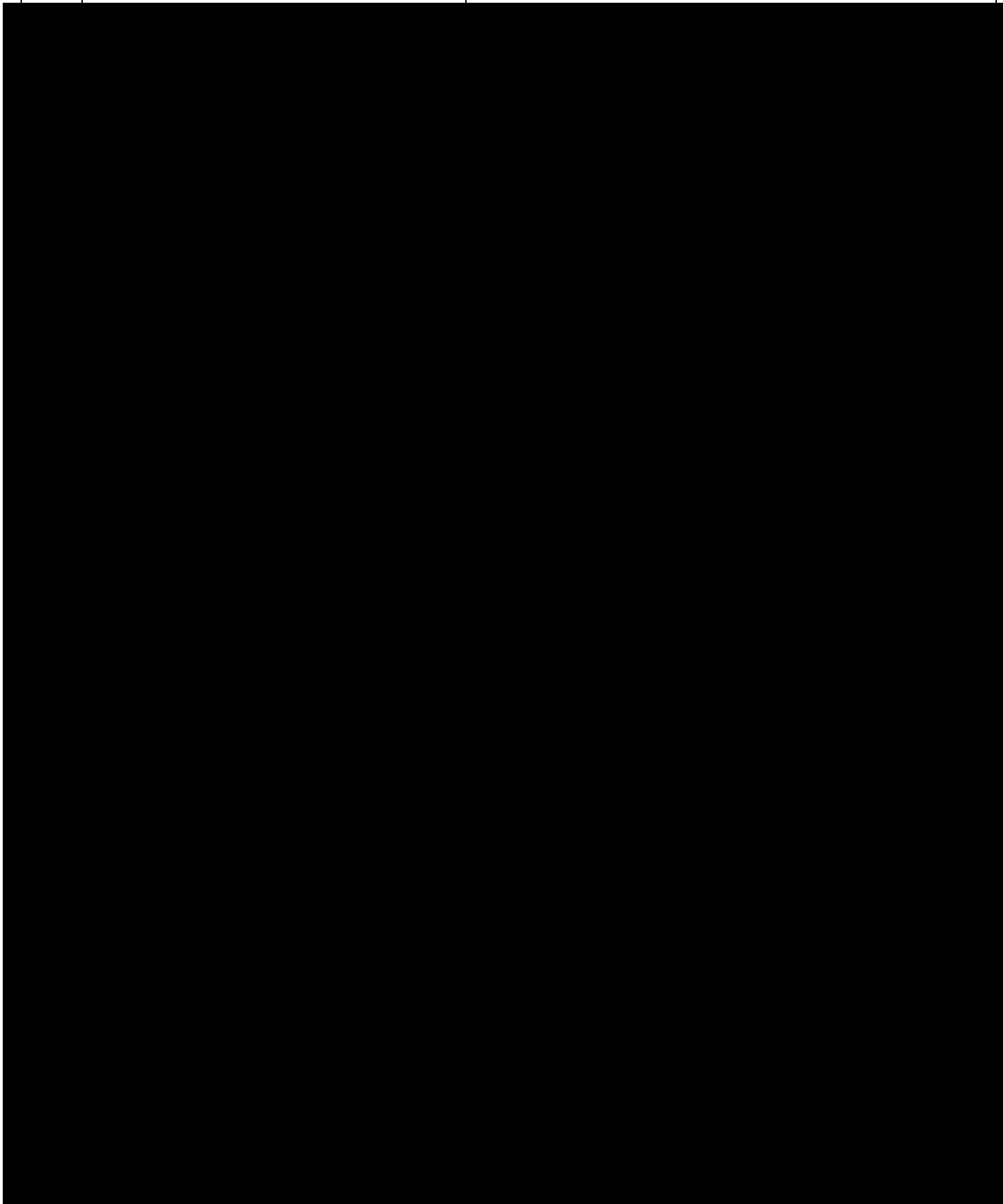
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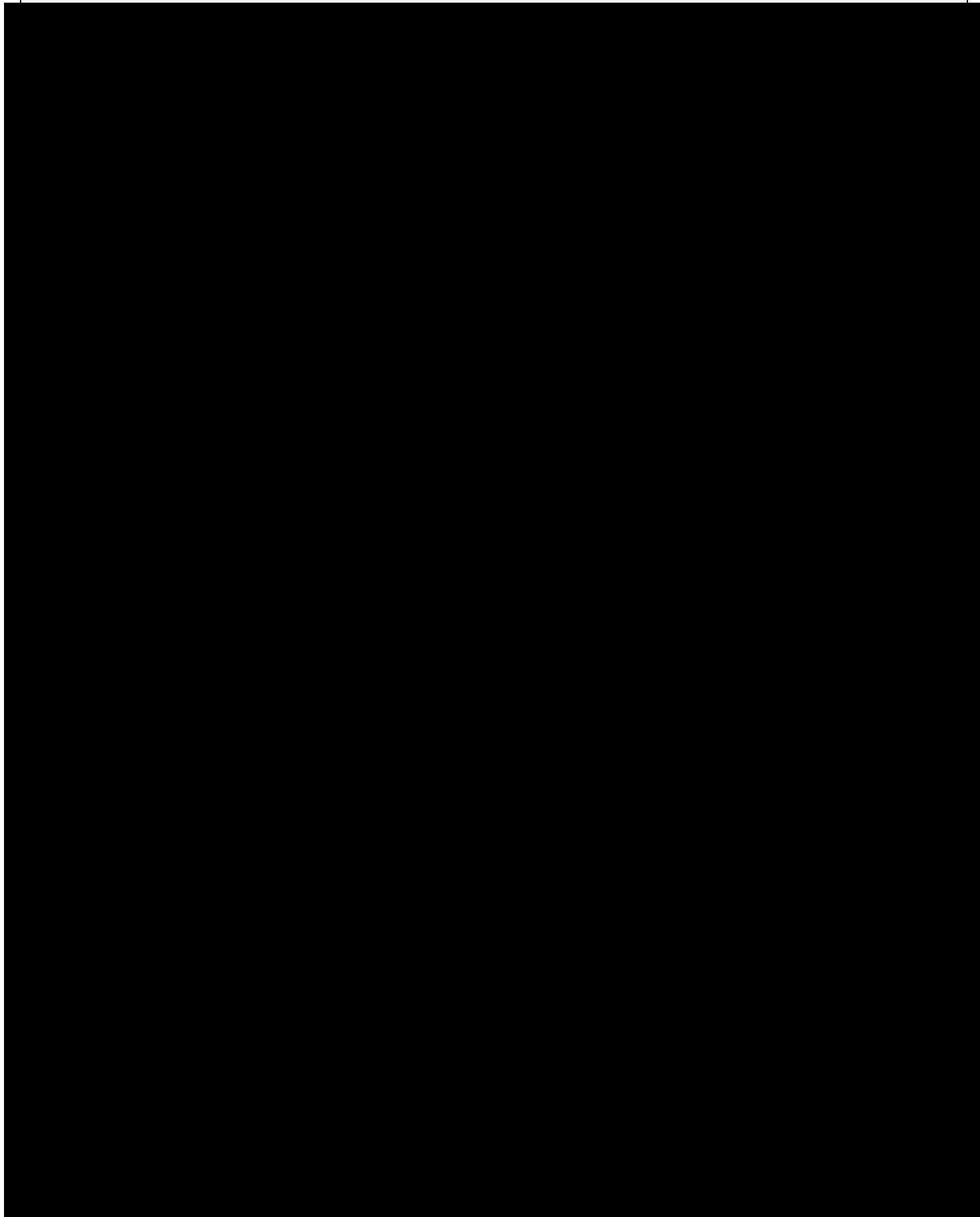
