



Department  
for Education

# Free school application form

Mainstream, studio, and  
16 to 19 schools



**Published: December 2015**

Insert the name of your free school(s) below using BLOCK CAPITALS

**ASPIRE PRIMARY ACADEMY NEWQUAY**



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# The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

## Sections

### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

**All applicants will need to complete sections A, B, C, E, H and I in full.**

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

**Section A** asks you for applicant details in the Excel form.

**Section B** asks you to outline your proposed free school(s) in the Excel form.

**Section C** asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

**Section D** asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

**Section E** asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

**Section F** asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

**Section G** specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

**Section H** asks for information about premises, and 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 Word form for this.

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

### **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: [FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: [applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

The Word template should be between 50 and 100 pages long (depending on which type of group you are); 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. You may also hand deliver if you prefer.

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

### **Submitting Section I**

Section I, ie the Personal Information form, is required for each member, director, and principal designate who 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 by email alongside a copy of Section A (from the Excel template) to [due.diligence@education.gsi.gov.uk](mailto:due.diligence@education.gsi.gov.uk) stating the name of the school in the subject title.

## **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

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>



7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	<input type="checkbox"/>	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input type="checkbox"/>	<input type="checkbox"/>

\* 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	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input type="checkbox"/>

## 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 background information and glossary document;
- 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]

**Position:** [REDACTED] (please delete as appropriate)

**Print name:** [REDACTED]

**Date:**

**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:

## Completing the application form

### Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

**Why we need new, high quality primary schools**

The Aspire Academy Trust is seeking to create two vibrant and innovative two form entry primary schools in the heart of Cornwall.

This is to address:

- basic need for places and
- the relative underperformance of existing schools
- adding to local choice and diversity. There is evidence that local employers are looking for a particular skills set and our proposed schools would help to address the identified skills gap.
- a The Aspire Academy Trust of sixteen open primary schools has a strong track record of success.

[REDACTED] Aspire Primary Academy Newquay (APAN) will strive to be outstanding from day one and to quickly become a centre of educational and personal excellence for pupils aged 3-11 years, playing a key role at the heart of the community it serves.

With a unique vision to provide an education for the future, [REDACTED] and Aspire Primary Academy Newquay will focus on developing strong foundational knowledge for pupils in five interrelated domains of STEM literacy and Art: Science, Technology, Engineering and Mathematics with the addition of Creative Arts. Our STEAM (Science, Technology, Engineering, Arts, Mathematics) Curriculum will provide experiences that will challenge, encourage and equip pupils for life, enhanced by a business and enterprise specialism


## Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

Our new free schools will share in the vision and ethos of all the Aspire Academies and will prepare pupils for a lifetime of learning and success by teaching them, in equal measures, both the academic skills and the personal strengths they need to excel on transition to secondary school and beyond.

Aspire's expectations and aspirations for the achievement of individual pupils is high. We want our pupils to strive for, be prepared for and to be able to ultimately attend and compete at the top colleges and universities in the world.

We are seeking to open free schools in direct response to:

1 the need for pupil places



**Aspire Primary Academy Newquay** will open in September 2018 and be a two form entry primary school for pupils aged 3-11 situated on the outskirts of Newquay Town in the Quintrell Downs/Nansledan Growth Zone.

Regeneration schemes have already started for the development of large scale housing at Trevithick Manor and West Road, Quintrell Downs. Over time Nansledan will evolve into a community of around 4,000 homes supporting a similar number of jobs. It will include its own High Street, church, school and public spaces, helping to meet the future needs of Newquay in a complementary and sustainable way

Cornwall Council (2012) Infrastructure Needs Assessment Schedules identifies that additional capacity in the form of new schools will be required to meet the growth proposed. Newquay and St Columb Community Network Area Growth Plan predicts that there will be an increase of over 3,000 new dwellings in the area by 2030 and the Local Plan's key objectives for the Newquay and St Mawgan area is for 4,400 homes.



## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

We are seeking to open free schools in direct response to:

The **relative underperformance** of existing schools as judged by their latest attainment and value added scores.

There are seven schools within a 5 mile radius of St Mawgan

**Appendix one** charts show that:

**Value Added** scores 2015 are below National Average for six out of seven schools (86%) in the Newquay area.

Mawgan-in-Pydar is the only school with above National Average VA scores and is the school we are replicating in our application and the only school out of the seven in the Aspire Academy Trust.

The chart shows that four out of seven (57%) of Newquay schools are underperforming in the most current year for achievement in Level 4B or above and 86% are underperforming for Level 5.

**We are seeking to open free schools in direct response to :**

- 2 the need for a high quality educational provision which has been specifically and deliberately designed to meet the unique needs of the local community and support the regeneration and growth plans of the Newquay and St Columb Network Area.
- 3 local demand for new provision which is **innovative and distinctive** and offers parents a diversity of choice that does not currently exist. The distinct curriculum of the new free school will raise aspirations for pupils at an educational disadvantage.

The Aerohub business park on the south side of the Airport will become an international hub for aerospace businesses, drawing on the area's commercial and defence sector heritage and skills to create an outstanding new business location and predicts to create thousands of jobs in the aerospace industry.

The hub aims to provide the opportunities and aspiration for local people to enter a new aerospace sector with careers in engineering, marine sciences, aviation and military technologies and to reduce imported labour. There is a recognised major skills gap that exists within the industry nationally.

██████████ and Aspire Primary Academy Newquay free schools will begin to address this gap in the employment skills market and use the disciplines of Science, Technology, Engineering and Mathematics as key drivers in securing positive opportunities and career paths for the future generations of this community. Due to its

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

engineering heritage and lifestyle, Cornwall has a need for many highly skilled professionals especially in the aviation industry. Cornwall Local Plan states ‘skills development is central to our economic strategy and proposals that would provide for higher education, training and skills development will be encouraged.’

We believe pupils in the area are at an educational disadvantage due to the lack of **specialised provision** in the area. No other primary school in the Newquay area has a specialism which clearly recognises the unique **future** needs of the employment of the young people in the area. The [Combined Universities in Cornwall](#) (CUC) has already recognised this gap in the skill market and offers higher education through a unique partnership model; students can benefit from the University of Exeter’s internationally renowned School of Engineering, Mathematics and Physical Sciences - an excellent training ground for skilled engineers. There is a strong tradition of apprenticeships and vocational training in Cornwall, delivered in partnership with local colleges.

However there is currently NO primary education focused on securing the foundation learning needed to prepare pupils with the skills they need for a better future. Our aim is to inspire children from a very early age to enjoy STEM subjects, identifying their value and importance to engineering and other STEM careers.

Current employment in the Newquay area is focused on the hotel and catering sectors which employs nearly 1/3 of the workforce (almost three times higher than the Cornwall average). This is seasonal low skilled work.

Unemployment is higher than the Cornwall average with higher levels of social deprivation, particularly in the Newquay Gunnel Ward. IDM deprivation scores place both Cornwall as a whole, and St Mawgan, in areas of deprivation. Cornwall (Rank indices 2010) is 110 out of 326 where 1 is the most deprived placing it in the most deprived 33% nationally. St Mawgan’s IDM is ranked 21.5 placing it the most deprived 30-40% nationally.

The community relies on low paid seasonal employment based largely in the hotel and catering trades, with a combination of high house prices and low average incomes aggravated by high second home and holiday let ownership further exacerbating housing costs. Based on an assessment of key measures of deprivation, such as higher unemployment, lower incomes, poor health and more crime, a report by the Office for National Statistics ranked Newquay at number 22 out of 57 of the most deprived coastal towns in the country.

**SMPA** and **APAN** will both raise aspirations in the community and prepare pupils with the skills they need for a better future. Our aim is to inspire children from a very early age to enjoy STEM subjects, identifying their value and importance to



## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

engineering and other STEM careers. The future regeneration and growth of Newquay and St Mawgan lies in engineering and industry, maritime sciences (Cornwall's marine sector accounts for almost one in seven of the UK's marine jobs and 8% of the UK's marine industry turnover) and enterprise.

Newquay Cornwall AreoHub and Enterprise Zone creates new jobs and growth through facilitating private sector investment within the aerospace sector by establishing a new aviation/aerospace hub that delivers high value, highly skilled permanent jobs underpinned by the development of an aviation skills centre.

We are proposing to locate SMPA near to Newquay Airport and Enterprise zone in the village of St Mawgan, enabling us to serve those children and their families most at need in this area whilst taking full advantage of the STEM links we will have from the aviation industry.

We propose taking children from 0 years into an on-site nursery. There is no dedicated nursery provision in St Mawgan and the area lacks high quality childcare arrangements. The tourism industries attract low wages and the high cost of childcare means that many parents simply cannot afford to go to work.

This proposal for opening free schools within our Trust is to meet the needs of this part of Cornwall, dramatically transform educational provision and help to reduce the effects of social and economic disadvantage in this area.

Aspire Free Schools will empower their communities by raising expectations, aspirations and accountability

### **Our vision**

**[REDACTED]** and **Aspire Primary Academy Newquay** will have a unique vision to provide an education for the future and provide a world class education through the delivery of an innovative and relevant curriculum delivered by outstanding staff using strategic partnerships within ASPIRE Academy Trust and local businesses.

Our mission will be: "To provide an outstanding education and ensure that all pupils can reach their greatest potential and live by life's highest values."

Our motto will be: Today's Learners, Tomorrow's Leaders.

Our curriculum philosophy will be: "Aut viam inveniam aut faciam". – I will either find a way or make one.

Our vision is for SMPA to be 0-11 school and APAN to be 3-11, nurturing intelligent, employable global citizens who demonstrate social competence, a desire for learning and respect for each other and the world around them. Aspire believes that early

## Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

acquisition of virtues are essential to the true goal of education – intelligence plus character.

The Aspire Academy Trust is determined to develop high quality institutions that will raise standards of educational achievement to the very highest levels.

The STEAM Theme will make the Academies distinctive in vision and ethos and inform the curriculum plans. The new free schools will provide a new ethos and direction for primary learning in the Newquay area, emphasising a science, technology, engineering, mathematics and art curriculum based on the aviation and aerospace industries.

There will be strong and active links to engineering (airport) and technology (the combined services), food science industries and maritime industries.

Links with the Airport and Enterprise zone, the services, Cornwall College, Duchy College the Eden Project, Wave Hub Maritime Technology and Treviglas Community College, will make a significant contribution in terms of aspiration raising, skills provision and enhanced learning opportunities.

As all Aspire Academies, our free schools will have a complete and relentless focus on developing literacy and numeracy based on the full understanding that high achievement and success is dependent first on the mastery of these skills.

We will adopt the core values of the Aspire Trust and the qualities of the Virtue Project to develop character and academic strength:

Aspire Academy Core Values:

**Aspirations** - achieve the best for ourselves and others, to imagine possibilities and make them real.

**Spirit** – demonstrating the courage of our convictions, with energy and determination.

**Passion** - enthusiastic and committed to seek opportunity, pursue talents and interests.

**Integrity** – honest with ourselves and others in all that we do.

**Resilience** - to overcome obstacles and reach success.

**Excellence** – in all we do

Enabled by the core value of 'Excellence in all we do', we will ensure our pupils will achieve at the highest level in an environment of mutual trust and respect that allows personal development to flourish. SMPA and APAN will have an unwavering belief that all pupils can succeed and aspirations and expectations will be consistently high.

