



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

**CREATIVE ARTS ACADEMY YORK**

## 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:** 

**Position:**  (please delete as appropriate)

**Print name:** 

**Date:**

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

## Section C – vision

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

#### OUTLINE OF THE PROPOSAL

Ebor Academy Trust wishes to establish a mainstream 5-11 primary school specialising in the creative arts, to be called the **Creative Arts Academy York**. The new school will be part of our multi-academy trust and although distinctive, will be a key member of the Ebor family of schools. We have chosen this specialism because:

- Interweaving traditional academic subjects with music and performance has proven success in terms of raising educational attainment thanks to neurological stimulation
- The combination is known to improve maths, reading, cognitive ability and verbal skills. Participation in the arts boosts motivation, concentration, confidence and builds teamwork.
- We can provide separate specialist inclusive provision for children with high levels of anxiety who need support and emotional self-regulation. This sophisticated SEND provision means we will work closely with vulnerable and disadvantaged children who would benefit from high levels of nurture to achieve their potential in a conducive environment. Many of the non-verbal activities in the school will be ideal for SEND children.
- The school will tackle basic need requirements but it will be more than a local primary school, it will be for the whole of York. York is a city with creative and cultural resonance built up over 2,000 years and the only city in the UK to be designated a UNESCO City of Media Arts and a member of the international Creative Cities Network.

Ebor Academy Trust is a York-based multi-academy trust and academy sponsor comprising two primary schools in York, a secondary on the Yorkshire coast and a primary in West Yorkshire. In September we open a new primary in Selby, following our successful sponsorship with North Yorkshire County Council to satisfy basic need provision. Four more primary schools, two in York and two in Selby are currently in consultation with a view to joining us and we expect a fifth, in York, to go into consultation soon.

Our ambition is to have a series of geographically based 'hubs', each comprising 1,200-1,500 pupils (we prefer measurement by pupil numbers rather than by number of schools, especially because at primary school sizes can vary dramatically). We foresee hubs in York, Selby and the Yorkshire Coast, each being semi-autonomous so as to be able to act swiftly as necessary and yet be of an appropriate size so as to be viable.

The Creative Arts Academy York will put the creative arts at the centre of the curriculum but will rely on the Ofsted rated Outstanding model of one of our existing academies for core academic activity. We will share leadership, curriculum expertise as appropriate and central corporate services with Ebor Academy Trust, to create an efficient, cost effective and successful academy.

We would like our new school to open in September 2017. We are proposing a two-form entry primary school with 60 admissions in Reception only in the first year.

[REDACTED]  
supports our bid and says it is “really exciting” and the SEND element of our proposal shows “a gap in provision we could meet.”

York schools have a deserved reputation for excellence and it is our intention to continue to work with the local authority to ensure the best possible outcomes for all our children. However one primary (Woodthorpe), less than a mile from our preferred site, was rated as Requires Improvement by Ofsted in March 2015 for its 406 children. Other schools close by are Good or Outstanding and are oversubscribed by 25 places on first preferences for September 2016 (source: City of York Council).

City of York Council recognise the need for 250 additional primary places between 2015 and 2018. For 2018/19 they estimate a city-wide need of 442 additional primary places; for 2019/20, 524 additional places; for 2020/21 619 additional places; for 2021/22, 727 additional places and for 2022/23, 821 additional places.

The LA highlight urgent basic need provision in the South Bank area of the city. Officers initially recommended extending an existing primary school, on the site of a nearby secondary school, as a solution. This was not received well by parents and at the time of submitting this proposal, the council has deferred the decision while all other options – including this bid – are considered.

However, as much as Council backing for our bid is welcomed we do not believe our plan represents a complete solution for this particular area. Our school will be for the **whole of York** and will offer diversity for parents attracted by our specialism for the creative arts. It is not our intention to compete with, or replace, any existing school but we recognise our very existence can ease the pressure of primary place planning in certain parts of the city.

York has been identified as the third fastest growing city in the country, according to independent research and policy analysts Centre for Cities.

As we explain in more detail later, York stands at the brink of a significant expansion in population growth and housebuilding and our school will play its part in attracting creative arts professionals to set up home here.

There will continue to be a need, as a matter of course over the coming few years, for basic need provision schools in areas where large amounts of housebuilding are scheduled to take place.

But York also needs our creative arts academy as a key sustainable element in the city’s publicly stated drive to continually develop a culturally rich and creatively pioneering local economy.

The city is small (approximately 25 square miles, within the ring road) and all parts are easily accessible. Certain parents are used to travelling to take their

children to primary school; Catholic schools in the city attract pupils from across and beyond York, as do the area's ten independent schools.

Our vision for the new school is clear. This is an exciting prospect supported by creative arts professionals and, crucially, parents who can see merit in a school offering choice, fresh new thinking and diversity.

## **RATIONALE**

Our rationale for the new school is built upon the following:

1. Oversubscription and demand for places at Good or Outstanding schools.
2. Meeting basic need.
3. Attainment: Our belief that we can provide an outstanding education in a specialised mainstream setting that provides diversity for the whole of the city of York, based on an innovative curriculum, supported by a model recognised as Outstanding, our track record of delivery and our ability to maximise academy and free school freedoms for the good of the pupils and the community.
4. Parental demand for a school like this, which perfectly integrates with the local authority's commitment to creative arts in a culturally rich environment.

**1. Oversubscription.** Good or Outstanding primary schools across York are regularly oversubscribed, over PAN, with waiting lists and have to defend appeals by parents unable to secure a preferred place for their child. In the last application round in the area of most critical need, there were 179 applications for 150 places across three schools (source: City of York Council). This is a pattern that has become consistent over recent times.

**2. Need.** Section E demonstrates urgent basic need data and evidence that the school will be popular among parents. Our school will be for the whole of York and will offer choice and diversity for parents attracted by our specialism for the creative arts. It is not our intention to compete with, or replace, any existing school but we recognise our very existence can ease the pressure of primary place planning in certain parts of the city.

**3. Attainment.** The Creative Arts Academy York will put the creative arts at the centre of the curriculum but its core academic teaching and learning will be replicated from the Ofsted rated Outstanding provision at another Ebor Academy Trust school, the Robert Wilkinson Primary Academy.

The school has been rated as Outstanding since November 2008 and maintains its excellent record in terms of results.

**RAISEonline 2015 at Robert Wilkinson Primary Academy, on which we will model our academic offer:**

**Attainment: Average Points Score at Key Stage 2: Overall and by Subjects**

School results have been consistently, significantly higher than national results:

### Attainment, Average Points Score at Key Stage 2 : Overall and by Subjects (KS2.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in the National Curriculum core subjects.

**Table 4.3.5**

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

| Year   |              | 2011 | 2012 | 2013** | 2014 | 2015   |
|--|--------------|------|------|--------|------|--------|
| <b>All Subjects</b>                                | Cohort       | 62   | 79   | 65     | 80   | 89     |
|  | School       | 29.4 | 28.7 | 30.3   | 30.9 | 30.3   |
|  | National     | 27.5 | 28.2 | 28.3   | 28.7 | 28.8   |
|  | Difference   | 1.9  | 0.5  | 2.0    | 2.2  | 1.5    |
|  | Significance | Sig+ |      | Sig+   | Sig+ | Sig+   |
| <b>Mathematics</b>                                 | Cohort       | 62   | 79   | 65     | 80   | 89     |
|  | School       | 29.8 | 29.2 | 31.1 ↑ | 31.7 | 30.8   |
|  | National     | 27.6 | 28.4 | 28.7   | 29.0 | 29.0   |
|  | Difference   | 2.2  | 0.8  | 2.4    | 2.7  | 1.8    |
|  | Significance | Sig+ |      | Sig+   | Sig+ | Sig+   |
| <b>Reading</b>                                     | Cohort       | 62   | 79   | 65     | 80   | 89     |
|  | School       | 29.9 | 28.6 | 30.2   | 30.4 | 29.2 ↓ |
|  | National     | 28.1 | 28.8 | 28.5   | 29.0 | 29.0   |
|  | Difference   | 1.8  | -0.2 | 1.7    | 1.4  | 0.2    |
|  | Significance | Sig+ | -    | Sig+   | Sig+ |        |
| <b>Writing(TA)</b>                                 | Cohort       | 62   | 79   | 65     | 80   | 89     |
|  | School       | 27.1 | 27.5 | 28.8   | 29.9 | 30.6   |
|  | National     | 26.4 | 27.3 | 27.5   | 27.9 | 28.2   |
|  | Difference   | 0.7  | 0.2  | 1.3    | 2.0  | 2.4    |
|  | Significance |      | -    | Sig+   | Sig+ | Sig+   |
| <b>English Grammar, Punctuation &amp; Spelling</b> | Cohort       | -    | -    | 65     | 80   | 89     |
|  | School       | -    | -    | 30.6   | 30.8 | 29.6   |
|  | National     | -    | -    | 28.0   | 28.6 | 29.1   |
|  | Difference   | -    | -    | 2.6    | 2.2  | 0.5    |
|  | Significance | -    | -    | Sig+   | Sig+ |        |
| <b>English</b>                                     | Cohort       | 62   | 79   | -      | -    | -      |
|  | School       | 29.0 | 28.2 | -      | -    | -      |
|  | National     | 27.3 | 28.1 | -      | -    | -      |
|  | Difference   | 1.7  | 0.1  | -      | -    | -      |
|  | Significance | Sig+ |      | -      | -    | -      |

\*\*From 2013 the overall average point score is calculated from mathematics, reading and writing(TA) only.