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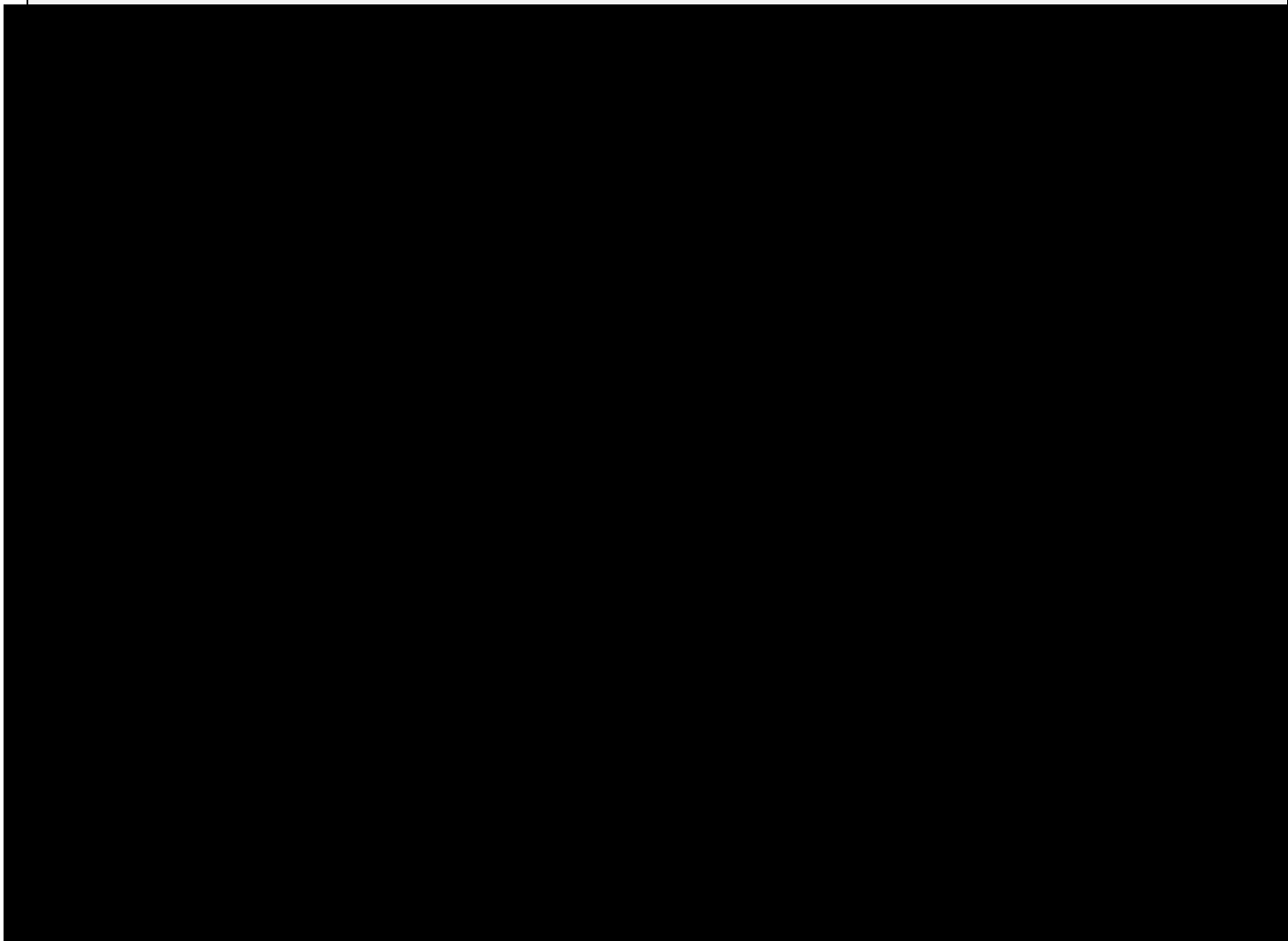
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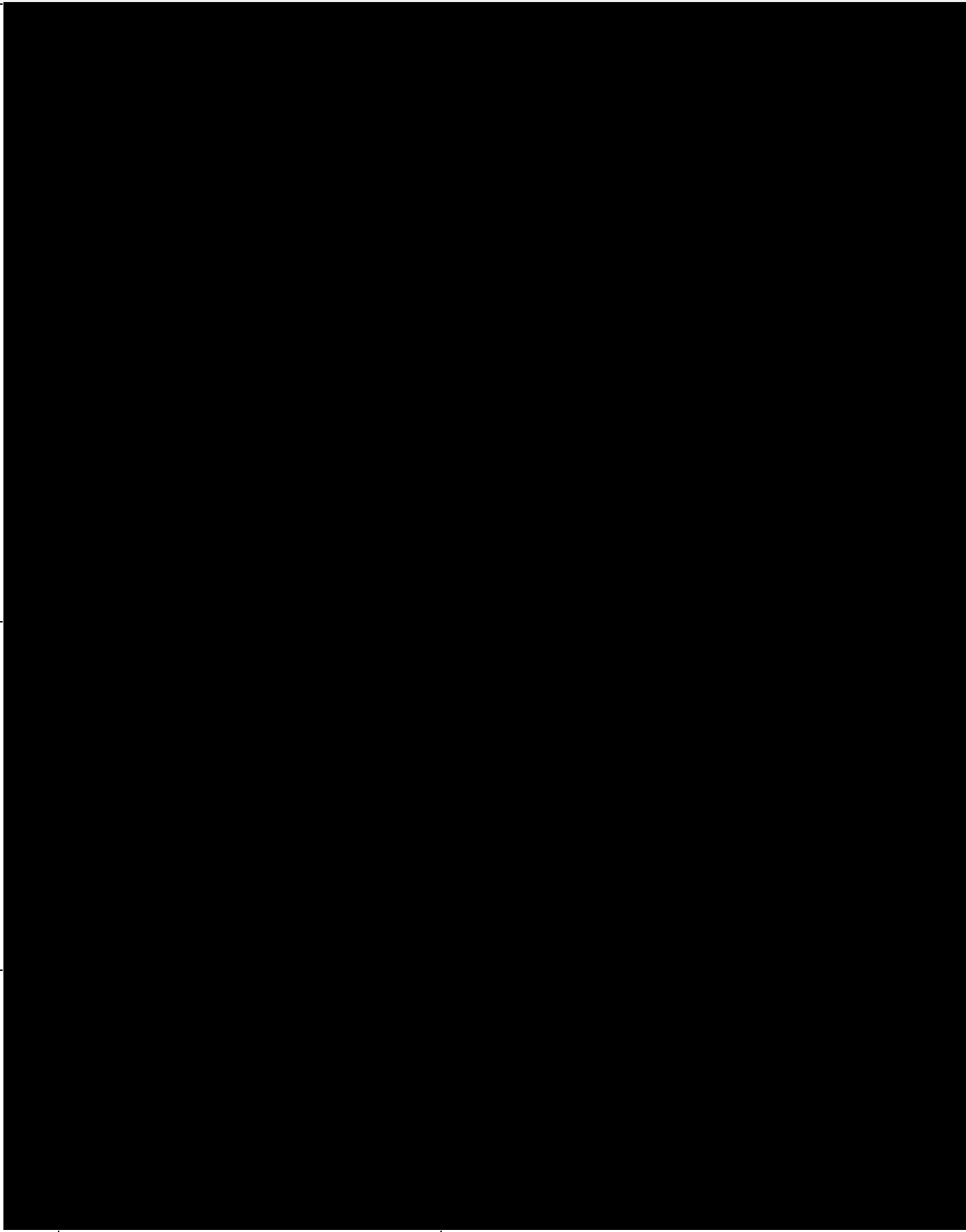