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

We will ensure an enrichment curriculum takes place beyond the normal school day and the normal school year. A varied programme of trips and visits will maximise learning benefits. Sport and Creative Arts will be strengths with full support given to events and the development of elite performance.

Our curriculum will be designed so that pupils will develop as independent life-long learners, creative risk-takers and innovators.

Our vision is for pupils to develop as team players, leaders and confident individuals who set themselves challenging personal and professional goals.

Our curriculum will be built on the principles of inquiry-learning by doing, building on experience and applying knowledge in a range of different settings. We will use the Mantle of the Expert (a dramatic-inquiry based approach to teaching and learning invented and developed by Professor Dorothy Heathcote) philosophy to design our learning experiences.

Our teaching will not be defined by traditional timetables or subjects or the restrictions imposed by classroom walls, but by learning outcomes and real life experiences.

For example, pupils may take on the mantle of the expert of a design team to invent a new rollercoaster ride, using mathematical and engineering skills to complete the task. Another example is a class may be asked to find a solution to help save a Minke whale with fishing nets tangled round its flukes. Their learning experience will cover areas such as work with marine animals, underwater archaeology and science, underwater engineering work using the skills of analytical thinking and problem solving. Much of this work may be undertaken off site using Cornwall's natural coastline and maritime industries.

Proximity to the airport will allow us to forge powerful links that will in turn inform and shape the curriculum. We will use this travel hub and the work it inspires to connect with schools around the country and into the wider world to ensure our pupils are informed and caring global citizens.

**Aspire Academy Trust** is a successful, compassionate, effective, and focused educational charity that attains to the highest standards of professionalism. It guides, challenges, and supports 16 diverse primary academies. It puts children first, looking to provide them with a truly outstanding, world-class education. Its drive towards achieving these goals is provided by some of the finest and most skilled Primary practitioners and leaders in the county. David Carter new National Schools Commissioner posted on his Twitter feed 'Delighted to present at Aspire Academy conference in Newquay, a Trust that knows how to improve standards through accountability'



## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

The ethos of Aspire is “Working together, Inspiring excellence”

Aspire academies are committed to developing their own distinctive strengths and identity whilst sharing Aspire’s core values and ethos. Diversity is recognized and welcome. We work on the principle that every single academy is an equal and valued partner that will bring a unique set of contributions and opportunities to the Trust.

The Trust has three NLEs and three fully trained Ofsted Inspectors as well as a number of highly qualified Executive Principals.

Through measured and timely support and challenge Aspire has had direct impact on Academy improvement. From the inspections that have taken place since Aspire started, a strong track record has been established. Padstow moved from long term satisfactory/RI to good, Whitemoor moved from long term RI to good, Summercourt moved from good to outstanding, Biscovey Academy moved from good to outstanding.

Sandy Hill Academy has recently undergone an Aspire monitoring visit (led by an Ofsted inspector), and has been designated accurately as ‘outstanding’ at every level, as has Connor Downs. They await their respective Ofsted inspections this year and will be expecting to have Aspire’s judgements validated fully. Aspire currently has three Academies that are in an Ofsted category of grade 3 or 4, four that are outstanding and the other nine graded good.

Treverbyn, long term satisfactory/RI has, since decisive changes in leadership and governance in February 2015, recently undergone a highly successful Section 8 Ofsted Inspection and is on a clear trajectory to achieving at least ‘good’ in its next inspection.

In January 2014 Aspire became the sponsor of the new Truro Learning Academy (Treyew Primary, Ofsted 3/RI). No further HMI monitoring visits (from Sep 2014) as the academy was deemed to be making good progress. Due for Ofsted inspection autumn 2015, target: overall good.

Due to its success in raising standards in academies Aspire was asked by the DfE and the school’s Board of Governors to sponsor St Stephen Churchtown Primary. It was judged by Ofsted as grade 4/Inadequate in January 2015. We welcome them into the Trust on November 1<sup>st</sup>. We are working closely and strategically with the Academy to remove it from special measures at the earliest opportunity.

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

The Trust currently has 16 primary academies with four others (including a church school) in the pipeline. If our applications for free schools are successful we plan to grow to 25 schools by 2020.

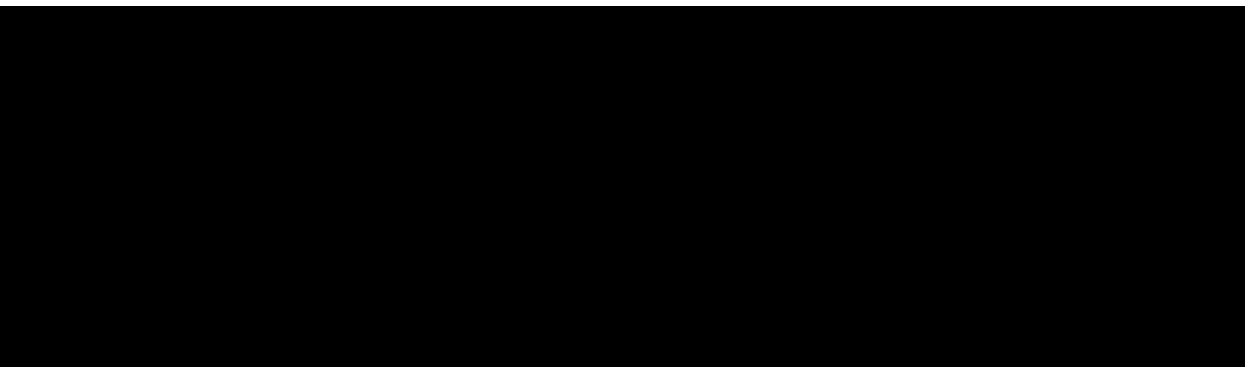
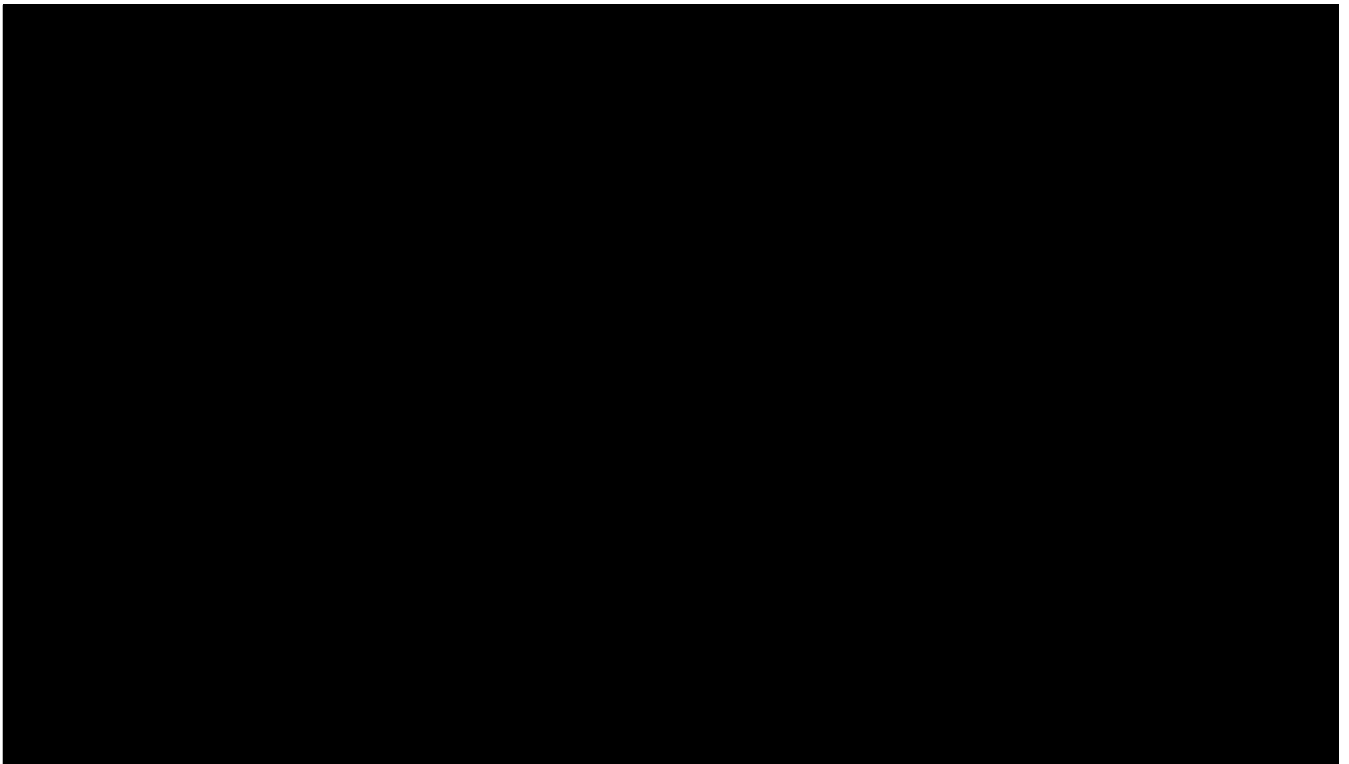
## Section D – education plan: part 1

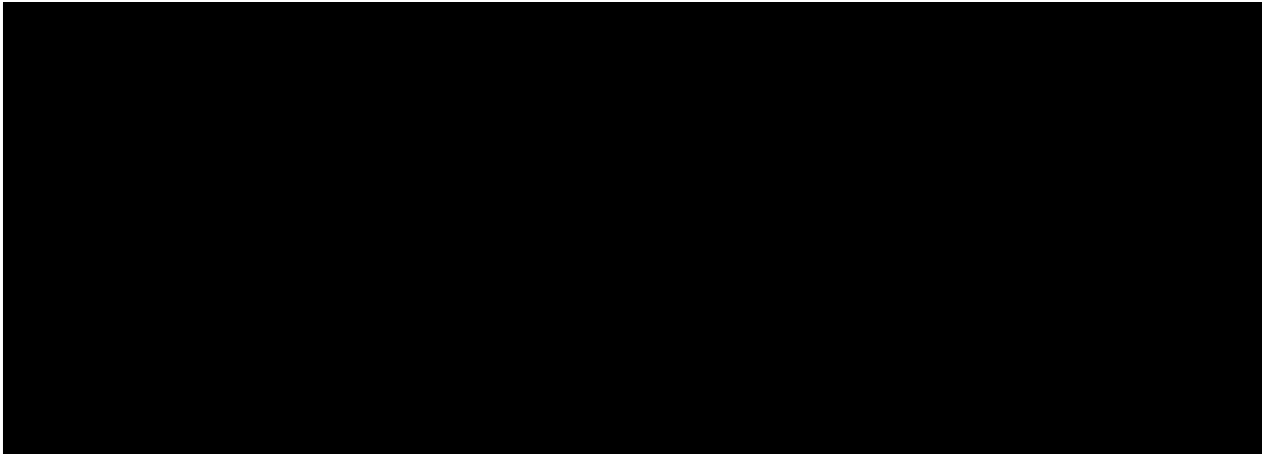
This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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.