### RAISEonline 2015. Progress: Key Stage 1 to Key Stage 2 value added scores for school, trend

|                     |                                    | 2013  | 2014  | 2015      |
|---------------------|------------------------------------|-------|-------|-----------|
| <b>All subjects</b> | <b>Cohort for VA</b>               | 63    | 78    | 87        |
|                     | <b>VA School score</b>             | 99.9  | 100.6 | 101.1     |
|                     | <b>95% confidence interval +/-</b> | 0.6   | 0.5   | 0.5       |
|                     | <b>Significance</b>                |       | Sig+  | Sig+      |
|                     | <b>Percentile rank</b>             | 52    | 28    | 13        |
|                     | <b>Coverage</b>                    | 97%   | 98%   | 98%       |
| <b>Mathematics</b>  | <b>Cohort for VA</b>               | 63    | 78    | 87        |
|                     | <b>VA School score</b>             | 100.4 | 101.0 | 101.5     |
|                     | <b>95% confidence interval +/-</b> | 0.7   | 0.7   | 0.6       |
|                     | <b>Significance</b>                |       | Sig+  | Sig+      |
|                     | <b>Percentile rank</b>             | 38    | 22    | 13        |
|                     | <b>Coverage</b>                    | 97%   | 98%   | 98%       |
| <b>Reading</b>      | <b>Cohort for VA</b>               | 63    | 78    | 87        |
|                     | <b>VA School score</b>             | 99.8  | 99.9  | 99.8      |
|                     | <b>95% confidence interval +/-</b> | 0.7   | 0.6   | 0.6       |
|                     | <b>Significance</b>                |       |       |           |
|                     | <b>Percentile rank</b>             | 60    | 54    | 59        |
|                     | <b>Coverage</b>                    | 97%   | 98%   | 98%       |
| <b>Writing (TA)</b> | <b>Cohort for VA</b>               | 63    | 78    | 87        |
|                     | <b>VA School score</b>             | 99.3  | 100.4 | ↑ 101.8 ↑ |
|                     | <b>95% confidence interval +/-</b> | 0.7   | 0.6   | 0.6       |
|                     | <b>Significance</b>                | Sig-  |       | Sig+      |
|                     | <b>Percentile rank</b>             | 78    | 34    | 5         |
|                     | <b>Coverage</b>                    | 97%   | 98%   | 98%       |

### Performance outcomes to measure the success of the new school

- By the end of the early Years Foundation Stage over 80% of children will achieve A Good Level of Development
- The target for age related expectations for KS1 will be 85% with 20% reaching Greater Depth (above age related expectations)
- The target for age related expectations for KS2 will be 90% with 30 % reaching Greater Depth (above age related expectations)
- The target for attendance will be 97%
- The target for punctuality will be 100%
- There will be no exclusions
- By the end of KS2 60% will achieve grade 2 proficiency or above in a musical instrument.
- Arts Award: By the end of KS1 we expect 100% of pupils to achieve the national Discover arts award (Trinity College London)
- Arts Award: By the end of KS2 we expect 100% of pupils to achieve the national Explore arts award (Trinity College London).

### Pupil outcomes

At the Creative Arts Academy York there will be commitment to achieving the highest standards in attainment at the end of EYFS, KS1 and KS2.

The attainment will be significantly above the national averages. Ambitious targets will be achieved by 'outstanding teaching' supported by effective and

accurate tracking in the core subjects.

### **Tracking cycle**

The Creative Arts Academy York will run three thirteen week learning cycles. Formative assessment strategies will inform the data capture in week nine of each cycle. In week ten data analysis will inform early identification of children 'not on track', this will be followed by immediate action/intervention during week eleven to week thirteen.

### **Intervention strategies**

- Individualised programmes
- Small group interventions
- Peer to peer interventions.

In the foundation stage we will ensure the children have been assessed within three weeks of arriving at the school, this assessment will act as the baseline. The progress reviews will then follow the Tracking Cycle, three times a year. Pupil progress will be shared with parents after each data capture in order that they are able to support the child's learning.

### **Monitoring Teaching and Learning**

The targets will be achieved by the implementation of rigorous systems to monitor and support teaching and learning through our Teacher Tracker System. Every teacher and/or tutor will be visited each week to ensure quality learning is taking place. Professional development opportunities will be established to support the development of outstanding teaching.

### **Support strategies**

- Team teach
- Individual coaching and mentoring
- Team planning and preparation
- Teach meets (sharing practice).

**4. Parental demand.** The Creative Arts Academy York proposal was first announced on the front page of the local newspaper, The Press, on 11 January 2016.

Since then – only seven weeks from launch until the date of this submission – we have logged over 150 registrations of interest from parents wanting to send their child to the new school.

The following messages of support have been received via our website, [www.creativeartsacademyyork.org](http://www.creativeartsacademyyork.org):

"I saw the news about this new school in the Press and almost cried with joy! My eldest isn't due to start school until September 2017 but I've already looked around our two closest schools as I know how important these early years are for her and, like all parents, want to do all I can to give her the best start. We had heard about schools becoming more and more 'Ofsted' focussed and things like the arts were not getting as much attention, which



was a massive worry to us. To hear about the school you are hoping to open – it's really like music to my ears!"

"I believe very strongly in the importance of creativity, particularly with young children. The development of creativity through the various arts is as important as any other subject in the curriculum."

"I heartily endorse this exciting project. Many studies have shown that children who partake in a curriculum rich in the arts achieve well academically and also develop many transferable skills, such as co-operation, collaboration, grit and resilience. Their self-esteem and self-confidence are also boosted and they become rounded adults of tomorrow."

"Your venture sounds just like a vision I have had for years and I'm thrilled someone has the resources and know-how to go for it."

"As a York based musician who was raised and educated in York, I am delighted to offer my support to this venture. The Creative Arts Academy will only add to the rich heritage of music education that already exists in York. The benefits of a practical, well rounded, music education are well documented as are the academic disciplines required to develop musical ability. The Creative Arts Academy will give young people of all backgrounds the opportunity to develop their academic and creative abilities in an educational environment that both supports and challenges them to fully realise their potential across all subject areas. This is a very welcome initiative."

"Wonderful idea for York. We have private schools in York which offer a high level of musicianship and creative support because of high expectations from the musical skills taught therein. Fantastic idea to have this available to the state sector."

"This school is so important for our community. The creative arts are an integral part of education and creativity is the key to both academic progression, success and creating confidence in children."

"We're delighted to see plans for inclusive Special Needs provision. It's our experience that the Creative Arts are central to the way in which young people with Special Educational Needs & Disabilities can access a full, meaningful and personalised curriculum."

"Putting the arts at the very centre of education gives every child free flight with their imagination, their body and their voice. In the world we now live in, what could be more important than creativity, empathy and understanding who we are and how we relate to others?"

## VISION

Ebor Academy Trust is looking to open a new school in the city specialising in the creative arts: the **Creative Arts Academy York**.

We want to open a different kind of school, with fresh thinking, to stimulate young minds and prepare children for a fulfilling future.

This will be a two-form entry primary school, which will accommodate 420 pupils when full. We also want to include a provision for children with special educational needs and disabilities.

The new school will:

- put creative arts at the centre of the curriculum, collaborating with specialists locally, nationally and internationally
- have an extended school day for Key Stage 2 children
- have a York city-wide, inclusive admissions policy to fairly represent the wider community
- have an integrated special needs provision
- assist City of York Council to address basic need provision
- connect with York's unique City of Media Arts designation by UNESCO and the council's publicly stated commitment to being culturally rich and to be creative pioneers: "a place where technology and art is used to breathe new life into its heritage... using creativity and culture to develop the city further".

We feel this is a chance to create something different and entirely new for the children of York.

Our performing arts classes will equip children with the tools to express themselves, our visual arts and technology classes will offer creative ways to explore the world and we will employ expert practitioners who can unlock children's potential.

Our teaching staff will be complemented by freelance subject specialists, contributing set amounts of time per week alongside running their own creative arts businesses.

The Creative Arts Academy York will be committed to providing an excellent and rounded education. We will interweave creative and academic lessons to stimulate the children. We will be diverse and we will work to ensure all our pupils, regardless of their background, have the resilience and confidence to develop invaluable life skills.

## Section D – education plan: part 1

|               | <b>Current number of pupils (if applicable)</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> |
|---------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reception     |   | 60          | 60          | 60          | 60          | 60          | 60          | 60          |
| Year 1        |   | 0           | 60          | 60          | 60          | 60          | 60          | 60          |
| Year 2        |   | 0           | 0           | 60          | 60          | 60          | 60          | 60          |
| Year 3        |   | 0           | 0           | 0           | 60          | 60          | 60          | 60          |
| Year 4        |   | 0           | 0           | 0           | 0           | 60          | 60          | 60          |
| Year 5        |   | 0           | 0           | 0           | 0           | 0           | 60          | 60          |
| Year 6        |   | 0           | 0           | 0           | 0           | 0           | 0           | 60          |
| Year 7        |   | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| Year 8        |   | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| Year 9        |   | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| Year 10       |   | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| Year 11       |   | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| Year 12       |   | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| Year 13       |   | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| <b>Totals</b> |   | <b>60</b>   | <b>120</b>  | <b>180</b>  | <b>240</b>  | <b>300</b>  | <b>360</b>  | <b>420</b>  |

