



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

ROUNDHAY PARK PRIMARY SCHOOL

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

Please include the name of your school in the file name for all word and excel templates.

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

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

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

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	X	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
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?	X	
4. Have you fully completed the budget plans?	X	
5. Independent schools only*: have you provided all the financial information requested for in the criteria?		
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 and a governance self-assessment form		
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		

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 ? (See guidance for dates and deadlines).	X	
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? (See guidance for dates and deadlines).	X	

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

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

Section I of your application		
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? (See guidance for dates and deadlines)	X	

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 (eg. 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:

[Redacted signature]

Position:

[Redacted position]

Print name:

[Redacted print name]

Date: 5 October 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

Please complete the excel application form.

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.

Section B: Outline of the school

Please complete the excel application form.

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.

Section C: Education vision

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

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

Section C1

Rationale

We are proposing a new primary school to address the clear need for additional places in Roundhay. It must be as close to the West Park area of Roundhay as possible to fully address the shortage of primary school places. This is an area where children are substantially disadvantaged in their access to good local schools. It will be a 2 form entry primary school offering 60 places in each year and planned to open in 2017. Whilst there is an immediate need for places in 2016 we are looking to open in 2017 as we believe this is the earliest realistic timetable to open based on knowledge of the time it has taken for other schools to move forward.

The main rationale for establishing our free school in Roundhay is to address a fundamental lack of primary school places in the area and this is explained further below.

There was a places crisis in 2015

In 2015 there was a primary school place crisis where 86 families did not get any of their 5 preferences of local school. These children fell into a places "black hole" and were instead allocated schools up to 4 miles away, substantially more than the statutory walking distance (one example: their 28th nearest school, 2.7 miles away as the crow flies and 3.4 miles away along busy congested traffic routes).

This crisis was due to there being more children than school places in the area. This is highlighted clearly in the table below:

School	No. of children admitted	Number of nearest children	Shortfall
Talbot Primary School	60	126	66
Wigton Moor Primary School	60*	68	8
Shadwell Primary School	30	37	7
Highfield Primary School	60*	88	28
Moortown Primary School	30	60	30
Roundhay all through school (primary campus)	60	54	-6
Gledhow Primary School	60*	60	0
Moor Allerton Hall	60	44	-16
Total	420	537	117

Table 1: actual number of children and places in 2015

* The schools marked with an asterisk took an additional “bulge” cohort of 30 children in 2015 in order to provide places for the 86 families in 2015 who were not allocated a place at any local school. These are one-offs that cannot be repeated.

Projected figures for the future are similar and there are no current plans in place to address this

There has been a growing problem in Roundhay for many years with many parents needing to rely on the appeal process to get a local school. The need for additional places was recognised some time ago by Leeds City Council. They issued consultation on possible ways to add places in January 2014. At this point they stated that there was a need for at least a further 60 places in the area from 2016.

Since the 2014 consultation, 30 places are being created by expanding Gledhow Primary School from 2016. The second proposal to expand Immaculate Heart of Mary Catholic Primary School was not approved.

A more recent report presented to the council’s Children’s Services Scrutiny Board¹ states that 600 permanent additional places are required across the city and also notes that the Gledhow Primary expansion is expected to cost £5.3m. This cost shows that a new school could deliver places more cost effectively. For example, the Roundhay all through School Primary Campus was delivered for less than this in 2012 yet added twice the places. This was also recognised by the council as per paragraph 4.17 of the paper referenced above.

¹ Paragraph 3.1:

<http://democracy.leeds.gov.uk/documents/s134639/21%20Report%20Learning%20for%20Leeds%20Overview%20for%20Scrutiny%20Board%20July%2015%20Repaired.pdf>

Paul Brennan, Leeds City Council's deputy director of children's services was quoted in the Yorkshire Evening Post in an article on the places crisis: He said there was "clearly" the demand for another school in Roundhay.²

More recently still, at a stakeholder event put on by the council on September 18th it was stated that the council's view was that there was a clear need for 60 additional places in Roundhay with their area level projections showing a shortfall of places of as high as 90 in future years. These projections also clearly show the rising trend in the area of a need for places (despite any actions already taken to date such as the Gledhow Primary expansion).

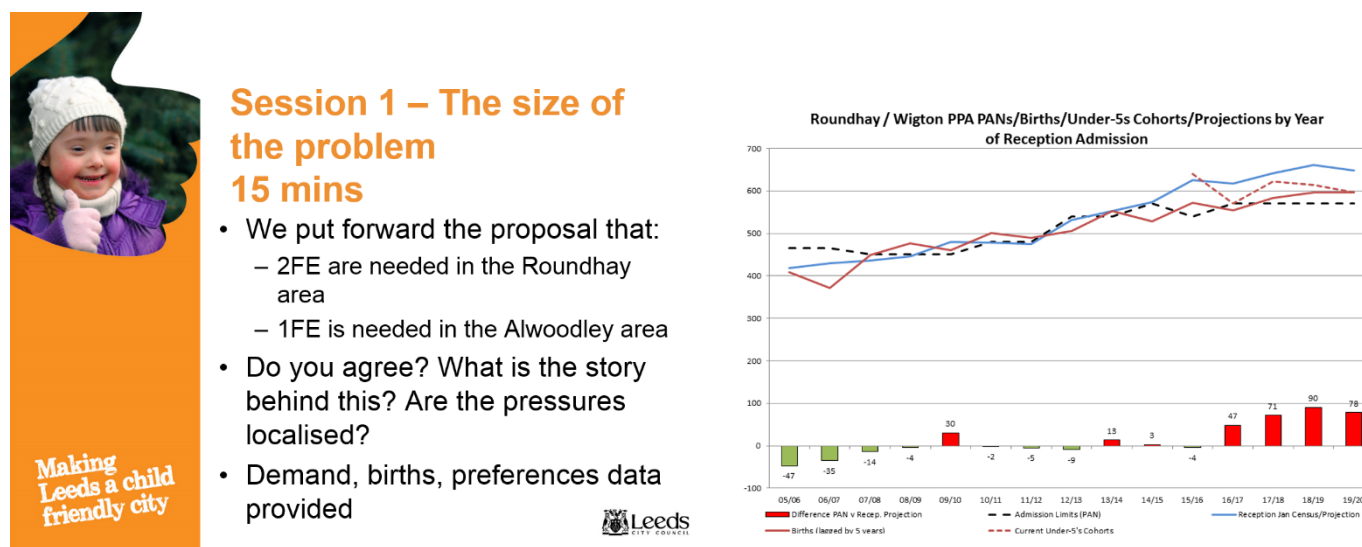


Figure 1: slides from the stakeholder event held by the council September 18th 2015

The projected figures for the number of available places and the number of children nearest to each school in the area are shown below:

² <http://www.yorkshireeveningpost.co.uk/news/latest-news/top-stories/council-admits-new-school-is-needed-after-parents-campaign-1-7331145>

School	No. of children admitted	2017 (projected)		2018 (projected)	
		Number of nearest children	Shortfall of places	Number of nearest children	Shortfall of places
Talbot Primary School	60	131	71	119	59
Wigton Moor Primary School	60	76	16	69	9
Shadwell Primary School	30	18	-12	24	-6
Highfield Primary School	60	52	-8	66	6
Moortown Primary School	30	60	30	49	19
Roundhay all through school (primary campus)	60	72	12	66	6
Gledhow Primary School	90	64	-26	63	-27
Moor Allerton Hall	60	43	-17	62	2
Total	450	516	66	518	68

Table 2: Projected number of children and places in 2017 and 2018 – Source: Leeds City Council

Again this shows the clear need for 60 additional places and that these are specifically needed in the Talbot Primary School nearest school catchment.

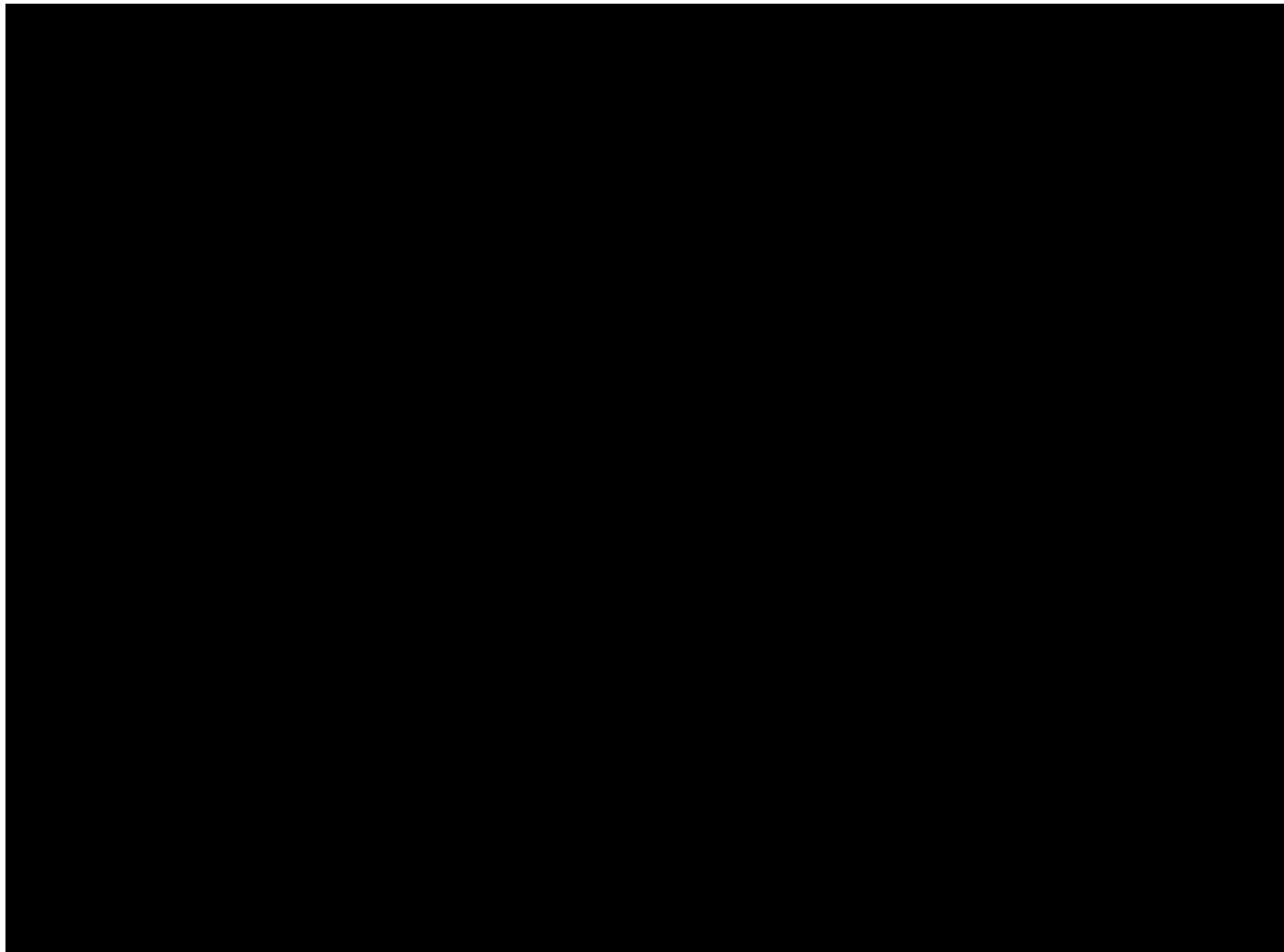
Geography is important

Talbot Primary School is located in an area of North Leeds that is densely populated with young families. This is not surprising due to the close proximity to Roundhay Park and the popular amenities on Street Lane. It is also a good school and very popular. It is oversubscribed every year and consistently fails to adequately serve those living closest to it. This is demonstrated by the figures in the tables above.

The tables also show that the other local schools do not have capacity to address the shortfall in places in the Talbot Primary School catchment. Additionally, the second nearest school to where we would like to locate our school (Wigton Moor Primary School) has more children living nearest to it than places.

It is worth noting that although some of these local schools have places available outside of their nearest catchment, when the process used to allocate the places is applied, they are often not available to children living in the Talbot area. In reality, the position for children living in the Talbot nearest catchment is therefore even worse than the tables suggest.

The following map shows the area and the result of allocations in 2015 before any bulge classes were put in place:



There are 2 key things to note:

1. The larger than average distance in all directions of schools to those living North of Street Lane to the west of the park on which the map is centred.
2. The extremely small intake (red circle) around Talbot Primary School in relation to the area it serves.

Children living within the Talbot Primary School nearest catchment area outside of the red circle are left in a school places black hole with no choice. As noted in the table above, for 2015 the crisis was dealt with in the form of bulge cohorts at three local schools totalling 90 additional

places at short notice. This was after weeks of campaigning from local parents for the council to take action. A permanent solution is therefore required and a new school is the answer.

It is also crucial to note that the extra 30 places created at Gledhow Primary School are not directly in the area of most need with 5 other schools being nearer. Taking into account the process and priority groups used to allocate places, the 30 extra places will barely have any impact in the locality of real need, which is where we want our school to be. Effectively many of these places will move south into the densely populated areas of Harehills and Chapeltown.

In order to truly address the problem it is therefore essential that the new school is located in the right place.

Providing choice

All the schools in the area are good or outstanding. However, we know from council data that Moor Allerton Hall is under preferred locally. Only around half of those living nearest to it choose to put it anywhere on their 5 preferences (*Source: Leeds City Council via freedom of information request*). This makes the position worse as many places are then taken up by children outside of the area.

The under preferencing is perhaps due to the substantially lower results currently, although as an improving school it may receive more preferences in the future.

	% achieving Level 4 + at key stage 2 in English and Maths
Moor Allerton Hall	67%
Talbot Primary School	92%
Wigton Moor Primary School	95%
Shadwell Primary School	93%
Highfields Primary School	82%

Table 3: Local results - Source: DfE www.education.gov.uk/schools/performance

The school is effectively the only local option for parents in the area where we are hoping to locate our school i.e. no choice is really offered. This seems especially unfair given that children living closer to this school are given a real choice due to the location of other good schools and select against it – something likely to be made worse in the future due to the expansion of Gledhow Primary School.

However, as we have shown above, even if all local parents chose this school as one of their preferences, there would still be a clear shortfall in places in excess of 60. As such, the schools that parents are actually allocated are outside of the area, often at distances much greater than the statutory walking distance and much poorer performing with poor Ofsted judgements. These schools are shown in section E.

We will provide a real choice for families in the area. We intend to create a high achieving and popular option for the community. It will compare favourably with the other good and outstanding schools in the area and raise standards overall.

Parental demand and engagement

We have overwhelming support in the local area for our proposed school and have had a very successful campaign engaging with the local community. This is set out in much more detail in section E.

“I attended the meeting this evening and I was very impressed with your proposals. I think your suggestions sound fantastic and it would provide a great option for parents who are really not being given any option whatsoever. I would like to offer my support and hope I can help in some way. I feel the school could make a real difference to the community”

We have obtained signatures from parents of children starting school in 2017 and 2018 in excess of 100% capacity showing a clear demand for our school. The geographic distribution of these signatures are clearly grouped around the area of real need that we want our school to address.

We have also had support from local ward councillors and Leeds City Council. Again this is set out in further detail in section E.

Finally, we have received support and encouragement to address the issue from Mr George Osborne. He became interested in our campaign after he met Lucy Clement during a local television debate as part of the election campaign, and she has had ongoing contact with his office.

Vision and ethos

The school will provide primary education from age 4 to 11.

We expect our pupil population will be most similar to that of Talbot Primary School and other local schools. A table setting out the key features of our expected cohort is given in section D1 under Expected Pupil Intake.

We know that local parents would like a school that follows many national standard practices. However, we also know that parents want the highest standards and we want to be innovative in our approach to teaching using techniques based on clear research to achieve this.

There is a real sense of community in the area. We want our children to feel part of this, and parents and the wider community to feel part of the school.

Our Vision

Our vision is to create an outstanding school that enables all pupils to make exceptional progress and reach their full potential. We want every pupil to acquire a life-long love of learning and be well prepared for their secondary education. Key to achieving this vision are the following themes:

1. Curriculum

We intend to follow the national curriculum. However, we will deliver this in a diverse, thought provoking, creative and inspirational way, soaked in memorable moments. We want to offer a rich and engaging school experience in which children are willing partners in their own learning.

We will focus on areas that we believe are essential to lay firm foundations for life long learning, with a strong emphasis on English, Maths and Science. A strong focus on the DfE's non-statutory citizenship programme of study will also be woven through the curriculum, so that pupils can play an active part in the life of the school and the wider community.

2. Growth Mindsets

We will promote a culture where all pupils and staff believe that with hard work and perseverance they can achieve their goals. Assessment is important but only shows where pupils are currently at and not their potential. By giving children a growth mindset, we will equip them with the skills for learning so that they become life-long learners, are able to collaborate with others and be directors of their own learning.

For example, we will make sure that pupils are given tasks that encourage them to challenge themselves and learn from their mistakes, rather than expecting to get everything right every time. All pupils are capable of high levels of attainment and it is important not to lower standards. Making mistakes will be seen as an opportunity to learn rather than failure.

We will encourage our pupils to strive for academic excellence but this will be promoted through children receiving recognition for efforts and persistence rather than, for example, the awarding of stars and stickers.

We will expand on this further in section D.

3. Immersive and Project Based Learning:

Our teachers will provide exciting learning opportunities that engage children, harness their passions and ignite their creativity. The focus is always what makes deeply engaging learning, creating immersive learning spaces that stimulate all of the senses and ensure that every single task children are engaged in has purpose. Learning will be challenge based and require puzzles to be solved, products to be created and understanding to be demonstrated.

Ensuring learning has a clear purpose is important as we know that children learn best when this is the case. For example, when children are learning about how things move, they might build life size go-carts, plan a track, create racing teams and hold a race to which parents would be invited. There would be a clear purpose to the majority of their learning and it would involve such skills as measuring, designing, writing invitations, thus ensuring real engagement.

This is underpinned by clear research. We will again expand further on this in section D.

4. Promoting good citizenship

It is important that children understand about the community in which they live and the wider world. Excellent links with local and national organisations will enrich the curriculum and enable pupils to develop the skills to allow them to participate fully in and contribute positively to life in modern Britain and the wider world.

We will promote a love of learning, offer the widest possible range of enrichment activities and experiences, making full use of the local community and environment. For example, we will utilise the local woodland to offer our pupils forest school activities. We will also reach out in the wider world to nurture global thinkers; global thinkers of the future.

We plan to bring this aspect of the curriculum to life through hands on experiences and working with local and national charities. For example, a partnership with The Conservation Volunteers will help pupils develop their understanding of the impact that they can have on their local environment and enhance their awareness of environmental and sustainability issues. This partnership will be used as a base from which to encourage pupils to take stewardship of their local area.

Working with external organisations also offers great opportunities to pursue project based learning with a real purpose.

Developing good relationships is of high importance for the well-being of pupils and staff and also for ensuring that learning time is not lost. Pupils will be taught how to use conflict resolution to recognise how their behaviour affects other people and to come up with agreed solutions that enable them to play and work cooperatively.

Finally, we will also look to foster strong parental partnerships that support children's learning both at school and in the home. We will make full use of the wide range of expertise of parents at the school to bring further engagement into the school.

Why our vision is effective and deliverable

The vision we have created is informed by strong educational research on how children learn best and what the most effective teaching strategies are. Putting this research into practice will enable all pupils to make accelerated progress and achieve their personal best.

Our inspiration for immersive learning environments and project based learning comes from the successful results that have been achieved by Hartsholme Academy, where the school moved from special measures to Outstanding in two years. The school has sustained its progress and is consistently achieving within the top 5% of all schools. Using a similar approach, our pupils will show excellent rates of progress and academic achievement.