**Aspire Primary Academy Newquay**

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

**Section D – education plan: part 2**

**D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

**All** applicants will need to complete the table of subjects and hours. Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	8	Mandatory	<p>English lesson (60 mins day), plus -variable according to activity but approx. 20 minutes reading activities, 20 minute specific phonics teaching and 15mins handwriting, additional to this will be daily read aloud story time.</p> <p>Essential development of pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject across the Steam Curriculum will take place</p>
Mathematics	5	Mandatory	<p>One hour per day dedicated lesson. Plus mathematics will be incorporated into the Steam Curriculum themes. Teachers should use every relevant subject to develop pupils' mathematical fluency.</p> <p>Confidence in numeracy and other mathematical skills is a precondition of success across the curriculum</p>
Science	2	Mandatory	<p>Science will be incorporated into our learning themes although some aspects may be taught specifically.</p>
Computing	1	Mandatory	<p>Across the curriculum as well as specific computing skills. After school club- digital learners/ media club</p>
Design Technology	1	Mandatory	<p>This time to be blocked into meaningful units of time and incorporated into all learning themes.</p>
History/Geography	0.5 each	Mandatory	<p>This time to be blocked into meaningful units of time and incorporated into our learning themes. For example a topic may be history led and take 6 weeks of 4 hours per week, but there may be no history during the next 6 weeks</p>
Art and Design	1	Mandatory	<p>As above. Also after school club provision</p>
Music	0.5	Mandatory Voluntary	<p>This time to be blocked into meaningful units of time and incorporated into learning themes with the exception of specific</p>



			instrumental teaching: All pupils in year 2 will learn to play the recorder and all pupils in year 5 will learn to play the violin as part of their music lessons. After school choir/garage band/rock band club and instrumental tuition
Religious Education	0.5	Mandatory	This time to be blocked into meaningful units of time. For example: 6 units a year: (5 of 3 hours duration; 1 of 4 hours duration). This time includes visits to sacred places
Foreign Language	0.5	Mandatory	We will teach French and focus on enabling pupils to make substantial progress in this language. An appropriate balance of spoken and written language will lay the foundations for further foreign language teaching at keystage 3. Both feeder secondary Schools for SMPA and APAN teach French as a main language.
Physical Education	2	Mandatory	High quality PE sessions will take place for a minimum of 2 hours a week in the normal school day.
PHSE /British Values citizenship/ global learning	Embedded into all subjects	Mandatory	Embedded across the curriculum
Engineering	Embedded into other subjects	Mandatory	Embedded into curriculum themes and also as an after school club- one for each stage.
Competitive Sport	Clubs	Voluntary	Additional sports clubs beyond the school day for minimum of 3 hours per week

[Add more lines as appropriate]

**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

Aspire Academy Trust has four outstanding primary schools with a strong track record. However for the purpose of this application the mainstream school with a strong track record, we want to **replicate** (similar curriculum, same age range) is

### Mawgan-in-Pydar Primary School

This school currently has 145 pupils on roll, above average SEND for pupils with Statements, below average EAL and below average FSM. Multiple Deprivation Score puts the school in the most deprived 30 - 40% of LSOAs nationally,

We expect the pupil population of both [REDACTED] APAN to be the same/similar to that of Mawgan-in-Pydar Primary School.

Mawgan-in-Pydar has been graded outstanding by Ofsted in two subsequent inspections. Data remain above National Averages particularly VA scores which placed the school in the top 4% of schools nationally. Results for 2015 were high for reading and mathematics (101.1) but dipped in writing due to three confirmed dyslexic pupils in a small cohort of 14 – impacting on percentages.

The curriculum we plan to deliver in the new free schools will predominately be the same curriculum as we deliver successfully in the school above.

However we wish our new free schools to have a specialism - we believe pupils in the area are at an educational disadvantage due to the lack of **specialised provision** in the area. No other primary school in the Newquay area has a specialism which clearly recognises the unique **future** needs of the employment of the young people in the area and meets local demand for new provision which is innovative and distinctive and offers parents a diversity of choice that does not currently exist.

We will therefore illustrate here how the **curriculum at the new free schools will be delivered**.

### **SECTION D1 – CURRICULUM PLAN**

“Aut viam inveniam aut faciam”.

I will either find a way or make one.

Aspire wants its pupils to develop a determined, independent spirit, taking responsibility for themselves, their relationships with others, and the world around us.

We believe that through the deliberate nurturing of intellectual curiosity, self-reliance, tenacity of purpose, and commitment to others, our pupils will make a difference in a complex and changing world.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

and APAN integrated skills based curriculum will be built around the principles of active discovery and experiential learning. Our pupils will enjoy the challenges of a rigorous, academic curriculum delivered in an unreserved spirit of adventure.

It will be known as the STEAM Curriculum.

At its centre will be the development of a shared passion for lifelong learning and a relentless focus on striving for success and excellence.

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding pupil inquiry, dialogue, and critical thinking. The result of such an ethos within a dedicated learning environment will be pupils who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century and our motto reflects this vision:

Learners Today, Leaders Tomorrow.

Importantly our curriculum will be designed to serve and meet the unique needs of the children of this rural coastal area of North Cornwall.

### **How will our curriculum meet the needs of the expected intake?**

It is likely that over 95% of our intake will be white British pupils, a large proportion from working class families. Our pupils will come from the St Columb and Newquay District, a rural and coastal area in which the majority of families employed are in farming and low paid seasonal tourist work.

This area of Cornwall faces challenges posed by specific environments, in terms of rurality, the distribution of homes and employment opportunities, low wages and restrictive transport options.

The curriculum will be planned and designed in order to take into account the specific needs of the pupils who will be joining SMPA and APAN so that ALL pupils make the best possible academic and personal progress.

### **How will we deliver the STEAM Curriculum?**

Our curriculum will integrate the content of the National Curriculum with skills and qualities needed to be successful in school and in adult life, into learning themes.

Themes will be built around the principles of active discovery and experiential learning. Themes will be appropriate for the interest levels and stage of the pupils yet flexible enough to allow for the academic rigor needed to challenge the most able pupils.

Themes will last from two weeks to six weeks as appropriate.

Aims of the Steam Curriculum:

## D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

- To ensure all pupils achieve their potential in all dimensions of their life — spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical: intelligence plus character
- To serve the unique needs of the pupils of SMPA and APAN.

The STEAM Curriculum will be broken down into four main stages. These stages reflect the key stages of the National Curriculum and encompass the STEAM theme as an organising principle.

We will use the pupils' own heritage and the enterprising themes of exploration and discovery as a basis for curriculum innovation. Cornwall has a rich and diverse history and geography in STEAM related subjects. From Richard Trevithick's invention of the first high powered steam engine to the county's mining, China Clay and extensive Maritime industries we will ensure access to resources which are free, stimulating and unique in order to bring science, technology, engineering and maths to life in the classroom.

We will make full use of all expertise available to us, for example in the form of STEM Ambassadors – accredited people with science, technology, engineering and mathematics (STEM) backgrounds and skills, who are willing and able to inspire and encourage children and young people in these subjects and related careers

Our Key Stages will be known as the following:

<b>Explorers</b>	Early Years Foundation Stage	
<b>Discoverers</b>	KS1	Y1 and Y2
<b>Innovators</b>	Lower KS2	Y3 and Y4
<b>Pioneers</b>	Upper KS2	Y5 and Y6

Each stage recognises the developmental needs of children and the imperatives of their education at different stages, as distinctive and necessary, in order to provide them with a learning experience that is relevant to both their present and future needs.

Each stage meets all the requirements of the National Curriculum and articulates a progressive and developmental learning experience.

Through careful and deliberate integration of The Virtues Project we will nurture pupils in the skills and qualities they need to be successful in school and in adult life. Virtues are essential to the true goal of education – intelligence plus character

The virtues will be integrated into the STEAM curriculum and ethos of the school. All virtues will be promoted at all times and specific virtues studied in more depth during appropriate stages.

Religious Education will be taught separately, when appropriate, to ensure coverage of the Cornwall agreed syllabus and schemes of work.



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

Sex Education will be incorporated into the curriculum as part of personal and social development. It will also be taught discretely as part of the Year 5 and 6 transition programme 'Head To Toe'.

All pupils will learn to play the recorder in Year 2 and the violin in Year 5 as an entitlement. We will offer extra music tuition in a range of instruments.

All pupils will learn French and Spanish from Foundation through to Year 6. Additionally learning of another language will be offered as an extracurricular activity.

All pupils will participate in a minimum of two hours high quality Physical Education and sport as part of our balanced curriculum. Sports Coaches will be employed to deliver Physical Education and to run sports clubs. This will ensure consistency and expertise so the best possible chances are given for pupils to reach their physical potential and achieve sporting excellence. Aspire Academy Trust will work with its partners in the secondary and FE sectors to provide Sports Champions to mentor and coach sport on a regular, embedded programme both within the curriculum and in after school activities.

SMPA and APAN will create a strong and vibrant sporting ethos and participate fully in all competitive sport.

In every year group throughout the school the STEAM Curriculum will consist of theme-based approaches to learning that are firmly rooted upon teaching of skills that are progressive. Each theme will involve 'hands-on' experiences to introduce/extend the theme and a significant amount of learning will take place outdoors.

### **Explorers: Early Years Foundation Stage**

This stage is for children aged three to five years old. This will be for children both in the on-site nursery provision and the Reception classes.

Every child deserves the best possible start in life and to be given the support that enables them to fulfil their potential. This crucial learning stage is the conception of the Steam Curriculum, where solid foundation blocks are created for all further learning to take place. These children will be immersed in learning that is practical, experiential and builds on what has gone before, like that of a builder.

Our main aim for this stage is to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Our Foundation Stage curriculum will be shaped on the four guiding principles of the DfE framework for Early Years Foundation Stage published in March 2014.

These are that:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

Our curriculum will be based around seven areas of learning and development that will be inter-connected into learning themes. The seven areas of learning incorporate the *early learning goals* which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These *prime areas* are communication and language; physical development and personal, social and emotional development.

Our curriculum will ensure a relentless focus on these areas, to make certain children gain early acquisition and mastery of the basic skills which hold the key to all future learning.

Throughout the Foundation Stage, children's progress in the three prime areas will be tracked forensically through on-going formative assessment activities, which will be an integral part of the learning process. Assessment and planning activities will be initially be based on information gained from the child's progress check at age two.

If a child's progress in any prime area gives us cause for concern we will ensure immediate parental involvement to agree an individual programme of support and intervention. We will consider whether a child may have a special educational need or disability which requires specialist support and help families to access, relevant services from other agencies as appropriate.

Our Explorers Stage curriculum design will ensure the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

The driving principles guiding the daily and weekly planning and delivery of the Explorers Stage curriculum will be shaped by our curriculum philosophy ; 'I will either find a way or make one', thus :

- playing and exploring – children will investigate and experience things, and develop a 'have a go' attitude and approach
- active learning – children will learn to concentrate and keep on trying if they encounter difficulties, and enjoy feeling success when they achieve
- creating and thinking critically – children will have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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A structured phonics programme (Read Write Inc.) will be used to develop sustained and rapid letter and sound recognition for early acquisition of reading skills.

As 'Explorers' the children will be submerged into learning experiences that emphasise the importance of activity and the manipulation of a variety of materials in promoting motor and sensory development. The mastery of gross motor skills, co-ordination and balance will be paramount at this key stage as a prerequisite for later learning.