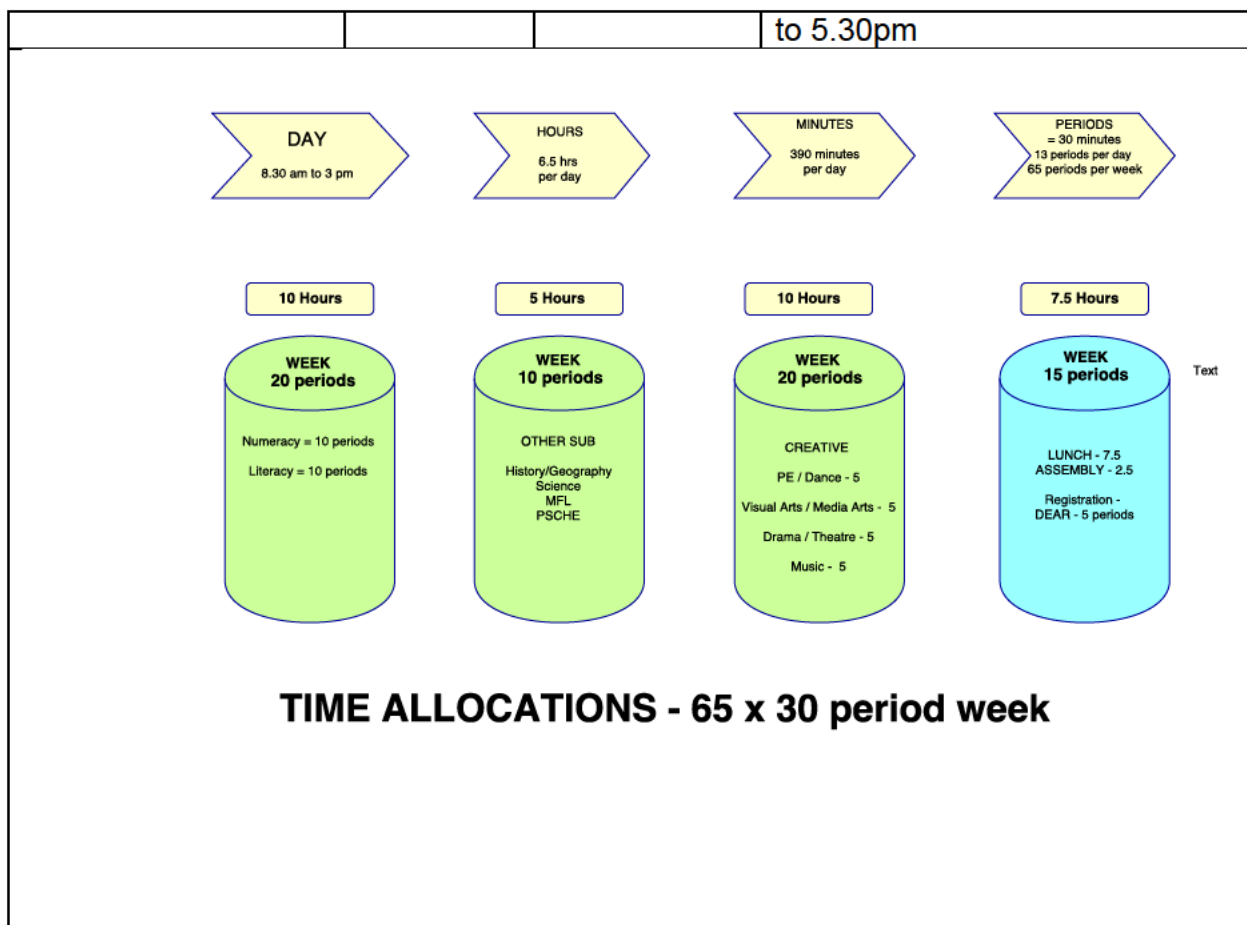
## Section D – education plan: part 2

| Subject/other activity  | Hours per week | Mandatory/ Voluntary | Comments  |
|---|----------------|----------------------|---|
| <p><b>Early Years – Reception</b><br/> <b>9am to 3pm.</b><br/> <b>Subject lessons = 25 hours.</b><br/> <b>Lunches/Assemblies = 5 hours</b><br/> <b>Additional &amp; optional after School enrichment opportunities (3pm – 4pm) x 2</b></p>  |                |                      |   |
| <p>All of our Foundation Stage pupils will be offered a broad and balanced curriculum guided by the Early Years Foundation Stage (EYFS). This will be based on on-going observation and assessment in seven areas of learning and development.</p> <p>These areas are divided into three prime areas: Personal, Social and Emotional Development; Communication and Language; and Physical Development.</p> <p>Specific curriculum will be delivered around the following four areas: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.</p> <p>We will secure whole curriculum coverage through theme-based work which also allows for continuity and progression.</p> <p>All the children in the Foundation Stage will have access to an outside classroom area where a range of educational learning opportunities will be offered.</p> <p>Children in Reception will follow the principles of the Creative Arts Academy. They will have weekly Dance/PE, Music lessons weekly delivered by a specialist. Drama will be delivered through role-play and the Early Years provision.</p> <p>Reception children will also be offered a range of extra-curricular clubs throughout the year including, for example, additional dance, sports and visual arts.</p> |                |                      |   |
| Breakfast Club  | 3.75 hours     | Voluntary            | Open from 7.45am to 8.30am<br>Available on request  |
| Stay and Play   | 2.5 hours      | Voluntary            | Parents/carers will be encouraged to bring their child into the classroom environment from 8.30am and are able to stay until 9am joining in the child led activities. |
| Foundation Stage Curriculum   | 21 hours       | Mandatory            | Topic based themes drawing on pupil's interests.  |
| Dance/PE  | 2 hours        | Mandatory            | Provided by a specialist teacher  |
| Music   | 2 hours        | Mandatory            | Provided by a specialist teacher  |
| LUNCH   | 3.5 hours      | Mandatory            | The school will run a family service, collective dining approach. Students will be  |

|                       |           |           |  |
|-----------------------|-----------|-----------|--|
|                       |           |           | expected to participate in this daily routine.   |
| Collective Assemblies | 1.5 hours | Mandatory | Collective assemblies.   |
| Enrichment Activities | 3 hours   | Voluntary | For 2 sessions after school there will be enrichment opportunities from 3pm to 4.30pm. This will involve the performing arts subjects, music, dance, drama.  |
| After School Care     |           | Voluntary | This will be provided from 3pm to 5.30pm   |
| Performing Arts       |           | Mandatory | Each term pupils will receive a visit from a performing arts specialist (dance, music, drama) in order to broaden their experience and to inspire for the future.<br>Each term pupils will participate in a performance to celebrate aspects of the curriculum provision, music, dance, drama. |

| Subject/other activity  | Hours per week | Mandatory/ Voluntary | Comments   |
|---|----------------|----------------------|--|
| <b>Key Stage 1</b><br><b>8.30am to 3pm.</b><br><b>Subject lessons = 27.5 hours.</b><br><b>Lunches/Assemblies = 5 hours</b><br><b>Additional &amp; optional after School enrichment opportunities (3 pm – 4pm) x 2</b> |                |                      |  |
| Breakfast Club  | 3.75 hours     | Voluntary            | Open from 7.45 am to 8.30 am<br>Available on request   |
| English. Daily focus  | 5 hours        | Mandatory            | Daily focus (1 hour) with additional work as part of the learning challenge enquiry approach through the wider curriculum.   |
| Reading – DEAR /Registration  | 2.5 hours      | Mandatory            | Daily DEAR time (Drop Everything and Read). Short bursts to individual reading.<br><br>Additional reading instruction will be taught daily - Literacy Toolbox<br>( <a href="http://www.perceptualreading.co.uk/">http://www.perceptualreading.co.uk/</a> ) |
| Numeracy  | 5 hours        | Mandatory            | Daily focus (1 hour) with additional focus on number facts using 'Number Gym'.<br>( <a href="http://www.numbergym.co.uk">http://www.numbergym.co.uk</a> )  |
| CREATIVE:   | 7.5 hours      | Mandatory            | PE/Dance, Drama/Theatre and Music will form the core of our  |

|   |            |           |  |
|---|------------|-----------|--|
| Performing Arts<br>. Dance/PE<br>. Theatre/ Drama<br>. Music            |            |           | Performing Arts Programme.<br><b>These subjects will be taught by specialists.</b><br>Enrichment activities will be provided by linking with the creative/cultural aspects of the city.<br><b>Every pupil will learn to play an instrument.</b>  |
| CREATIVE:<br>Visual and Media Arts                                      | 2.5 hours  | Mandatory | The school will use integrated technologies to teach the visual and media arts.<br>The Trust are members of the City of York Media Arts Guild and are actively involved in educational projects to promote the city's accreditation as the only UNESCO City of Media Arts in the UK.           |
| Performing Arts   |            | Mandatory | Each term pupils will receive a visit from a performing arts specialist (dance, music, drama) in order to broaden their experience and to inspire for the future.<br>Each term pupils will participate in a performance to celebrate aspects of the curriculum provision, music, dance, drama. |
| LUNCH   | 3.75 hours | Mandatory | The school will run a family service, collective dining approach. Students will be expected to participate in this daily routine.  |
| Assemblies  | 1.25 hours | Mandatory |  |
| Other Foundation Subjects:<br>. Topic (Humanities and Science)<br>. MFL | 5 hours    | Mandatory | Discrete teaching will ensure coverage of the foundation learning subjects. Humanities and Science will be taught through enquiry based learning.<br><br>Spanish will be the core MFL language, KS1 will be taught through oral language and song.   |
| Enrichment Activities   | 3 hours    | Voluntary | For 2 sessions after school there will be enrichment opportunities from 3pm to 4.30pm. This will involve the performing arts subjects, music, dance, drama.  |
| After School Care   |            | Voluntary | This will be provided from 3pm   |