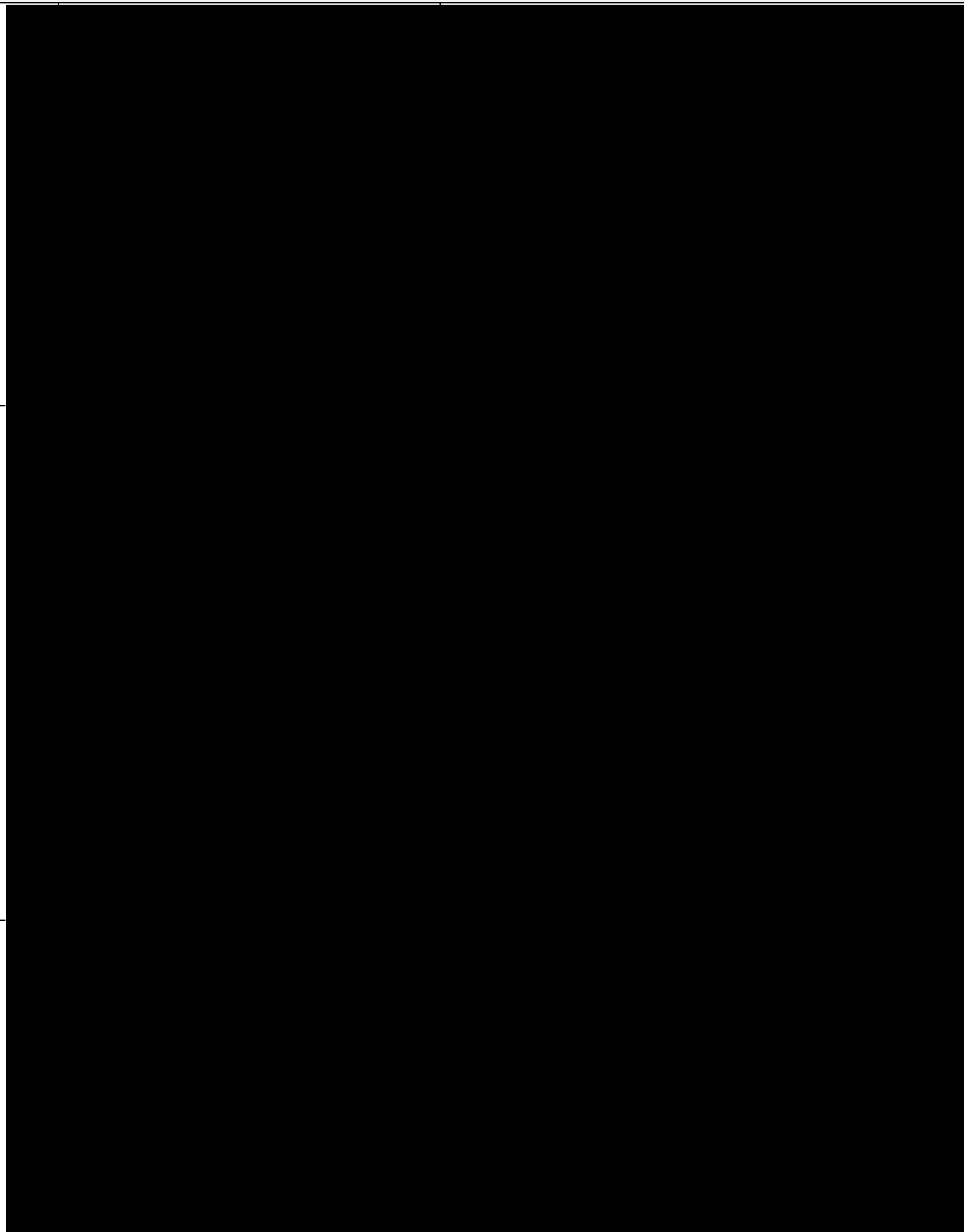
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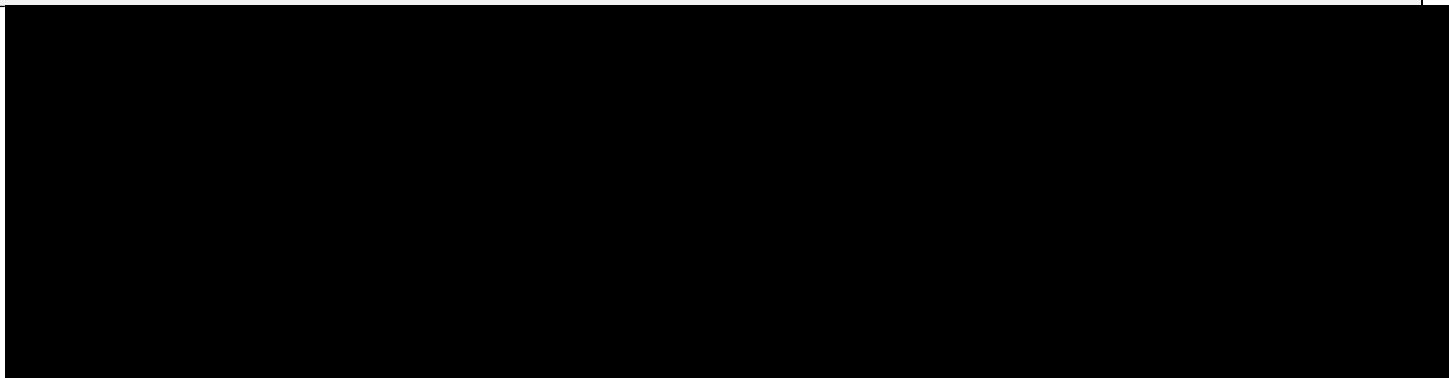