The Explorers stage curriculum will fully recognise that parents are the child's primary educators, and the life experienced at home is the most potent factor in his or her development during the primary school.

Our aim is that children, both girls and boys, will aspire to become designers and makers from a very early age. Outside play spaces will be designed to be dynamic flexible spaces to intrigue and inspire curiosity, encourage creative exploration and will be constantly evolving. The spaces will include thought-provoking objects such as gears and pulleys and theme led resources. For example a pirate topic would involve children discovering items such as maps, treasure, nets, flag making materials, binoculars and a range of resources to inspire pirate boat making.

### **Discoverers Key Stage 1**

The Steam Curriculum for Key Stage 1 is based on a theme of Discovery. Here we will build on Foundation stage and will continue with the prime and specific areas of learning which create a broad and balanced programme and sustain the social and academic gains made in Reception year. The National Curriculum will be the basis for long term planning and the interests of the pupils used for shorter term planning.

The focus for skills development in this Key Stage is of Discoverers: enquiry, problem solving, making connections, creative thinking and experimenting, all incorporating our curriculum philosophy:

'I will either find a way or make one'

The specific virtues to be embedded will be: trust, determination, confidence, kindness, helpfulness and enthusiasm.

Whilst every area of learning will be covered, the development of receptiveness to language, of language awareness and of the ability to use language competently and confidently is central to this stage.

During this stage more attention will be given to the acquisition of basic literacy and numeracy skills, delivered through:

- delivery of systematic daily lessons on phonics and a clear focus on the development of reading. A structured phonics programme (Read Write Inc.) will be used to develop sustained and rapid progress
- a clear focus on stories and drama and the development of oral literacy skills.



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

- daily systematic teaching of mathematics.

The STEAM Curriculum is carefully planned so that children experience a range of teaching and learning styles appropriate to the task being undertaken.

Key Stage 1 pupils will learn through experiential activity based tasks. We aim to address the different learning styles of these very young children through a wide range of activities involving an increasing ability to work with others.

In the spirit of discovery the planned activities and experiences will enable the child to move from the familiar to the unfamiliar, from the simple to the more complex, from the concrete to the abstract.

For example a project on Flight will involve a visit to Newquay Airport where pupils will learn for first-hand about the jobs people do, the importance of baggage scanners in security, how weather affects air travel, how logos and fleet colours are chosen and designed by airlines and explore where the passengers are travelling from. Back in the classroom aviation experts and exciting 'passengers' will visit and further inspire pupils and broaden their horizons with global and unfamiliar ideas. An Airport role play area will strengthen new vocabulary, concepts and ensure further discovery and learning.

Literacy and Numeracy will be taught as separate subjects on a daily basis. There will be a dedicated session for both numeracy and literacy. All other subjects will be integrated into learning themes and will be taught as cross-curricular units incorporating all other subjects.

The STEAM Curriculum themed activities at this stage will be planned purposefully so children's natural curiosity will be harnessed to stimulate interest in finding out about the natural world.

Year 1 will be responsible for the 'Living Animals and Plants' in the school. These pupils will take the responsibility for ensuring the schools pets and plants remain alive and healthy. They will work with Cornwall College Newquay (based at Newquay Zoo) to learn about animal welfare and conservation.

Year 2 will be responsible for the Organic garden. They will discover how to grow vegetables all year round which they will then market and sell to their parents. The Eden Project workshop on Green Machines will stimulate curiosity and provide expert advice to Year 2, this project will develop skills of enquiry, problem solving, making connections, creative thinking and experimenting.

### **Innovators Lower Key Stage 2 (Years 3 and 4)**

To achieve our vision of 'Learners Today. Leaders Tomorrow' we want our pupils to acquire innovation skills from deliberately designed activities that are made to feel "safe" as well as exciting in order that they discover new ways of doing things.

To succeed in the 21st-century economy, pupils must learn to analyse and solve problems, collaborate, persevere, take calculated risks and learn from failure and



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

success. Our pupils will be encouraged to approach their learning tasks with confidence, resilience and a can-do attitude:

“Aut viam inveniam aut faciam”. ‘I will either find a way or make one’

This will be the stage of endless imagination and possibility, of learning by doing.

The Lower Key Stage 2 Steam Curriculum is planned through an enriched National Curriculum to ensure that we have relevant content and good skills progression as the children move through the school.

The focus will be on the subjects of Literacy, Numeracy, Science and the acquisition of Information Communication Technology skills. The other ‘foundation’ subjects include History, Geography, Design Technology, Music, Art, Physical Education, Modern Foreign Languages and Personal, Social and Health Education (Citizenship) and Religious Education.

The specific skills we will focus on in this Key Stage are those of innovators: association, collaboration, information processing, imagining, risk taking, reflection and questioning.

Innovators are consummate questioners who show a passion for inquiry. We want our pupils to become critical thinkers who challenge the status quo: ‘If we tried this, what would happen?’

The specific virtues to be embedded will be: commitment, honesty, patience, co-operation, flexibility, courage, tolerance and unity.

Literacy and Numeracy will be taught as separate subjects on a daily basis. All other subjects will be integrated into learning themes and will be taught as cross-curricular units involving the solving of learning challenges.

The emphasis in this key stage is on working collaboratively on learning challenges and projects which will be built around a questioning and enquiry approach. Children aren't given ready-made answers, but are encouraged to arrive at the answers on their own. For example, after discovering the Trevoise lighthouse on a visit children will be challenged to design and make a working model of a lighthouse.

Year 3 pupils will be responsible for ‘Communication and Media’. They will produce a monthly pupil newspaper, set up and maintain e-mail communication with partner schools nationally and internationally, make posters and podcasts for events and run the school’s internal radio broadcasts.

The pupils in Year 4 of the Innovators Stage will be the school’s Eco-Warriors throughout the year. Pupils in Year 4 will be responsible for ensuring the school is being energy efficient. They will monitor energy consumption and plan for improvements. They will earn ‘green’ points and receive awards for innovative ideas. Pupils in Year 4 will be ambassadors for sustainability and a learning theme for them will be renewable energy.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

They will work with partners from Green Cornwall on a range of projects which seek to reduce Cornwall's carbon footprint, develop sustainable energy solutions, develop a low carbon economy and improve environmental resilience.

Pupils will be stimulated by hearing the ideas and opinions of others, and by having the opportunity to react to them. Collaborative work exposes children to the individual perceptions that others may have of a problem or a situation.

### **Pioneers Upper Key Stage 2 (year 5 and 6)**

Tapping into the entrepreneurial spirit teaches children the skills they need for the knowledge-based economy of the future, this stage will involve enterprise skills and activities rooted in the real world.

The Upper Key Stage 2 Steam Curriculum is planned through an enriched National Curriculum and builds on and incorporates the prior learning of the Innovators' stage

Aspects of this curriculum specifically prepare pupils for the next phase of their education when they enter their choice of secondary school. These skills include problem solving, the ability to work independently and reflect, teamwork and creativity. Shared projects such as staging a Photographic Exhibition for the community will involve Art and Photography students from local colleges working with pupils from our free schools to shoot, design, create and select, edit and critically analyse photos for a specific market.

The focus will be on the subjects of Literacy, Numeracy, Science and Information Communication Technology. Subjects include History, Geography, Design Technology, Engineering, Music, Art, Physical Education, Modern Foreign Languages and Personal, Social and Health Education (Citizenship) and Religious Education.

The specific skills we will focus on in this Key Stage are those of our great pioneers: evaluation, envisaging, reflecting, inference and deduction and critical analysis, enterprise and entrepreneurial skills.

The specific virtues to be embedded will be: assertiveness, compassion, excellence, integrity, responsibility, reliability, perseverance and justice.

Years 5 and 6 will be given leadership responsibilities and will be expected to undertake a junior version of the Duke of Edinburgh scheme. It will be called the 'Pioneer Challenge Award'. The award encourages awareness and responsibility and develops lifelong skills in a spirit of fun, adventure and exploration.

Pupils will take part in a set of challenges and will be able to achieve bronze, silver or gold level awards. Each award will be incremental in its expectation and will involve a set of 'challenges' to fulfil. These will take place in school and in the home and in the community.

Challenges will be wide ranging and designed to build up lifelong skills and a love for learning and give exposure to experiences that the pupils are not always able to access

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

otherwise. Sharing a classroom with STEM professionals not only exposes pupils to inspirational projects and STEM-related careers, it also gives them meaningful contact with successful experts. Building a knowledge and understanding of opportunities and the world of work and employability, seeing those skills in action within our partnerships and beyond those partnerships so that pupils are open to and aware of the broader spectrum of roles they can play, within the region, and in anticipation of the skills sets required in the second half of the 21<sup>st</sup> century.

For example some activities at Bronze level: An overnight camp under canvas, sewing a button onto fabric, navigating a path across Bodmin moor using a map, sourcing and cooking a simple meal, listening to a live orchestra play.

In order to prepare pupils for the next stage in their education and to reach higher academic levels, there will be more subject based teaching in the Pioneer Stage.

Our expectation is that by the time pupils reach this stage of their education they will be effective communicators, prepared to take risks and able to work collaboratively. This will allow us to use the 'Mantle of the Expert' pedagogy (Dorothy Heathcote) to deliver the STEAM Curriculum.

In a 'Mantle of the Expert' learning experience, a fictional world is created in which the children all have roles as an expert in a particular field. This is with the aim that their presumed expertise develops into a genuine expertise in certain areas of learning.

To increase engagement and confidence Steam Curriculum experiences will be planned to have a perceived real purpose for learning. Pupils will work in an interactive and proactive way – providing them with the skills and knowledge they can apply to their everyday lives. This approach encourages creativity, improves teamwork, communication skills, critical thought and decision-making.

For example the pupils will be challenged to set up and run a seafood 'restaurant' for their parents and members of the community. They will need to observe, collate and evaluate evidence, to ask relevant questions, to identify essential information, to recognise the essence of the task, to suggest solutions, and to make informed judgments. This will involve a visit to nearby Padstow National Lobster Hatchery - one of the few marine biology laboratories in the world. As well as seeing first-hand the fascinating progression of a lobster from egg to adult and learning from expert conservation and research work, pupils will learn about the wider marine environment and the importance of purchasing seafood from a sustainable source.

In another example, pupils take on the mantle of archaeologist when an old Roman security chest is discovered buried in a field by a local farmer and brought into school. The pupils are asked to open the box and examine the contents and advise the local museum as to its historical importance. Morality and social issues are also explored. Does the person who discovers them on their land have the right to sell them to make



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money? Or is something like this of such great historical value that it should be owned by the nation?

These activities help to foster the higher-order thinking skills, such as summarising, analysing, making inferences and deductions.

In recognition of a rapidly changing society, learning experiences will focus on the development of effective interpersonal and intrapersonal skills and skills in communication which are essential for personal, social and educational fulfilment.

The ability to think critically, to apply learning and to develop flexibility and creativity are also important factors in the success of the child's life. The STEAM Pioneers curriculum places a particular emphasis on promoting these skills and abilities so that children may cope successfully with change.

The Pioneers' curriculum will be delivered through specific subject teaching as well as cross-curricular themed projects such as those illustrated above.

### **Delivery of the STEAM Curriculum- The Core Subjects**

Aspire understands that the early acquisition of reading, writing and numeracy skills is of fundamental importance. There will be a strong focus across the whole school on literacy, mathematics and expressive language.