Children learn best when they are required to think, problem solve and enquire, all key elements behind the delivery of the curriculum and our approach to teaching. In the age of Google and rapidly changing technology, it is the skills of learning that are most important. Children need to know how to do their own research and learn for themselves so they can become the

entrepreneurs of the future. As Jean Piaget defined intelligence what is important is “knowing what to do when you don’t know what to do”.

Children also need to become resilient, believe they can achieve and persevere when challenged. This will prepare them well for the world of work. A 'Growth Mind Set' promotes all these characteristics of effective learning as shown by substantial research e.g. Carole Dweck. In the words of Alan Noble, Google's Engineering Director: "if you have a work culture where bringing your mistakes to the table every week is a normal thing to do, it feels less like failing and more like learning".

Aspirations and outcomes

Aspiration 1: The school is full and popular in the local community

We are creating this school to fill a basic need for places and parental demand. We are also looking to create a school that is well respected and engages with the local community. It is therefore important that:

- The people using the school are those we are looking to help.
- The school is well respected by the community.
- The school is full and that parents in the local community choose to send their children to the school.

We will measure this by reviewing the preferences each year. We would be looking for a high proportion (in excess of 80%) of those nearest to our school to be listing us as their first preference.

Aspiration 2: Learning is fun and engaging

An engaging and enjoyable learning experience is central to our vision. We would therefore like to see:

- All lessons being judged at least good with 80% judged Outstanding by Ofsted at the school's first inspection.
- Pupils who clearly enjoy learning during their time at school and express high levels of satisfaction through their pupil voice.
- Parents that are engaged with the school and the journey pupils are taking and express high levels of satisfaction. For example, through the Ofsted parents questionnaire.

We will closely monitor assessments by the head teacher and external advisors on the quality of teaching, pupil voice and parental surveys. We will be aiming for the majority of lessons to be judged outstanding, pupils to clearly show that they are engaged and enjoy their time at school and good attendance by parents at school events.

Aspiration 3: Pupils leave prepared for secondary education and the wider world

Pupils should:

- Have the right dispositions and attitudes for learning. 100% will demonstrate the Characteristics of Effective Learning (EYFS, 2014) by the end of their Reception year.
- Develop skills for life-long learning, including becoming effective communicators, being active collaborators who can problem solve both independently and with their peers and have excellent literacy, numeracy and IT skills. We will measure this using a combination of academic results, surveys and by seeking transitional feedback.
- All pupils will have the opportunity to be involved in a local community project during their time at the school, and where possible work on these projects in collaboration with other local organisations. For example, the local Rotary Club.

Aspiration 4: All groups of children make above average progress from their reception baseline to their Key Stage 2 results

It is extremely important that teaching leads to results and this should be seen through:

- The number of children achieving all the Early Learning Goals by the end of Reception will be above the local and national average.
- 100% of pupils making required levels of progress in each Key Stage, starting from their baseline test in Reception.
- Levels of pupil attainment in English and Maths will be exceed local and national figures.

We will ensure there are accurate baseline assessments and ongoing assessments carried out so we can clearly measure whether we achieve this aspiration.

Aspiration 5: The school is rated highly by Ofsted

We want to raise standards in a wider area that already has several good and outstanding schools. Being rated highly by Ofsted is therefore important to show that we have effectively delivered our vision in all areas and we aim to be rated Outstanding by Ofsted at the first inspection.

Section D: Education plan – part 1

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

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

	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
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	120	180	240	300	360	420

Section D: Education plan – part 2

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

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

This section must be completed by route 2 applicants.

KS1

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	8	Mandatory	Made up of daily reading, handwriting, writing, phonics/ spelling lessons
Maths	6	Mandatory	Made up of 10 minute mental maths session and daily 1 hour lesson
Science	1	Mandatory	
Art and Design	45 minutes	Mandatory	
Computing	45 minutes	Mandatory	
Design and Technology	45 minutes	Mandatory	
Geography	30 minutes	Mandatory	
History	30 minutes	Mandatory	
Music	45 minutes	Mandatory	
Physical Education	2	Mandatory	
Religious Education	45 minutes	Mandatory	Leeds agreed syllabus
After school clubs	5	Voluntary	This is based on 1x1hr clubs per day
Lunch hour clubs	30 minutes	Voluntary	This is based on 1x30 minute clubs running once per week
Pre-school Breakfast club	3hrs 45 minutes	Voluntary	This is based on 5x45minute sessions per week

KS2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	8	Mandatory	Made up of daily reading, handwriting in Y3 and Y4, writing, spelling lessons
Maths	6	Mandatory	Made up of 10 minute mental maths session and daily 1 hour lesson
Science	1	Mandatory	
Art and Design	30 minutes	Mandatory	
Computing	45 minutes	Mandatory	
Design and Technology	30 minutes	Mandatory	
Foreign Language	30 minutes	Mandatory	Mandarin
Geography	30 minutes	Mandatory	
History	30 minutes	Mandatory	
Music	45 minutes	Mandatory	
Physical Education	2	Mandatory	
Religious Education	45 minutes	Mandatory	Leeds agreed syllabus
After school clubs	10	Voluntary	This is based on 2x1hr clubs per day
Lunch hour clubs	2	Voluntary	This is based on 2x30 minute clubs running two times per week
Pre-school Breakfast club	3hrs 45 minutes	Voluntary	This is based on 5x45minute sessions per week

Section D1:

Curriculum Principles

We set out in section C that our educational vision has 4 key themes to it:

1. Following the National Curriculum
2. Growth mindsets
3. Project based and immersive learning
4. Promoting good citizenship

These themes will be embedded throughout this section. The delivery of our curriculum will be underpinned by the following principles that are reflected in the themes above:

Broad - it introduces children to a wide range of knowledge, understanding and skills.

Balanced - each part of the curriculum is allocated sufficient time relevant to the children's age and experience.

Differentiated - subjects are taught in such a way that matches children's individual needs and aptitudes

Challenge and enjoyment - children find their learning challenging, engaging and motivating. They are active in their learning, have opportunities to develop and demonstrate their creativity and are enabled to sustain their effort.

High expectations - the curriculum supports and empowers children to learn and achieve personal excellence, regardless of their individual circumstances

Relevant - children understand the purpose of their activities. They see the value of what they are learning and its relevance to their lives, present and future.

Enriched - learning is enriched by regular trips, visitors and strong partnerships with local museums, art galleries and theatres

Future focus - the curriculum encourages children to look to the future by exploring significant future-focussed issues such as sustainability, enterprise and globalisation

The *National Curriculum* provides a **broad** curriculum. In providing such breadth it is crucial to ensure it is **balanced** so children are able to take it all in. This balance will need to be **differentiated** as no child is the same. However, by ensuring the whole school has a *Growth Mindset* we will be able to offer high levels of **challenge** with **high expectations** of all our children. Challenge will provide **enjoyment** and engagement which will also be aided by the use of *Project Based and Immersive Learning*. Such teaching methods make learning **relevant**. They also offer lots of opportunities for **enriching** learning. We will make full use of partnerships to

ensure that the school is seen as part of the community and that pupils see themselves as part of the community too. This will help us *Promote good citizenship* and also provide opportunities for pupils to have a **future focus** seeing how the wider world is changing and the part they can play.

Expected pupil intake

The purpose of the Free School is to provide additional places in an area where there is a significant shortage. We expect the pupil intake to be similar to that of the nearest primary school Talbot Primary School. Talbot's Primary School data for pupils eligible for Free School Meals, pupils with English as an Additional Language and SEN are below local or national averages and therefore we expect the intake at Roundhay Park Primary School to have less challenges.

	% achieving Level 4 + at key stage 2 in English and Maths	% pupils eligible for Free School Meals	% pupils with English as an Additional Language	% pupils with an SEN statement or School Action Plus
Talbot Primary School	92%	4.9%	8.9%	3.6%
Average of other local schools	84%	9.3%	18.6%	7.6%
Leeds average	76%	19.5%	19.1%	8.6%
National average	78%	16.5%	19.4%	7.7%

Table 4: expected pupil intake - Sources: DfE www.education.gov.uk/schools/performance, <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015> <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2014>

Based on these figures, we believe that the percentage of pupils eligible for FSM/ Pupil Premium will be significantly below the national average, the percentage of EAL pupils will be slightly below the national average and the pupils with SEND slightly below the national average. Detail on how the school will assess and meet the needs of these groups is detailed below.

Roundhay is an affluent area of Leeds. In the 2011 census, the top occupations listed by people in Roundhay were professional 35%, Associate professional and technical 14.3%, managers, directors and senior officials 11.6%, health professional 9.7%, administrative and secretarial 9.6%, business, media and public service professionals 9.5%, teaching and educational professionals 8.4%, caring, leisure and other services 7.7%, corporate managers and directors 7.6%. As a result, we would expect a high degree of parental engagement and high expectations of the school.

Pupils who are eligible for FSM/Pupil Premium are likely to have a wide range of needs, for example emotional health and well-being, lower initial levels of attainment and less opportunities to access enrichment activities outside of school. To meet their needs, accurate judgements will need to be made to ensure the school's curriculum is enriched, addresses barriers and additional support enables them to achieve at least as well as non-disadvantaged pupils. The school's approach to the curriculum-Immersive Learning, Project Based Learning, Growth Mind-set and good citizenship will be a vehicle to address this as it will provide opportunities that FSM/pupil

Premium children may not otherwise experience e.g. trips to the theatre, museums, seaside. Growth Mind-set will encourage children to use a range of learning behaviours e.g. resilience, perseverance, curiosity. Enrichment activities outside the school day such as chess will provide opportunities for problem solving. Personal learning plans, addressing each individual's barriers will be created for each FSM/Pupil Premium pupil and reviewed on a six week rolling programme.

EAL pupils require a curriculum rich in language, with many opportunities for speaking and listening where every lesson is planned around language enrichment. There may also be a requirement to employ bi-lingual staff to support pupils who are new to English. The vast majority of EAL pupils home language is expected to be Punjabi or Urdu.

Pupils who have special educational needs or disabilities will also have a wide range of needs whether physical, emotional, behavioural or learning. The curriculum will be planned to ensure it is inclusive and provides equal opportunity for all.

The lower than average proportion of pupils eligible for FSM means we also expect a higher than average number of pupils (60%) who make significantly above average progress. For these Gifted and Talented pupils we will need to ensure that an appropriate level of challenge is provided that they can reach their full potential.

It is therefore likely that there will be a very wide range of needs at the school. We will take a positive view of difference and promote equality. Diversity will be seen as a resource to be celebrated and the individual talents of all pupils will be supported to achieve their full potential.

All the children at the school are entitled to receive a broad, balanced, relevant curriculum. Appropriate support, advice and resources may be necessary to achieve this. Parents' and the child's views will be sought and taken into account. Our aspiration for all children is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society.

Growth Mindsets

Pupils reaching their full potential will be aided by the whole school having a Growth Mind-set.

Research by Carole Dweck shows how important making relatively simple changes to the way children are taught and rewarded can have huge differences in the way children think and outcomes.

It is important to ensure that this vision is adopted across the school. For pupils to have a growth mind-set, their teachers need it too.

This starts by ensuring that teachers truly believe that with hard work ALL children are capable of high levels of attainment, no matter where they are currently. Assessment will be important to measure progress but will not define pupils. We would not expect to have ability based groupings.

The next key aspect is the language used by teachers and how children are praised. Praise will be given for effort, not attainment. Children will feel encouraged to seek out challenge and not recognise failure but opportunities to learn more.

We expect that with hard work all pupils are capable of meeting or exceeding national targets.

Developing a Growth Mindset Culture in the school

Fixed and Growth mindset have a large impact upon understanding of success and failure. Fixed mindset people dread failure while growth mindset people embrace failure as an opportunity to learn and improve their abilities. This is what we want to instil in the staff and pupils at the school. A growth mindset amongst staff and pupils will encourage them to develop empowerment-they will begin to see how they can influence their own learning.

A number of professional development courses that seek to instruct staff in how to model growth mindset amongst pupils will be delivered. The courses will encourage staff to see themselves as learners who are capable of learning and improving. The school will provide opportunities for staff to try new ideas and make mistakes-essential for developing a growth mindset. It will be important to focus on the learning in mind i.e. what will staff and the school learn as part of the process. Staff will be given the opportunity to reflect and consider what they have learned from the process.

The process for teacher appraisal will be viewed as part of a growth mindset, making it formative rather than summative, ensuring feedback is meaningful and applicable.

Growth mindset will be introduced to pupils through staff using language linked to learning behaviours i.e. concentration, resilience, perseverance, working collaboratively, effort, curiosity, being imaginative and the word learning will be used instead of work. Praise and rewards will be given to pupils for their attitude, effort and use of their learning behaviours. Pupils will be encouraged to describe which learning behaviours they used to achieve their learning and teachers will refer to them when giving feedback. All pupils will be encouraged to believe that if they put in the effort, you can get better at everything, and making mistakes is good if we can learn from them.

Pupils will learn in mixed ability grouping, and will have a learning partner for the week. This enables pupils to learn from each other. Teachers will plan, not for specific groups, but for the highest expectations from the whole class, ensuring all pupils are challenged and raising the expectation for the lower ability pupils.

Type of curriculum

The school's key aim is for all pupils to make outstanding progress. The demographics of the area suggests that the majority of the children will enter school above national average in terms of ability. This provides an opportunity to focus not only on acquiring knowledge but developing learning behaviours, inquiry, independent learning and problem solving. Parents who have read through the leaflets publicising the school tell us they are excited by our vision and approach to teaching the national curriculum. The school's approach will teach children to love challenges,

enjoy effort, be resilient and value their own improvement, leading to long-term success. Research conducted on schools who have taken this approach found children worked harder to learn more, showed greater motivation and achieved better. It is for these reasons that the National Curriculum will inform the content of school's curriculum and Growth Mind-set, Project Based Learning, Immersive Learning and Good Citizenship will inform the pedagogy.

The school will follow the Dfe's 2014 Primary National Curriculum as:

- it sets high expectations for every pupil
- It ensures pupils can follow lines of enquiry
- It provides opportunities for pupils to apply knowledge and skills across the subjects of the curriculum
- It is broad and balanced
- It ensures pupils are challenged through being offered rich and sophisticated problems
- It broadens and deepens pupils' understanding and thinking
- It prepares pupils for national external examinations
- It prepares pupils for secondary education

In addition to this, it is extremely clear from feedback from parents in the community that the demand is for a school that does follow the National Curriculum. It is valued as a national measure and gives parents confidence in what the school is aiming to deliver.

Content of the Curriculum

The school will be teaching all the subjects as outlined in the 2014 National Curriculum and the time allocated to each subject in the table reflects this. Most of the content of the Foundation subjects will be delivered through cross curricular projects and not taught as independent subjects every week of the academic year. The table in D0 shows how the time for each subject averages out e.g the minimum teaching hours for art is 19 hours per year, equating to 30 minutes per week. The allocation of hours per subject is less than the teaching hours per week planned, which allows teachers the flexibility to give more time to a subject if necessary or plan additional enrichment activities linked to the project. The table below sets out a typical day

9.00-9.15	9.15-9.35	9.35-10.30	10.30-10.45	10.45-11.40	11.40-12.00	12.00-1.00	1.00-1.10	1.10-3.00	3.00-3.15
Phonics Spelling	Reading	Writing	Break	Maths	Story	Lunch	Maths facts recall	Cross Curricular Project	Assembly

Delivery of the curriculum

The school's approach to delivering the curriculum is based on research by the Paul Hamlyn Foundation. In 2008, the Paul Hamlyn Foundation and the Innovation Unit launched the Learning Futures project in order to find ways to improve educational outcomes in schools by increasing

young peoples' engagement in learning. After working with over 40 schools, Learning Futures found that well-designed project-based and enquiry-based learning gets young people engaged, and leads to positive learning outcomes. A free school in Newham has worked with staff from the Innovation Unit to support the introduction of Project Based Learning. It was recently judged outstanding by Ofsted. Designing projects for pupils fosters a wide range of skills such as time management, collaboration and problem solving. Skills pupils will need at college, university and in the workplace. Projects can be tailored to suit pupils with a wide range of abilities and learning needs. This approach enables the school to deliver its vision and curriculum principles.

Broad - it introduces children to a wide range of knowledge, understanding and skills.

Challenge and enjoyment - children find their learning challenging, engaging and motivating. They are active in their learning, have opportunities to develop and demonstrate their creativity and are enabled to sustain their effort.

Relevant - children understand the purpose of their activities. They see the value of what they are learning and its relevance to their lives, present and future.

Future focus - the curriculum encourages children to look to the future by exploring significant future-focussed issues such as sustainability, enterprise and globalisation

Immersive and Project based learning

Immersive learning has been implemented by a number of outstanding schools across the country. It is an engaging approach which ensures that all children succeed and love to learn. It consists of a number of strands including project based learning and providing stimulus through the learning environment.

Environmental Stimulus

This is a teaching approach that promotes engagement for all pupils. Environmental stimuli enriches a child's experience by promoting the stimulation of senses: touch, sight, smell, hearing. Classrooms will have a variety of flexible learning spaces, which allow children to feel empowered to make daily decisions about how they would like to learn, therefore engaging them further.

Project Based Learning

The distinctive feature of project-based learning is the publicly-exhibited output. We have chosen to focus on project-based learning because it incorporates enquiry, and because public exhibition is a tremendously powerful motivator for both pupils and staff.

The three keys to successful projects are: public exhibition, multiple drafts and critique.

Public exhibition drives up the standards of pupils' work. When pupils know that the work they are creating in a project will be displayed publicly, this changes the nature of the project from the moment they start working-because they know they will need to literally 'stand by' their work, under scrutiny and questioning from family, friends and total strangers. This inspires a level of

ambition and commitment. In addition, the children's families, as well as other people, get to see what is going on in the school, providing an opportunity to strengthen the relationship between school and the community.

Ron Berger, Chief Programme Officer at Expeditionary Learning, gives an eloquent explanation of the value of **multiple drafts**:

'In most schools, students turn in first drafts-work that doesn't represent their best effort and that is typically discarded after it has been graded and returned. In life, when the quality of one's work really matters, one almost never submits a first draft. An ethic of excellence requires revision'.

Multiple drafts are valuable for personalising assessment, because they provide you with the means to assess, not only a pupils final product, but also the extent to which they have improved their work since the first draft. This can be valuable to all pupils, but it is particularly helpful for pupils with special educational needs.

Multiple drafts are especially effective when pupils are **critiquing** each other's drafts. Formal critique sessions give pupils the opportunity to learn from each other's work and then from each other's feedback in a structured, safe context-this can include critique of the process as well as the product. Critique sessions can become lessons in their own right, because they provide an opportunity for teachers to introduce concepts and skills at a point when pupils will be eager to learn them. Equally important, they bring pupils' misconceptions about the project to the surface.

Using the approaches described above children will be active learners, not passive. The curriculum will engage their minds and provide real-world relevance for learning. They will develop deeper learning, learn to take initiative and responsibility, work in teams, communicate ideas and manage themselves more effectively. In the 21st Century, workplace, universities require more than basic knowledge and skills. This approach reflects the belief that 'life is for learning and learning is for life'.

Mapping the Curriculum Content

Three Project Based Learning modules will be planned for each year group in KS1 and KS2. Each module will have a core theme, with skills, knowledge and understanding interwoven in to the theme. For example, the first term's PBL theme would be 'The Past', the second term's theme 'The Present', and the third term's theme 'Passion' (based on teacher and pupils' interests). A detailed long term curriculum map for each year group would be developed which would show how the content for each subject in the national curriculum would be covered during the year. The school's curriculum leader, with the support of the English, Maths, Science and Computing TLR leaders, would create the long term plans. Below is an example showing part of a long term map for Y2.