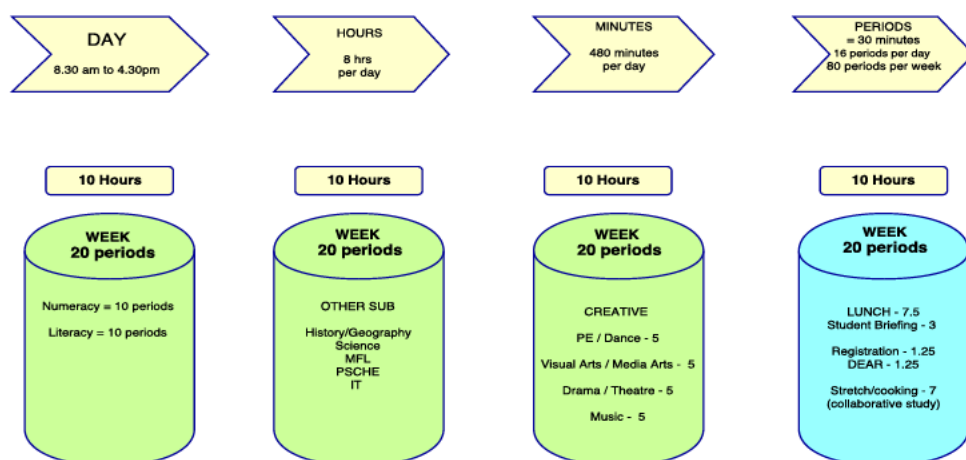
| Subject/other activity  | Hours per week | Mandatory/ Voluntary | Comments  |
|---|----------------|----------------------|---|
| <b>Key Stage 2<br/>8.30am to 4.30pm.<br/>Subject lessons = 30 hours + 5 hours Stretch (collaborative learning)/ DEAR.<br/>5 hours = Other provision (lunch, briefing, registration)</b> |                |                      |   |
| Breakfast Club  | 3.75 hours     | Voluntary            | Open from 7.45am to 8.30am<br>Available on request  |
| English   | 5 hours        | Mandatory            | Daily focus (1 hour) with additional work as part of the learning challenge enquiry approach through the wider curriculum. (also see Stretch Curriculum below.)   |
| Reading – DEAR /Registration<br>15 mins per day   | 75 mins        | Mandatory            | Daily DEAR time (Drop Everything and Read). Short bursts to individual reading. Reading instruction will be taught through the daily English lesson with additional support using:<br><br>Literacy Toolbox<br>( <a href="http://www.perceptualreading.co.uk/">http://www.perceptualreading.co.uk/</a> ) |



|  |           |           |   |
|--|-----------|-----------|---|
| Numeracy   | 5 hours   | Mandatory | Daily focus (1 hour) with additional focus on number facts using 'Number Gym'. ( <a href="http://www.numbergym.co.uk">http://www.numbergym.co.uk</a> )  |
| Other foundation subjects:<br>Science<br>Humanities<br>MFL<br>PSCHE<br>IT coding | 10 hours  | Mandatory | Discrete teaching will ensure coverage of the foundation learning subjects. Humanities will be taught through enquiry based learning.<br><br>Spanish will be the core MFL language, however, this will be augmented through study units on culture and language (See Stretch study time)<br><br>IT coding will be taught by a specialist. |
| CREATIVE:<br>Performing Arts<br>. Dance/PE<br>. Theatre/ Drama<br>. Music        | 7.5 hours | Mandatory | PE/Dance, Drama/Theatre and Music will form the core of our Performing Arts programme. <b>These subjects will be taught by specialists.</b> Enrichment activities will be provided by linking with the creative/cultural aspects of the city. <b>Every pupil will learn to play an instrument.</b>  |
| CREATIVE:<br>Visual and Media Arts   | 2.5 hours | Mandatory | The school will use integrated technologies to teach the visual and media arts. The Trust are members of the City of York Media Arts Guild and are actively involved in educational projects to promote the city's accreditation as the only UNESCO City of Media Arts in the UK.   |
| Performing Arts  |           | Mandatory | Each term students will visit or receive a visit from a performing arts specialist (dance, music, drama) in order to broaden their experience and to inspire for the future. Each term pupils will participate in a performance to celebrate aspects of the curriculum provision, music, dance, drama.                                    |
| Stretch/Cooking  | 3.5 hours | Mandatory | The school will be a GOOGLE Classroom environment using   |



|                   |            |           |   |
|-------------------|------------|-----------|---|
|                   |            |           | digital technologies to support independent and collaborative learning.<br>Stretch projects are individual and collaborative opportunities for deeper learning. Using technologies to personalise learning. |
| LUNCH             | 3.75 hours | Mandatory | The school will run a family service, collective dining approach. Students will be expected to participate in this daily routine.   |
| Student Briefing  | 1.5 hours  | Mandatory | Collective assemblies.  |
| After School Care |            | Voluntary | This will be provided from 4.30pm to 5.30pm   |



### TIME ALLOCATIONS - 80 x 30 period week

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

***D 1.1 Curriculum Principles for the Creative Arts Academy***

1.12 The Creative Arts Academy will create and promote a challenging learning environment that inspires children to achieve high standards and become lifelong independent learners.

1.13 The academy will set consistently high expectations, build children’s confidence and ensure engagement for all. The academy will develop all

pupils as creative thinkers, inquisitive questioners, avid problem solvers and successful communicators with flexible and transferable skills.

1.14 Through a focus on the *performing arts*, children will learn to collaborate effectively at all levels, will be equipped to adapt to the needs of a diverse and ever changing society. Performing Arts will be an integral part of the curriculum from Early Years to Year 6.

1.15 Speaking and listening skills will form an important part of literacy lessons and role-play will be incorporated into cross-curricular planning. Performances and workshops will be held throughout the school year. Classes will visit theatres, other venues or experience a wide range of exposure to the creative arts through visits by professional artists.

1.16 Our Creative Arts Academy will offer a balanced curriculum whilst exposing children to a wider range of activities, including dance, dramatic interpretation and musical stimuli.

### ***D1.2 Extended Day Principle for the Creative Arts Academy***

1.21 From Key Stage 2 pupils will take part in an extended day, which will provide deeper learning opportunities through an enriched curriculum. Traditional voluntary after school activities will be embedded into the daily programme. As well as ensuring pupils are exposed to an enriched curriculum, they will be given time to develop deeper knowledge, understanding and skills through specialist training and delivery.

1.22 The flexible day will enable us to nurture our pupil's strengths and weaknesses, and ensure that every individual will develop their skills in a safe and happy environment.

### ***D1.3 Embracing Technology Principle for the Creative Arts Academy***

1.31 By embracing technology as part of everyday teaching, the Creative Arts Academy will be able take a new approach to digital tools, embedding their use within a broad and balanced curriculum.

1.32 With the Trust's experience of digital 1:1 technologies the Creative Arts Academy will create a challenging learning environment where children will be taught from an early age to develop good logical thinking skills, to solve problems and to collaborate effectively with their peers.

1.33 The Academy will use Google Chrome books, embracing Google Classroom strategies to develop individualised learning programmes.

1.34 To achieve all this, the Academy will be led and staffed by highly able and talented educators. Utilising the latest technology, the Academy will harness the power of innovation to be at the heart of both teaching and learning. This will be embedded in the Performing Arts curriculum through the use of the latest Media Arts technologies.

1.35 The basics of reading, writing and maths will be the core skills at the heart of our curriculum, but this will be extended through a creative learning approach. Children will learn to make film, edit video, and speak confidently in front of an audience or within the use of other media such as TV and Radio. Our children will be able to communicate effectively across a wide range of genres within the performing arts. Music will be a pivotal part of the curriculum. Children will be given opportunities to sing and learn to play a musical instrument.

1.36 Through the use of technologies, each child will be exposed to a personalised curriculum that addresses his or her individual needs. Through embracing technology parents will be able to view a child's learning journey through live updates that can be accessed through their mobile phone or other devices.

1.37 We will develop well rounded children who have not just good knowledge, but also excellent skills that will allow them to become able citizens of a future generation. We will provide a curriculum that inspires and engages children to understand themselves, discover their talents and develop a love for learning.

#### ***D1.4 Building on the outstanding curriculum model of our existing schools.***

1.41 We will deliver an outstanding education that is built on all the skills and experiences of Robert Wilkinson Primary Academy and its outstanding track record.

1.42 We will meet the individual needs of every child, giving them the best opportunities across the whole curriculum. That will include music, sport and developing their hidden talents, as well as academic excellence in English and Maths.

1.43 The Creative Arts Academy will develop children's confidence and skills through a rich programme of performing arts. Specialist teachers will deliver Music, Dance and Drama. The use of digital media will be a common thread to expose pupils to an educational experience preparing them for the future workplace, one that requires creative thinking – the school will be packed with opportunity, including 1:1 access to IT, a drama/dance studio, a film studio and a music recording studio.

1.44 They will leave as well-rounded, highly educated confident children who have loved every moment of their experience in school.

#### **1.5 Building on the outstanding curriculum leadership of our existing schools.**

1.51 The Creative Arts Academy will be built upon the successes and experiences of The Ebor Academy Trust who will provide shared leadership, curriculum expertise, services and back office functions.

1.52 The Ebor Academy Trust currently has specialist curriculum teams who provide Music, MFL, Visual Arts, IT and Physical Education. The Music provision across the Trust is led by a Voices Foundation specialist teacher, we also have qualified sports coaches and mother tongue MFL teaching. The trust has also been identified as a beacon school for digital technologies. Our Performing Arts Programme will be enhanced through the links we have as a member of the York Guild of Media Arts and involvement in the City's designation as the UNESCO City of Media Arts. Our performing arts curriculum of drama, dance and music will be enhanced through the media arts such as film and radio.

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

### **D2.1 *Our vision and curriculum principles:***

We aim to secure an outstanding education for every pupil. Translating this into key performance indicators, we expect pupils in the Creative Arts Academy to demonstrate academic performance significantly above average levels compared with all schools nationally, and similar schools.

D2.2 In addition to the Statutory outcomes we expect all our pupils to achieve excellent outcomes in the core Performing and Media Arts Programme and to display positive outcomes with respect to Emotional Health and Well-Being. The Creative Arts Academy will be an accredited Arts Award Centre enabling pupils to gain an accredited Arts Award, a programme managed by the Trinity College London in association with Arts Council England.

“Through Arts Award's five levels, children and young people aged up to 25 can explore any art form including performing arts, visual arts, literature, media and multimedia. The award builds confidence, helps young people to enjoy cultural activities, and prepares them for further education or employment”.

### **D2.3 Key Performance Indicators:**

*2.31 Academic performance outcomes to measure the success of the new school:*

- By the end of the early Years Foundation Stage over 80% of children will achieve A Good Level of Development
- The target for age related expectations for KS1 will be 85% with 20% reaching Greater Depth (above age related expectations)
- The target for age related expectations for KS2 will be 90% with 30 % reaching Greater Depth (above age related expectations)
- By the end of KS2 60% will achieve grade 2 proficiency or above in a musical instrument.