All children across the school will be continually assessed in their literacy and numeracy skills and be grouped according to their ongoing learning levels. In this way children's individual learning needs can be best met.

Mathematics is one of the key drivers of our STEAM Curriculum. We will bring mathematics to life with meaningful partnership projects through our STEAM curriculum. An example is involvement with the Bloodhound Project at Newquay Aerohub, The BLOODHOUND SSC Project is Britain's latest attempt on the World Land Speed Record with a car capable of 1,000mph. The project also aims to inspire future generations to pursue careers in science, technology, engineering and mathematics (STEM) by showcasing these subjects in the most exciting way possible in schools. Our pupils will learn to make and propel their own rocket powered cars, using and engineering and mathematical skills

A structured mathematics mastery programme will be implemented from Reception. A deep understanding is achieved through covering fewer topics in greater depth. Pupils master concepts rather than learning procedures by rote.

Higher achieving children will be appropriately challenged and there will be more opportunities for other groups to receive planned intervention support (i.e. pupils with EAL and pupils who may need additional support).

Interwoven into our STEAM curriculum, science will be taught using a hands-on inquiry-based approach. We want our pupils to learn of science by behaving as scientists. The



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will be introduced to aspects of five other main religions followed in the U.K.: Islam, Hinduism, Judaism, Sikhism and Buddhism. We will celebrate and learn about the main Christian festivals that are traditional in the U.K., Christmas, Easter, and Harvest Festivals. We will also learn about some of the main festivals of other major world religions such as Eid, Divali and Hanukah.

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### **ICT**

Pupils will have full access to ICT and teaching will fulfil, as a minimum, all the requirements of the National Computing programmes of study. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

We will ensure our pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. We will work with of a broad range of partners across the region to demonstrate the wide uses of technology and the roles to be played in its development and operation, from technicians within the services to the conning tower at the airport, from the bio industry demonstrated by the day to day operation at the Eden Project to the high end technology used within the food industry as seen at Ginsters, at Baker Tom’s or Trewithen Dairy.

### **Virtues and Values**

The STEAM Curriculum will be broad and balanced and will intentionally and systematically develop pupils’ personal learning and life skills.

Our mission will be: “To provide an outstanding education and ensure that all pupils can reach their greatest potential and live by life’s highest values.”

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Through the Virtues Project we will nurture pupils in the skills and qualities they need to be successful in modern Britain and in adult life. Virtues are essential to the true goal of education – intelligence plus character.

The virtues will be taught in each key stage and embedded into the curriculum and life of the school. The main virtues will be:

- assertiveness    caring    compassion    confidence    courage    courtesy
- creativity    determination    enthusiasm    excellence    forgiveness    friendliness



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gentleness helpfulness honesty joyfulness justice kindness modesty

patience reliability respect responsibility self-discipline tolerance trust

By embedding the teaching of virtues into and throughout our curriculum, we will inspire pupils to know who they are and to live by life's highest values. In this way we will introduce a common core set of values which will permeate into the homes and reduce the effects of social and economic disadvantage.

The virtues will promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Enabled by Aspires core value of 'Excellence in all we do', our pupils will achieve at the highest level in an environment of mutual trust and respect that allows personal development to flourish. All Aspire Academies have an unwavering belief that all pupils can succeed and aspirations and expectations will be consistently high.

Our PSHE programme will reflect these core values and teach attitudes of understanding and acceptance of those of other cultures, faiths and capabilities both physical and mental. We will nurture a generosity of spirit through an awareness of the poverty and suffering of people in other countries – and our own – and a desire to alleviate their situation. Fundraising will be organised by the pupils themselves through acts of self-sacrifice or creative activity.

We will ensure an exciting range of activities to nurture integrity, independence and self-control, inspire pride and develop leadership and inter-personal skills. Our pupils will contribute fully to the life of the school, both in the classroom and beyond, with high standards of behaviour at all times.

### **Readiness for Secondary School.**

From day one, we will prepare our pupils for a lifetime of learning and success by teaching them the academic and character strengths they need to excel in secondary school and college.

We want our pupils to strive for, be prepared for and to be able to ultimately attend and compete at the top colleges and universities in the world.

The STEAM Curriculum is designed to ensure the pupils have very high academic attainment, excellent literacy and outstanding communication skills, a love for and knowledge of how to learn and an eagerness to find out more.

The STEAM Curriculum is designed to provide a seamless transition into the two Newquay Secondary Colleges which specialise in Enterprise and Technology.

### **Meeting the needs of all pupils**

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SMPA and APAN vision and ethos will be underpinned by the unwavering belief that every child can achieve success and it will be fully committed to inclusion and provision of equal opportunity.

There will be:

- Focus on preventative, early identification and targeted support for children with individual special educational needs (SEN) and disabilities
- Emphasis on monitoring the progress of children with special educational needs towards meeting personal identified goals and targets.
- Rigorous monitoring and focus on the progress and needs of pupils who attract Pupil Premium Funding
- Enrichment and extension programmes for the most able and gifted and talented pupils.
- Early tracking and intervention if appropriate for pupils with English as an additional language.

The STEAM Curriculum will ensure that every pupil will achieve their intellectual, social, emotional and physical potential: intelligence plus character

The STEAM Curriculum will create exciting and effective learning environments, appropriate to age and stage securing pupil motivation and concentration and providing equality of opportunity through teaching approaches.

High expectations will prevail for all pupils including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travelers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

SMPA and APAN will recognise that in a deprived coastal area, for a variety of social, cultural and economic reasons, the level of development reached by some children at the time they come to school may not reflect their true potential.

Aspire will provide swift and appropriate and focussed intervention in all years of school so all children are enabled to benefit fully from the learning experience that the curriculum has to offer.

At the core of all our ambitions is a recognition that significant progress must be made in the literacy and numeracy levels of pupils.

## **D2 – measuring pupil performance effectively and setting challenging targets**

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and



- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **D2 – measuring pupil performance effectively and setting challenging targets**

██████████ and APAN will both use the same systems for measuring pupil performance effectively and setting challenging targets as the school we wish to replicate Mawgan-in-Pydar School.

There will only be a difference in that ██████████ and APAN's assessment and data tracking systems will be built explicitly into the Steam curriculum, so that we can continuously check what pupils have learned and whether they are on track to meet or exceed expectations at the end of each year and at each key stage.

Our assessment systems-**in addition** to that already used in Aspire- will ensure we are also able to determine pupils' progress key skills across the STEAM curriculum. It will ensure coverage and development of skills and act as a record of achievement. Mastery of skills and advancement of pupils learning how to learn are important drivers for the STEAM curriculum and thus will be monitored and tracked rigorously.

██████████ and APAN assessment systems will focus on learners' interests, needs, and acquisition of attitudes, rather than their grades, marks and league table positions. For example pupils will build up a portfolio of evidence of activity across the STEAM curriculum that demonstrates who they are, what they are interested in, and what they can do.

Pupils will have a skills passport which they will stamp when mastering or displaying specific skills such as the ability to reason or use hypothesis.

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

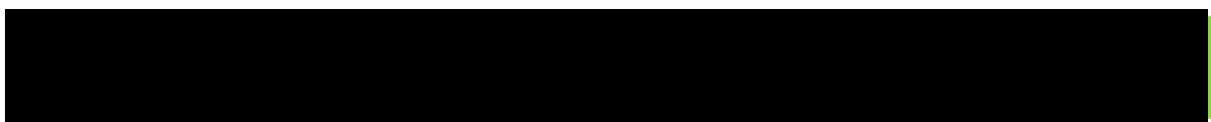
**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

**D3 STAFFING STRUCTURE for [REDACTED] and ASPIRE PRIMARY ACADEMY NEWQUAY**

Staffing Structure in the first year 2017-18 [REDACTED] and 2018-19 APAN



APAN opening with two reception classes –total 60

Personnel	FTE	Roles/notes
Executive Principal	0.4	Executive Principal Strategic direction and vision Assessment and data School Improvement Performance management –
Assistant Headteacher	Full Time	Leadership and Management Head of Learning and curriculum development and delivery SENCo Child Protection and Safeguarding Maths Co-ordinator Will manage performance class teachers Induction and mentoring of student teachers
Experienced Teacher	Full Time	Responsible for one Reception class Essential- expert in Foundation Stage <b>Leader of Explorers Stage</b> Has expert Literacy/Language knowledge Responsible for Literacy and EAL
Teacher	Full Time	Responsible for one Reception Class Responsible for home school partnership Responsible for KS1 Science development
Teacher	Full Time	Responsible for class of mixed year 1 and 2 pupils Responsible for KS1 mathematics development
Teacher	Full time	Responsible for mixed Year 2 and Y3 pupils
Experienced Teacher	Full time	Responsible for mixed Y4 and Y5 pupils <b>Leader of Innovators Stage</b>
Experienced Teacher	Full time	Responsible for mixed Y5 and Y6 pupils <b>Leader of Pioneers Stage</b>
HLTA	Full Time	Not class based but employed for specific duties: SENCO support –admin/parent meetings/ agency support/CAF and referrals in conjunction with Assistant head Deliver intervention/extension programmes for individuals and groups

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

		Pediatric first aid care Cover classes for teachers
Nursery Nurse	Full Time	Will work across Reception classes and provide liaison nursery Provide expert early years knowledge Pastoral care Pediatric first aid care PPA cover
Teaching Assistants	6 Full Time SMPA 2 APAN	Needed for ratios/ fit with vision of group teaching etc Two per Reception class One per class General and specific support within classes, for groups and individuals
2 6 x Midday supervisors	Each = 1x hour day	6 staff to supervise midday break
Speech and Language Therapist	4 hours per week	Will be contracted-in to make assessments and devise communication programmes for TAs to deliver
Caretaker / Handyman	0.5 FTE	From Aspires standard caretaking and site maintenance/litter collection duties
Admin	1 TTO (43 weeks)	Secretary/receptionist with financial responsibilities (supported by Aspire Finance team)

**SECOND YEAR: 2018-19 [REDACTED] and 2019-20 for APAN**

Keep everyone as in first year above and **add:**

Personnel	FTE	Roles/notes
Teacher	Full time	Responsible for class of year 1 Responsible for Discoverers Stage Literacy
Teacher	Full Time	Responsible for class of year 1 Responsible for Art/Music/Drama <b>Leader of Discoverers Stage</b>
HLTA	15 hours per week	To cover PPA Deliver ECAR and ECAT programmes
Sports Coach	8 hrs per week	To provide high quality sport to mixed classes and provide PPA cover. This will build up as number of teachers increase. PPA cover will be provided by sports coaches (thus cheaper PPA cover and high standard of sport-fits with vision)
Teaching Assistants	2x Full Time	2 extra needed for ratios/ fit with vision of group teaching etc. (Total 8). Two per Reception class One per year one class One per mixed class General and specific support within classes, for groups and individuals Will cover supervision of playgrounds

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Midday supervisors	2 each 1x hour day	Increase by 2 so 8 altogether
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**THIRD YEAR: 2019-1920 [REDACTED] and APAN 1920-1921**

Keep everyone as in second year above and **add**:

Personnel	FTE	Roles/notes
Class teacher	Full Time	Responsible for class of year 2 Mathematics expertise- team leader
Sports Coach(es)	4 hours extra	Increase hours - 12 hours altogether This will increase by 4 hours each year until school is full. Total hours when full 28 hours equivalent per week to cover PPA
Teaching Assistants	1 additional FTE	Increase TA by 1 Paediatric first aid care To provide intervention support programmes and lunchtime reading clubs
Midday Supervisors	2 additional	
Assistant Administrator	0.5 FTE	To assist the Administrator
Catering Assistant	3.5 hrs per day TTO	Will assist existing in-house catering team to deliver school meals
ICT Technician	0.2 FTE	To assist Aspires existing IT team support

**SMPA FOURTH YEAR: 2021-22 [REDACTED] and 1922-1923**

Keep everyone as in second and third years above and **add**:

Personnel	FTE	Roles/notes
Teacher	Full time	Responsible for Year 3 class Science Expertise
HLTA	Full Time	Will provide cover additional PPA for 20% of week for Explorer team leader SENCO support for KS2 –admin/parent meetings/ agency support/CAF and referrals in conjunction with SENCO Deliver intervention/extension programmes for individuals and groups in Innovators and Pioneers Stage
Teaching Assistants	2 additional	One per year 4 class
Midday Supervisors	1 additional	
Sports Coaches	4 hrs per week	Increase hours - 16 hours altogether This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

		cover PPA
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**FIFTH YEAR: 2023-1924 [REDACTED] and 1924 and 1925 APAN**

Keep everyone as in second, third and fourth years above and add:

Personnel	FTE	Roles/notes
Teacher	Full time	Experienced – will be team leader for Pioneers Stage Responsible for management of personnel in Pioneers Stage Responsible for Year 5 class
HLTA	Full Time	Will provide cover additional PPA for 20% of week for Pioneers team leader SENCO support for Pioneers –admin/parent meetings/ agency support/CAF and referrals in conjunction with SENCO Deliver intervention/extension programmes for individuals and groups in Pioneer Paediatric first aid care
Teaching Assistants	2 additional FTE	One per class
Midday Supervisors	1 x 5hrs per week	Add 1
Sports Coaches	4 hrs per week	Increase hours - 20 hours altogether This will increase by 4 hours each year until school is full Total hours when full 28 hours equivalent per week to cover PPA

**SIXTH YEAR: 2025-2026 [REDACTED] 2026-2027 Total pupils 420 FULL**

**add:**

Personnel	FTE	Roles/notes
Teacher	Full Time	Responsible for Year 5 class Technology/Art expertise
Teaching Assistants	2 FTE	
Midday Supervisors	1	Add 1
Sports Coach(es)	4hrs per week	This will increase by 4 hours each year until school is full. Total hours when full 28 hours equivalent per week to cover PPA
Catering Assistant	3.5 hrs per day TTO	Will assist existing in-house catering team to deliver school meals
ICT Technician	0.5 FTE	To assist Aspire IT team support the primary





#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

Festivals. We will also learn about some of the main festivals of other major world religions such as Eid, Divali and Hanukkah.

Through the Virtues Project we will nurture pupils in the skills and qualities they need to be successful in modern Britain and in adult life. Virtues are essential to the true goal of education – intelligence plus character.

Planned and explicit virtues will be taught in each key stage and embedded into the curriculum and life of the school. The main virtues will be:

assertiveness   caring   compassion   confidence   courage   courtesy  
creativity   determination   enthusiasm   excellence   forgiveness   friendliness  
gentleness   helpfulness   honesty   joyfulness   justice   kindness   modesty  
patience   reliability   respect   responsibility   self-discipline   tolerance   trust

By embedding the teaching of virtues into and throughout our curriculum, we will inspire pupils to know who they are and to live by life's highest values. In this way we will introduce a common core set of values which will permeate into the homes and reduce the effects of social and economic disadvantage.

The Virtues Project will promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our PSHE programme will reflect these core values and teach attitudes of understanding and acceptance of those of other cultures, faiths and capabilities both physical and mental. We will nurture a generosity of spirit through an awareness of the poverty and suffering of people in other countries – and our own – and a desire to alleviate their situation. Fundraising will be organised by the pupils themselves through acts of self-sacrifice or creative activity.

██████████ and **APAN** will be fully inclusive and will be welcoming to both pupils and parents. Explorers Stage pupils will receive a personal welcome each morning celebrating the uniqueness of each individual child. Aspire deems parental engagement an important part of its strategy to raise attainment.

Parents' involvement in the education of their children has been identified nationally as a major contributory factor in overall levels of attainment in school. The Ofsted report *Learning Together* (2010) also highlights the important work of early years and primary settings with respect to developing community cohesion through engagement.

Research (DfE May 2010) confirms that parental confidence is often seen an issue in disadvantaged areas. In order to overcome this barrier parents will be encouraged to come into the classroom from day one.

**D4 – the school will be welcoming to pupils of all faiths/world views and none**

After self-registration, children will be able to take part in activities with their parent. Parents will also be invited in for the last 15 minutes of each day to share activities with their children and celebrate success.

The sessions will be non-threatening and parents will be made to feel equal and valuable partners in their children’s education. In this way we aim to improve communication and develop strong lasting relationships between parents and the school from the onset which we anticipate will continue throughout the pupils’ time in [redacted] and **Aspire Primary Academy Newquay**.

[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]  
[redacted]

## Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

### E1 – provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

#### E1 – provide valid evidence that there is a need for this school in the area

##### **Demand for pupil places for both SMPA and APAN**

In Newquay and St Mawgan there is a shortfall of primary places from September 2015. Cornwall County Council's 'Planning Future Cornwall' document (Feb 2013) <http://www.cornwall.gov.uk/localplancornwall> states that

'additional capacity is required to meet the need for primary age places and options are being considered to expand provision at existing primary schools'.

<http://www.newquayvoice.co.uk/news/5/article/4944/>

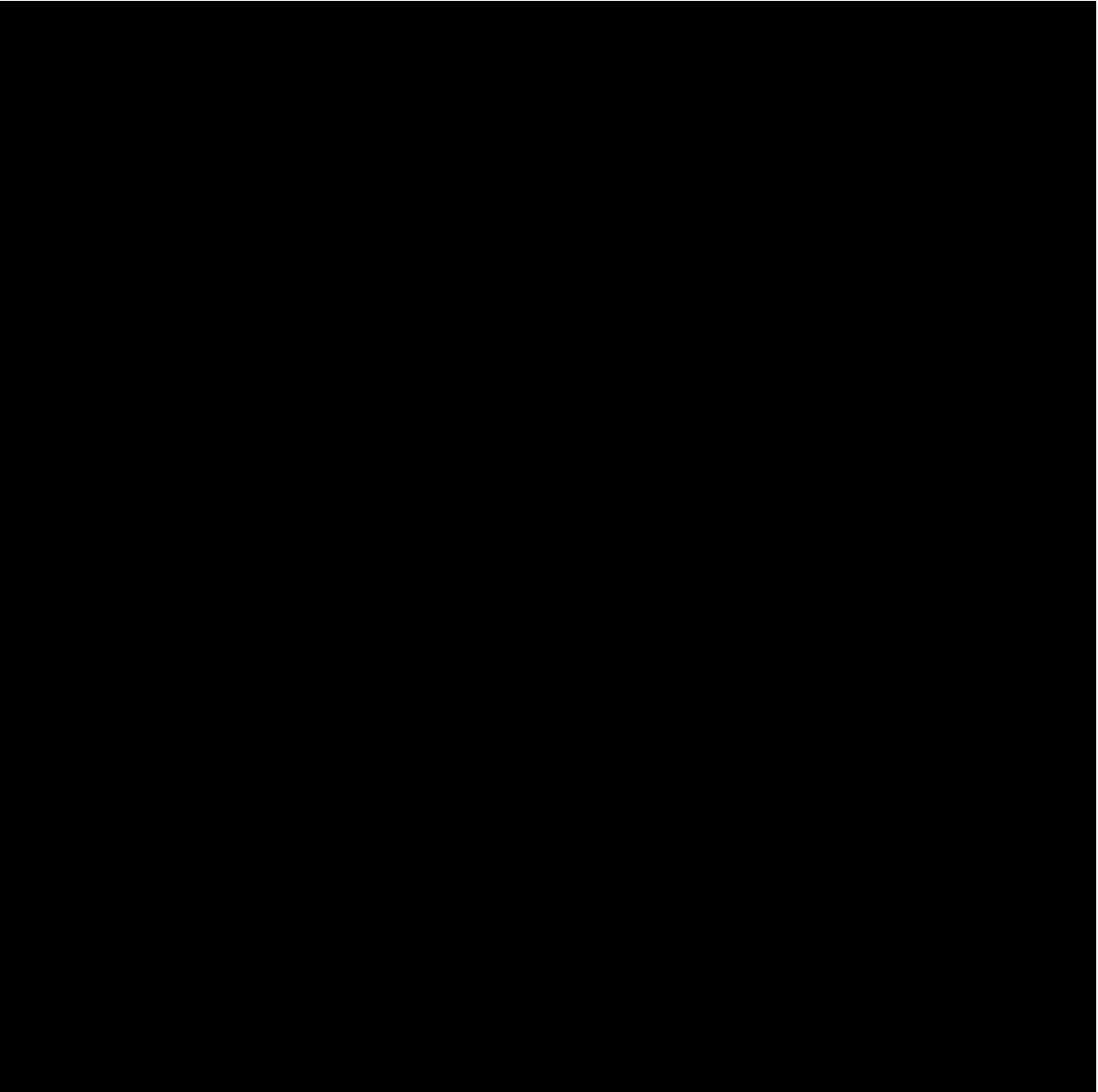
Media reports May 2015 stated:

NEWQUAY is on the brink of a new school places crisis as its central schools are either oversubscribed or full to capacity. Parents whose children are due to start school in September have been left bitterly disappointed after being told they had not been allocated a place at their preferred school.

Trenance, Bishops' and St Columb Minor schools have built new classrooms to cope with the extra demand since the school places crisis erupted five years ago, but are already full to capacity due to the number of new housing estates being built. The **situation is set to get worse** as several new major housing estates have received planning permission and are yet to be built.

Cornwall Council has acknowledged there is particular pressure on school places in Newquay and says work is underway to provide extra places in the next two years. A new school is due to be built at the Nansledan scheme, but that will be primarily for children living on the estate, and is some years away.

**E1 – provide valid evidence that there is a need for this school in the area**



**Aspire Primary Academy Newquay- pupil places**

The Aspire Primary Academy Newquay will fulfil an existing well known and widely documented need for a new primary school in the proposed area of Nansledan.

<http://nansledan.co.uk/>

Appendix 2 Map of Growth Zone

Appendix 3 Duchy of Cornwall planning approval

<https://www.cornwall.gov.uk/media/6586494/NewquayDeliveryInvestmentPlan.pdf>

<http://www.bbc.co.uk/news/uk-england-cornwall-19826885>

<http://www.cornishguardian.co.uk/Plans-phase-Duchy-Cornwall-scheme-Newquay-set/story-27840321-detail/story.html>



### E1 – provide valid evidence that there is a need for this school in the area

This will be on Duchy land earmarked for a new primary school and the Local Authority have already held a ‘pupil places’ planning meeting (January 2016) with all local schools to seek the support of existing Trusts of their proposals under the free school presumption guidance.