Year 2	Term 1 Medicine through the ages	Term 2 Robots	Term 3 Why don't tadpoles live in the sea?
Science in	Investigate and describe the basic needs of animals,	<u>To understand electrical circuits</u>	<u>To understand animals and humans</u> Identify and name a

project	<p>including humans, for survival</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Explore and compare the differences between things that are living, that are dead and that have never been alive.</p> <p>Identify how humans resemble their parents in many features</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>(IC) Identify common appliances that run on electricity.</p> <p>Construct a series of electrical circuit to move, light or produce a sound.</p>	<p>variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals</p> <p><u>To investigate living things</u></p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different food sources</p> <p><u>Plants</u></p> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p>
Geography coverage			<p>Place Knowledge - understand geographical similarities and differences through studying the human</p>

			and physical geography of a small area of the UK and another contrasting non-EU country.
Geography skills (continued)	<p>Locational Knowledge - Know the 5 oceans Know the seven continents. Know the capital cities of the UK and surrounding countries.</p> <p>Human and Physical Geography - Know the typical weather of the UK. Know hot and cold areas in relation to the equator.</p> <p>Geographical Skills and Fieldwork - Use maps, atlases and globes to identify the UK and selected other countries.</p> <p>Construct basic maps using symbols in a key.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human physical features.</p>		

The EYFS curriculum would have six themes during the year, with flexibility to allow staff to be able to follow children's interests.

Phonics

The teaching of phonics will be delivered through the implementation of the 2014 National Curriculum and Letters and Sounds. Phonics will be taught in a structured way, starting with the easiest of sounds and progressing to more complex. It will be high quality, systematic, synthetic phonic work ensuring that children learn.

The programme will map incremental progression in phonic knowledge and skills. Teachers will track children's progress, assess for further learning and identify any difficulties so that appropriate support can be provided. Teachers will use principled, professional judgements about when to start on a systematic, synthetic programme of phonic work but the great majority will be capable of and benefit from doing so by the age of five.

The programme will be designed so that children become fluent readers and have secured word recognition skills by the end of Key Stage 1. The phonics screening check will be used at the end of Y1 and Y2 to assess children's ability in using phonics to decode words. Reading texts will be of an appropriate level for children to apply and practice the phonic knowledge and skills they have learnt. The programme will be designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills. A multi-sensory approach will be used. Children will practice reading texts which are entirely decodable for them so they experience success and learn to rely on phonetic strategies.

English

The English curriculum will aim to ensure high standards in language and literacy, and to develop a love of literature. English is important across the curriculum as it is the primary language of instruction. The curriculum will develop effective language skills for wider social benefits.

School curriculum principles for English

Creative thinking and development

It will be designed to support and develop creativity in thinking. Literature will support children's understanding in how language works and allow them to explore and question their own assumption and those of others.

Widening horizons

The teaching of English will help children to engage with and understand different perspectives by shining a light on the world beyond their own immediate experience.

Linking to the world beyond school

There is much for children to learn beyond the school gate. Teachers will make children aware of how language is used differently in different contexts, so that they understand the differences between private and public talk and can see how this impacts on such things as styles of talk and writing.

Contexts and connections

Teachers will ensure children are able to make connections between reading, writing, speaking and listening-and how these are adapted in different contexts.

Pupil participation, independence and choice

The teaching of English will motivate children through purposeful activities that allow them to explore and make personal responses. In this way it is possible to engage children in reading for pleasure in the longer term, writing with enjoyment and communicating more effectively.

The importance of spoken language

Speaking and listening are fundamental to effective English teaching as they are central to language development. Speaking and listening will be promoted so children can express their ideas and empathising with others. Speaking and listening will underpin reading and writing. So children can express their ideas and empathising with others.

Components of the English curriculum

The English curriculum will be made up of the following components.

Reading

The school will follow the Programmes of Study for Key Stage 1 and Key Stage 2 as set out in the 2014 National Curriculum and the EYFS Statutory Framework.

Reading for enjoyment

Teachers will create a classroom environment that will encourage pupils to read widely and for enjoyment. They will plan opportunities to share their own enthusiasm for reading with the children and demonstrate reading behaviours. Teachers will plan for extended reading encounters with fiction and non-fiction texts to develop reading stamina. Children will have the opportunity to choose their independent reading material from the earliest years.

High quality texts will be used, including those in home languages for EAL children, to support children's positive attitude to reading. There will be a varied range of texts in the classroom. Teachers will establish a range of different contexts for reading in the classroom and plan opportunities for children to read and discuss a range of different types of texts including fiction, poetry, plays, film, digital, reference and non-fiction texts.

Children with SEND will have access to high interest texts with an appropriate reading age. The school will establish a library and run school book clubs. Teachers will foster links with local libraries and book shops.

Word reading

Teachers will support children's development as independent readers with books that are consistent with their developing phonic knowledge. They will take a systematic approach to teaching and applying phonics for decoding and encoding, both in discrete sessions and across the curriculum. A range of teaching methods will be used to support the school's chosen phonics scheme. Exception words will be taught. Teachers will develop children's ability to make sense of what they read and understand how stories and books work. Children who are not making expected progress in developing reading skills will be supported and a range of strategies will be developed to extend developing readers. Decodable texts will be used for early reading as well as texts that support comprehension.

Comprehension

Comprehension will be developed through group and class discussion, self-questioning, drama and role-play. Film will be used to develop inference and critical skills. There will be opportunities for children to ask their own questions about what they are reading. Reading texts will be accessible to the whole range of learners in different curriculum areas. Teachers will plan opportunities for recitation and performance. Contexts will genuinely motivate pupils to find out information, for example, related to museum, gallery or theatre visits.

Reading and grammar

Children will understand grammar by exploring through purposeful reading and writing. The meta language necessary for children to discuss how texts are constructed and meaning is conveyed will be explicitly taught. Grammar will be taught in the context of texts the class are sharing.

Reading at home

The school will communicate with parents and carers how they can support their child's reading at home. Provision will be made for children to read in their home language. Children will regularly take books home to share with their parent/carer. Parents and carers will be encouraged to comment in their child's reading record booklet.

Writing

Purposes for writing

In the Early Years, teachers will provide models and opportunities for mark- making to develop into letter formation. A range of tools will be provided for writing in indoor and outdoor learning areas. The exchange of written messages, including message boards will be encouraged. Children will be invited to write in the role of real or imagined others and allowed to engage in sustained periods of writing. There will be planned opportunities for children to draw on models from reading, generate and capture ideas and choose a form of writing to suit their own purposes.

Writing composition and transcription

Writing is a complex process involving both compositional and transcriptional elements and needs to be carefully balanced. At times, the prime focus of writing will be accuracy, when at others it will be experimentation and formulation of ideas. Writing skills will be applied in purposeful contexts as this is when children learn best. Children will be encouraged to take risks and be adventurous with their writing, understanding that making mistakes is an essential part of learning. A range of strategies will be used by teachers to support the drafting process: getting ideas going and organising ideas, drafting, revising, proof reading, reviewing and publishing, e.g using drama and role play, annotating text, teacher modelling, shared writing, guided writing, collaborative writing and response partners.

A fluent handwriting style will be taught, starting in the Early Years. There will be an expectation that children will consistently use joined up handwriting by the end of year four. Children who have difficulties with fine/gross motor skills or muscle tone will be supported appropriately.

Spelling will be taught in purposeful writing contexts and through a range of explicit teaching strategies. Teachers will teach children to use phonological awareness and encoding skills to support their spelling development. Spelling strategies including the sounds of words and their visual configuration will be used. Teachers will follow the spelling progression set out in the 2014 National Curriculum.

Talk and writing

Talk is essential at all stages of the writing process. Children need the appropriate meta language to talk about how their writing might be improved, and this is best learnt in the context of purposeful composition. Teachers will plan for developing content for creative writing through the use of the spoken word, drama and role play. There will be purposeful opportunities for collaborative writing e.g. Writing in role during and after drama activities. Children will be provided with opportunities to articulate their judgements about writing and discuss the choices they have made in their writing

The whole curriculum

Teachers will plan opportunities for extended writing in other curriculum areas so children can apply and consolidate the skills they have learnt in English.

Spoken language

Spoken language offers opportunities for children's personal, social, cognitive, creative and imaginative development. It is a means of thinking through ideas as well as a medium of communication. Teachers will create classrooms where there is constructive dialogue between adults and children and children and children. Language will be specifically planned for and modelled by adults. Opportunities will be created for children to speculate, hypothesise, imagine and explore ideas. Learning activities will be planned that encourage children to justify, analyse, interpret, explain and predict. Children will be given the opportunity to express personal ideas, feelings, concerns, opinions and beliefs. The use of language to describe, instruct, narrate and present will be promoted throughout the curriculum. Children will use language to negotiate and persuade, question, reflect, compare and evaluate.

The school's intake will include a small number of pupils for whom English is an additional language and very few who are new to English. Therefore, EAL pupils will follow the same English curriculum, with an emphasis on the development of rich vocabulary and grammatically correct spoken and written language. This will be achieved by teachers planning specific vocabulary and sentence structures for each lesson. Where necessary, vocabulary will be taught prior to lessons. The vocabulary and sentence structures will be modelled by adults and promoted through visual displays in the classroom.

Each substrand will have relevant objectives for each year group to identify the progression of skills and knowledge, and also to organise assessment opportunities.

	Y1	Y2	Y3	Y4	Y5	Y6
Punctuation	Capital letters and full stops Question marks or exclamation mark	Commas for lists and apostrophes for possession	Using and punctuating direct speech	Using commas after fronted adverbials Possessive apostrophe with singular and plural nouns	Using brackets and dashes Commas to clarify meaning	Using hyphens, semi colons, colons, dashes

Mathematics

The school will follow the maths programmes of study for Key Stage 1 and Key Stage 2 in the 2014 National Curriculum and EYFS curriculum.

Problem solving will be at the heart of the mathematics curriculum, ensuring that teaching is relevant, interesting and challenging for learners. The focus of the teaching of mathematics will be to nurture mathematical independence, allow time for thinking and encourage discussion. Problem solving, discussion and investigation are integral to learning mathematics and leads to children showing exceptional independence and taking the initiative in solving problems in a wide range of contexts. The curriculum will encourage children to think for themselves when faced with challenges and show a confidence that they will succeed. The curriculum is designed to develop children who are confident, responsible, reflective, innovative and engaged.

School curriculum principles for Mathematics

Broad and balanced

The content of the curriculum will be varied, as will the teaching within it.

Balancing preparation and development

Through problem solving, children will acquire, develop, practice and consolidate their learning

Continuity and consistency

Explanations of mathematical concepts will include the correct use of language, models and images. Calculation will be taught according to the agreed methods as set out in the school's calculation policy.

Quality and standards in all aspects

Achievement will be high in each of the aims of the curriculum, including reasoning and problem solving

Strands of the maths curriculum

The maths curriculum will be presented in five content areas or 'strands'. These are further subdivided into 'substrands' e.g.

Number

- Numbers and the number system
- Calculation-Mental strategies, Addition and Subtraction, Multiplication and Division

Geometry

- Shapes and geometric reasoning
- Position and movement

Problem solving

- Using techniques and skills in solving mathematical problems
- Using understanding and strategies in solving problems

The strands' content will be underpinned by Problem solving, with children using techniques and skills and the application of understanding and strategies in solving problems. Mental strategies will also be a key part of the Number content.

Each substrand will have relevant objectives for each year group to identify the progression of skills and knowledge, and also to organise assessment opportunities such as threshold concepts. Below is an example:

Number system	Y1	Y2	Y3	Y4	Y5	Y6
Counting	Count to and across 100, forwards and backwards beginning with 0 or 1 from any given number	Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward	Count from 0 in multiples of 4, 8, 50 and 100	Count in multiples of 6, 7, 9, 25 and 1000	Count forwards and backwards in steps of powers of 10 for any given number to 1 000 000	Use negative numbers in context, and calculate intervals across zero

Science

The school will follow the science programmes of study for Key Stage 1 and Key Stage 2 in the 2014 National Curriculum and EYFS the World curriculum.

School curriculum principles for Science

Children will be **engaged** by Science. Science activities will have a clear purpose that makes sense to them.

Children will have **authentic scientific experiences**. Most activities will be based on answering scientific questions and solving problems, rather than giving information and instructions

Children will be **involved**. Their ideas are important and should make a difference to how lessons develop. They will have opportunities to share their ideas.

Children will engage in **dialogue**. They should be able to make sense of scientific ideas through discussion, including discussing ideas and procedures with each other.

Children will have the opportunity to be **autonomous**. They will make at least some decisions about their learning in Science (with the teacher deciding which decisions children should make)

Science topics will be taught by the end of KS1 or KS2. There will be more emphasis on using the outdoor area to collect data, such as observing plants growing in the local environment. Working scientifically will be integrated in to the topics, developing children's ideas and showing that the purpose of working scientifically is to answer scientific questions. It will put a strong emphasis on children asking their own questions and making decisions.

Strands of the Science Curriculum

The science curriculum will be presented in four content areas or 'strands'. These are further subdivided into 'substrands' e.g.

Scientific enquiry

- Ideas and evidence
- Plan investigative work
- Obtain and present evidence
- Consider evidence and approach

Biology

- Plants
- Living things in their environment
- Humans and animals

Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analysing data. The scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science will be incorporated.

Each substrand will have relevant objectives for each year group to identify the progression of skills and knowledge, and also to organise assessment opportunities such as threshold concepts. Below is an example:

Biology	KS1	LKS2	UKS2
Plants	Know that plants are living things Know that there are living things and things that have never been alive Name the major parts of a plant, looking at real plants and models Know that plants need light and water to grow Explore how seeds grow into flowering plants	Know that plants have roots, leaves, stems and flowers Know that water is taken through the roots and transported through the stem Know that plants need healthy roots, leaves and stems to grow Know that plant growth is affected by temperature	Know that plants need energy from light for growth Know that plants reproduce Observe how seeds can be dispersed in a variety of ways Know that insects pollinate some flowers Investigate how seeds need water and warmth for germination, but not light

Qualifications

We will follow the DfE's statutory qualifications for Primary children. These are as follows:

Early Years Foundation Stage

- Baseline check on entry

Year 1

- Phonics screening check

Year 2

- Phonics screening check for pupils who did not meet the required standard when in Year 1
- End of Key Stage 1 SATS; reading, writing, maths, grammar punctuation and spelling

Year 6

- End of Key Stage 2 SATS; reading, writing, maths, grammar punctuation and spelling, Science
- This will include offering level 6 versions of these tests for pupils that are ready to challenge themselves further.

As per following the National Curriculum, there is clear feedback from parents in the area that following a national scheme of testing is important and gives confidence in what the school will deliver.

Enrichment activities

The school will implement a programme of enrichment activities. Some will form part of the daily curriculum e.g. learning outdoors, trips, and visitors, and some will be delivered above and beyond the curriculum. The aim of the enrichment activities are to develop self-confidence, speaking and listening, using initiative, leadership, problem solving, communication and teamwork.

Learning outdoors	Musical instrument tuition	Chess club	Drama
Above and beyond the curriculum	Debating society	Code Club	Mandarin language class
Sport	Forest School	Cookery	Gardening

Below is an example of when enrichment activities would be delivered. The activities during class time will be delivered by the class teacher. Lunch time clubs will be delivered by teaching Assistants and afterschool clubs will be a mix of teaching assistants and external providers.

12.00-12.30	12.30-1.00	1.00-2.00	2.00-3.00	3.30-4.30
Debating Society Y3,Y4		Cookery/Gardening Y1 Forest School	Cookery/Gardening Y2 Forest School	Code Club Drama
	Drama Reception children	Cookery/Gardening Y3 Forest School	Cookery/Gardening Y4 Forest School	Chess Sport activity
Debating Society Y5,Y6		Cookery/Gardening	Cookery/Gardening	Mandarin language class Sport Activity
	Boys book club	Cookery/Gardening Y5 Forest School	Cookery/Gardening Y6 Forest School	Chess Sport Activity
		Cookery/Gardening	Cookery/Gardening	Art and Craft

Assessing and meeting the needs of all pupils

On-entry assessment

Pupils will be assessed using a baseline check when they start in Reception based on the EYFS principles where teachers, as part of their everyday practice, build their knowledge of each child through observations, interactions and every day activities. They will use their professional judgements about each child based on a clear set of assessment criteria. Teachers will make an assessment using statements that cover the Characteristics of Effective Learning, all three Prime Areas and the Specific Areas of Literacy and Maths. The teachers in Reception will use a DfE accredited baseline check which will be completed within the first six weeks of a child joining their class.

Tracking pupil progress

Summative data will be submitted termly by teachers for the purpose of evaluating patterns of progress across the school. Teachers will evaluate their own class data to inform future lesson planning and pupils' targets. The school's leadership team will evaluate whole school data to identify any pupils or groups of pupils underachieving. This will inform future intervention and support for pupils and teachers in terms of their teaching practice. The evaluation will also inform the priorities for the school for the following term.

Meeting the needs of EAL pupils

Locally, the outcomes for EAL pupils at secondary level are variable. It is therefore imperative that the pedagogy for meeting the needs of EAL pupils is delivered through first quality teaching and additional adults are well trained.

For EAL pupils, assessment, both summative and formative is complex owing to the need to consider both achievement in the curriculum and English language acquisition. All EAL pupils will be assessed within curriculum areas to provide information on next steps in learning and progression. The progress and attainment of all EAL pupils will be monitored closely by the Assistant Head teacher with responsibility for inclusion, to ensure they are doing as well as they can. The cognitive challenge will remain appropriately high and not be reduced because the English language demand has been reduced. EAL pupils' conceptual thinking may be in advance of their ability to speak English. In order to provide reliable data, additional factors will be considered as recommended by EAL Nexus British Council:

- Assessments will be sensitive to the age, language and culture of EAL pupils.
- Any criteria and tools used in assessment should be accessible to all
- Assessment will be a continuous process and embedded in classroom practice
- Assessment will provide opportunities for pupils to reflect on their own learning
- Assessment will identify what pupils can do in order to determine next steps in learning

The school expects to have a lower % of EAL pupils than the national average. Punjabi and Urdu are expected to be the most prevalent. Due to the lower numbers, it would be appropriate to use 'A

language in Common' (QCA 2000) as a tool for assessing the English language development of EAL pupils. The mainstream curriculum will be used as the context to teach English and the needs of most EAL pupils can be met through effective everyday classroom practice. Such practice would involve developing specific resources which make the language accessible through, for example, increased use of visuals, the use of sentence frames and starters, graphic organisers and a language rich environment. There may be some pupils, based on the outcomes of assessment that require additional adult support in the classroom. Teaching Assistants employed by the school will support EAL learners in class in a range of different ways, for example:

- Pre-teaching vocabulary before a topic is tackled
- Finding appropriate visuals in advance
- Observing EAL pupils to feed into mainstream teachers' assessment and planning
- Provide language models for EAL pupils

Peer support is valuable for EAL pupils. EAL pupils at the school will spend the vast majority of their time with pupils who can provide good models of English, learning and behaviour. It is also useful for

- Buddying systems for induction of new arrivals
- Talk partners
- Peer mentoring schemes to support any pupils who are being bullied

It is the intention for EAL pupils to access the curriculum within the classroom with their peers. However, withdrawal from the classroom for a short time per day for language development, may be considered if a pupil has recently arrived in the country and is new to English. Any work done outside the classroom will be closely linked to the curriculum.

Meeting the needs of pupils with SEND

The SEND code of practice: 0 to 25 years, first published June 2014 has a number of statutory duties and will be fully implemented across the school.