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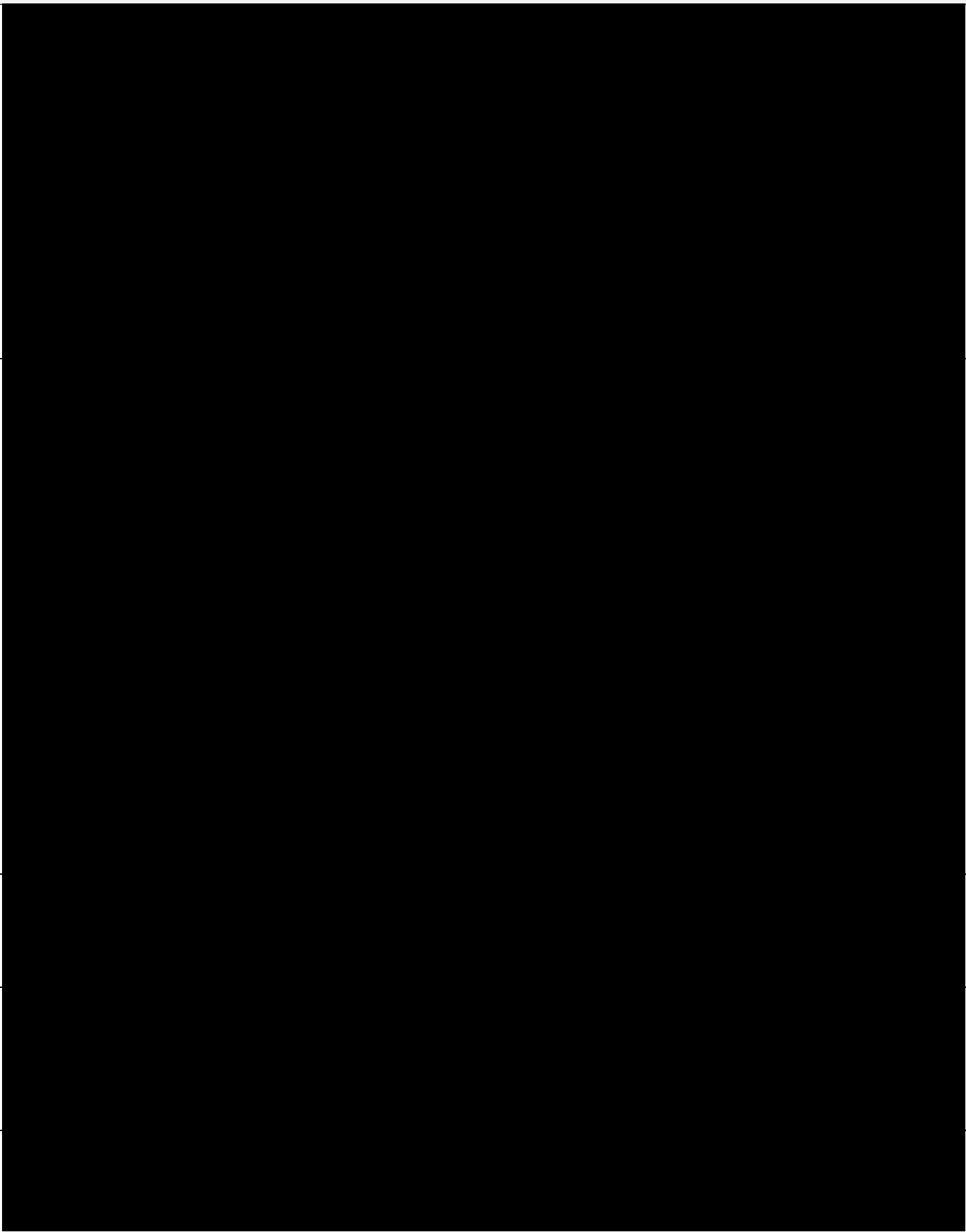






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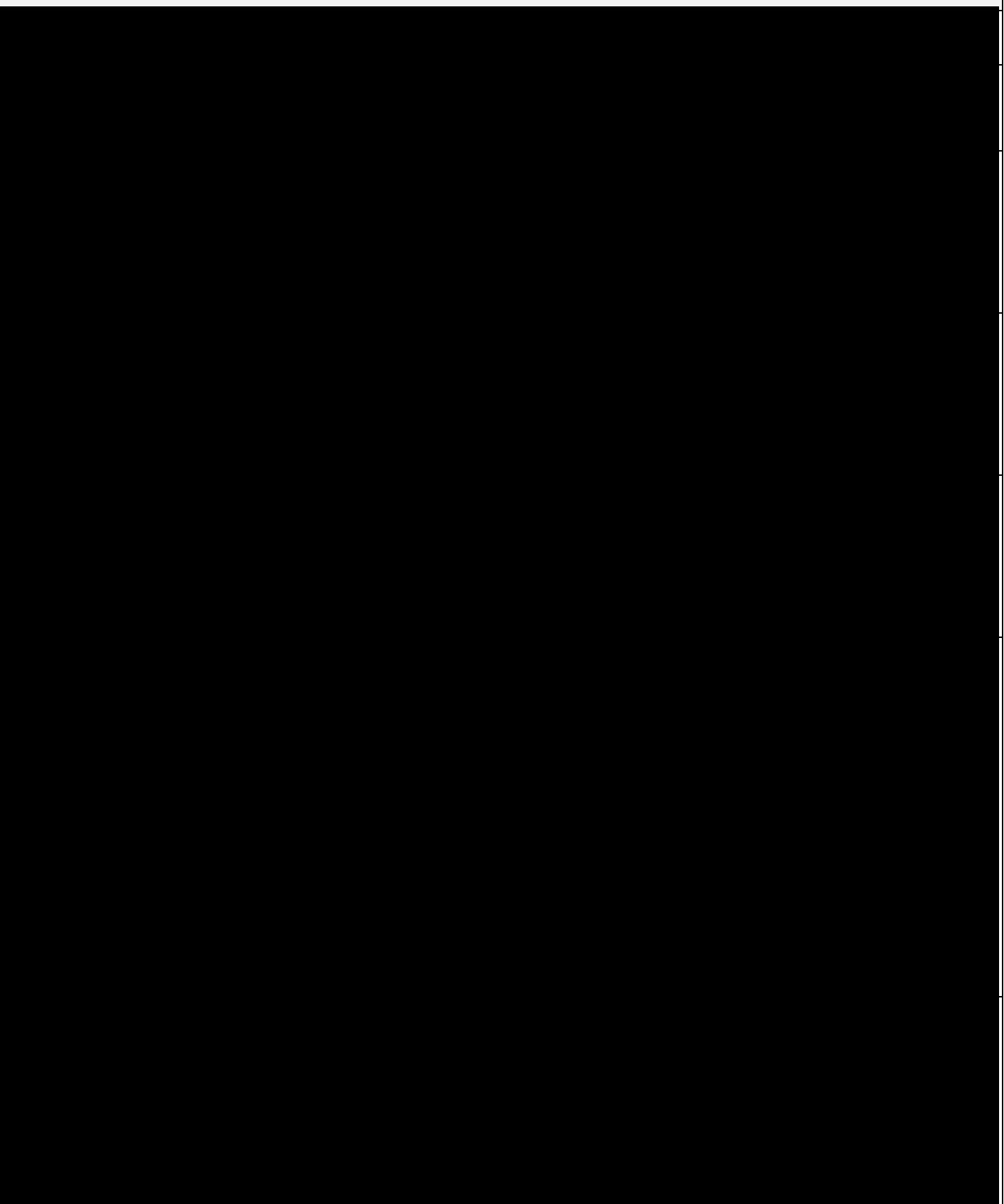