Many schools in Newquay are significantly oversubscribed resulting in pupils being placed at differing schools to either their siblings or their preferences.

The local authority has clearly identified the need to increase places and a new primary school is earmarked by the Duchy for the 218 hectare Nansledan Site. This will be the proposed site for Aspire Primary Academy Newquay. Large housing developments have already begun with houses becoming occupied as they are built.

<http://www.primelocation.com/new-homes/property/newquay/street-tr8/tr8-4ju/#expired>

The Newquay Strategic Route is a new transport link that will serve Nansledan Newquay Growth Area which is situated to the east of the town. The Route has been backed by Cornwall Council and the Duchy of Cornwall.

<https://www.cornwall.gov.uk/council-and-democracy/council-news-room/media-releases/news-from-2016/news-from-january-2016/phase-one-of-the-newquay-strategic-route-due-to-start-this-month/>

The table below details the projected scale of need/total places’ shortfall in Newquay Town Schools. This data was obtained from the Local Authority Data and Statistics December 2015.

School	PAN	School Capacity	Forecast Oct 2016	Forecast Oct 2017	Forecast Oct 2018
Trenance infants	120	390	415	421	429
Bishops	45	315	267	287	301
Newquay Junior	150	600	550	592	591
St Columb Minor	90	630	607	645	652
<b>Total pupils</b>	405	1,935	1 839	1 945	1,973

This chart clearly shows that all the existing Newquay Town Schools are reaching or over capacity- these figures are based on **existing pupils** and current 2 and 3 year old pupils already in the town. By 2018 there will already be **shortfall** of places for existing pupils and zero places available for pupils moving into the town or the large Nansledan development.

### **E1 – provide valid evidence that there is a need for this school in the area**

By opening with 60 places we expect to fill up with children coming directly from the new housing developments as well as families migrating into Newquay for the expanding Tourist and Aviation industries.

The Cornwall Basic need scorecard

<https://www.gov.uk/government/publications/primary-school-places-local-authority-basic-need-scorecards-2014>

Shows Cornwall as coded RED which reflects how many more places are needed to meet demand.

### **and APAN- Demand for high quality places**

The relative underperformance of existing schools as judged by their latest attainment and value added scores.

There are seven schools within a 5 mile radius of St Mawgan

**Appendix one** charts show that:

**Value Added** scores 2015 are below National Average for six out of seven schools (86%) in the Newquay area.

Mawgan-in-Pydar is the only school with above National Average VA scores and is the school we are replicating in our application and the only school out of the seven in the Aspire Academy Trust.

The chart shows that four out of seven (57%) of Newquay schools are underperforming in the most current year for achievement in Level 4B or above and 86% are underperforming for Level 5.

Although all the schools listed are in Ofsted Good or Outstanding categories the chart shows some important inconsistencies in the way that pupils achieve within individual schools. This issue is especially acute because of under-performance at two of the very large main local primary schools in the area accommodating the majority of pupils- both have 600 pupils and both have below average VA scores for all pupils and for disadvantaged pupils. In both 2014 and 2015 the attainment data for L4 for both schools was at or below National Averages for all pupils and disadvantaged pupils.

In comparison data appendix 4 and the chart below demonstrates Mawgan-in-Pydar (replica school) is consistently high performing.

## E1 – provide valid evidence that there is a need for this school in the area

		2013	2014	2015
All subjects	Cohort for VA	16	15	13
	VA School score	100.6	102.0	100.4 ↓
	95% confidence interval +/-	1.0	1.1	1.1
	Significance		Sig+	
	Percentile rank	30	4	35
	Coverage	100%	94%	93%
Mathematics	Cohort for VA	16	15	13
	VA School score	100.5	102.7 ↑	101.1
	95% confidence interval +/-	1.3	1.4	1.5
	Significance		Sig+	
	Percentile rank	36	2	18
	Coverage	100%	94%	93%
Reading	Cohort for VA	16	15	13
	VA School score	100.9	100.6	100.2
	95% confidence interval +/-	1.3	1.2	1.2
	Significance			
	Percentile rank	16	25	44
	Coverage	100%	94%	93%
Writing (TA)	Cohort for VA	16	15	13
	VA School score	100.2	101.5	99.1 ↓
	95% confidence interval +/-	1.2	1.2	1.3
	Significance		Sig+	
	Percentile rank	43	8	84

The lower score in writing 2015 was caused by two of the small cohort of 14 pupils having confirmed specific learning difficulties dyslexic. 100% of the rest of the cohort reached expected standards.

The only other school in Newquay The Bishops is a church school and not easily accessible to children whose parents are not practising Christians.

Therefore there is a lack of high quality provision particularly in the town of Newquay.

- There are more pupils at underperforming existing schools in the area than the capacity of our proposed school.

The Aspire Academy Trust is seeking to address this gap in the provision of high quality places and meet local demand for new provision which is **innovative and distinctive** and offers parents a diversity of choice that does not currently exist.

██████████ and APAN will also address the need for a high quality educational provision which has been specifically and deliberately designed to meet the unique needs of the local community and support the regeneration and growth plans of the Newquay and St Columb Network Area.

Please tick to confirm that you have provided evidence as annexes:

## E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### E2 – successful engagement with parents and the local community



**APAN** is a new application and is in direct response to local need and demand as illustrated in sections C and E1 above. This application is for an identified 'earmarked' school, which already has a wide following of public support and is a school the local Newquay community is waiting for. No parental survey has been completed but a meeting has been held with the Local Authority to establish the need and the potential for parental demand. A strategy meeting was held in January 2016 with all Newquay Heads and the LA to establish the best route for the proposed new school was the Free School route.

#### Engaging Parental Support



An awareness campaign and accompanying parental demand survey plus a Facebook page was carried out across the TR8 postcode area. 2500 leaflets were distributed in the village and surrounding area plus face-to-face consultations at St Mawgan-in-Pydar Primary School and Morrison's' supermarket in Newquay.

The locality and its population make-up are well understood by Aspire Academy Trust, and the consultation and engagement programme was specifically targeted to ensure it reached as many families as possible that are within the likely catchment area that the new school would draw from.



Newquay Cornwall Airport and the Aerohub Enterprise Zone are considered to be an economic catalyst for the wider Newquay area and beyond and it is widely accepted that building a sustainable high quality accessible school is an essential part of the



## **E2 – successful engagement with parents and the local community**

infrastructure needed to support these developments. This is well documented in public documents such as The Cornwall Plan.

[REDACTED]

### **Engaging the community:**

[REDACTED] held two 'open' events at St Mawgan-in-Pydar school on the 16th and 17th September 2014

The meetings were extremely well attended (one meeting had an audience in excess of 100) leaving standing-room only.

Village businesses – The owners of the local shop felt that the school's current position, immediately adjacent to both, is vital to their businesses and organised a vocal campaign against the proposals, including a petition.

[REDACTED]

The openness by which the initiative has been debated led the Community to re-visit the original position of the proposed site, concerns were raised as a result of its proximity to the airport.

Aspire has been able to work with landowners to source the donation of three further possible sites for the school, thus answering the concerns that had been expressed.

### **The awareness and demand campaign**

Promotion in traditional media was achieved through news stories and press releases. The proposals and consultations were announced via a press release sent September 09 2014. [REDACTED]

[REDACTED]

A further full-page article was also published in the Newquay Voice, post the school consultation events.

**Digital & Social media:** We created a fully 'responsive' website providing detailed information about the proposal and an online version of the parent demand questionnaire (almost 54% of [REDACTED] website visitors used a mobile phone to access the information). Although the area is not ethnically diverse, we decided to add 'Google Translate' to the website to aid the understanding of any visitors who do not have English as a first language.

The website, and the questionnaire was promoted via the press releases, leaflets and social media – predominantly Facebook.

We used targeted **Facebook** advertising to raise awareness and encourage users to complete the online questionnaires. **Twitter** was also used to publically reach and engage wider stakeholders – Councillors, MPs, community groups and individuals.



## E2 – successful engagement with parents and the local community



**Events:** Two face-to-face consultation events were held at St Mawgan-in-Pydar School, and a full-day event at Morrison's' supermarket. We estimate to have engaged with around 200 individuals via face to face consultation.

**Leaflets:** – 1,500 leaflets were distributed across the locality, given to parents and distributed to local libraries and various community groups

## Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, 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.

## F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

<b>Name</b>	<b>Where they live (town/city)</b>	<b>Member of core group</b>	<b>Role(s)</b> (pre-opening team, member, trustee, principal designate, local governor once school is open)	<b>Summary of relevant expertise</b> Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	<b>Available Time</b> (hours per week)

[Add lines as appropriate]

**F1 (a) Skills and experience of your team**

[Insert a short commentary on your plans to manage the pre-opening project here.  
Table expands]



## F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
STEM workplace experts for Engineering.	Potential contributors have been identified and we will audit availability and level of contribution; contributors are more likely to be persuaded to actively participate, the nearer we are to pre-opening, but are willing to give their agreement in principle at this point.	We have knowledge and links to a wide variety of business partnerships (e.g. through our membership and attendance at Cornwall Chamber of Commerce business links) and will need to draw on them to offer current knowledge and understanding of how Engineering subjects are exemplified in the workplaces so that the curriculum can be underpinned by realistic experiences and role models can be identified and embedded.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap

[Add more lines as appropriate]

## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

Please see enclosed letter from our RSC office saying how many free schools we have the capacity to open.

Aspire is an established Academy Trust with strong structures in place.

We do not plan to make any changes to our existing governance structure, roles, and responsibilities, or schemes, or delegation in order to ensure Aspire trust continues to exercise strong accountability for your free school(s) both before and after they open, and for the rest of your trust.

We are not aware of any specific conflicts of interest or any financial transactions that are likely to take place between any member/trustee (and a connected party/business) and the academy.

## **F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector**

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector**

[Add text here. Table expands]



#### **F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector**

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector</b>
[Add text here. Table expands]

#### **F5 – Independent schools have an appropriate, well-maintained, and secure site**

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>F5 – Independent schools have an appropriate, well-maintained, and secure site</b>
[Add text here. Table expands]



## Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>G1 – budget planning and affordability</b>
[Add text here. Table expands]

## Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.









CV template		

## Appendix One

### Performance Tables for Newquay Schools 2015

This chart shows that four out of seven (57%) of Newquay schools are underperforming in the most current year for achievement in Level 4B or above and 86% are underperforming for Level 5.