- Includes guidance relating to disabled children and young people as well as those with SEN
- Clear focus on the participation of children and young people and parents in decision making at individual and strategic level
- Strong focus on high aspirations and on improving outcomes for children and young people
- Guidance on joint planning and commissioning of services to ensure close co-operation between education, health services and social care
- Includes guidance on publishing a Local Offer of support for children and young people with SEN and disabilities
- Guidance for schools on taking a graduated approach to identifying and supporting pupils with SEN
- It has a co-ordinated assessment process for pupils with more complex needs and the new 0-25 Education, Health and Care Plan

- Clear focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Assessing the needs of pupils with SEND

A range of information and evidence will be gathered so an accurate assessment can be made for each individual child's needs. This will ensure that the appropriate support can be put in place so all children receive a broad, balanced, relevant curriculum. Appropriate support, advice and resources may be necessary to achieve this. Parents' and the child's views will be sought and taken into account. Our aspiration for all children is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society.

The school will gather information from the following sources

- parents and carers and health visitors
- Teachers' records and learning journals
- Teacher and TA observations
- National curriculum testing
- Other tests e.g. phonics, school based tests
- Assessment to identify any specific problems e.g. movement difficulties
- Records from other schools a child has attended previously
- Progress towards meeting individual targets
- Advice and guidance provided by external professionals supporting individual pupils
- CAF referrals to external agencies/social care as required
- Regular pupil progress meetings
- Analysing data through in school tracking system

Provision

Most children will have their special educational needs met through good classroom practice i.e. Quality First teaching. Where small group work, or 1-1 support is required to meet an individual needs, a teaching assistant will be deployed as additional support within the classroom.

The school will follow a graduated support approach which is called 'Assess, Plan, Do, Review'.

This means that the school will

- **Assess** a child's special educational needs
- **Plan** the provision in to meet the child's aspirations and agreed outcomes
- **Do** put the provision in place to meet these outcomes
- **Review** the support and progress

As part of this approach, the school will produce a SEN Support Plan that describes the provision that the school will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

The school will provide support for children with learning needs through

- Flexible grouping arrangements
- Differentiation of activities and materials
- Differentiated questioning
- Providing resources and displays that support independence
- Simplified level/pace/amount of teacher talk
- Alternative forms of recording routinely offered and used e.g. oral presentation, posters, sound buttons
- Ongoing opportunities for 1:1 support focused on specific outcomes with reinforcement in whole class activities to aid transfer of skills
- Implement in the classroom advice from Outside Agencies e.g. Educational Psychologist, SEND team
- Pre tutoring to enable the pupil to engage with learning in the classroom
- Enhanced opportunities to use technological aids
- Use of visual reminders, timers, resources
- Time limited proven interventions that are matched to pupil need and delivered by suitably trained staff
- Use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties

In addition, the school will provide support for children with physical needs through

- Structured and evaluated gross and fine motor programmes
- Differentiating and modifying some learning tasks e.g. P.E.tasks

The school will provide support for children with speech, language and communication needs through

- Implement advice from Speech and Language Therapist
- Giving individual increased time to offer verbal responses
- Pre-teaching and over learning of key vocabulary and concepts

The school will provide support for children with hearing impairment through

- Providing a quiet area for individual and small group work
- Seating the pupils in a position where other speakers can be observed easily
- Reducing background noise
- Use of assistive listening devices
- Regular meetings with hearing impairment advice team

The school will provide support for children with social, emotional and mental health difficulties through

- SEAL materials and interventions

- Providing planned opportunities to learn and practice social and emotional skills during structured activities
- Restorative Practices Approaches
- Routinely addressing anti-bullying so pupils are confident in reporting incidents
- Nurturing approaches
- Opportunities for small group work based on identified need e.g. confidence building, anger management
- Access to quiet withdrawal area when needed
- Home-school communication diaries
- Scheduled meetings with parents/carers on a regular basis

The school will provide support for looked after children through

- Supporting the child using strategies above according to the child's needs
- Regular LAC meetings
- Personal Education plans

The Role of the SENCO

The SENCO will be a qualified teacher and will achieve the National Award in Special Educational Needs Co-ordination within three years of appointment. He/she will be part of the school leadership team.

The SENCO will be responsible for the day-to-day operation of the schools' SEN policy. He/she will co-ordinate additional support for pupils with SEND, including those with EHC plans, and liaise with their parents, teachers and other professionals who are involved with them. The SENCO will have responsibility for requesting the involvement of an Educational Psychologist and other external services, particularly for children receiving additional support. The SENCO, with the support of the head teacher and teachers, will develop effective ways of overcoming barriers to a child's progress and learning, ensuring that the child receives effective teaching through assessing their needs, setting targets and organising provision to enable the child to achieve the planned outcomes. The SENCO will collaborate with staff to make sure that the learning requirements of all children with SEND are given equal emphasis and priority.

The SENCO will work with the teacher to consider the child's needs, and will take the lead in getting further assessment of a child where necessary. The SENCO will liaise with staff, parents and carers, external agencies and appropriate professionals. He/she will ensure that support is co-ordinated and targeted appropriately and that all are informed and updated about children on the SEN register.

The SENCO will provide professional guidance to staff. He/she will be aware of the provision in the Local Offer and be able to work with professionals providing a supporting role to families that pupils with SEND receive appropriate support and high quality teaching.

The SENCO will advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively. The SENCO will liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

The SENCO will also ensure that the school keeps the records of all pupils with SEND up to date.

Meeting the needs of Gifted and Talented pupils

The strategies for meeting the needs of Gifted and Talented pupils have been informed by a case study of best practice conducted by NACE: National Association for Able Children in Education and London Gifted and Talented.

Initially the head teacher and later, as the school grows, the Deputy head teacher, will have the role and responsibility of Gifted and Talented leader. Meeting the needs of gifted and talented pupils will be central to all school planning, arising from the philosophy that 'best practice for able pupils is best practice for all pupils'. It is the school's vision that an inclusive ethos is created, based on the premise that the school needs to create opportunities that will enable all pupils to discover their potentials; and then to celebrate and give equal status to all pupils potentials and achievements across the curriculum.

The school will use a range of evidence to identify pupils' strengths and needs

- parents and carers observations
- Teachers' records and learning journals
- Teacher and TA observations
- National curriculum testing
- Other tests e.g. phonics, school based tests
- Records from other schools a child has attended previously
- Progress towards meeting individual targets
- Regular pupil progress meetings
- Analysing data through in school tracking system

Provision

Assessment, record keeping and liaison with the child's previous teacher will be systematic so effective planning avoids the repetition of skills and knowledge already mastered. The children will be challenged through high quality tasks so that there is always differentiated work and extension material available. Teachers will assess performance on these tasks so it is possible to then set more challenging targets. Extra-curricular programmes will be developed based on discussions held between the Gifted and Talented leader and the pupils on the G/T register. In service training for staff will focus on developing thinking skills, questioning skills, research skills, active learning approaches and skills for independent learning.

Meeting the needs of LAC and those in receipt of pupil premium

The strategies for meeting the needs of LAC and those in receipt of pupil premium have been informed by the Sutton Trust-EEF Teaching, The Pupil Premium website and the Ofsted report January 2013.

Initially the head teacher and later, as the school grows, the Assistant head teacher, will have the role of responsibility of meeting the needs of LAC and those in receipt of pupil premium.

Similar strategies to those for gifted and talented pupils and pupils with SEN will be used to assess the needs of each individual. The Early years baseline assessment will play a key role in assessing the child's needs and developing individualised learning plans for each child. Early years intervention will start in the child's first year in reception. The children will have their needs met through good classroom practice i.e. Quality First teaching and small group work, or 1-1 support where required to meet an individual needs.

The Early Years intervention strategies will include:

- High quality provision with well-qualified and well trained staff
- The development of positive relationships between staff and children
- The engagement of children with pre-reading (if applicable), reading, and early number concepts
- Strong partnership with parents and carers
- Additional 1-1 support

The Sutton Trust report identifies feedback as having very high effects on teaching and this will play a key role in the support for LAC and Pupil premium pupils within the classroom. Written and verbal feedback will be given daily by the teacher with the aim to produce improvement in the child's learning. Feedback from peers will also be provided through the critique approach in Project Based Learning.

The Sutton Trust also identifies meta-cognition and self-regulation teaching approaches as having a consistently high impact on progress. Teachers will teach pupils how to evaluate their learning, asking pupils to consider where they may have gone wrong and how they would improve their work.

As the school grows, a programme of Peer-Assisted Learning will be implemented. This will be a structured approach for mathematics and reading with sessions of 25-30 minutes two or three times per week. This approach will be used to enhance will be used to supplement and enhance normal teaching as recommended in the Sutton trust Report.

As well as the good classroom practice strategies outlined above, LAC and pupil premium pupils will receive additional provision informed by the assessment. This will include a range of interventions.

- Free provision of Breakfast Club, milk, music lessons, subsidised trips and residential

- Individual and small group tuition in Reading, writing, and maths
- Family trips e.g. to the theatre
- Resources for learning at home
- Improving attendance and punctuality
- Individual and small group work led by the Learning Mentor

Transition

Entering the school

Prior to children entering Reception and starting their education at the school, a member of the leadership team, the EYs senior teacher will liaise with parents and carers to visit them and their child either in the child's home or in an early years setting that the child attends. This will provide an opportunity for the parents and carers to provide as much information as possible about their child e.g. friendships, likes and dislikes, which will help the senior teacher to plan the child's entry to ensure the transition is as smooth as possible. The senior teacher will also meet with the early years practitioners at the setting that a child attends, if applicable, to gain more information including achievement records. Parents and carers will be provided with a 'Family Book' which can be used by the child's family to put in photographs, information etc if the parents and carers so wish. The child, with their parent/carer will be invited to attend 'Stay and Play' sessions in the weeks leading up to the school summer holidays. Starting in September, children will be admitted in to Reception over a two week period, with six new children starting each day.

Transition from year to year

Towards the final few weeks of the academic year, the child's current class teacher will liaise with their next class teacher. This will involve detailed reports of children's achievements regarding in-school and out-of-school activities, examples of pupils' work and comments on pupils strengths and on areas needing support. Children will contribute to their report, commenting on what their strengths are, what they enjoy and what they are looking forward to in the next year. There will be at least two transition days, when children move up to the next year group, taught by their new class teacher. Some of the activities on these days will be for children to devise the class rules, discuss what they are looking forward to, what they expect from their teacher and what they would like their classroom to be like.

Parents and carers will receive a handbook about the next year group which will include information such as the curriculum content for the year, timetables, homework arrangements, planned trips and visitors etc. There will also be a Welcome Meeting for parents and carers to attend in the first few weeks of the new term where teachers will give details about the coming year and answer any questions the parents have.

Transition on leaving the school

A research project produced by the Institute of Education, University of London, for the Department of Children, Schools and Families in 2008, identified transition practices that had been

found to be effective. The findings of the report have been used to devise transition strategies for children moving on from the free school to secondary school.

Children in Y6, at the start of the Spring term, will have the opportunity to express their views on moving on to secondary school. Following this, the Y6 teachers, with the KS2 leader, will liaise then with the KS3 leader and Y7 teachers of the local secondary schools, passing on the concerns that the children have raised. This will enable staff to do forward planning and a transition plan will be developed to try and address the concerns. Part of the plan will be to allocate each Y6 pupil a mentor, a Y8 pupil from the secondary they will be attending. Pupils will complete a form detailing their interests before arriving in Y7.

The school, in liaison with the local secondary schools, will provide opportunities for parents and carers to receive information regarding secondary schools and how to prepare their child for secondary school.

The Y6 teachers will meet with the transition leaders from the local secondary schools to discuss each pupil individually including their achievements and academic progress, social skills, attitude to learning, attendance and behaviour. Pupils and parents will be invited to attend these meetings.

To help curriculum continuity, the school will use bridging materials, where the same work books will be used in both Y6 and Y7. There will be a sharing of information on the skills and understanding pupils had achieved and on the style of lessons, for example, through the visit of Year 7 teachers to Year 6 classrooms to observe the class work and talk to individual pupils.

Children will have the opportunity to visit their new school for special lessons, evening meetings for parents with their child, and attend joint events between the primary and secondary school.

Transitions for vulnerable pupils

The transition process for vulnerable pupils will start earlier and be more individual. The research by nfer showed that this enabled children to experience a positive transition and greater curriculum continuity as it prepared them better for the move and the work they will do in Y7. The SENCO will liaise with secondary schools to organise additional transition meetings with the SENCO of the secondary school, including arranging for parents and carers to meet with the SENCO and for their children to regularly visit the secondary school as places have been allocated.

Section D2

Assessing pupils' needs

Two types of assessment will be used at the school, summative and formative assessment (also referred to as assessment for learning). The key to good assessment practice is to use each method and build practice to maximise the effectiveness of each. Good assessment practice allows teachers to use assessment data to best effect, to move teaching and learning forward, and to maximise pupil achievement.

Formative assessment

Formative assessment takes place during learning, allowing teachers and pupils to assess progress on their learning journey. It will begin with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If the teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning journey unfolds, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning. The nfer have put together guidance on effective assessment for learning which the school will use to inform its practice, including such tools as an audit checklist produced by the Association for Achievement and Improvement through Assessment (AAIA).

Characteristics of effective assessment for learning classroom practice (nfer)

Key features of assessment for learning are:

- Being clear about the learning goals and the success criteria by which all learning will be judged, sharing them with pupils using pupil friendly language
- Using effective questioning techniques that provide opportunities for assessing pupils' knowledge and understanding
- Showing pupils that all responses, views and opinions are valued and encouraging them to view errors as learning opportunities
- Giving specific, constructive feedback, which indicates how pupils can improve and the steps they need to take in order to do so
- Giving time for learning to be absorbed
- Encouraging pupils to reflect upon their learning and to monitor their own progress, for example, by means of peer and self assessment.

It is important that the focus of assessment for learning is on improvement, that pupils understand what they need to learn or the skills they need to develop in order to improve and reach certain goals. Teachers will provide pupils with opportunities to discuss learning objectives and success criteria and to reflect and talk about their learning and progress. All teachers from Reception to Y6 will use formative assessment as part of their everyday practice. This is another key strand to implementing growth mindsets.

Summative assessment in KS1 and KS2

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. The teachers at the school will assess pupils knowledge, understanding and skills in the Foundation subjects at the end of a project, and at the end of a term in reading, writing and maths. A variety of methods will be used for the assessment, depending on the context. It may be recorded in writing, through photographs or an audio recording. The assessment will show the stage the pupil has reached in his or her learning journey. Summative assessment gives a snapshot of pupils' achievement on one occasion. As a result, teachers will take in to account both formative and summative assessment when judging a

pupils' achievement. The school will develop key performance indicators for all subjects for each year group. The indicators will be used to judge a pupil's achievement at the end of a project or term, based on a range of evidence.

Assessing PBL modules

The skills, knowledge and understanding objectives in the school's long term curriculum plans will be used to create Key Performance Indicators for each foundation subject. Teachers, at the end of each PBL module, will assess whether pupils are attaining above, below or at the skill level identified for each subject and input on to Excel assessment grids. Assessments will be completed termly and submitted to subject leaders and the senior leadership team for evaluation. For accuracy, moderation and standards, training will be provided for staff and cross moderation meetings with schools in the local area will be developed. Each subject leader will create a portfolio of work that has been moderated for each standard.

A code will be used to identify EAL, disadvantaged and SEN pupils in order that their attainment and achievement can be evaluated.

Academic and progress targets

The school aims to deliver an outstanding education resulting in outstanding outcomes for the children. The school's academic targets for key performance indicators are high and challenging.

We recognise that the Key Stage 2 assessment system will be different when the school opens in 2017 but for the purposes of this document the tables below outline our expectations in terms of both attainment and progress. Once the new accountability and assessment measures have been benchmarked against the current system these Key Performance Indicators will be ported across. The figures in brackets are national averages for 2014.

Attainment	Level 4+	Level 5+	Level 6
Grammar, punctuation and spelling	95% (76%)	75% (52%)	10% (2%)
Reading	95% (89%)	70% (50%)	5% (0%)
Writing	95% (85%)	40% (33%)	5% (2%)
Maths	95% (86%)	65% (42%)	15% (9%)

Progress	Expected	More than expected
Reading	98% (91%)	45% (30%)
Writing	95% (93%)	45% (30%)
Maths	98% (89%)	45% (31%)

These figures have been determined through analysing high performing local schools with similar profiles.

Similar local schools data 2014	RWM L4+	Reading L4+	Reading L5	Writing L4+	Writing L5	Maths L4+	Maths L5
Gledhow	88%	95%	65%	95%	75%	93%	62%
Talbot	92%	97%	71%	93%	39%	97%	68%

Pupil progress 2014	Reading 2 levels	Reading 3 levels	Writing 2 levels	Writing 3 levels	Maths 2 levels	Maths 3 levels
Gledhow	94%	50%	95%	43%	93%	55%
Talbot	98%	46%	94%	28%	98%	56%

Narrowing the gap for disadvantaged pupils

The school's curriculum is designed to ensure that disadvantaged pupils are able to achieve at the same level as their non-disadvantaged peers or that they are improving rapidly. The gap between DP and non-DP can be seen at the Early Years Foundation Stage. Barriers that can impact on the progress of disadvantaged pupils include their inability to express themselves, a lack of stimuli and poor personal, social and emotional development. The educational aim of the school is to remove these barriers and as such we have set challenging KPIs both for Early years and for the end of Key Stage 1. It is acknowledged that these achievement metrics are changing but will be translated across to the new national systems when these have been benchmarked.

By the end of Reception we aim for 30% of our cohort to be exceeding age related expectations and 95% to be at or beyond age related expectations. In Year 1 we aim for 85% to pass the phonics screening check. We also aim for there to be no gap between DP and non-DP. This will be achieved through outstanding teaching supported by rigorous monitoring and assessment.

Attainment	Level 1+	Level 2+	Level 3+
Reading	100% (98%)	95% (90%)	35% (31%)
Writing	100% (97%)	90% (86%)	30% (16%)
Grammar, punctuation and spelling	100%	95%	35%
Maths	100% (98%)	95% (92%)	35% (24%)

Narrowing the gap for vulnerable groups i.e. SEN and EAL

The challenging targets the school has set itself demonstrates its commitment to narrow the gap for the most vulnerable groups such that the gap will be smaller than the most successful schools in the local area.

Behaviour targets

Behaviour and safety will be outstanding at the school. Pupils will demonstrate an exemplary attitude towards learning and there will be an exceptionally positive climate for learning. All adults and pupils will treat one another with great respect and value the cultural differences within the school. All staff will be expected to make a strong contribution to behaviour and safety in school. They will be skilled and highly consistent in behaviour management. Fixed term exclusions will be a rarity and permanent exclusions a last resort.

Pupil voice will play a key role in evaluating the effectiveness of the school's behaviour policy. Pupils will be consulted and involved in developing the policy and its implementation. A pupil questionnaire will be conducted termly to ascertain pupils' views on behaviour and safety in the school. This will show whether pupils feel safe in school, are happy and if they believe there is a behaviour problem in school.

Rewards and Sanctions

The school, as part of its vision, will use research conducted by Carol Dweck on Growth Mindset which recommends, alongside John Hattie, verbal feedback and praise focussing on the effort that a child has made in relation to his/her learning or behaviour. The research on the impact of extrinsic awards, such as stickers and certificates, has shown that they have a negative impact on motivation, behaviour and task performance. Instead, pupils will be given the chance to nominate a member of their class whose behaviour and conduct, in their view, has gone above and beyond the expected.

The school will adopt a restorative approach with clear consequences for undesirable behaviour. The behaviour policy will set out clear sanctions for pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction. The sanctions can be administered by all paid staff at the school. Sanctions will be implemented consistently and fairly in line with the behaviour policy. The disciplinary measures will be clearly communicated to school staff, pupils and parents.