*2.32 Performing and Media Arts outcomes to measure the success of the new school:*

- Arts Award: By the end of KS1 we expect 100% of pupils to achieve the national Discover arts award (Trinity College London)
- Arts Award: By the end of KS2 we expect 100% of pupils to achieve the

national Explore arts award (Trinity College London).

### *2.33 Emotional and Well-Being outcomes to measure the success of the new school:*

A range of norm-referenced surveys will be used to measure pupil emotional and well-Being outcomes in relation to; Sense of belonging, Responsiveness, Resilience, Social Behaviour, Enjoyment.

### *2.34 Attendance outcomes to measure the success of the new school:*

- The target for attendance will be 97%
- The target for punctuality will be 100%
- There will be no exclusions.

**D2.4 Quality of Teaching:** Ambitious targets will be achieved through the 'Quality of teaching' supported by effective and accurate tracking in the core subjects.

2.41 Excellent teaching will be underpinned by high quality professional development. We aspire to have 100% of teaching to be good or better. Any aspect of teaching identified for development will be targeted.

2.42 We also include in our high expectations all School Direct trainees (through The Ebor Teaching School Programme) and Newly Qualified Teachers. Additional support and training is accessed through our Director of ITT and Director of CDP. School based mentors are trained to support trainees and newly qualified staff.

2.43 All staff within the Creative Arts Academy will access the Ebor Trust, development programme which includes a targeted programme for NQT and RQT staff.

2.44 Monitoring the quality of teaching: we shall make intelligent and appropriate use of data to improve teaching and the curriculum and to ensure that every child succeeds and achieves excellent outcomes. Through effective planning, learning opportunities will be refined so that individual pupils have the appropriate work and objectives with personal feedback on progress.

2.45 Teacher Tracker: The Academy will use the same 'Teacher Tracking' system developed throughout the academy group. Pupil targets will be achieved by the implementation of rigorous systems to monitor and support teaching and learning through our Teacher Tracker System. We build an on-line profile to capture achievements, highlight successes and areas for development related to the skills of individual teachers

2.46 Every teacher and/or tutor will be visited each week to ensure quality learning is taking place. The online tracking system is used to record short 10-15 minute drop-in by senior staff to observe part of lessons, with a focus on pupil learning.

2.47 Professional development opportunities will be established from the 'Teacher Tracker' data to support the development of outstanding teaching. There will be a wealth of training and development. The Leadership Team and Subject leaders will provide training that will be bespoke to the school and individual staff members. Teachers will be involved in a package of development opportunities which will include:

- Team teach and Lesson study – paired teaching focused on an aspect of pedagogy, shaping and developing the craft of teaching.
- Individual coaching and mentoring – as a result of Teacher Tracker.
- Team planning and preparation – teachers planning and sharing resources collaboratively.
- Teach meets (sharing practice).
- Class View: a video-based system that empowers teachers to reflect on, analyse and share lessons. Supports contextualised self-reflection and peer review.

2.48 Performance Management: the Creative Arts Academy will follow three thirteen week cycles. In week 10 a training day will be dedicated to data analysis and performance management. PM interviews will include; pupil progress reviews, teacher tracker review (to identify strengths and areas of development related to practice), pupil progress over time identified through book scrutinies. Each teacher will be asked to make predictions on pupil performance each year and outcomes are analysed alongside predictions as part of the performance management process.

2.49 Staff potential, retention and development: An annual staff survey identifies staff aspirations. This is linked with performance management discussions to target development opportunities. Staff within the Creative Arts Academy will access the Ebor Academy Trust Careers pathway programme. This is designed to create a culture of development and retention through career progression and job satisfaction.

## **D2.5 Accurate Pupil Tracking Systems**

2.51 Attainment/Achievement: The Creative Arts Academy will use the Ebor Academy Trust on-line tracking system developed with O-Track (<http://optimumotrack.co.uk>), a tool to track attainment and progress from EYFS , KS1 to KS2. This will replicate the sophisticated and rigorous monitoring and evaluation systems which are greatly facilitated by our overall vision, approach, and co-ordinated IT systems developed by the Ebor Trust.

2.52 Data Capture: The Creative Arts Academy York will run a three thirteen week learning cycle. Formative assessment strategies will inform the data capture in week nine of each cycle. In week ten data analysis will inform early identification of children 'not on track', this will be followed by immediate action/intervention during week eleven to week thirteen.

2.53 Intervention strategies will include:

- Individualised programmes
- Small group interventions
- Peer to peer interventions

2.54 Intervention, targeted Tracking systems: This helps to form precise targets for each pupil which are regularly reviewed. For example, Accelerated Reader is used to assist monitoring, recording, assessment and guidance for pupils to ensure targeted reading support. Number Gym is used to track progress in basic number skills, tracking of arithmetic, time, simple geometry, and money. Intervention programmes designed to ensure gaps in knowledge and understanding are addressed.

2.55 *Personal Education Plan: Where appropriate, following the individual assessment and profile developed on entry to the school, a personal education plan will be created, assessment will be made with respect to their progress and related to their ability to acquire intellectual, academic and physical skills and to apply them successfully in a variety of learning situations that demand their use. This will be revised and refined by the class teacher termly, and more frequently as they think right.*

**D2.6 Pupil Well-Being:** Challenging targets will be achieved by ensuring pupils feel safe and are developing a Growth Mindset. Pupil voice and information on emotional health and well-being will be used to support pupils in developing a Growth Mindset.

2.61 Pupil behaviour. This will be exemplary, allowing for uninterrupted teaching and learning to make our exceptional achievement possible. Our focus is on behaviour for learning. The Creative Arts Academy will use strategies developed within our partner academy trust schools.

2.62 Because of the profile given to performing arts initiatives such as drama and dance, the focus on developing self-awareness and emotional intelligence is high. Pupils will be given the strategies to deal positively with life issues.

2.63 We will regularly survey pupils' attitude to self and school, and are therefore able to pick up issues promptly and effectively, ensuring there are no barriers to achieving targeted outcomes.

2.64 Pupil voice will be promoted through Year Group representatives who will make suggestions for change, ensuring they have a voice in how the school is supporting their learning needs.

**D2.7 Parent Involvement:** we believe that parental involvement is essential in creating an effective system for measuring potential achievement and supporting pupil's potential outcomes.

2.71 In the foundation stage we will ensure the children have been assessed within three weeks of arriving at the school, this assessment will act as the baseline and will be shared with parents through 1:1 meetings. Parents' knowledge and understanding of their child will contribute to this initial assessment.

2.72 The progress reviews will follow the Tracking Cycle, three times a year.

Pupil progress will be shared with parents after each data capture in order that they are able to support the child's learning.

2.73 Parents will be offered a continuous choice of on-line feedback arrangements and we shall, additionally, ensure a ready listening ear for any parental concerns, feedback or suggestions. Teachers will use the Google, "See Saw" app which enable teachers to create personal pupil learning journals which can be shared with parents using mobile devices.

2.74 Our early home visiting, the relationships formed, and our open, welcoming and engaging atmosphere around the school will ensure good lines of communication.

2.75 Parents' opinions are gathered through several processes including tailored Surveys. We hold three parental consultations and place high value on excellent relationships with parents and wider family groups.

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

| Staff/Year                   | Sept 2016  | Sept 2017  | Sept 2018  | Sept 2019  | Sept 2020  | Sept 2021  | Sept 2022  | Sept 2023  |
|------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Pupils on roll Main school   | 0          | 60         | 120        | 180        | 240        | 300        | 360        | 420        |
| <b>Leadership Team</b>       |            |            |            |            |            |            |            |            |
| Head of School (TBA)         | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        |
| Senior Teacher               | 0.2        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        |
| Deputy Head                  |            |            |            |            | 1.0        | 1.0        | 1.0        | 1.0        |
| SENCO (TC)                   | 0.2        | 0.2        | 0.4        | 0.4        | 0.5        | 0.5        | 0.5        | 0.5        |
|                              |            |            |            |            |            |            |            |            |
| <b>Total Leadership Team</b> | <b>0.8</b> | <b>2.2</b> | <b>2.8</b> | <b>2.8</b> | <b>3.7</b> | <b>3.7</b> | <b>3.7</b> | <b>3.7</b> |

| <b>Teaching Staff</b>           |  |            |            |            |            |            |             |             |
|---------------------------------|--|------------|------------|------------|------------|------------|-------------|-------------|
| Reception                       |  | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0         | 1.0         |
| Year 1                          |  |            | 2.0        | 2.0        | 1.0        | 1.0        | 1.0         | 1.0         |
| Year 2                          |  |            |            | 2.0        | 2.0        | 2.0        | 2.0         | 2.0         |
| Year 3                          |  |            |            |            | 2.0        | 2.0        | 2.0         | 2.0         |
| Year 4                          |  |            |            |            |            | 2.0        | 2.0         | 2.0         |
| Year 5                          |  |            |            |            |            |            | 2.0         | 2.0         |
| Year 6                          |  |            |            |            |            |            |             | 2.0         |
| <b>Total Teaching</b>           |  | <b>1.0</b> | <b>3.0</b> | <b>5.0</b> | <b>6.0</b> | <b>8.0</b> | <b>10.0</b> | <b>12.0</b> |
| <b>Business and Admin Staff</b> |  |            |            |            |            |            |             |             |



|                                 |            |            |            |            |            |            |            |            |
|---------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Office Manager                  | 0.4        | 0.4        | 0.4        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        |
| Finance and Administrative post |            |            |            |            | 0.5        | 0.5        | 1.0        | 1.0        |
| Reception/Admin Post            |            | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        |
| <b>Total Business and Admin</b> | <b>0.4</b> | <b>1.4</b> | <b>1.4</b> | <b>2.0</b> | <b>2.5</b> | <b>2.5</b> | <b>3.0</b> | <b>3.0</b> |