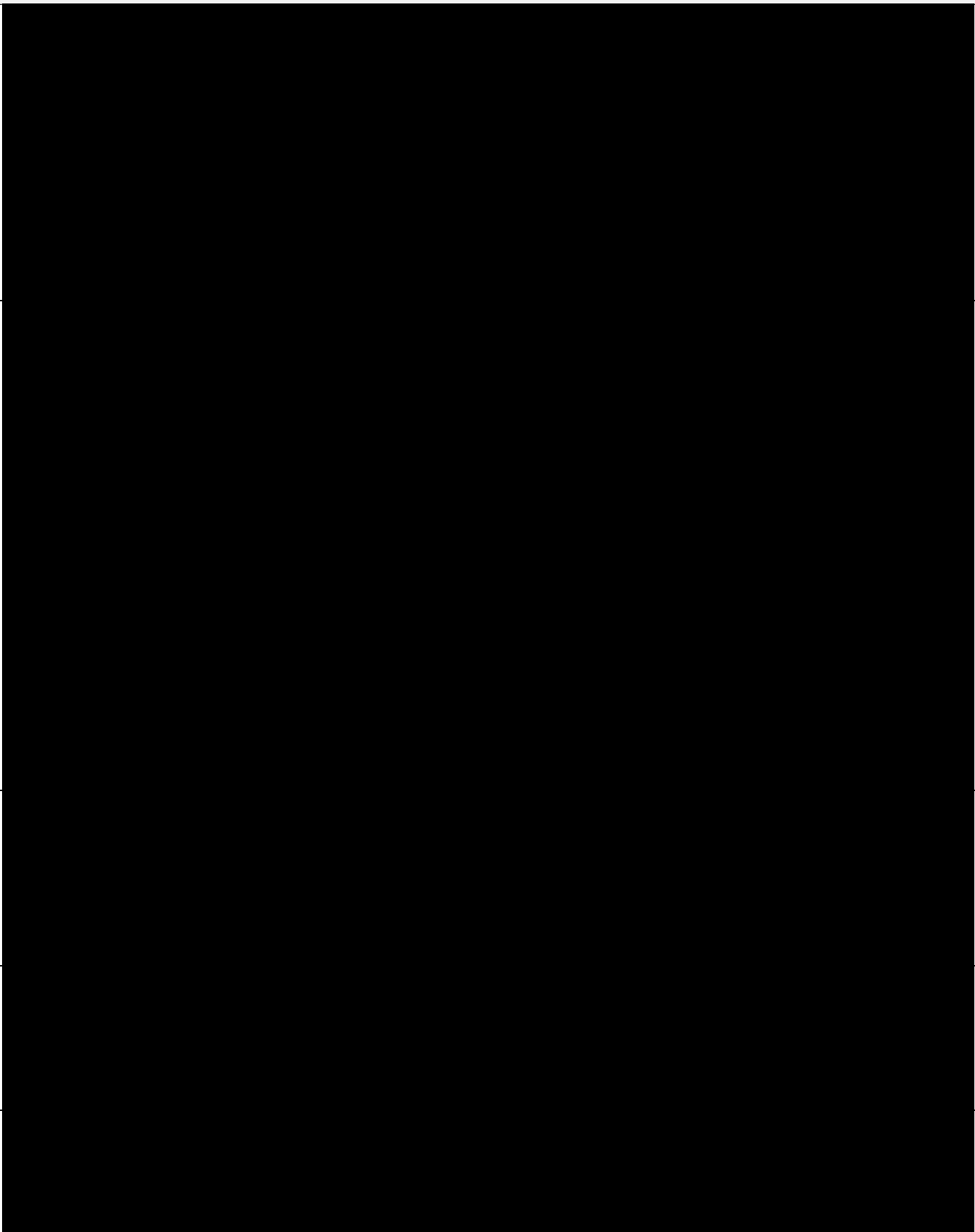
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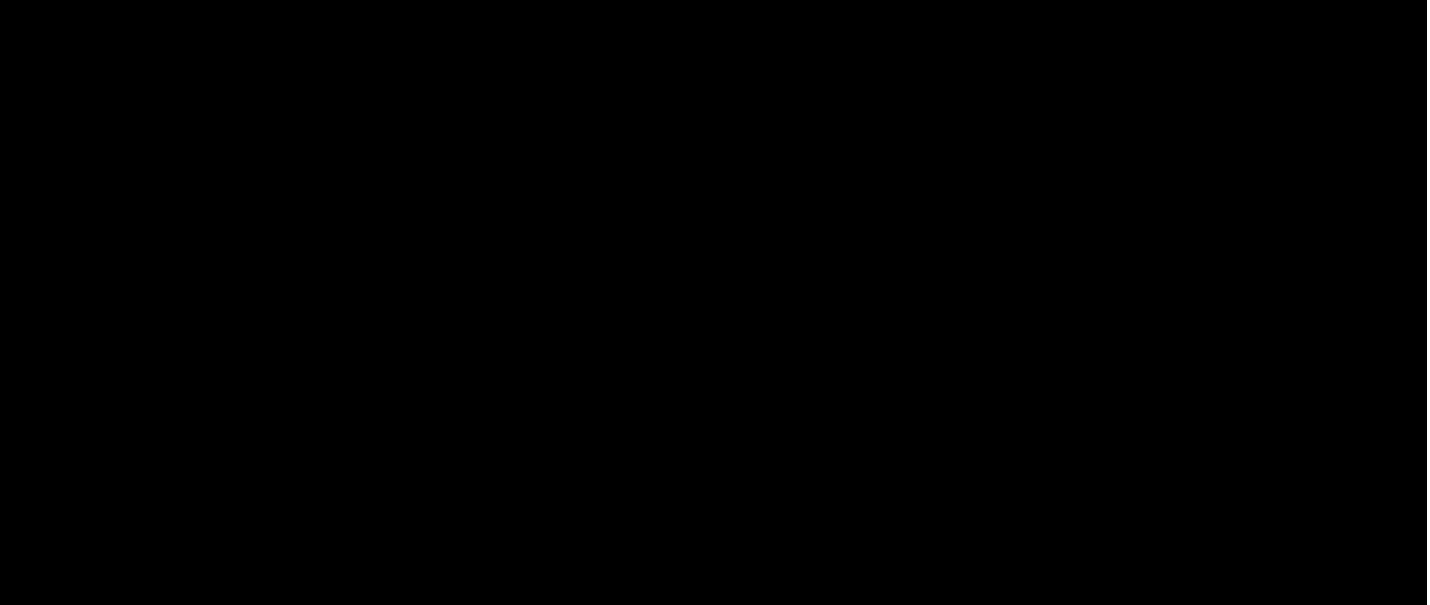