All rewards and sanctions will be recorded in a class behaviour book and patterns in behaviour over time will be monitored by a member of the senior leadership team.

Attendance targets

The school aims to achieve consistently high attendance with a Key Performance Indicator target of an overall absence percentage of 2.5% with no persistent absence. Individual attendance that

falls below 97% will be investigated and appropriate support put in place. This will be a key role for the school's Learning Mentor.

Assessment and data tracking

Aspirational targets will be set for each child based on teacher assessment and external data wherever possible. At Key Stage 1, children will have a target based on the end of Reception outcomes. At the beginning of Key Stage 2 targets will be generated for each child based on Key Stage 1 outcomes. These targets will be for end of Y4 and end of Y6.

Teachers in Key Stage 1 and Key Stage 2 will receive minimum expected estimated levels for each child in their class. The challenging targets will be rigorously monitored and the progress children make will be benchmarked against national standards.

Monitoring and evaluation systems

There will be three key assessment points per academic year when data will be collected from class teachers. The teacher assessment levels will be used to monitor the progress of children and develop intervention strategies as appropriate. The level should reflect the level which a child is at when the teacher assessment is recorded. The level awarded will be reported using a three step judgement; mastery, secure, emerging.

For a child to be considered working at a '**mastery**' level, the child will be able to demonstrate their understanding by applying what they know in more complex and multi-layered learning tasks.

For a child to be considered '**secure**' at a particular level, the majority of the criteria at this level are met and embedded. Children can complete the criteria regularly, independently and in different contexts.

For a child to be considered '**emerging**' in a particular level, they will meet most of the criteria but it may not be fully embedded and some help may be required.

Each year group will have a set of Key Performance Indicators based on the national curriculum's age related expectations, and the class teacher will judge how well each child is performing against each indicator.

Each assessment point will be used to measure the progress a child is making and traffic lighted accordingly.

A child's progress may be judged to be **red** if the child is not making expected progress towards their target and will not be on track to achieve the target set for the end of the key stage. Additional intervention in and out of the classroom will be implemented.

Progress judged to be **amber** is when there is some cause for concern and the child may be at risk of underachieving. Classroom interventions will be implemented.

Green progress indicates that the child is in line with what is expected and if they are on track to achieve their target.

Professional judgement and teacher assessment level data will be used when deciding the level of progress a child is making. The assessment of each child's level will be backed up by evidence gathered by the teacher. A child's level of work on a day to day basis, assessed pieces of work, pupil discussions and teacher observation of participation in class will form the evidence.

Tracking

The school's aim would be that data analysis was available within a week of the data collection. This will enable teachers and other staff to adjust planning accordingly and arrange for interventions to be put in place where applicable. Any dips in performance will be closely monitored and swiftly acted upon as appropriate. Progress check information will be passed on to parents and carers at planned parental consultation evenings each term.

Teachers will have responsibility for tracking each individual child's attainment and progress. The core subjects, reading, writing, maths and science will be recorded in the whole school tracking system. There will be regular opportunities for teachers to moderate judgements with the support of core subject leaders. A child's attainment in the Foundation subjects will be recorded at the end of a particular theme using descriptors developed by subject leaders. All data will be analysed and results provided to teaching and support staff and then summarised for governors.

The three assessment and progress checks will provide information for the leadership team to judge how well the school is doing in relation to meeting its targets. Reports will be provided for school governors to monitor the progress the school is making and hold it to account.

Following the collection of data, intervention plans for individual children will be generated and intervention will be swift and specific. These will be monitored by the deputy head teacher and assistant head teacher.

Learning conversations

Learning conversations will take place immediately after the teacher has completed the data collection. The conversation is an opportunity for each individual child to discuss their progress and attainment on a 1-1 basis with their class teacher. The child will have a significant input at these meetings; they will be able to discuss what they believe they are good at and what their next steps are, based on evidence in their books. The teacher, with the child, will set targets for reading, writing, maths, science and learning attitude and behaviour. Results of the learning conversation will be recorded and placed in the child's 'learning journey' folder. Twice per year, parents and carers will be invited in to school so their child can share their 'learning journey' folder with them.

Monitoring and improving the quality of teaching.

The school will have in place a rigorous and systematic approach to monitoring and improving the quality of teaching across all year groups comprising a range of elements: learning walks, pupil interviews, planning scrutiny, book scrutiny, assessment and reporting, subject observations and appraisal.

Learning walks:

- Conducted by the head teacher and members of staff with responsibility for teaching and learning – with governors invited
- Classroom visits as drop-ins
- The focus is on the standard of children's learning

Pupil interviews

- Conducted half-termly by the head teacher and members of staff with responsibility for teaching and learning and pastoral care
- Each interview will have a different subject focus but a standard script will be used for consistency e.g. impact of written feedback, behaviour in class, how challenging is learning? How engaging are lessons? Written feedback will be given to class teachers.

Planning and work scrutiny

- Leadership led nine times per year across all subjects
- Different focus for each scrutiny e.g. differentiation, written feedback, learning tasks for children at mastery level
- Subject leaders will take part twice per year to look at planning and books for their subject
- Will be used as part of the appraisal cycle

Assessment and reporting

- 3 assessment and progress checks per year
- Pupil progress reviews, conducted a week after teachers receive analysis of their teacher assessment. Current rates of progress will be reviewed at these meetings and support given to class teachers in adapting their practice where needed/extra provision in place.
- Detailed analysis shared with senior leadership team
- Termly report to governors
- Will be used as part of the appraisal cycle

Subject observations

- Termly formal observations by appraisal leaders and relevant subject leaders
- The foci will be on the progress children make in the lesson
- Formal written and verbal feedback given within 48 hours
- Will be used as part of the appraisal cycle

Appraisal

- Triangulation based on pupil data, book scrutiny and lesson observations
- Process to be informed by the school's Appraisal and Pay policies
- Review and planning meeting in Autumn 1 and Spring 1

The Ofsted criteria for good and outstanding teaching will be used to inform judgements. The key areas considered are:

Subject knowledge	Behaviour	Marking and feedback
Questioning	Support of pupils (SEN)	Core skills
Planning	Assessment during lessons	High expectations
Learning behaviour	Standards	Teaching over time
Whole school judgement		

For example:

Good		Outstanding
Questioning	They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts.	They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.

Each member of staff will be observed across two subjects each term. The observations will be analytical and evaluative. The observer is judging whether

- The teaching is helping children to gain knowledge, skills
- The teaching enables pupils to learn, understand and make good progress

Expert practice

If monitoring, whether from a lesson observation or planning and work scrutiny, is considered to demonstrate expert practice, the colleague will do one or more of the following

- Lead a workshop-year group, Key Stage or whole school
- Conduct peer observation
- Lead or participate in mentoring and coaching
- Undertake Action Research and feedback to staff

Concerns

If a judgement of 'not good, is given when monitoring, the member of staff will be notified of this

The member of staff who conducted the monitoring will meet with the appraiser to raise the concern. The appraiser will:

- Arrange for support to be provided to address the specific concern
- Make clear how and when progress will be reviewed

If the quality of teaching raises 'serious concerns' a support programme will be put in place immediately

This might include

- Senior Leadership involvement
- Peer observations
- Team teaching
- Supported by a peer mentor
- Scrutiny of lesson plans and pupils books
- Time limited period of support after which further procedures may be necessary

NQTs

Every NQT will have a mentor, normally a member of the senior leadership team. They will each have a personalised programme of development, support and professional dialogue and an assessment of performance against the relevant standards. The teacher standards will be used to assess their performance as outlined in the DfE's statutory guidance.

Liaising with and reporting to parents

Parental engagement has a large and positive impact on children's learning. 'Parental involvement in the form of at-home good parenting' has a positive effect on children's achievement and adjustment even after all the factors shaping attainment have been take out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003)

The school's parental engagement strategy will be integrated into a whole school approach to parental engagement. ICT will be used to improve parental engagement by providing a convenient means for parents to access up-to-date information about their child's learning. An example is the use of 'Tapestry' in the Foundation Stage. Tapestry is a tool for staff and parents to record a child's learning. Teachers can upload their observations, comments and photographs which parents can view from home. Parents can also upload any photos and comments of their own to their child's folder on Tapestry. Staff will also use Twitter and Facebook to give regular updates on what is happening at school.

The start and end of the school day will also be an opportunity for parents and carers to have general face to face contact with their child's class teacher. Parental consultation evenings, held

three times per year, after the attainment and progress checks, will be an opportunity to share assessment and progress data.

Attainment and progress reports will be generated following each check point which will allow parents and carers to see the progress their child is making and also their child's attitude, behaviour and attendance. The reports will contain the Red/Amber/Green progress judgements described above with additional comments by the class teacher.

The class teacher's attainment judgement will also appear on the report with additional comments, focusing on the child's next steps and how the parent and carer can help. Children will be encouraged to attend the parental consultation evenings so they can also contribute to the discussion. The next steps should relate to learning-what can the child do to improve. These next steps will be used during Learning Conversations.

Whole school self-review and evaluation for school improvement

Self-evaluation is a crucial part of the school's ongoing cycle of review and improvement planning. The self-evaluation summary will enable the school to draw together an evaluation of different aspects of its work leading to an evaluation of the quality of education provided by the school overall. The school will summarise evaluation under the following broad headlines:

- Pupil achievement
- The quality of teaching
- Pupils behaviour and safety
- The leadership and management of the school
- The effectiveness of its Early years provision
- The overall achievement of the school including the promotion of the pupils' spiritual, moral, social and cultural development

The school will have a structured and systematic approach process. The school will develop a yearly cycle of activities. These involve:

- A review in July of the year's performance based on attainment data, predictions and value added data and the identification of strengths and areas for improvement
- Using information about the quality of teaching (for example from observations, work scrutiny, class data, pupil discussions, learning walks) to refine priorities within improvement plans
- Setting targets for individual pupils-termly
- Rigorous monitoring of individual progress half termly
- Rigorous monitoring of interventions-half termly
- Half termly assessment of the quality of teaching and learning through observation

The school's self-evaluation will inform the school's action plan, based on the key messages.

The actions will involve setting targets for improvement and how they can be achieved. The process is set out in the flow chart below.

Analysis of context

What do we know? What evidence do we need? How will we collect it?

Agreeing purposes

What does the evidence suggest? What should our priorities for action be?

Who needs to be involved?

Making use of available expertise

What expertise already exists? What are the gaps in our expertise?

How do we involve the relevant stakeholders?

Taking action

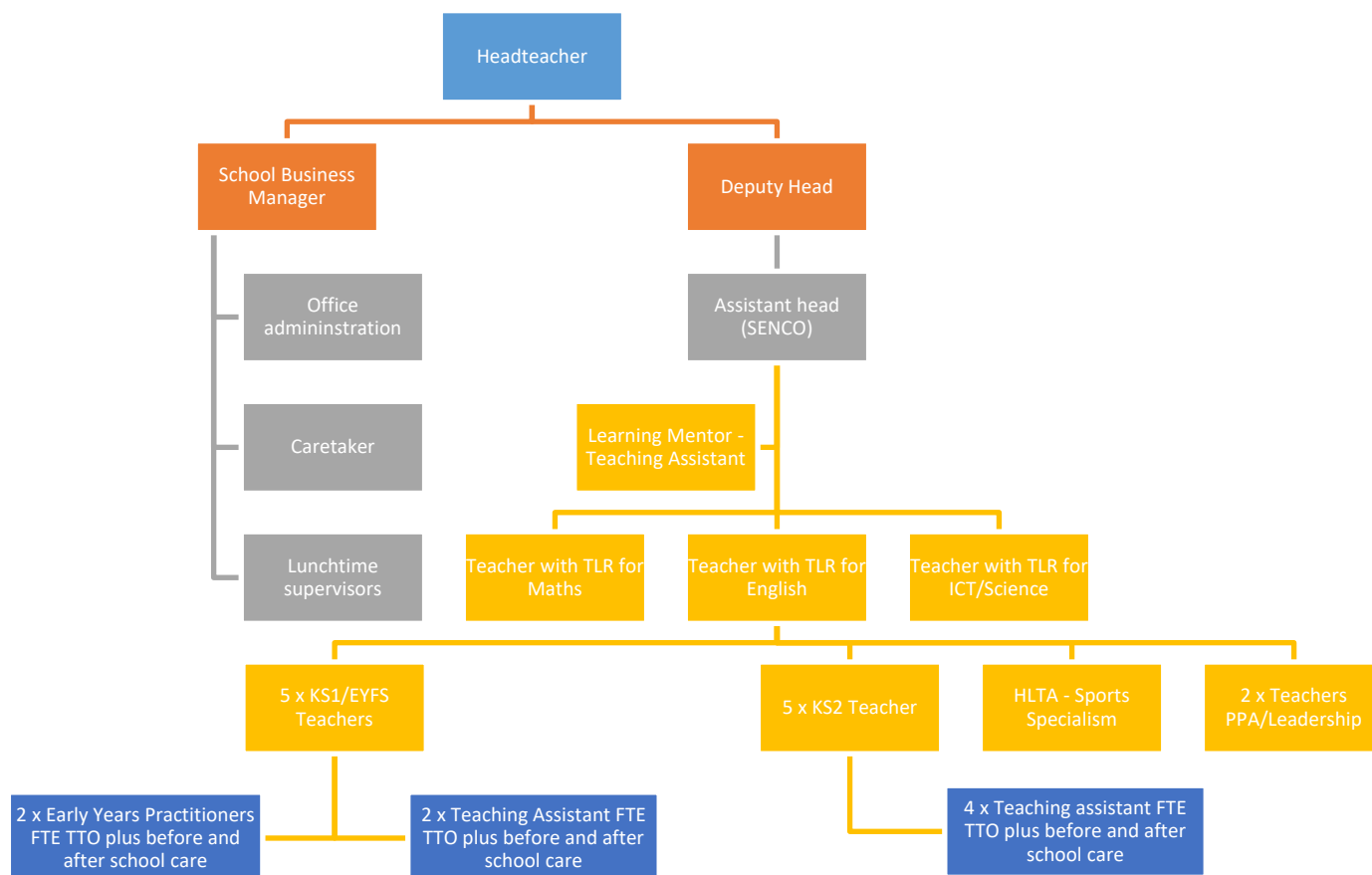
How can existing expertise be used effectively? How do we generate new expertise?

The school will present the school action plan to governors at the start of the new school year, with a guide to the information used to create it. The governors will receive a half termly report on the school's evaluation of the quality of teaching and pupils' behaviour and safety. At the start of each new term the report to governors will also include an evaluation of pupil attainment and progress across school towards achieving their targets and the impact of intervention for pupils who are underachieving.

An external moderator will work with the school three times per year to ensure its self-evaluation is accurate. A governor will be invited to attend the moderation meetings and report to the full governing body. The school

Section D3

The following organisational chart shows the staffing structure for the school when full.



Section G sets out the financial plans showing that this staffing model is affordable with around 70% of revenue spent on staff.

Particular features of the staffing structure worth highlighting are:

- The Senior Leadership Team (SLT) is made up of the Headteacher and Deputy Head, which are non-class based roles, and an Assistant Head plus 3 teachers with Teaching and Learning Responsibilities (TLRs) who are class based.
 - The deputy head will be responsible for the Curriculum and Assessment
 - The Assistant Head will be the SENCO and lead on inclusion.
 - Teaching and learning responsibilities will be in respect of Maths, English and ICT/Science reflecting the importance of these subjects. They will provide a link to the Deputy Head and monitoring and evaluating data.

- There is a HLTA with a sports specialism and 2 x teachers who we would hope to have music and language specialisms to cover leadership and planning. All time where teachers are out of the classroom will therefore be covered by high quality and enriching lessons.
- We are making use of Early Years Practitioners with a full and relevant Level 3 qualification in the reception year rather than teaching assistants. There is a significant difference between early years and KS1/KS2 and we believe that hiring such staff is both financially sensible and will result in improved results than using Teaching Assistants.
- We will have 1 Teaching Assistant per year group for KS1 and KS2 to provide classroom support.
- Our TAs and Early Years Practitioners will work morning and afternoon shifts to allow us to provide before and after school wrap around care and cover lunchtime effectively. We believe this will be extremely popular with working parents in the area and by using our own staff in this way we can provide an excellent overlap allowing learning to continue to the greatest extent. Such provision should also result in additional income for the school.

Phased growth

The following table shows how the staffing structure will be phased in. In producing this table part-time hours reflecting term-time only working and additional hours to cover before and after school wrap around care have been ignored for simplicity although full details are shown in section G. The table therefore reflects the number of staff generally present during the school day.

Staff/Year	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
Pupils	60	120	180	240	300	360	420
Leadership team							
Headteacher	1	1	1	1	1	1	1
Deputy Head			1	1	1	1	1
Assistant Head					1	1	1
School business manager	1	1	1	1	1	1	1
Teaching staff							
TLR for English				1	1	1	1
TLR for Math				1	1	1	1
TLR for ICT/Science					1	1	1
Upper scale teachers	1	1	1	1	1	2	3
Main scale teachers	1	3	5	6	6	8	9
Teaching assistants							
Learning mentor	1	1	1	1	1	1	1
HLTA – sports		1	1	1	1	1	1
Early years	2	2	2	2	2	2	2
KS1		1	2	2	2	2	2
KS2				1	2	3	4
Other support staff							
Office administrator			1	1	1	1	1

Caretaker	1	1	1	1	1	1	1
Lunchtime supervisors				1	2	3	3
Total	8	12	17	22	26	31	34

The following is a brief overview of the staffing changes each year.

Year 1:

The school will only have Reception children in this first year and will appoint 2 experienced Teachers that can hit the ground running and 2 Early Years Practitioners. There will of course also be a Headteacher and during this first year it would be expected that planning time was covered by the Headteacher.

The school business manager and caretaker will also be appointed in the first year to ensure the school has a good financial start and that the building is maintained effectively.

Finally, a learning mentor will be appointed so that support for those with additional needs can be met fully from day 1.

Year 2:

In year 2 the school will begin taking on Newly Qualified Teachers (NQT) at a rate of 1 a year. The school will have enough resource at this point to support a NQT and taking on teachers at this level offers benefits from both a financial and culture perspective as NQTs grow with the school. Culture is particularly important when embedding Growth Mindsets throughout the school.

The second teacher appointed will again be experienced to ensure that the support is in place. This will also be aided by the appointment of a Higher Level Teaching Assistant with a sports specialism. Their role will be to cover planning and leadership as the school grows. In the short term they will have additional capacity to support other staff and also provide some element of self-insurance for supply. By having a sports specialism planning and leadership time can be covered effectively and making use if specialist skills.

Finally, we will look to recruit a Teaching assistant to provide support within year 1 classes.

Year 3:

In the third year we will take on a further 2 teachers to cover year 2 classes. Additionally in this year we will start to grow the SLT with the appointment of a Deputy Head who will not be class based. The Deputy Head's main role will be in developing the curriculum and assessment but in the early years they will also provide support to the Headteacher in respect of inclusion/special needs. In addition a further Teaching Assistant will be recruited to support year 2 classes

We will also take on an additional member of staff in the office to free up the School Business Manager to focus on their core duties.

Year 4:

In year 4 the SLT will be further expanded with the appointment of two teachers with a TLR for English and Maths. An additional Teaching Assistant will be appointed to complete the needs of the additional class.

With the expansion of both the number of Teachers and SLT we will also look to increase our capacity to cover planning and leadership time. We will recruit a further teacher for this purpose ideally with a music or language specialism such that we can make truly effective use of the time when class teachers are out of class for planning/leadership.