|                          |            |            |            |            |            |            |            |            |
|--------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <b>Support Staff</b>     |            |            |            |            |            |            |            |            |
| Teaching Assistants Rec  |            | 2.0        | 2.0        | 2.0        | 2.0        | 2.0        | 2.0        | 2.0        |
| TAs Y1                   |            |            | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        |
| TAs Y2                   |            |            |            | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        |
| TAs Y3                   |            |            |            |            |            |            |            |            |
| TAs Y4                   |            |            |            |            |            |            |            |            |
| TAs Y5                   |            |            |            |            |            |            |            |            |
| TAs Y6                   |            |            |            |            |            |            |            |            |
| SP 1                     |            | 0.2        | 0.2        | 0.2        | 0.5        | 0.5        | 0.5        | 1.0        |
| SP 2                     |            |            | 0.2        | 0.2        | 0.5        | 0.5        | 1.0        | 1.0        |
| SP 2                     |            |            |            | 0.2        | 0.5        | 1.0        | 1.0        | 1.0        |
| SP 4                     |            |            |            |            | 0.5        | 1.0        | 1.0        | 1.0        |
| <b>Total Support</b>     |            | <b>2.2</b> | <b>3.4</b> | <b>4.6</b> | <b>6.0</b> | <b>7.0</b> | <b>7.5</b> | <b>8.0</b> |
| <b>Maintenance Staff</b> |            |            |            |            |            |            |            |            |
| Site Management          | 0.3        | 0.3        | 0.4        | 0.4        | 0.5        | 0.5        | 0.5        | 0.5        |
| Caretaking               | 0.2        | 0.3        | 0.3        | 0.3        | 1.0        | 1.0        | 1.0        | 1.0        |
| Cleaning                 | 0.2        | 0.3        | 0.4        | 0.4        | 1.0        | 1.0        | 1.0        | 1.0        |
| <b>Total Maintenance</b> | <b>0.7</b> | <b>0.9</b> | <b>1.1</b> | <b>1.1</b> | <b>2.5</b> | <b>2.5</b> | <b>2.5</b> | <b>2.5</b> |

## Summary

The Headteacher Designate will be appointed 6 months before the opening.

Together with a senior teacher who will be from one of the Ebor Trust existing schools. During the pre-opening period (6 months), the senior teacher will work with the Headteacher Designate to set up the new school systems. They will also be involved in the marketing and recruitment of pupils.

Specialist teachers will be deployed from The Ebor Trust Specialist Team, including Music, Dance and Drama.

As the school grows the Specialist teams will increase year on year.

An existing school's SENCO, within The Ebor Trust, will oversee the requirements at both schools, with an increasing proportion of costs allocated to the new School as pupil numbers increase.

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

D4.1 The school will be welcoming to pupils of all faiths/world views and none; and show how the school will address the needs of all pupils and parents;

4.11 We will create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching. We will help all children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect. We will promote the spiritual, moral, cultural, mental and physical development of students/pupils within the academy and in society, and prepare students/pupils for the opportunities, responsibilities and experiences of later life.

4.12 To achieve this we will:

- a. Respect the equal human rights of all our students/pupils and to educate them about equality.
- b. Work to promote positive attitudes by enabling all students/pupils involved in the academy community to contribute to and gain full access to all activities.
- c. Create an environment where respect and racial harmony mean that all students/pupils are able to reach their full potential.
- d. Promote gender equality in all aspects of academy life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- e. Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help overcome any barriers to learning in order to promote achievement and fulfilment in all our students/pupils.
- f. Respect the equal rights of our staff and other members of the community.
- g. We will comply with relevant legislation and frame and implement academy policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

4.13 The Ebor Academy Trust analyses data during the academy year for students/pupils of different groups (Ebor Data tracking system already in use by other Ebor Schools). These include gender groups, vulnerable groups (FMS, Service, Ethnicity), and those identified on SEN and Medical Registers. The progress and achievement of these groups is monitored by class teachers and teaching assistants. The academy has developed a close working partnership with parents of these targeted children through the Achievement For All programme and Parent conversation meetings.

4.14 The Academy strategies to engage and meet the needs of parents include:

- a. Invitations to all parents and carers to celebrate specific events e.g. concerts/performances.
- b. Parent and child workshops to raise parental understanding of the

curriculum and expectations.

- c. Transition meetings from one class and phase to another.
- d. Parent Conversations: individual 30 minute meetings to get to know families with particular needs.
- e. Open school events: The academy plan these in three times a year to encourage parents to visit their child's school. The child will take parents on a tour.

**D4.2 How the curriculum will be broad and balanced and prepare children for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education. Consideration must be given to relevant issues, for example how the school will teach PHSE, adhere to the Prevent Duty and have appropriate policies on safeguarding and welfare:**

4.21 Ebor Academy Trust will include all students/pupils in the full life of the academy. Our strategies to do this include:

- a. having high expectations of all people involved in the academy community
- b. finding ways in which all students/pupils can take part in the full curriculum
- c. planning out-of-school activities including all school trips and excursions so that all students/pupils can participate
- d. devising teaching strategies which will remove barriers to learning and
- e. participation for students/pupils in all subject areas.

4.22 The teaching of spiritual, moral, social and cultural (SMSC) education is undertaken through the PSHCE and RE syllabus (same as Robert Wilkinson Primary Academy). The Ebor Academy Trust has targeted the importance of providing more opportunities for children to be aware of equality issues through assemblies and cross curricular PSHCE links. A Pupil Wellbeing Team is led by a senior member of the teaching team. The team plan and deliver the HMB (Healthy Minds and Bodies) curriculum. Themes are also explored in the assembly programme.

4.23 The Academy adheres to the Prevent Duty through:

- a. All staff training to ensure the expectations and key priorities to deliver Prevent are embedded within safeguarding procedures
- b. The senior leadership team and governing body are aware of the Prevent Strategy and its objectives through training.
- c. Through training staff understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable.
- d. Through assemblies and the PSHCE curriculum the school has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of pupils aimed at protecting them from radicalisation and extremist influences, through a planned provision.
- e. The school has an e-safety curriculum plan that helps develop critical thinking skills around the power of influence, particularly on-line and through social media.

#### **D4.3 How the school 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:**

4.31 The Creative Arts Academy will promote fundamental British values in the following ways:

- a) Democracy: Children have many opportunities for their voice to be heard. We will establish a pupil council which will meet regularly to discuss issues raised in class council meetings. The council will have its own budget and will genuinely effect change within the school. An annual questionnaire is undertaken which gives feedback of how pupils feel about the school and how they feel about teaching and learning. The pupils will also follow a PSHCE curriculum (Robert Wilkinson Primary Academy) which includes aspects of citizenship and the democratic process.
- b) The Rule of Law: Children will be taught the importance of Laws, whether they are those that govern the class, the school, or the country. Pupils will be taught the value and reasons behind laws through our established PSCHE curriculum programme (Robert Wilkinson Primary Academy). Rewards and sanctions within the behaviour policy will be developed with the pupils. A programme of assemblies will cover aspects of this theme. Visits from authorities such as the Police and Fire Service will help to reinforce the message.
- c) Individual Liberty: Pupils are actively encouraged to make choices, knowing that they are in a safe supported environment. The school will encourage pupils to take responsibility for each other's safety and wellbeing through child led strategies such as play-leaders and peer mediators. Pupils will be encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are encouraged to participate and make choices in various learning challenges which will include extra-curricular clubs and residential trips.
- d) Mutual Respect: Through our core values of Excellence, Belonging, Opportunity and Respect children will learn that their behaviours have an effect on their rights and those of others. The school will follow the C.A.R.E code, consider, and respect everyone. Pupils are encouraged to develop core skills of collaboration and communication.
- e) Tolerance of those of Different Faiths and Beliefs. York is situated in an area which is not very culturally diverse, therefore we place a great emphasis on promoting diversity with the children through visits to culturally diverse environments and visits from people of different faiths. Assemblies are regularly planned to address this either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. The Ebor Trust has a strong partnership with schools in Singapore and Spain. Through partnership projects children are aware of global diversity.

#### **D4.4 How the school will aim to attract pupils from different backgrounds and different communities so that they all feel welcome and play a full and active role in the school:**

4.41 We will offer a culturally diverse curriculum that prepares children for life in a diverse society. This is achieved through themed curriculum weeks as well as through the delivery of the Local Authority agreed syllabus for

Religious Education. Our curriculum includes content which provides learning about different faiths.

**D4.5 How the school will aim to encourage pupils from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views.**

4.51 The Academy will ensure that teaching and curriculum provision supports high standards of attainment, promotes common values, and builds students/pupils understanding of the diversity that surrounds them.

4.52 Lessons across the curriculum will promote common values and help students/pupils to value differences and challenge prejudice and stereotyping

4.53 A programme of curriculum-based activities whereby students/pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities. For example the children will visit the The Interfaith Education Centre (IEC) in Bradford, within the Diversity and Cohesion Service.

4.54 The Academy supports students/pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

**Special needs resource**

The Creative Arts Academy York would accept six children in each key stage for a special provision which would be led by colleagues at Hob Moor Oaks School, a special school in York currently consulting to convert to academy status and join the Ebor Academy Trust (expected to be in position September 2016).

Colleagues at Hob Moor Oaks have welcomed to opportunity to add their specialist skills in this area at the new school, which is geographically close to our preferred location. They have identified a need for a creative arts primary school built to include specialist inclusive provision, for children who need support with:

- High levels of anxiety and emotional self-regulation
- Building social friendships
- Communication and interaction
- And children who would benefit from high levels of nurture support to achieve their potential and to find their talents. (these 'groups' of children we know can struggle in mainstream primary and those who don't 'fit' at Hob Moor Oaks).