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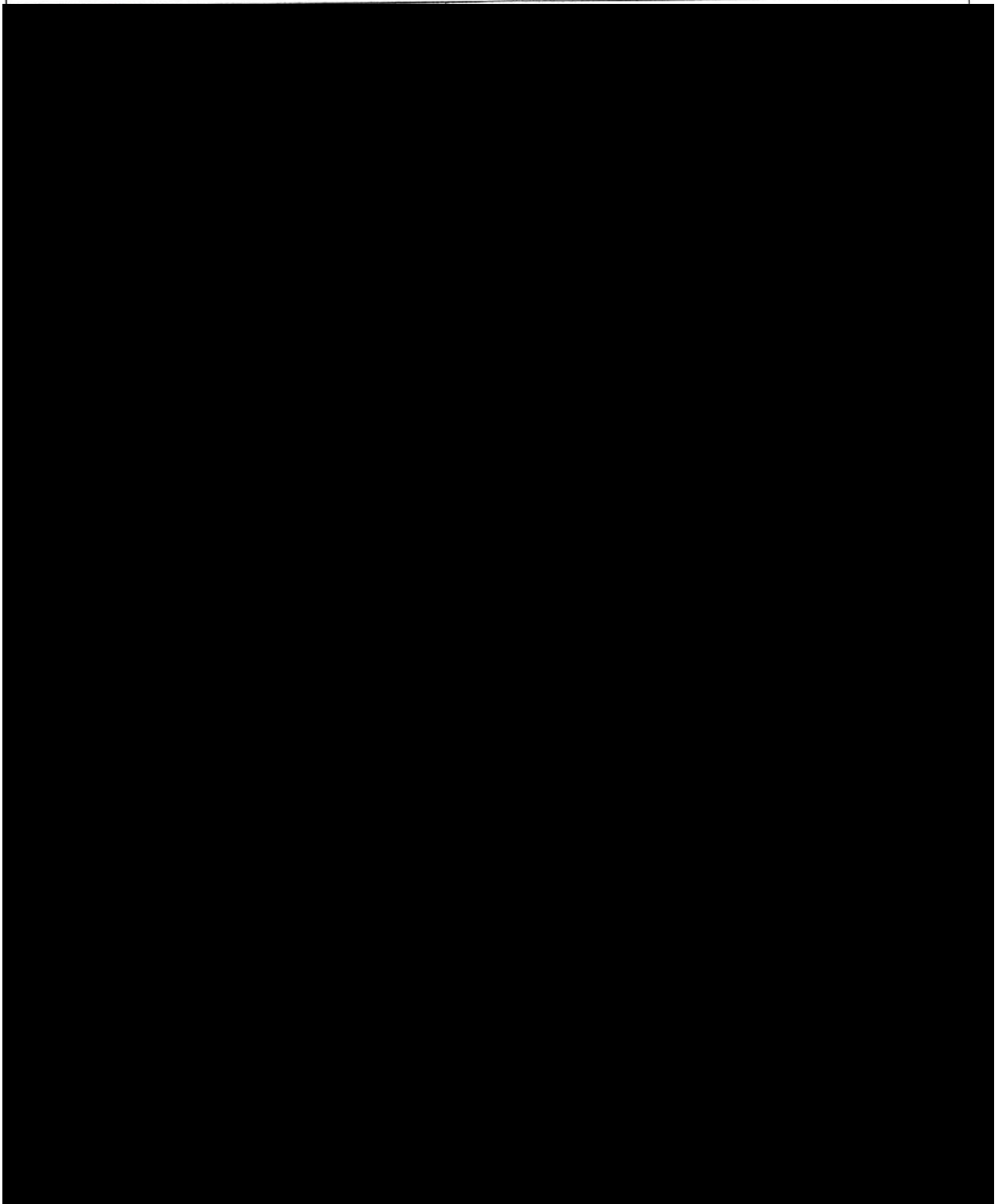




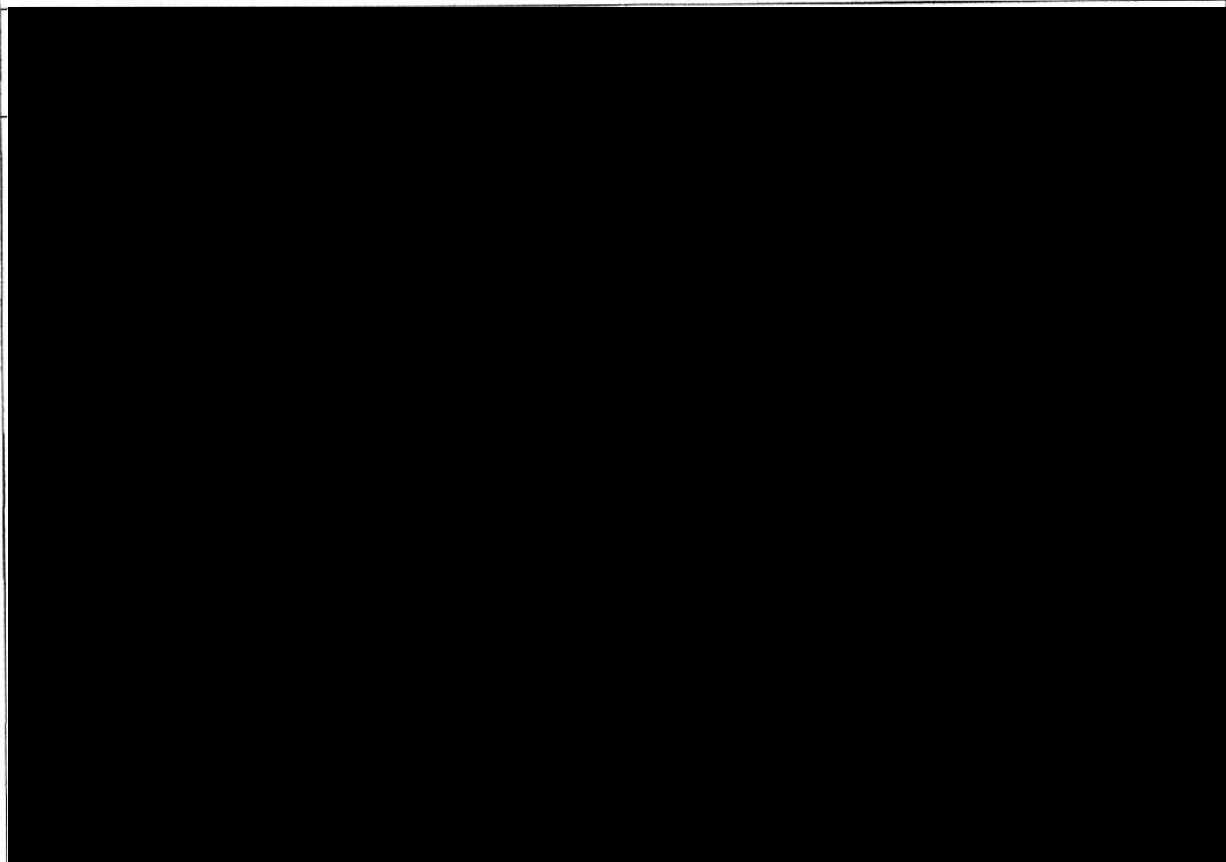