Finally, we will also recruit a lunchtime supervisor to join the Teaching Assistants and Early Years Practitioners already providing lunchtime cover and ensure adequate supervision is in place.

Year 5:

A further 2 Teachers and a Teaching Assistant will be recruited to cover the additional class. One of these will be an Assistant Headteacher. The Assistant Head will take on the role as SENCO from the Headteacher (supported by the Deputy head).

We will also add a further TLR in respect of ICT/Science.

A further lunchtime supervisor will also be recruited to cater for the extra numbers.

Year 6:

A further 2 Teachers and a Teaching Assistant will be recruited to cover the additional class. A further lunchtime supervisor will also be recruited to cater for the extra numbers.

We will also recruit an additional Teacher to cover the expanded planning and leadership time requirements. This Teacher may also have a specialism e.g. language that can then be used throughout the school.

Year 7:

By year 7 the school will be full. A further 2 Teachers and a Teaching Assistant will be recruited to cover the additional class. This will result in the school having a full complement to staff with a wide range of experience.

Staff roles, experience and expertise

A table showing the level of experience of staff we will be looking to recruit is set out in Section G1 so is not repeated here. Our aim is to have a wide mix of experience within our workforce that:

- Is appropriate for managing the school's budget (too many experienced staff could lead to budget constraints)

- Allows us to promote a culture of staff that buy into our vision and are long-serving at the school by looking to ensure existing staff have lots of experience such that new staff can be recruited as NQTs and grow with the school.
- Provides an excellent support network with good options for succession planning. This will allow us to consistently deliver our vision with the loss of any 1 member of staff not being significantly detrimental to the school.

We set out below a summary of the key leadership roles and responsibility and how this fits with our education plan described earlier in D1 and D2.

The role of the Head teacher

The main purpose of the role will be to provide vision, leadership and strategic direction to the school while working in partnership with the governing body, staff and parents.

Strategic direction

The head teacher of the school will have overall responsibility for the strategic development of the school, ensuring that the school's vision is delivered. This will involve producing a school development plan which makes learning central and secures continuous school improvement. He/she will monitor and evaluate the performance of the school and respond and report to the governing body. The head teacher will work with the Governing Body and the wider school community to translate the school vision into agreed objectives, policies and procedures which will promote and sustain school improvement.

Teaching and learning

He/she will develop an environment that promotes and secures outstanding teaching, effective learning, high standards of achievement and good behaviour. The head teacher will promote creativity, innovation and the use of appropriate new technologies and initiatives to achieve excellence. He/she will monitor and evaluate the quality of teaching and learning standards and achievement of all pupils in the school and maintain an effective partnership with parents and the wider community to support and improve pupils' achievement and personal development.

Leading and managing staff

The head teacher will lead by example as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment. He/she will lead the continuing professional development of all staff. Individual staff accountabilities will be clearly defined and subject to rigorous review and evaluation in keeping with appraisal guidelines. The head teacher will maximise the contribution of all staff to improve the quality of education provided and standards achieved.

Safeguarding

The head teacher will be committed to applying rigour to safeguarding via procedural implementation and to promote the continued welfare of children and young people as required.

The role of the Deputy Head teacher

The main duty of the deputy head teacher is to support the Head teacher in the overall leadership and management of the school, including formulating the aims and objectives of the school, establishing the policies through which they will be achieved, managing staff and resources and monitoring progress towards their achievement. He/she will deputise for the Head teacher in their absence. The Deputy head teacher will also have particular responsibility for curriculum and assessment.

Leadership Team Responsibilities

The Deputy head teacher will support the Head teacher in implementing the school aims and ethos and the School Development Plan. He/she will ensure that any decisions made at leadership level are carried out effectively and efficiently by staff. The Deputy head teacher will demonstrate effective leadership. The deputy head teacher will monitor and evaluate the effectiveness of teaching and its impact on outcomes for pupils. He/she will be an appraisal leader for a number of teaching staff.

Curriculum Leader

The Deputy Head teacher will be responsible for developing the school's Project based learning approach to teaching the curriculum. He/she will ensure that all children have access to a broad, balanced and inspiring curriculum which contributes to pupils' academic, emotional, social, physical and mental development whilst preparing pupils for the opportunities, responsibilities and experience of adult life. The Deputy Head teacher will lead on provision for creativity, enquiry and problem solving in the school curriculum, whilst ensuring key learning skills and knowledge are planned for. He/she will monitor and evaluate the effectiveness of the school curriculum and report to the school governors.

Assessment

The Deputy head teacher will be responsible for developing assessment and tracking procedures for the school. He/she will lead on collating data, analysing and identifying implications plus monitoring, evaluating and reviewing assessment processes to develop and sustain the school target setting and tracking programme. The Deputy head teacher will guide on formative assessment, including assessment for learning.

Assistant head

The assistant head will be class based but have a significant leadership role as the SENCO and ensuring appropriate provision and intervention is in place for all pupils. Their role will encompass a wider responsibility for co-ordinating intervention than just SEN by considering other needs such

as for EAL pupils and those who are gifted and talented. This is a significant role but one that we believe can be done properly despite a teaching commitment given our expected cohort.

Teaching and learning responsibilities

We have highlighted 3 specific areas where further leadership is needed:

- English and Maths: these 2 core subjects are extremely important and additional leadership time will be spent evaluating and monitoring data and working with the Deputy Head to embed them throughout the curriculum in an immersive and project based approach where possible.
- ICT/Science: these subjects are also very important in the modern world and we believe warrant additional leadership time. As per English and Maths the role will involve evaluating and monitoring data and working with the Deputy Head to embed them throughout the curriculum.

School Business Manager

The School Business Manager has a very important role within the school and is a key support to the Head teacher. The main part of their role will be the day to day financial management of the school. However, they will also provide substantial support in relation to HR, Premises management and Health & Safety.

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

This section is not applicable for our school.

Section E: Evidence of need – part 1

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

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

If your school is new provision:

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

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

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

	2017				2018			
	A	B	C	D	A	B	C	D
Reception	60	62		103	60	68		113
Year 1					60	62		103
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								

Section E: Evidence of need – part 2

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

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

Section E1

We included discussion on the clear shortage of school places in the area within Section C.

In particular we provided discussion on:

- The primary school places crisis in 2015 with 86 families in the area not being allocated a place at any of their 5 choices and instead being allocated unheard of schools outside of the statutory walking distance.
- The projected figures for the future show a continuing trend of a need for places.
- The geographic need for the school to be located to address the shortfall in places in the Talbot Primary School nearest catchment.
- The lack of choice for parents in the area and the poorer standards of schools that they are ultimately allocated.

Talbot Primary School is projected to be the nearest school for 131 children in 2017 and 119 children in 2018 yet only has 60 places. The surrounding schools all cater fairly well for their local catchments but offer no surplus of places that can address the need in this area.

These numbers are very similar to those experienced in 2015 and the map in section C shows the impact of this with 86 families not being allocated any of their 5 preferences of local schools.

Leeds city council recognises there is a problem. Lesley Savage, Capacity Planning and Sufficiency Lead for Leeds City Council in 2015 admitted that they were "simply too short of primary school places in Roundhay this year". At the recent stakeholder event held by Leeds City Council to discuss the future of school places in the area there was also a clear statement that their view was that 60 additional places were needed (see slides in section C).

We have successfully engaged with Leeds City Council with ongoing discussions since National Offer Day. They have provided the following statement for our bid:

"We welcome the contribution that free school proposers could make in this area. We agree there is a need for places in the area were glad you could join us at the recent stakeholder event to share in the details of the pressures and potential solutions. We appreciate your understanding that this a geographically specific problem and your bid is centred on resolving this issue in Roundhay. We welcome a proposal from a group such as yours who clearly share the ambitions

and expectations in the city of high standards, equality, inclusion; a wish to meet the needs of all children whilst working with the LA, community and other local schools."

To date have not yet identified a site that would be considered suitable in the area for a new school, however we continue to assess our options."

Leeds City Council also clearly recognise our view that the location of the school is extremely important.

As set out in section C the local schools in the area are good or outstanding. Although one school currently has substantially lower levels of attainment and is therefore not as popular to local parents. However, even if it was there would still be need for 60 additional places.

Due to the shortage of places in the area, children are allocated places at further away schools that do not offer the same quality of education. In 2015 the schools that parents were allocated when they had not achieved any of their 5 preferences included:

School	Ofsted rating	L4+
Mill Field Primary School	Good	54%
Khalsa Science Academy	Requires improvement	N/A
Hillcrest Primary School	Inadequate	45%
Bracken Edge Primary School	Good*	54%

* although since the school's last inspection in Feb 2014 their results have dipped.

This is in addition to these schools generally being located outside of the statutory walking distance.

Parents in the area where we wish to locate our school have no choice and will always be allocated a school that is less well preferenced and therefore has places available. Often the reason for this is poorer performance.

Local parents in North Leeds fought passionately this year to campaign for additional places. These parents are looking to the future and for a solution to the school places crisis. The campaign shows that parents are not prepared to accept the lack of choice in the area. They do not feel it is acceptable that they are at such a disadvantage in comparison to the rest of Leeds, and indeed most of the UK, who do manage to achieve one of their preferences.

We know that parents also want to have a local school that they can reasonably walk to on a regular basis. As it currently stands, with so many missing out on Talbot Primary School despite it being their nearest school, even if they were to preference their second nearest school this would be 1-1.5 miles away (and often involving crossing busy roads). It is unlikely many would walk this distance.

Section E2

Gathering signatures

There are 2 key approaches we have used to gather signatures:

- Signatures gathered through paper surveys
- Online submissions via our website (www.roundhayparkprimary.org.uk)


For each of these we have provided the same summary of our vision as set out below:

“We are planning to open a new primary school from September 2017 taking 60 children in reception each year and resulting in a school of 4 to 11 year olds when full. Key to our educational vision are:

- *Following the National Curriculum: We intend to follow the national curriculum, and will put a strong emphasis on English, maths and science, but we'll do it in a creative, thought-provoking way. We want to give children a rich, engaging experience where they're willing partners in their learning.*
- *Implementing positive attitudes to learning (known as Growth Mindsets): We'll foster a culture where all pupils and staff believe that, with hard work and perseverance, they can achieve their goals. Pupils will be encouraged to challenge themselves and learn from their mistakes, rather than expecting to get everything right every time.*
- *Engaging teaching: Research shows that children learn best when they have a clear purpose. When they're learning about how things move, for example, we might ask them to build life-size go-karts, plan a track, create teams, hold a race and invite parents to watch. This type of immersive, project based learning is not only very engaging, it involves skills ranging from measuring and designing to writing invitations and working as a team.*
- *Promoting good citizenship: We believe it's important for children to understand both their own community and the wider world. To achieve this, we'll build links with local and national organisations to give pupils hands-on experiences, and we'll use the local environment for learning activities. We'll also ensure pupils learn how to develop good relationships and resolve conflict.*

We aspire to be a school that is full from children within the local community as first choice from those living near to us. We want our teaching to be judged outstanding by Ofsted with parents and pupils feeling engaged. This will be reflected in high levels of attainment and above average progress for all of our pupils.”

The survey was as follows:



Roundhay Park Primary School support survey

We are currently collecting surveys to measure support for a new school in our area. We may share this information with the Department of Education as part of our application for a new school.


Please register your interest in sending your child to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.

We are planning to open a new primary school from September 2017 taking 60 children in reception each year and resulting in a school of 4 to 11 year olds when full. Key to our educational vision are:

- Following the National Curriculum: We intend to follow the national curriculum, and will put a strong emphasis on English, maths and science, but we'll do it in a creative, thought-provoking way. We want to give children a rich, engaging experience where they're willing partners in their learning.
- Implementing positive attitudes to learning (known as Growth Mindsets): We'll foster a culture where all pupils and staff believe that, with hard work and perseverance, they can achieve their goals. Pupils will be encouraged to challenge themselves and learn from their mistakes, rather than expecting to get everything right every time.
- Engaging teaching: Research shows that children learn best when they have a clear purpose. When they're learning about how things move, for example, we might ask them to build life-size go-karts, plan a track, create teams, hold a race and invite parents to watch. This type of immersive, project based learning is not only very engaging, it involves skills ranging from measuring and designing to writing invitations and working as a team.
- Promoting good citizenship: We believe it's important for children to understand both their own community and the wider world. To achieve this, we'll build links with local and national organisations to give pupils hands-on experiences, and we'll use the local environment for learning activities. We'll also ensure pupils learn how to develop good relationships and resolve conflict.

We aspire to be a school that is full from children within the local community as first choice from those living near to us. We want our teaching to be judged outstanding by Ofsted with parents and pupils feeling engaged. This will be reflected in high levels of attainment and above average progress for all of our pupils.

1



Name	Postcode	Child's date of birth	I would select Roundhay Park Primary School as first choice for my child(ren) *	OR: I am interested in finding out more information	Email address

2

* This does not commit you to sending your child to the school if our bid is successful. Nor will it guarantee a place.

On our website the support form was as follows:

Our **vision** is that every child, regardless of their individual story, will be happy, engaged in their learning and fulfil their own potential. Their time at school will prepare them to play a part in the community in which they live and the wider world, as well as being confident and capable learners who are ready to commence their secondary education.

Firstname

Surname

Child's date of birth

Postcode

Email address


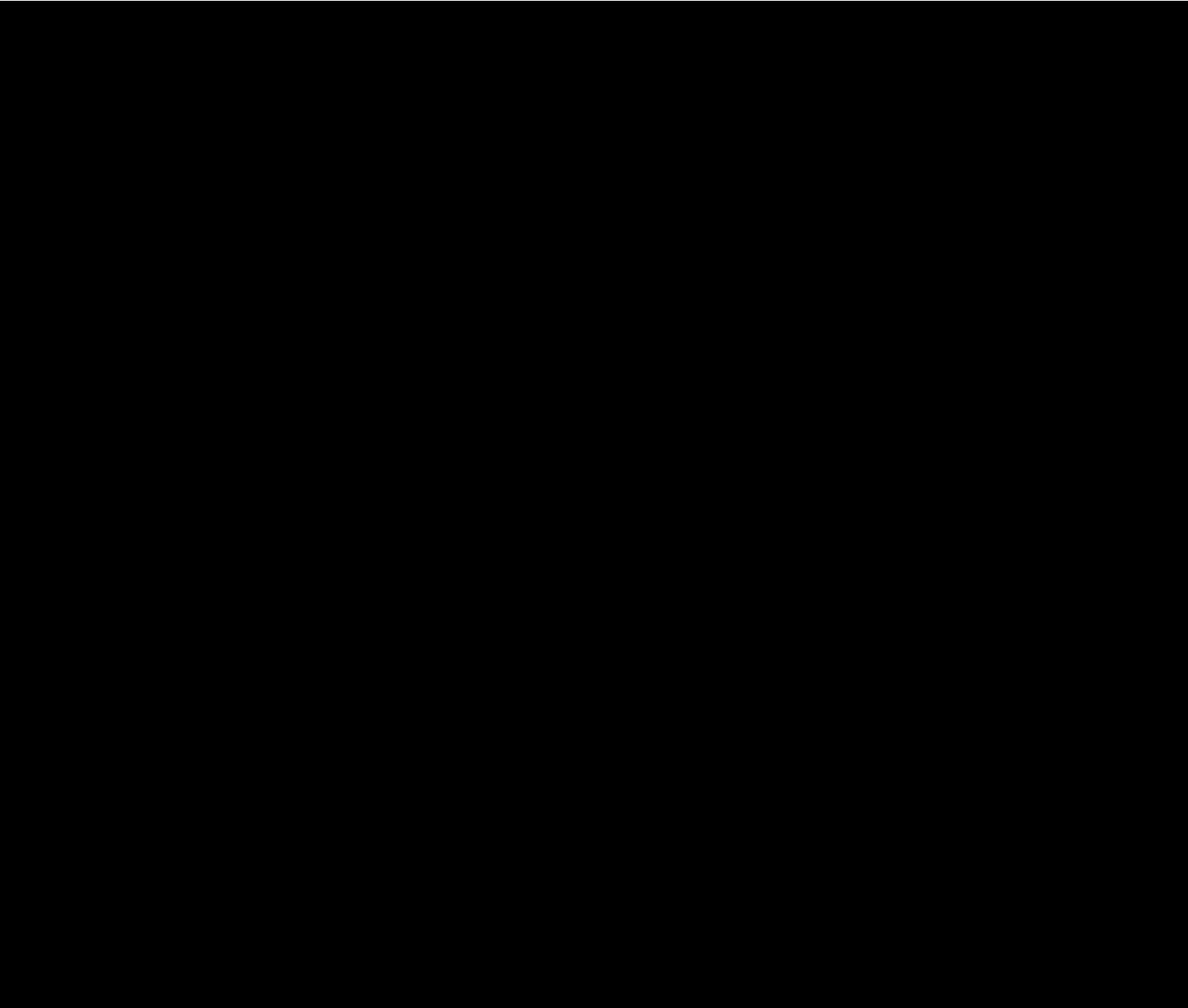
☐ I would like more information

☒ I would select Roundhay Park Primary School as first choice for my child *

I SUPPORT THE BID

* This does not commit you to sending your child to the school if our bid is successful. Nor will it guarantee a place.

All those supporting us signed (or ticked in the case of the website) to say they would select our school as first choice for their child.



We also have a number of parents from slightly further away who have bought into our educational vision for the school. Notably those who have already experienced some key parts of our vision from an early age in nursery provision.

In addition to the website our other key marketing material includes leaflets, our brochure and promotional videos. An online version of our brochure can be found here:

<http://www.flipsnack.com/roundhayparkprimary/roundhay-park-primary-school.html>



Roundhay Park Primary School



Learning is for life and life is for learning

Our vision

The school we're proposing to open in 2017 will be a two-form entry primary school offering 60 places each year.

Our vision is for it to be a school where all pupils make exceptional progress and reach their full potential. We want each child to build a life-long love of learning and be well prepared for secondary education.

To achieve this vision, the approach to teaching will be engaging and developed from well-respected research into how children learn best. We also want to ensure we provide what local parents want and be a key part of the community. Our vision therefore reflects the following themes:

1. National curriculum
2. Positive attitudes to learning
3. Engaging teaching
4. Promoting good citizenship

"This sounds really exciting and exactly what is needed in this area!"




Our videos can be found on our Facebook page <https://www.facebook.com/roundhayparkprimary> and by searching for Roundhay Park Primary on YouTube. These all provide a consistent message.

Engagement with the community

We see our community as those in the immediate vicinity of our preferred site where access to any local school is difficult.

Our engagement started before we even had a vision to create a free school. The plan came about on the back of a campaign for more school places this year when 86 children in the area were not allocated a place at any local school. From this, we had established a group on Facebook with around 200 members from the 2015 cohort. Parents from future cohorts started to join after hearing about the campaign this year and worrying about the future. They are continuing to do so on a daily basis.

We considered many options to solve the problems in the area and engaged with the council on potential changes to the allocations process that we thought would help. As part of this we carried out a significant amount of modelling and data analysis and put together maps of the primary school allocations across the city (see www.faschools.org.uk/maps). However, such changes were considered too controversial to implement as whilst they may be fairer would result in as many winners as losers on implementation. It also became clear that there was a clear need for additional places.

Leeds City Council stated that they were unable to build their own school in the area but admitted that there was a need for such a school. We therefore decided that opening a free school was the best solution. However, we engaged with the Facebook group to gauge support for the proposal before proceeding. It was clear that there was scepticism about the concept of a free school at first. In particular many assumed a free school meant that all freedoms would be used and it would be very "different". In order to address this we decided that it was important to follow the national curriculum, hire qualified teachers and address these key concerns people had about the free school concept.