At Haxby Road Primary Academy's new Enhanced Resourced Provision (an existing school within the Ebor Academy Trust), there are children with a diagnosis of autism.

At the new school, children would not have yet had such a diagnosis and would not be in a special unit. Initially, therefore, there would be a couple of 'bases' (rooms) which would also be havens/learning space for any other

child in school who might be experiencing short term ‘nurture’ type needs. A flexible, pathways curriculum would be built around the needs of that child.

We would see staff expertise being supported initially from Hob Moor Oaks until there was a team within the new school able to and expected to meet such needs.

We would fund a speech and language specialist to support a communication friendly learning environment for all pupils, with links into the learning mediums of music, dance, art and so on. But also someone able to support a tiered approach, such as individuals or groups with particular needs.

We would anticipate that the SEN group would be young children and those who would benefit from support around the child and family model. This would ‘free up’ children within other special provisions in the city which we know are oversubscribed.

## Section E – evidence of need

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

#### Evidence of basic need

City of York Council recognise the need for 250 additional primary places between 2015 and 2018 and a “significant number of further places” beyond 2018. **The estimated numbers of additional places required, based on known housing development, from 2018 (Reception to Year 6) are:**

| Zone(s)    |   | 2018/19    | 2019/20    | 2020/21    | 2021/22    | 2022/23    |
|------------|---|------------|------------|------------|------------|------------|
| 1          | North city centre, Huntington, New Earswick         | 6          | 6          | 7          | 8          | 11         |
| 2, 10      | Clifton, Bootham, Skelton                           | 0          | 0          | 0          | 0          | 0          |
| 3          | Leeman Road, Boroughbridge Road                     | 38         | 67         | 106        | 157        | 198        |
| 4, 12      | Acomb   | 39         | 59         | 73         | 90         | 108        |
| 5          | Dringhouses, Woodthorpe, Bishopthorpe, Copmanthorpe | 46         | 58         | 70         | 89         | 93         |
| 6          | Southbank   | 111        | 144        | 162        | 178        | 194        |
| 7, 14      | South city centre, Fulford, Naburn                  | 95         | 105        | 122        | 132        | 147        |
| 8          | Hull Road corridor, Heslington                      | 6          | 0          | 0          | 0          | 0          |
| 9          | Haxby, Wigginton                                    | 0          | 2          | 1          | 0          | 0          |
| 15, 16, 17 | Dunnington, Wheldrake, Elvington                    | 71         | 52         | 49         | 36         | 36         |
| 18, 19     | Strensall, Stockton OTF                             | 30         | 31         | 29         | 36         | 35         |
|            | <b>Total</b>  | <b>442</b> | <b>524</b> | <b>619</b> | <b>727</b> | <b>821</b> |

(source: City of York Council School Place Planning Policy (Draft) 2015-18).

This is in addition to the following requirement from the same document:

*The LA will expect schools to work with them to audit the existing use of space and to re-commission spaces as classrooms where possible, eg using libraries or ICT rooms as classrooms.*

*If they are able, schools will be asked to admit pupils above the school's admission limit.*

*Schools in close proximity could be asked to share facilities, if the distances and practicalities involved are manageable, and there is space available.*

### **Education and Inspections Act 2006**

Local authorities have a legal duty to ensure that there are sufficient school places. The Education and Inspections Act 2006 (EIA 2006) means that when providing those places LAs must also promote:

- Parental choice
- Diversity
- High standards
- Fulfilment of every child's educational potential
- Fair access to educational opportunity.

**The Ebor Academy Trust believes our application for the Creative Arts Academy York assists City of York Council to comply with this requirement as our bid adds parental choice, diversity, high standards, fulfilment of every child's educational potential and fair access to educational opportunity.**

### **Evidence of a growing population**

York has been identified as the third fastest growing city in the country, according to independent research and policy analysts Centre for Cities.

In the 2011 Census, York had a population of 198,051 people. This represented an increase of almost 17,000 (9.3%) in the number of people living within the City of York Council area since the 2001 Census.

The Sub-National Population Projections published by the Office for National Statistics in March 2012 show that between 2011 and 2031 the population of York is forecast to grow by a further 24,100 (12.5%) to 223,000 people living in the city.

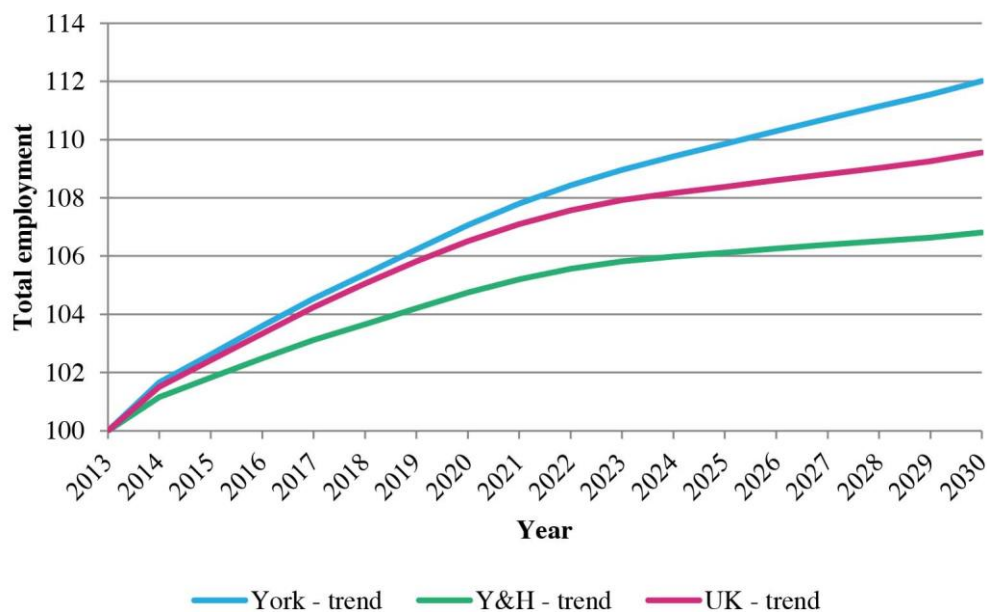
This trajectory is supported by Office for National Statistics' Components of Population Change for Local Authorities in the UK, mid-2014 (latest figures available) which show York's estimated population mid-2013 to be 202,435 rising to 204,439 by mid-2014.

To assist the Local Authority in its preparation of a new Local Plan, City of York Council commissioned Ove Arup & Partners Ltd to produce a report: Evidence on Housing Requirements in York: 2014 Update, published September 2014.

Arup recommended that the 2011 interim household projections provides the best position using data sources currently available. Using this approach, the annual average requirement for York is 838 dwellings per year.

As was the case in the Arup 2013 background paper, the main conclusion of the Oxford Economic Forecasting updates is that forecast employment growth is expected to grow at greater than the regional and national averages. The growth expectations for York will impact on the requisite housing requirements.

The base forecast shows that employment in York will increase by 13,555 jobs between 2013 and 2030, representing a percentage increase of 12.6% for this period. This is a faster growth rate than either the regional average (6.8%) or the national average for the UK (9.5%).



This equates to approximately 750 jobs per annum. Across the period 2012-2020 (the period used in the original report), there is an annual average increase of 970 jobs per year.

### Implications for population and housing growth

The National Planning Policy Guidance of 6 March 2014 states that in assessing housing requirements, local planning authorities should reflect the consequences of past under delivery, as household projections are trend based and do not reflect unmet needs.

Since 2004, York has under-provided by 1,653 net dwellings.

The City of York – Preferred Options document was made available for consultation in summer 2013. It presented four housing growth options:



### **Option 1: Baseline of 850 dwellings per annum**

This option is consistent with the overall level of population growth set out in the 2010 based sub national population projections. This figure would not be commensurate with the forecast economic growth and so would not provide the choice of housing for those with jobs in York to live in York and would increase commuting. It would not meet affordable housing need.

### **Option 2: 1,090 dwellings per annum**

This option provides the scale of housing growth to support the employment growth forecast in the City of York Economic and Retail Growth and Visioning Study (2013) and would provide the choice for those who may take up new jobs to reside in York rather than commute into the district. The figure would make a moderate boost to affordable housing supply across the plan period although it would not meet the 790 target for affordable dwellings per annum.

### **Option 3: 1,500 dwellings per annum**

This option is not purely derived from future demographic need but is an assessment of what the overall housing growth figure would need to be in order to meet the newly arising affordable housing need over the plan period based on the existing affordable housing target. This option would provide a significant boost to help to meet the newly arising affordable housing need element of the target but would not meet the affordable housing backlog over the plan period.

### **Option 4: 2,060 dwellings per annum**

This option would theoretically meet the affordable housing target of 790 affordable dwellings per annum over the plan period including both the backlog and the newly arising affordable housing need.

Separate work has been undertaken by City of York Council to validate the analysis of the need for affordable housing. Options 3 and 4 remain valid options, but the 2013 report concluded that the rates of delivery would be unachievable.

**Option 2 (building 1,090 dwellings per annum) was put forward as the preferred option in the document.**

Following a change of administration at the 2015 council elections, a new Local Plan is now being prepared and will be finalised by the end of 2016/early 2017.

However this does not mean there is currently any less of an appetite for housebuilding in York; just that there is no overarching strategy. While some developments are temporarily on hold, others are forging ahead.