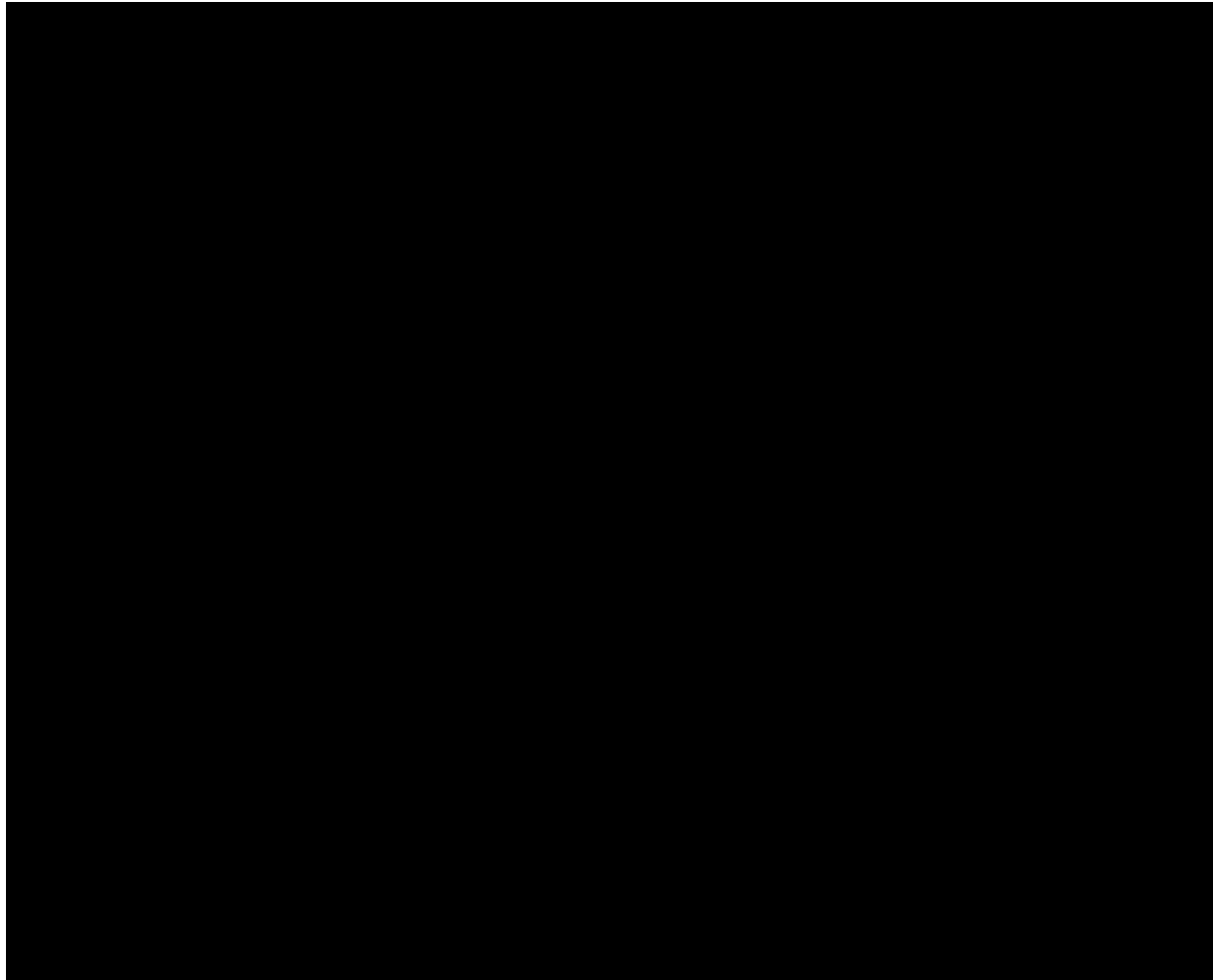
school name	% achieving reading, writing and maths			▼ Level above
	Level 3 or below	Level 4 or above	Level 4b or above in reading and maths and level 4 or above in writing	
England - all schools	6%	80%	69%	
England - state funded schools only	6%	80%	69%	
<b>Schools</b> (tick the box next to a school/college to select it for comparison - once you have selected all required schools/colleges click here: <a href="#">Con</a> )				
<input checked="" type="checkbox"/> <a href="#">Trevisker Community Primary School</a>	0%	92%	85%	
<input checked="" type="checkbox"/> <a href="#">St Columb Minor Academy</a>	5%	68%	57%	
<input checked="" type="checkbox"/> <a href="#">Mawgan-in-Pydar Community Primary School</a>	7%	79%	79%	
<input checked="" type="checkbox"/> <a href="#">St Columb Major Academy</a>	14%	72%	67%	
<input checked="" type="checkbox"/> <a href="#">Newquay Junior Academy</a>	4%	80%	69%	
<input checked="" type="checkbox"/> <a href="#">The Bishops CofE Primary School</a>	0%	86%	62%	
<input checked="" type="checkbox"/> <a href="#">St Meryn School</a>	0%	75%	67%	
Displaying 1 - 7 of 7 schools				

This Table below shows Value Added scores are below average for six out of seven schools in the Newquay area, 86% below

Mawgan-in-Pydar is the only school above and the only school in the Aspire Acadmey Trust and is the school we are replicating in our application

Displaying 1 - 7 of 7 schools.

school name	▼ KS1-KS2 VA measure	
England - all schools	NA	
England - state funded schools only	NA	
<b>Schools</b> <i>(tick the box next to a school/college to select it for comparison - once you have selected all required schools)</i>		
<input checked="" type="checkbox"/> Mawgan-in-Pydar Community Primary School	100.4	
<input checked="" type="checkbox"/> Trevisker Community Primary School	99.9	
<input checked="" type="checkbox"/> St Columb Major Academy	99.8	
<input checked="" type="checkbox"/> St Merryn School	99.7	
<input checked="" type="checkbox"/> St Columb Minor Academy	99.5	
<input checked="" type="checkbox"/> Newquay Junior Academy	99.2	
<input checked="" type="checkbox"/> The Bishops CofE Primary School	99.0	
Displaying 1 - 7 of 7 schools		









## Inspection Dashboard


The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years. It shows progress first, including from the main starting points.

It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils. Cohort sizes are shown; data for very small groups should be treated with caution.

The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard, so cannot include absence or EYFSP until their 2015 data are shown in a later release. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.

### Strengths in 2015

- KS2 value added was broadly average or above in all subjects.
- KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From at least 5 out of every 6 starting points, the proportions of KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics were close to or above national figures.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in reading & mathematics.
- The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading, writing & mathematics.
- The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupils mathematics.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.

2014		
National Floor Standards	School	
Level 4+ RWM	65%	75%
EP reading	94%	100%
EP writing	96%	100%
EP mathematics	93%	100%
Floor standards met?		

### Weaknesses in 2015

- At least twice, KS2 expected or more than expected progress from starting points was in the lowest 10% in writing.

Where a group is identified as in the lowest 10%, it has been compared with the lowest 10% of schools based on the figures for all pupils, and not the figures for the group nationally.

CSIT Categorisation of Cornish Primary Schools (Sept 2015)  
Mawgan-in-Pydar Community Primary School (DfE No: 2405)



**Total Absence (Authorised + Unauthorised)**

	2012	2013	2014	2012-14	Points
Overall Absence	5.0%	6.8%	4.0%	5.3%	4
Persist Abs (15%)	2.0%	2.9%	2.9%	2.6%	4

[Absence: <4.5%=0; <5.0%=2; <5.5%=4; <6.0%=6; else=8, Persistent Absence: <1.5%=0; <2.5%=2; <3.5%=4; <4.5%=6; else=8]

**KS1 Assessment Data** (2015 percentages are based on 20 pupils)

Level 2+	2013	2014	2015	2013-15	Points
Reading	94.4%	85.0%	95.0%	91.4%	0
Writing	83.3%	90.0%	80.0%	84.5%	2
Maths	100.0%	90.0%	95.0%	94.8%	0

[Level 2+: <75.0%=4; <80.0%=3; <85.0%=2; <90.0%=1; else=0] [Level 3+: <10.0%=4; <15.0%=3; <20.0%=2; <25.0%=1; else=0]

**Level 3+**

2013	2014	2015	2013-15	Points
27.8%	30.0%	30.0%	29.3%	0
22.2%	25.0%	25.0%	24.1%	1
27.8%	30.0%	25.0%	27.6%	0

**KS2 Assessment Data** (2015 percentages are based on 14 pupils)

Level 4+	2013	2014	2015	2013-15	Points
Reading Test	93.8%	81.3%	92.9%	89.1%	1
Writing TA	93.8%	87.5%	78.6%	87.0%	1
Maths Test	87.5%	93.8%	92.9%	91.3%	0
Combined <sup>1</sup>	87.5%	75.0%	78.6%	80.4%	0

[Level 4+: <75.0%=4; <80.0%=3; <85.0%=2; <90.0%=1; else=0] [Level 5+: <25.0%=4; <30.0%=3; <35.0%=2; <40.0%=1; else=0]

<sup>1</sup>The 'Combined' measure above looks at 4+ in Reading, Writing (TA) and Maths; subtract 10% from these above thresholds. The 2015 DfE floor standard looks at 'Combined' Level 4+ below 65% as well as 2 Levels Progress below national median.

The DfE's new 'Good' Level 4+ measure (4b+ in Reading & Maths Tests and 4+ in Writing TA): 78.6%

**Level 5+**

2013	2014	2015	2013-15	Points
68.8%	56.3%	71.4%	65.2%	0
37.5%	37.5%	28.6%	34.8%	2
50.0%	62.5%	57.1%	56.5%	0

**Key Stage 1 - 2 Expected Progress (2+ Levels)**

	2013	2014	2015	2013-15	Points
Reading	93.8%	100.0%	92.3%	95.5%	0
Writing	93.8%	100.0%	84.6%	93.2%	1
Maths	93.8%	100.0%	92.3%	95.5%	0

[2 Levels: <80.0%=4; <85.0%=3; <90.0%=2; <95.0%=1; else=0] [3 Levels: <20.0%=4; <25.0%=3; <30.0%=2; <35.0%=1; else=0]

**More Than Exp Prog (3+ Levels)**

2013	2014	2015	2013-15	Points
43.8%	33.3%	46.2%	40.9%	0
25.0%	66.7%	23.1%	38.6%	0
37.5%	73.3%	53.8%	54.5%	0

**Key Stage 1 to Key Stage 2 Value Added (VA)**

	2012	2013		2014	Points
English	In Line	Reading	In Line	In Line	4
		Writing	In Line	Sig +	
Maths	In Line		In Line	Sig +	2
Overall	In Line		In Line	Sig +	2

Value Added: 2014: Sig+=0, In Line=2, Sig-=4 (except literacy pts - applied as below)  
2012 & 2013: Sig+=0, In Line=1, Sig-=2

NOTE: The 2014 judgements for both 'Maths' and 'Overall' are double weighted. Literacy methodology differs to compensate for changing subjects in 2013 (English to Reading/Writing)

**Other Point Accruing Factors** (can total a maximum of 15 pts including information on new or acting Headteachers, capability procedures & Ofsted classifications)

> Your most recent Ofsted report gave your school an overall classification of 'Outstanding', this rewards you with the subtraction of 3 points from your total.

**Appendix 5**





- Writing is an area for Trust development 2015-16
- 

### Key Stage 2

- Percentage of Aspire pupils achieving **more than expected progress** in **reading** and is **writing is well above** the National Average
- Increase in the percentage of Aspire pupils achieving L4+ in all subjects from 2014 to 2015
- The percentage of pupils achieving L4 in mathematics is above the National Average
- The percentage of pupils making expected progress in reading is above the National Average
- The combined score for **L4 + RWM** has increased from 2014 to 2015 by 3%
  
- Mathematics progress and attainment at L5 has fallen from 2014 – further analysis needed to ascertain reasons
- Writing progress is good but writing attainment requires improvement at both key stages





Department  
for Education

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