"Please don't let the school become too far away from being a 'normal' school"

Having obtained the projected figures from Leeds City Council we set about a campaign to find more parents from future cohorts. We produced leaflets showing the extent of the problems in 2015 inviting them onto the Facebook group where we engaged them on the process, discussing what we were doing and why. The original parents from the 2015 campaign were extremely helpful in distributing leaflets to local nurseries and toddler groups on our behalf. We were also able to gain the support of local businesses who were very happy to hand out leaflets to the public for us.

We further developed our allocation maps to become interactive and show trends over the last 5 years. We feel this has become an incredibly useful tool to help parents understand the school places issue a lot more.

We began to talk to our local councillors and have now had several meetings with them to discuss our plans. They have been extremely supportive. They all attended our public meeting (see below) and spoke out in support of what we are doing stating that they were delighted to be “working with a group of dynamic and motivated parents, to achieve an optimum outcome for local families”.

Once we had developed our school vision in more detail we created a school website, brochure and a Facebook page for the school. We invited some local children to attend a den building activity in Roundhay Park and produced photos and videos to give some of the community a taster of the sorts of learning opportunities we are hoping to provide at the new school. These have been distributed via Facebook. The videos also explained the rationale behind the project.

We decided to hold a public meeting to have the opportunity to meet directly with local parents of children who will be starting school in the first 2 years of opening. We advertised the event through a local magazine and again through leaflets in a similar manner to before. We also made use of a paid delivery service to 3000 local houses in the specific area of need. The leaflet distributor was incredibly supportive of our campaign and actually spent considerable time himself speaking to parents that he met along the way and encouraging them to read the material.

We designed some outdoor banners and two very well located local business (The Thomas Osborne Pub and The Beechwood Hotel) were happy to present them on the main road for us enabling us some optimum advertising space in the community. Our banner campaign was later further extended with the majority of local nurseries agreeing to put one up.

Our public meeting on 14th September was well attended by over 100 parents and other interested people from the community. At the meeting we showed one of our promotional videos, and went into more detail about the rationale, the school vision and our aspirations for the project. We also invited a few of the 2015 parents along who were happy to support the event and share their experiences. We put together bags for parents to take away containing a copy of our brochure and several business cards to hand out to other parents. We also provided cards for them to leave some feedback to us at the end of the evening, some of which formed the quotes at the end of this section.

We approached local toddler groups and were welcomed to chat to local parents. This was an excellent opportunity to speak face to face with parents. We have also been in touch with the majority of the local private nurseries who have been happy to help spread the word.

Throughout this we have been very lucky to be supported incredibly well by the local media and we have kept them updated with our progress at the various stages. Made in Leeds TV have been especially interested in the story and have now done five large pieces with us. The Yorkshire Evening Post has also been with us from the start of the campaign and has followed the story with articles on a near weekly basis at times. Summary of coverage: www.faschools.org.uk/Press

We now have 206 members on the original Facebook group and 196 members on the newer Facebook group designed for the future cohorts worrying about the school provision in the coming years. The school Facebook page has been 'liked' by 276 people and each post is achieving high levels of reach and engagement, with our best performing post reaching over 4,600 people. Whilst not trying to gain signatures from those starting school in 2019 we have also had the equivalent of 1 form entry state they would select the school as first preference and support our bid.

We intend to continue this community engagement throughout the application and pre-opening of the school. We have an event planned at The Thomas Osborne Pub who wanted to host something for us when they heard about what we were trying to do. We would like to put on more such events and have started plans for a summer fair in 2016.

The following is a list of quotations from parents and other members of the community we have spoken to:

"I'm really excited about your plans for the school, and especially the vision for it. It sounds fantastic"

"This sounds really exciting and exactly what is needed in this area"

"I think your suggestions sound fantastic and it would provide a great option for parents who are really not being given any option whatsoever. I would like to offer my support and hope I can help in some way. I feel the school could make a real difference to the community"

"I just wanted to say that after listening to your presentation and all the Q&A after I feel very positive and inspired by your vision. Any concerns I have had were answered and I feel reassured that this is a really good idea and solution to the primary school admissions issue in our area."

"It sounds like it will be such a brilliant place to learn! If only we had it for 2015"

"Thanks for a really informative meeting. It was great to see so many parents interested in supporting such an amazing school."

"Excellent meeting and right at the heart of what matters to our community"

"Thank you for you a very informative and well organized evening. I think what you are planning for the school sounds fantastic and I am really excited about it"

"Please help our daughter achieve a local school place in 2017"

"This is just what this area needs, a good local school that our children can walk to".

"I am sure that this school will benefit the community for years to come"

"It is a desirable place to live and attracting more and more families to live - the extra school is needed long term, not just for the current bulge cohorts."

Section F: Capacity and capability

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

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

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F9

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

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against

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

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

F1 (a) Pre-opening skills and experience

Complete table and provide a short commentary on your plans.

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

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

The core skills required are well represented by the Trust members. In particular we have an experienced head teacher, a long standing chair of governors, an actuary/chair of resources and a member with excellent community ties and experience dealing with the media.

We expect to work together as a team as we have done through the application process. As such there are some areas where we would expect to all be involved. A key such role is in appointing the head teacher for the school which is a crucial step in ensuring the school will meet the vision we aspire to. There are other areas where there are clear roles:

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

Even within these areas though we would expect there to be substantial input by all. There are some areas where we recognise a need for additional skills and capacity as detailed F1 (b) Once these have been filled, the project team will look like this.

Name	Position	Role in pre-opening
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]
TBA	Project Manager	To manage the planning permission and the building programme.

TBA	Headteacher	Help with the design of the school. Drawing together the policies required for the school to operate and ensuring they reflect the school vision and ethos. Recruitment of staff. Curriculum planning. Marketing the school.
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The pre-opening project team will be small in number in order to be able to respond quickly to the decisions that need to be made in this phase. It will meet weekly at a time that is convenient to its members. The project manager will be part of the pre-opening project team and will report to the Trust members and the Head teacher through the weekly meetings and regular progress updates.

Additional support will be called upon when needed, from the school's governors, associate governors and the wider community. The proposal for the school is the result of a campaign by the local community to create additional school places and there is therefore a wide range of support available from the community. During the process of consulting parents about the free school, we also built up a database of volunteers and their skills. This can be drawn upon when needed, for example, we have access to legal, marketing and HR skills. If there are any needs that can't be met this way, then support can be bought in on an ad hoc basis.

During pre-opening and through to our first OFSTED inspection, we will be working in partnership with Dixons Trinity Academy, which was the first secondary free school in the country to achieve an outstanding rating from OFSTED. Having visited the academy which is now a through school and met with the principal Luke Sparkes and his senior leadership team, we have many shared values and in particular growth mindsets. It is envisaged that we will be able to seek advice from the leadership team, along with their teaching colleagues and build on some of their successful practices.

F1 (b) Skills gap in pre-opening

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

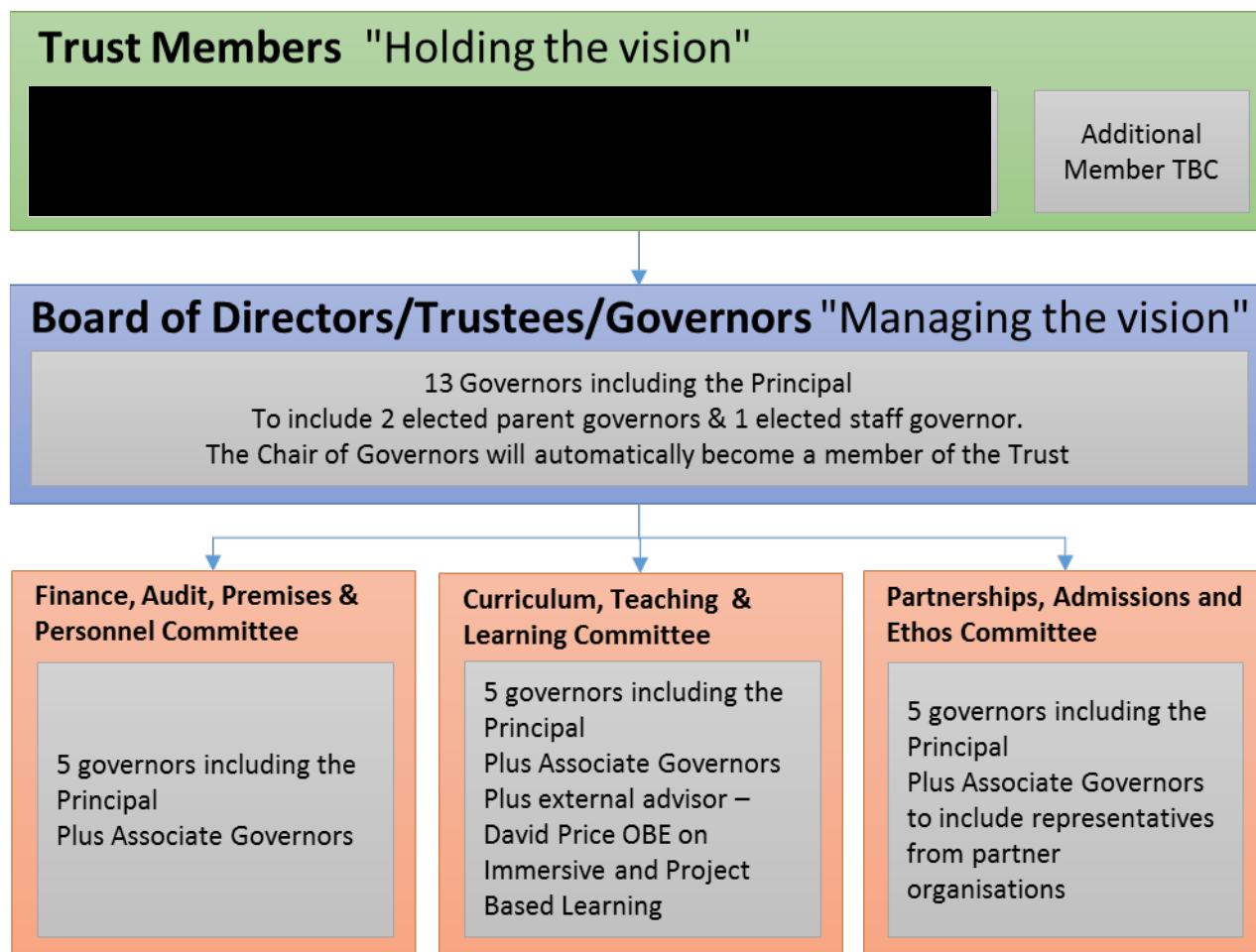
Skills/experience missing	How you plan to fill the gap
Full time primary school Headteacher to fully develop curriculum vision in time for opening.	Plan to appoint in summer 2016 for start in January 2017
Project management of building programme & planning permission	Project manager with experience of working with a free school group, the DfE and EFA teams to be appointed as soon as is practical following release of pre-opening grant.
Human Resources – detailed knowledge to help develop HR policies.	This service will be bought in and may be sought from the Local Authority supplemented by free advice from community contacts.
Marketing	The core applicant group has some marketing skills but there are also recognised gaps. Where possible these will be filled without cost via good community and work links. For example during the application phase we have been aided by a software developer and professional copywriter to help develop our marketing materials and brand. There would also be the opportunity to use some of the pre-opening grant to buy-in specific help.

Through professional links and community links developed through the campaign for more places during 2015 we have access to a wide range of people with different skillsets. Many of these people are willing to provide help and support without charge.

Section F2

We have incorporated as a multi-academy trust but we are looking to open our first school. As such we are not currently making use of Local Governing Bodies which would be introduced should a second school be opened in the future.

An organisational chart showing our proposed governance structure is given below



The governance structure for Roundhay Park Primary school will consist of 5 Members and 13 Directors known as the Governing Body or the Governors. The size of the governing body has been determined so that we have sufficient governors to be sure that we have the breadth of skills that are required in order to hold the school to account. This size will also provide us with the capacity to operate an effective committee structure with the support of associate governors and external experts.

The Governing Body will meet at 6 times a year and also conduct some of their responsibilities through 3 separate committees with delegated powers that will also meet 6 times per year. Each committee will comprise of 5 Governors plus External Advisors and Associate Governors in numbers as seen fit by the Governing Body.

External Advisors and Associate Governors will have no voting rights but can sit on committees to share their knowledge and advice and contribute to discussions. An example of an Associate Governor might be representatives from partner organisations that influence the school's ethos, such as, Rotary Club, British Conservation Volunteers etc. Associate Governors may also play a part in succession planning and form Local Governing Bodies should a second school be opened.

Having a committee structure that sits below the Governing Body, enables work to be delegated to groups of governors through their terms of reference and delegated powers. This structure allows more time for governors to receive input from appropriate external experts, and have the in depth analysis and discussion needed to inform effective and precise challenge. Doing so will ensure that the work of the governors is from an informed perspective and they can target their governance at areas that will have the greatest impact on outcomes for pupils.

Terms of Reference for Governing Body Committees

All sub-committees should:

- Consist of any five governors, or more, if the Governing Body so decides, with the Chair appointed by the Governing Body. The quorum for any meeting is 3.
- Review the policies and procedures for which it is responsible, at intervals pre-determined nationally and by the Governing Body and recorded centrally
- Review progress made in the School Development Plan objectives for which it is responsible
- Promote the effective use of school resources, including the optimisation of efficiency and value for money.
- Report to the Governing Body after each meeting, circulating minutes to all governors.
- Fulfil its responsibilities under delegated powers as defined each year by the Governing Body.
- Have associate governors who have been appointed by the governing body because they have skills relevant to the work of that committee. Their role is to offer another perspective, suggest lines of questioning and promote informed discussion. They will not have voting rights, nor will they count towards the three governors required for a committee meeting to be quorate.

Knowing your school enables governors to do their job more effectively and as such the role of a governor will include visiting the school during the school day and engaging with parents at school events.

Finance, Audit, Premises and Personnel Committee

This committee will ensure that the school operates its finances in line with the Academies Financial Handbook and that the Headteacher meets their financial responsibilities as the Accounting Officer. In particular it will regularly monitor the school finances against the budget and provide challenge to the budget setting process. It will be responsible for: monitoring and making decisions where appropriate on the facilities management of the school; determining and recommending to the full governing body the content of the annual buildings maintenance programme; ensuring that the governing body meets its statutory obligations with regards to staff matters; and regularly reviewing the staffing structure to ensure that it meet the needs of the school and provides good value for money.

Curriculum, Teaching and Learning Committee

This committee will ensure that the school meets its legal requirements in relation to the curriculum and where appropriate takes advantage of the academy freedoms. It will have responsibility for detailed discussion and evaluation with regards to pupil's attainment and achievement; and will provide challenge that accelerates pupil's progress and raises academic results. It will have responsibility for assessing how the Headteacher and the staff monitor the quality of teaching and learning; and provide challenge to ensure that these processes result in pupils learning, understanding and making good progress.

Partnerships, Admissions and Ethos Committee

This committee will assess the effectiveness of partnerships and the impact that they have on pupil outcomes and delivering the schools vision and where necessary promote more effective partnerships. It will also: review the admissions policy and make recommendations to the governing body; assess whether the school's ethos is being embedded and promoted across the life of the school; and provide challenge to bring about more effective nurturing and embracing of the school's ethos.

Members will be responsible for:

- Ensuring that the Trust operates in line with its Articles of Association
- Setting the vision for the school
- Safeguarding
- Promoting Roundhay Park Primary's values and ethos
- Acting as an advocate and ambassador for Roundhay Park Primary
- Appointing non-elected Governors and where necessary removing them.
- Signing off the Company's annual report and financial accounts

- Amending the Articles of Association when needed.
- Taking part in General Meetings as required.

The Governing Body will be responsible for:

- Admissions
- Staffing
- Finance
- Premises
- Curriculum
- Wellbeing and safeguarding
- Reporting on results (for example to Ofsted)
- Being accountable to the DfE and the EFA for results, finances & management.
- Holding the Head teacher and the Leadership to account.

In order to do this they will

- Implement the vision for the school set by the Members
- Ensure compliance with company and charity law and all relevant legislation.
- Agree the policies and procedures for the school.
- Determine all corporate strategy and planning.
- Oversee standards and performance in the school.
- Oversee the finances of the school.

The Headteacher (Principal) and Senior Leadership Team

It will be the responsibility of the School's Headteacher to implement the strategy agreed by the Governing Body and report back to them on progress. The Headteacher and Senior leadership team will be responsible for the day to day running of the school. This would include, for example, significant delegation of financial responsibilities and recruitment.

The Governing Body would approve the budget each year and monitor this on a regular basis. Provided transactions are below an agreed threshold and in line with the agreed budget they will be authorisable by the Headteacher. Transactions above the limit or requiring a 'virement' from one area of the budget to another would require the agreement of the Governing Body.

The Headteacher will also have delegated responsibility for most recruitment decisions. However, the governing body would need to agree the staffing structure each year and be involved with any appointments to the senior leadership team.

Ensuring effective governance

All Governors will be offered induction training and continuous professional development opportunities through the National Governors Association and the Local Authority's online training portal. It will be expected that every governor undertakes safeguarding training, induction training and relevant continuous professional development in order to fulfil their specific responsibilities.

Governors will be invited to relevant staff training in order to develop their skills and knowledge, and know their school well. We also recognise that there are some areas where joint training brings additional benefits. For example, it would be expected that safeguarding training would be a joint training with both staff and governors, thus underlining the importance of a shared responsibility with regards to this area.

An annual external review of governance will be conducted to assess the performance of the Governing Body and to identify any areas for improvement.

Crucially good training, and the appointment of external advisors, will allow governors to make informed decisions without relying solely on feedback from the Headteacher and senior leadership team. It will also enable them to triangulate what school leaders tell them by undertaking their own independent review of educational and financial data. For example, a timetable of governor visits to the school will be planned to link in to the monitoring of progress towards the priorities in the School Development Plan.

Governors will seek engagement with all stakeholders, for example through the annual completion of the Ofsted questionnaire for parents and staff survey. They will listen to the pupil voice by joining learning walks and meeting with the School Council. Governors will also make themselves accessible to parents at school events such as parents evening and school performances. Finally, governors will provide exit interviews for all staff.

A nominated governor will join any School Improvement Partner visits and where appropriate a governor will attend school leadership briefings. Meaningful engagement will mean that governors know the school well and are in an informed position to provide the challenge and support needed in pursuit of excellence.

Annually governors will set targets for the school and be consulted on priorities for the School Development Plan.

Managing conflicts

In order to minimise conflicts of interest, we will adopt the principles of the National Governors Association "Code of Conduct for Governing Boards," 2015.

- *We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's website.*
- *We will also declare any conflict of loyalty at the start of any meeting should the situation arise.*
- *We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.*




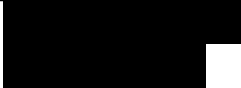





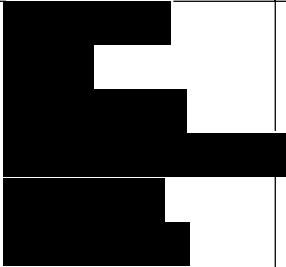








Given the school's ethos for citizenship, great importance will be placed on Seven Principles of Public Life which is included in the NGA's model policy, and originally published by the Nolan Committee.

F3 (a) Proposed trustees

Complete table and provide a short commentary on your plans.

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

Name	Where live (town/city)	Role on 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]	

				<div></div> <div></div> <div></div>	
Headteacher – To be appointed		Sit on all committees		Education and School Leadership	
Staff Governor - To be elected		TBC	N/A	Teaching or support services	
Parent Governors x 2 – To be elected. See notes in F3 (b)		TBC	N/A	To be determined.	

F3 (b) Skills gap for board of trustees

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.