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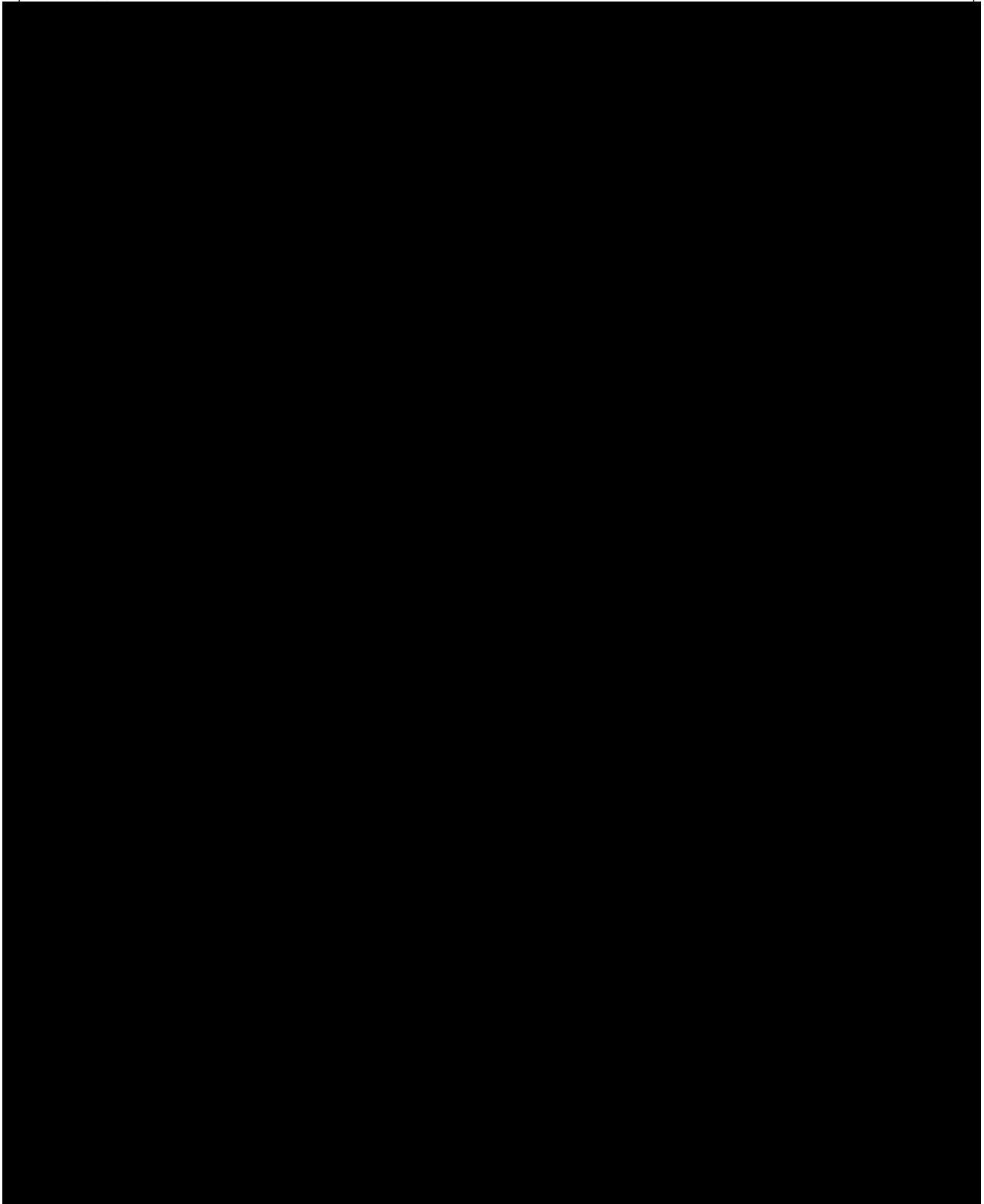
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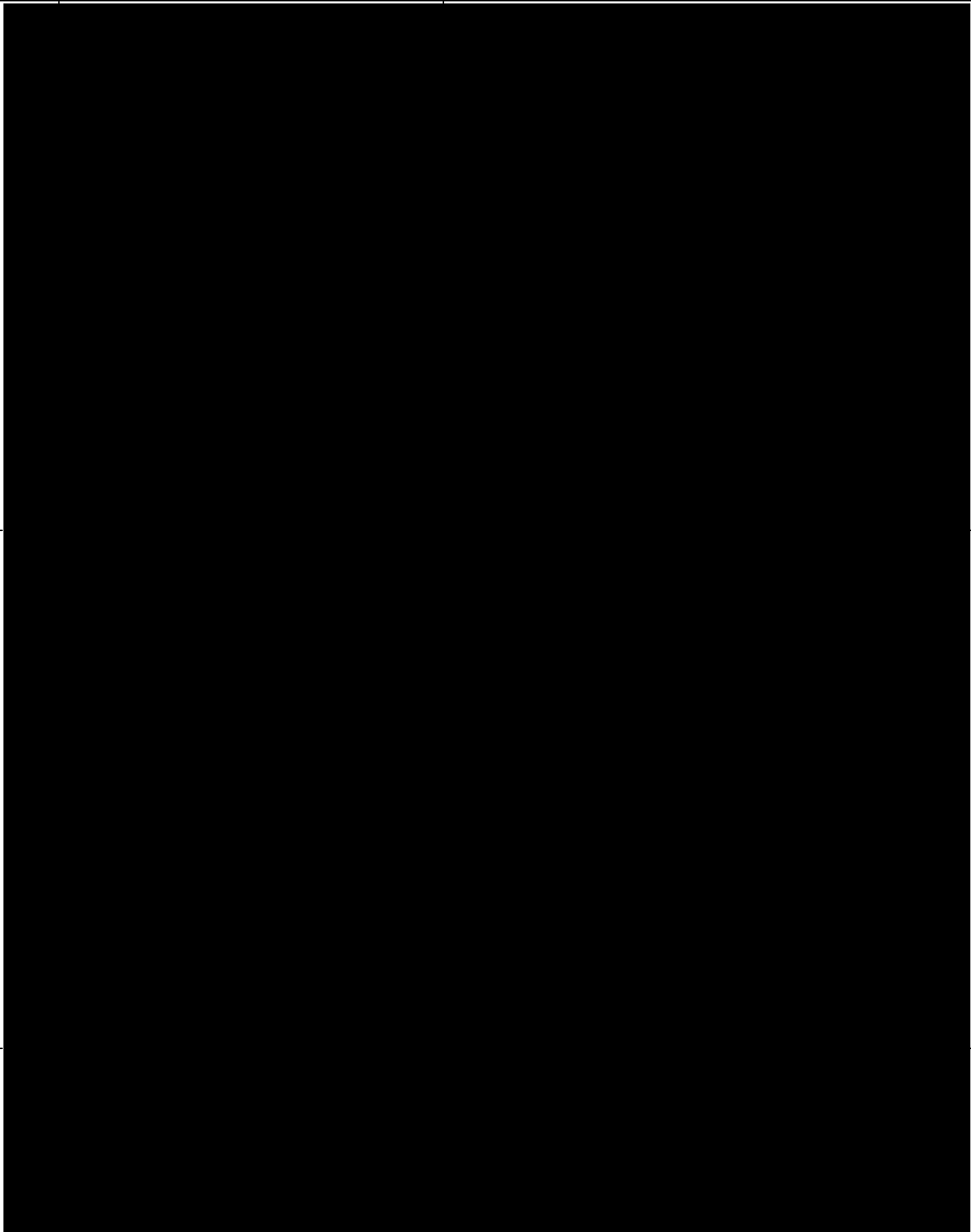