## Proposed strategic housing developments in York to 2030:

| Development name                       | Dwellings     | Likely population |
|--|---------------|-------------------|
| British Sugar                          | 998           | 2,295             |
| Former sports ground Millfied lane     | 308           | 708               |
| The Grainstores                        | 216           | 497               |
| Land adjacent to Hull Road             | 211           | 485               |
| York Central                           | 483           | 1,111             |
| Land east of Grimston Bar              | 154           | 354               |
| Land east of Metcalfe Lane             | 1,800         | 4,140             |
| Land north of Monks Cross              | 1,569         | 3,609             |
| Land north of Haxby                    | 747           | 1,718             |
| Land at Moor Lane, Woodthorpe          | 511           | 1,175             |
| Land at New Lane, Huntington           | 348           | 800               |
| Land at Manor Heath Road, Copmanthorpe | 354           | 814               |
| Land at Moor Lane, Copmanthorpe        | 115           | 265               |
| Land to the north of Clifton Moor      | 4,020         | 9,246             |
| Holme Hill, Heslington                 | 5,580         | 12,834            |
| Terry's Factory                        | 270           | 621               |
| Nestlé South                           | 130           | 299               |
| Germany Beck                           | 700           | 1,610             |
| Derwenthorpe                           | 540           | 1,242             |
| York College                           | 360           | 828               |
| <b>TOTAL</b>                           | <b>19,432</b> | <b>44,694</b>     |

Note: population calculated from 2.3 persons per household  
(the current average household size in York) Source: City of York Council

### Impact of new housing development in immediate vicinity

***Should there be a population growth in excess of 44,000 people there will be a requirement in York of something in the region of 5,000 new primary places, 3,000 new secondary places and 600 new post-16 places. All of these are in addition to the projected growth in existing schools due to increases in the residual population.***

However against this context and uncertainty surrounding the Local Plan, we believe our application for a 420-place primary school to be both appropriate and timely. Starting with 60 pupils in 2017 and growing at 60 per year until full (with 420 pupils) in 2023, our proposal represents a prudent and value for money approach to primary place planning in the city.

### Evidence showing no significant surplus of places

| LA Name | Number of schools | Number of school places | Number of pupils on roll | Number of Schools that are full or have one or more pupils in excess of capacity | Number of pupils in excess of school capacity | Excess as a percentage of total places | Number of schools with one or more unfilled places | Number of unfilled places | Number of unfilled places as a percentage of total places | Percentage of rural schools |
|---------|-------------------|-------------------------|--------------------------|--|---|--|--|---------------------------|---|-----------------------------|
| York    | 50                | 14393                   | 13083                    | 13   | 98  | 0.7                                    | 37   | 1408                      | 9.8   | 26.0                        |

These 2014 figures show slightly less than ten per cent of unfilled places.

## Standards of local schools, pupil attainment and progression data

| Schools nearest to the proposed free school location  | Distance from proposed location of free school in miles, by road | Most recent Ofsted rating | % of pupils eligible for Free School Meals | % of pupils with English not as first language | % of pupils with SEN statement or EHC plan | Progress Measures relevant to your school type                           | Attainment Measures relevant to your school type  |
|---|--|---------------------------|--|--|--|--|---|
| Archbishop of York's CE Junior School   | 1.3 miles  | 1. October 2011           | 9.6%                                       | 1.2%   | 1.2%                                       | Percentage achieving Level 4 or above in Reading, Writing and Maths: 89% | Percentage of pupils making at least two levels of progress in Reading: 97%; in Writing: 85%; in Maths: 100%  |
| Copmanthorpe Primary School   | 2.2 miles  | 2. April 2014             | 6.0%                                       | 2.9%   | 0.5%                                       | Percentage achieving Level 4 or above in Reading, Writing and Maths: 84% | Percentage of pupils making at least two levels of progress in Reading: 96%; in Writing: 96%; in Maths: 87%   |
| Dringhouses Primary School  | 0.8 mile   | 2. June 2015              | 16.4%                                      | 4.3%   | 0.3%                                       | Percentage achieving Level 4 or above in Reading, Writing and Maths: 80% | Percentage of pupils making at least two levels of progress in Reading: 85%; in Writing: 98%; in Maths: 93%   |
| Hob Moor Community Primary School   | 1.9 miles  | 2. December 2013          | 40.7%                                      | 5.0%   | 0.6%                                       | Percentage achieving Level 4 or above in Reading, Writing and Maths: 66% | Percentage of pupils making at least two levels of progress in Reading: 87%; in Writing: 97%; in Maths: 68%   |
| Knavesmire Primary School   | 2 miles  | 1. November 2007          | 9.6%                                       | 4.0%   | 0.7%                                       | Percentage achieving Level 4 or above in Reading, Writing and Maths: 84% | Percentage of pupils making at least two levels of progress in Reading: 100%; in Writing: 97%; in Maths: 100% |
| Woodthorpe Primary School   | 0.9 mile   | 3. March 2015             | 27.9%                                      | 2.3%   | 0.5%                                       | Percentage achieving Level 4 or above in Reading, Writing and Maths: 79% | Percentage of pupils making at least two levels of progress in Reading: 96%; in Writing: 98%; in Maths: 94%   |
| <b>Average figures that may be applied to the Creative Arts Academy York, using above data from other local schools</b> |  |                           |  |  |  |  |   |
| Local average   | N/A  | N/A                       | 18.4%                                      | 3.3%   | 0.6%                                       | Percentage achieving Level 4 or above in Reading, Writing and Maths: 80% | Percentage of pupils making at least two levels of progress in Reading: 94%; in Writing: 95%; in Maths: 90%   |
| National average  |  |                           |  |  |  | England: all schools: 78%  |   |

The table shows there is one underperforming school (Woodthorpe) close to the preferred location to our school. Woodthorpe serves 406 children. Other schools close by are Good or Outstanding and are oversubscribed by 25 places on first preferences for September 2016 (source: City of York Council).

## **Adding to local choice and diversity**

York's traditional education model of all children attending their local school, works extremely well as long as the school is Good or Outstanding and has places available. Of the 50 primary schools in the city, however, Good or Outstanding schools are popular and therefore oversubscribed while there are places available at less popular, underperforming schools.

Parents are, understandably, unhappy that their children are not allowed to attend their school of choice and are forced to travel further afield to less good schools.

The Creative Arts Academy York will be a school with a catchment area of the whole of York and will therefore add diversity of provision as a choice for parents.

In the same way that Catholic parents are prepared to travel outside their immediate local area to send their children to a Catholic school (and similarly parents of children at independent schools, travelling to those schools), we will be offering a choice never before seen in mainstream provision in the city. For the first time, parents can choose their school, rather than oversubscribed schools selecting their pupils.

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

Our proposals were launched with a front page story in the local newspaper, The Press, on January 11. We launched our website, [www.creativeartsacademyork.org](http://www.creativeartsacademyork.org), at the same time with more detailed information and online mechanisms to (a) register the interest of parents of small children so that they may signal that they support the concept and would seriously consider the new school when the time comes for a formal admission application; (b) to send comments, messages or questions; and (c) to sign up to receive news stories that are posted on the website.

We also set up a [REDACTED].

An early supporter of the proposal, [REDACTED], volunteered to become something of an advocate for the new school. [REDACTED], a Facebook parenting group with 8,500 members, for mums in York. [REDACTED] will apply to be a governor at the new school when it is opened.

As at 29 February 2016 – **only seven weeks from launching the idea** – we have received 176 registrations from parents expressing an interest in sending their children to our school. Of these, 88 are parents of children who would make up the first Reception cohort in September 2017 (Annex B).

We also have 162 followers on Twitter.

We have hand-delivered 1,500 leaflets (see Annex C) in the immediate vicinity of our preferred location and conducted a drop-in session at a York community centre on 5 February for interested parents/residents. We have

met with local councillors and the local authority to explain our plans and spoken at a public meeting to discuss primary school place planning.

████████████████████ addressed the Council Executive at a subsequent meeting to discuss primary school places.

With ████████ support we have engaged and are in regular dialogue with local mums of young children on Facebook. Following a number of comments about the length of the school day – we had suggested the school day would be longer in order to accommodate everything we wanted to do – this has led to a reappraisal of our plans so that we now propose extended school days for older children only (as detailed in Section D).

While our social media activity has been successful and we have been open and accessible for two-way conversations via email, Twitter and Facebook, we recognise that not all members of the community are internet-savvy. We have also, therefore, been proactive in making contact with private nurseries and pre-school organisations across the city, sending information in two batches following introductory telephone conversations.

Without exception, each of the 14 nurseries we spoke to welcomed our proposals and agreed to pass on leaflets to parents of young children in their establishments. (Annex B).

Our proposal was featured on BBC TV's local news programme Look North.

We are continuing to develop links with creative arts practitioners in the York area and have received letters of support that are included in a separate Annex. As previously explained, we want to welcome into our new school a range of creative arts practitioners to introduce fresh thinking into the curriculum. (Annex B).

The Ebor Academy Trust are founder members of York's Guild of Media Arts, a forum for developing creative arts in the city and formed following the UNESCO designation of York as a City of Media Arts and a member of the international Creative Cities Network. (Annex B).

Members of the Guild of Media Arts agree that a key to the sustainability of this group and its determination to enhance York's reputation, is to be closely involved in education. The Creative Arts Academy will have an important role to play in helping shape York's future.

## Section F – capacity and capability

As Ebor Academy Trust is a MAT, an academy sponsor and we have more than one school, plus a letter of confirmation from the [REDACTED] we understand we do not have to provide full Section F information.

### Named individual in charge during pre-opening:

[REDACTED], Ebor Academy Trust

[REDACTED] is a [REDACTED] [REDACTED], latterly Robert Wilkinson Primary Academy which was graded 'Outstanding' by Ofsted at its last inspection. [REDACTED] the development of the Ebor Academy Trust since it was formed in December 2013. He is a [REDACTED] and has a track record of successfully leading, managing and improving primary schools. [REDACTED]

### Previous roles demonstrating educational expertise:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

No principal designate is in place for the new school. The plan is to advertise January 2017 to appoint April 2017, open September 2017.

### **Table F1(b): Skills gap analysis**

There are no missing skills or experience within our team, either at operational level or in boards of governors/trustees.

## **Section G – financial plans**

As Ebor Academy Trust is a MAT with a strong track record, we understand we do not have to provide Section G information as the DfE will use information already held about the financial situation of our schools.