In addition to our confirmed governors above we have had agreement in principle from:

- [REDACTED]
- [REDACTED]
- A local Human Resources Manager to join us as a governor of the school.

We currently expect that these will all be confirmed within the next few weeks and we have several other offers of help in other areas to follow up further.

Skills/experience missing	How you plan to fill the gap
Human Resources	See above. If we needed additional such skills which we were unable to recruit through the members existing professional contacts, or our database of local people who have registered their interest and support for the free school, then we would use external organisations such as SGOSS
Legal expertise	

Skills/experience missing	How you plan to fill the gap
ICT	<p>We have and would always look to have a broad mix of skills and backgrounds on the Governing Body in order to provide a varied level of challenge with different ways of thinking. In order to enhance this further we will be appointing associate governors to sit on the committees to share their advice and expertise. We envisage recruiting these associate governors from the large network of contacts we have from the application process and local organisations and businesses. Especially those that would make great partners to enrich learning.</p> <p>For some skills where we do not have that expertise either through governors or associate governors, we would expect greater emphasis to be placed on external advisors.</p>
Premises and building issues	
Procurement and managing contracts	
Parent Governors	<p>The two parent governor posts will be filled via an election. We will inform the electorate of the skills gaps that we have on the governing body and ask for applications to be submitted to the governing body from candidates who can fill those gaps. We will then invite potential candidates to a briefing to inform them of the role of a governor before checking if they are still willing to proceed with their application. Those that are will be put forward for election.</p>

Section F4

The Role

The role of Headteacher at Roundhay Park Primary School will be the first appointment for the Trust. As such, the Trust is looking for a highly motivated individual who embraces and believes in its core values. An individual who has the skills and capability to transfer its vision into reality. They must be passionate about high quality education and insist on the highest academic standards, so that every pupil has the opportunity to fulfil their full potential. However, they must also share our goal to foster in our pupils a lifelong love of learning, by overseeing an engaging curriculum that prepares pupils for the world in which they live.

Ultimately they must uphold the school's motto that:

"Life is for Learning and Learning is for Life."

This post will be a full time permanent position and the successful applicant will be supported by an experienced Headteacher who is a member of the Trust Board.

Attracting the Right Candidates

The post will be advertised with the TES and promoted through social media to educational leaders and those who share our educational ethos. For example posting using the hashtags #edleadership #eduleaders and #pblchat to direct potential candidates to a leadership recruitment microsite.

[REDACTED], has previously conducted successful Headteacher recruitments in two other schools in the local area. This process has enabled [REDACTED] to make contact with potential candidates from other schools and contact with Local Authority Consultants who could help with identifying potential candidates. This along with [REDACTED]

_____ means that _____ has been able to build up a network of like-minded individuals whom we can contact with our job advert.

[REDACTED] has built up a network of contacts through [REDACTED] work with other like-minded schools, including the Dawn Trust. Visits to other schools has widened this network further. [REDACTED] network of primary education consultants and trainers can also be used to identify potential candidates.

Local media coverage of our application, along with planned editorial in a national primary teacher's magazine, will raise the profile of the school and help raise awareness prior to recruitment.

There is also the option to use a recruitment agency should our own endeavours not provide sufficient candidates of a high enough calibre.

Recruitment Timeline

Summer term 2016: To begin planning the advertising and recruitment campaign as soon as approval is granted by the DfE. We will then be in a position to advertise at the beginning of the summer term in order to have the largest pool of candidates available before we approach the April 30th deadline for the resignation of existing Headteachers.

January 2017: Headteacher takes up post.

The recruitment deadline for a January 2017 start is 30th September 2016 or 31st October 2016 for a current deputy head. Advertising the post in the Summer term 2016 leaves us scope to re-advertise if sufficient high calibre candidates are not forthcoming. If we were unable to fill the post, then our contingency plans would include the possibility of appointing an interim Headteacher or buying in support from a suitably experienced Educational Consultant that shared our vision for the school.

The Headteacher

Salary: L18-L24

Reports to the Chair of Governors.

Main Responsibilities

- Strategic leadership of the school and oversight of financial management.
- Leadership of the school, including day to day management and the appointment, motivation and development of staff.
- Growing the capacity for leadership within the school, by identifying leaders for the future and providing them with the support needed to develop their potential.
- Growing the capacity of pupils to play an active role as they move through the school. For example, by providing the oldest children in the school with the skills needed to organise team games on the playground.
- Implementation of the schools key operational and educational policies, systems and practices.

- Maintaining strong working relationships with other local schools, the community, local authority, agencies, and stakeholders including parents, the Fair Access Trust and the Governing Body.
- Delegation of responsibilities across the senior leadership team and staff.
- Effective use of data to report outcomes and plan effective interventions.
- Ensuring all the targets for school, in particular those related to literacy and numeracy are met.
- Collaborative working with other schools to develop outstanding practice.
- Implementation of a Project Based Learning Model and contribution to the development of a forest school ethos.
- Championing and supporting the development of the Citizenship Curriculum across all subjects and embedding it into the ethos and character of the school.
- Leading and undertaking effective external relationships that both promote the work of the school and facilitate the sharing of best practice. These relationships will involve a wide range of stakeholders, including parents, other schools, partner organisations and the media.
- Undertake any other responsibilities as directed by the Chair of the Governors.

Person Specification

Virtues

- Vision aligned with Roundhay Park Primary's ethos and aspirations for its pupils.
- Understanding of how to instil consistently high standards of behaviour and how conflict resolution can support that.
- Understanding of how growth mindsets can be used to raise levels of achievement and attainment.
- Understanding of how project based and immersive learning can be used to raise levels children's of engagement in their learning.
- Ability to lead, coach and motivate staff within a performance management framework.

- Ability to build on thriving school community involvement to grow and develop the school.
- A reflective nature that leads to analysing the ways that things are done and making judgements about whether they could be done better.
- A determination for continuous professional development and openness to learning from others.
- Excellent interpersonal skills with the personal credibility to engage and influence at a senior level.
- Genuine belief in the potential of every child to be the best that they can be.
- Commitment to the safeguarding and welfare of all pupils and staff.
- Excellent organisational skills and ability to delegate.

Qualifications and experience

- Qualified to degree level or higher.
- Qualified to teach and work in the UK
- Experience of successful Primary School Leadership as either a Headteacher or a Deputy Headteacher in a good or outstanding state or independent school or academy. This is important as in the first years after opening, the post holder will be operating without a senior leadership team.
- Experience of collaborating and communicating with a range of stakeholders whilst leading and developing a project over time
- Have a proven track record of raising attainment and improving progress across the primary age range.

The Fair Access Trust is an equal opportunities employer – we encourage candidates from a range of backgrounds and experience to apply for this position.

Selection Process

A selection panel will be formed that will be led by the [REDACTED] and will include [REDACTED], [REDACTED]

. Two of whom have undertaken safer recruitment training. The panel will also include our Education Advisor from the DfE and one other member who is yet to

be appointed. If required, the panel will also buy in some support from an Educational Consultant or School Improvement Partner to conduct an external assessment of technical competencies and to advise the panel.

Stage One – Application Form

- A personal statement outlining why the person is applying for the role.
- Education and work history.

Stage Two – Short listing

Checking that candidates meet the criteria and shortlisting for interview.

Stage Three – Interview over two days.

Candidates will be required to bring with them the necessary proofs of qualifications, DBS, and eligibility to work documents

Day one

Data exercise – Look at Raise online data and analyse key findings.

Lesson observation – to be conducted at a local primary school with a similar cohort.

Group presentation – with other candidates

Student panel – Question and answer session at a local school with a similar cohort.

Finance exercise – Look at a school budget and highlight key points.

In tray exercise – A list of 10 things that are happening, how would you prioritise them/tackle them plus a complaining parent letter to reply to.

Day Two

Solo presentation

Interview to cover Leadership and Teaching & Learning

We will rigorously check references including any gaps in employment, along with qualifications and enhanced DBS records before issuing a contract of employment. The successful candidate will be subject to a six month probationary period.

Section F5-F9

These sections are not applicable

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.

Sections G1

In carrying out our budget plan we have started by considering our expected cohort and the staff we need to effectively deliver our educational vision.

Expected cohort

We have considered the expected pupil cohort by looking at the intake for Talbot Road Primary School and other nearby schools. It is clear that local schools all have a significantly below average level of free school meals (FSM). Talbot Road Primary, which is nearest to our proposed site, has the lowest of these with FSM running at 5% each year and FSM6 at 6%. This compares with the Leeds average of 32% included in the template.

We have therefore adjusted the "ready reckoner" and based it on a prudent allowance for FSM6 of 6%. This had led to significantly lower pupil premium income.

Pupil numbers

We are planning to open the school with 60 children in reception in September 2017 and grow the school by another 60 children each year. The budget plan reflects this.

Staffing model

Our staffing model was described in section D3 above. The budget template shows the mix of experience in staff that we are looking to recruit. The nature of the template is such that it does not allow for promotional rises. In reality there is likely to be some level of turnover of staff so no plan is likely to be born out in practice. However, we have considered this and set out below one possible approach to

building up the teaching staff that results in almost identical costs each year as the budget template whilst allowing for promotional rises.

Equivalent Grade per Standard Teachers Pay and Conditions	2017	2018	2019	2020	2021	2022	2023
Teacher 1	U2	U2	U3	U3*	L4	L5	L6
Teacher 2	M4	M5	M6	U1	U1	U2	U2
Teacher 3		M6	U1	U1+TLR	U2+TLR	U2+TLR	U3+TLR
Teacher 4		M1	M2	M3	M4	M5	M6
Teacher 5			M2	M3	M4	M5	M6
Teacher 6			M1	M2	M3	M4	M5
Teacher 7				M5+TLR	M6+TLR	U1+TLR	U1+TLR
Teacher 8				M1	M2	M3	M4
Teacher 9					M6+TLR	U1+TLR	U1+TLR
Teacher 10					M1	M2	M3
Teacher 11						U1	U1
Teacher 12						M1	M2
Teacher 13							U1
Teacher 14							M1

* It is assumed in this model that the Assistant Head is promoted from within. However, other models are also possible.

Another key component of our staffing structure is our use of Early Years Practitioners and Teaching Assistants. We intend to structure the contracts for several of these staff with early shifts and late shifts. This will enable us to provide before and after school wrap around care with the same staff that children are used to seeing through the day. Similarly the majority of lunchtime supervision can be provided in this way.

We believe before and after school provision will prove extremely popular with parents and will also provide additional income that can be used to enrich our offering.

Other costs - Approach to benchmarking

Our approach to benchmarking is largely based on local experience. Members of the Trust are governors at other local schools and through this have direct experience of setting the budget and access to benchmarking data for schools across the city. Significant Involvement in the budget setting process and 3 year planning also means we have details of e.g. projected pension costs.

We have also used our good relationships with school staff to discuss the budget plan with an experienced School Business Manager in their own time.

For some areas of the budget we have sought advice from other academies, for example likely audit costs, as these items are not needed by maintained schools.

Other staff costs

The two most significant items here are supply cover insurance and training and development.

Supply insurance is important as there is significant risk of multiple long term absences causing a large strain on the finances of the school. The cost estimate is based on the number of staff and premiums charged through the local authority. Whilst the school will not be able to use this service it is expected that similar cover could be obtained privately.

The training & development budget has been set at a healthy level taking into account the likely visits and consultants needed to really ensure we can fully implement our vision.

The recruitment budget allows for additional costs when recruiting into senior positions.

Premises

The budget for premises has generally been set taking into account local benchmarking data and allowing for a reasonable level of build up over time.

The grounds maintenance spend is above average to reflect the area where we are looking for the school to be located which is a conservation area. We therefore expect there may be above average requirements e.g. looking after trees.

The buildings maintenance spend builds up over time reflecting that significant works should not be needed in the first few years.

It would be expected that the caretaker would take some responsibility for cleaning in the first few years as the school grows but that eventually the majority of cleaning would be provided via cleaning contracts.

Educational resources

There is a substantial amount of the budget allocated to educational resources. This is split across ICT and non-ICT learning resources and administrative supplies.

The ICT spend is based roughly on the need to provide a device for each child every 3-4 years i.e. devices are assumed to have a 3-4 year life.

Non-ICT learning resources and administrative supplies spends are based on local benchmarking data and the views of our Educational leader on what is needed.

We have also made explicit allowance for educational visits. In practice we expect such visits to largely be paid for by parents but we would like to use money from other income generated to enrich learning with further visits.

Professional services

These costs are relatively prudent estimates based on information provided by another academy.

Other costs

We have allowed for an explicit revenue contingency of 1%. Additional contingency is also provided through expected surplus build up.

In line with the template guidance on catering, we have assumed free school meal income would cover outgoings and we have allowed for catering costs in line with anticipated catering income. We would intend for catering to be provided on a cost-neutral basis i.e. income = expenditure.

HR and Payroll will be outsourced and can be purchased through local authority traded services. The cost estimates are based on these costs.

We have separately highlighted the costs of obtaining a good internet connection with telephony, email and website provision. This is an important foundation for the school's ICT and significant expense. The budget is based on recent experience of sourcing this at a local school.

Other income

Other income consists of:

- Income for school meals which is offset by catering costs.
- A small allowance for lettings net of overheads.
- Income from before and after school wrap around care: this is profit making but income is offset to some degree by staff costs to provide the care.

We have priced the before and after school wrap around care based on costs of similar care at other schools or through other providers. Similarly predicted numbers

are based on local school experience and set at what we believe to be prudent levels.

After school clubs

There is no allowance made in the budget for after school clubs (as oppose to after school wrap around care) which would always only be provided on an at least break even basis where there was enough demand and generally using external specialist providers.

Section G2

The completed budget template has the following key features:

- An explicit contingency of 1% of revenue each year.
- A projected in year surplus of 0% to 6.3% of revenue over the years where the school is growing.
- A projected in year surplus of 2.4% of revenue when full.
- A projected cumulative surplus of around 12% of revenue by the time the school is full. We expect to target a cumulative surplus of around 10-15% of revenue to provide a healthy contingency. Additional funds would be spent to enrich the school and mostly on capital purchases e.g. IT equipment, books etc. or training so there is no ongoing commitment.
- A prudent allowance for pupil premium income.

If we consider the budget without additional income from lettings and before and after school care then there is a reduction in income of [REDACTED]. However, if no before and after school care is provided then the staff to provide the service will not be required. Allowing for this reduces staffing costs by [REDACTED]. The net loss of income is therefore [REDACTED] which is broadly covered by the expected in year surplus before any adjustments are made such as a reduction in budget for educational visits or ICT resources etc. which are areas where such income has been spent to enrich our offering.

We have also considered the impact in the budget of numbers for before and after school wrap around provision being lower than anticipated. Whilst salary costs cannot be reduced, before and after school provision has some resistance to changes in numbers as: a) it is expected to make money for the school and b) the number of staff providing the service can be amended. We would also generally expect to have a good idea of anticipated numbers well in advance so staff numbers can be planned appropriately.

We believe the budget to be a realistic but prudent view of what can be achieved and are confident that we can deliver our vision.

G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

Approach to savings

The first change we have made to the budget is to change our approach to providing wrap around care as we do not believe it would be possible to provide it with our own staff in the same way at this capacity. We would instead use an external provider.

We have then adjusted the budget to reduce the expenditure on school meals and contingency to reflect the reduced pupil numbers and maintain cost neutrality of income vs expenditure for school meals.

When running a school at 70% capacity there are substantial challenges. There is a certain level of fixed cost that cannot be adjusted (in any significant way at least) such as the cost of a head teacher and other costs such as energy costs will reduce but not by the same level as income. This is particularly challenging in year 1. Additionally, when 70% of the budget is in respect of staff costs it is clear that significant changes to the staffing model will need to be made. This is therefore the place we have started.

However, quality staff are also fundamental to delivering an outstanding vision. In making changes to staffing we have therefore considered possible approaches to class structure that would allow savings to be made without having an

impact on this delivery. With this in mind we believe it makes sense to combine year groups to create 3 classes of 28 pupils rather than 4 classes of 21 pupils. With lower numbers of teaching staff this also has a knock on effect on the level of leadership positions needed and resource needed to cover leadership and planning time. We are quite happy to have mixed year and ability classes and do not believe this will cause problems in delivering our vision. In fact growth mindsets and peer critique in project based learning may mean there are benefits in such a structure.

This change is not significant enough to address the budget reductions though and additional support staff will also need to be lost. Whilst this won't prevent us delivering our vision this would clearly be a challenge of running a school at under capacity and we would look to improve things by e.g. making use of volunteers.

Once changes to the staffing structure have been made there are several areas of expenditure that can be reduced to some degree to reflect the reduced pupil numbers such as spending on basic resources like paper, reduced energy use with empty classrooms etc.

Finally, some actual cuts would need to be made to more generous areas of the budget, such as the spend on IT equipment which could be shared between pupils or classrooms. Our proposed savings are given 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)
Other income and staff costs	Running at 70% we don't believe it is possible to provide wrap around care with our own staff. We would therefore look to move to using an external provider with an assumed cost neutral letting (this is a prudent assumption)	2017 to 2024	
Other – Catering and contingency	Reduce catering spend to reflect income reduction from number of pupils and contingency spend back to 1% of income.	2017 to 2024	
Staff costs	Join together Year 1 and Year 2, Year 3 and Year 4, Year 5 and Year 6 classes into 3 classes of 28. With reduced staff and pupil numbers reduce leadership too - no Assistant head and 1 less TLR (ICT/Science).	2019 to 2024	

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)
Staff costs	Reduced allowance for staffing to cover leadership and planning time in line with lower number of teachers.	2020 to 2024	[REDACTED]
Staff costs	Teaching support staff reduced to 1 x early years practitioner	2017 to 2024	[REDACTED]
Staff costs	Delay recruitment of learning mentor for 2 years	2017 to 2018	[REDACTED]
Staff costs and premises	Delay recruitment of caretaker for 2 years but offset slightly by increased cleaning budget	2017 to 2018	[REDACTED]
Staff costs	Recruit a less experienced teacher (NQT) in year 1	2017 to 2024	[REDACTED]

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)
Staff costs	Delay recruitment of deputy for 2 years but provide some additional leadership support with a temporary TLR	2019 to 2020	
Other staff costs (supply, recruitment) Premises (water, energy, cleaning) Educational resources (learning resources, ICT learning resources, admin supplies, visits) Other (HR support)	General adjustments to expenditure to reflect lower pupil numbers, reduced building use, lower number of teachers e.g. supply insurance, recruitment costs, energy costs, paper, technology needs etc. Some of these can be rated down to 70% but many include an element of fixed spend so can't be reduced to the same degree.	2017 to 2024	
Other staff costs (training) Premises (buildings and grounds maintenance) Educational resources (learning resources) Other costs (governing body support)	Explicit cuts to healthier areas of the budget to less generous but still workable levels. These include: training, buildings and maintenance (where newly created school should require very little in first few years), grounds maintenance, learning resources where IT equipment can be shared etc., administrative supplies, support to governing body e.g. governors will clerk own committee meetings	2017 to 2024	

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)	
TOTAL				

Improving outcomes

Outcomes of a reduced budget can be significantly improved by making full use of the premises. With empty classrooms available we would look at ways to generate further income. One possible approach would be to offer local childminders a place to operate from during the day. Others might include looking to provide nursery provision or offering a letting for toddler groups. We would also look at the use of the premises for providing training sessions and as a venue for evening or weekend adult learning courses. We believe there are numerous such opportunities.

We would also look to use our good relationships with other schools to look for opportunities to share resources.

Section H: Premises

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

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

Please complete the excel application form.

Annexes

In this section you should provide CVs of key individuals, any letters of support and maps. The annex is excluded from the page limit but should be submitted as part of your application, ie as one word document.

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



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