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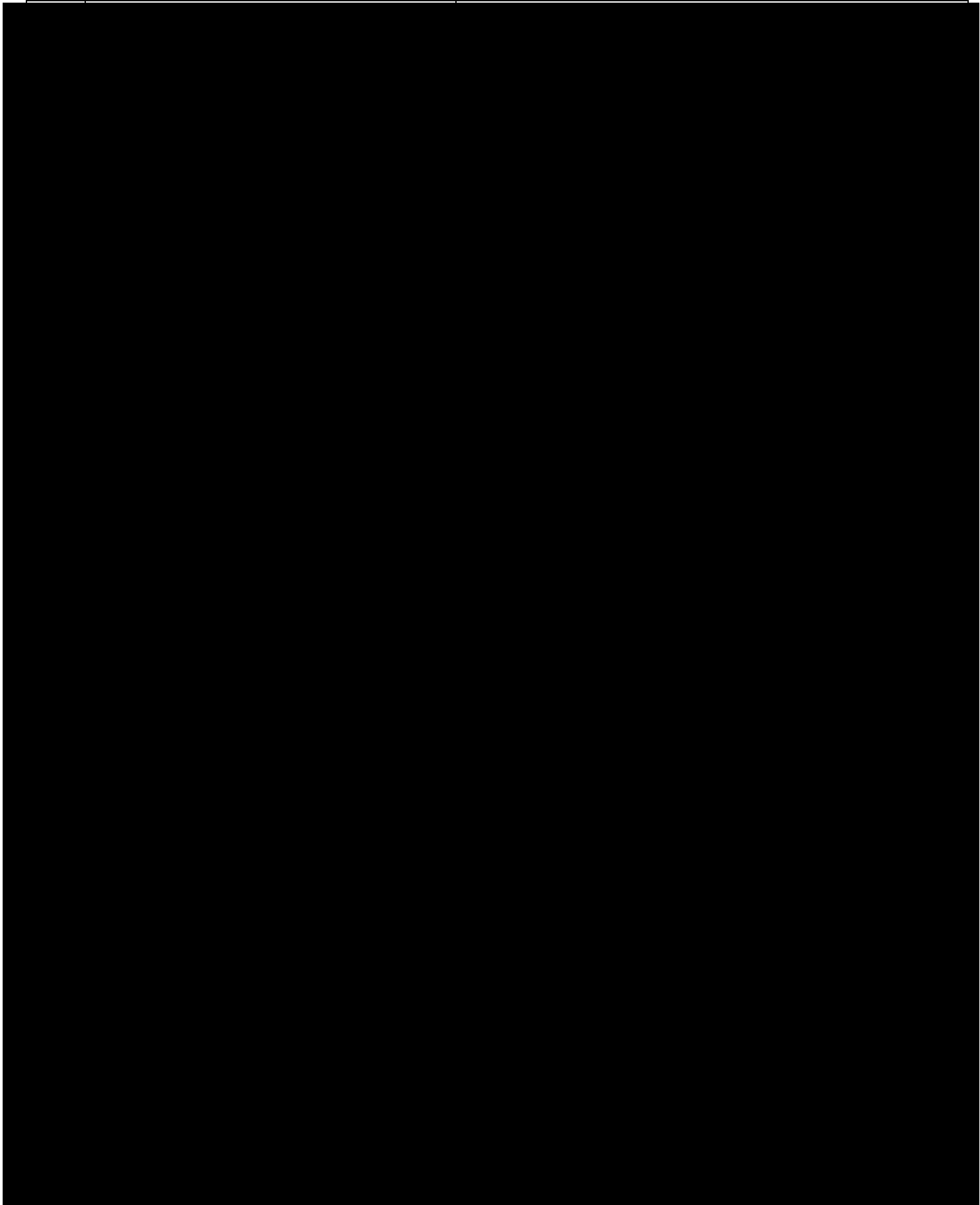
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