



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

Clearwater Church of England Primary Academy

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

Submitting Sections A to H

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

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

Application checklist

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

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

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

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

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

Declaration

****This must be signed by a company member on behalf of the company/trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 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: Chair of company / Member of company (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.

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

X

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

-

Section C – vision

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

Please:

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

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

Our proposal is to open a two form entry primary academy, with nursery provision in Quedgeley, Gloucester. The academy will open in September 2017.

The Diocese of Gloucester Academies Trust (DGAT) is a multi-academy Trust established by the Diocesan Board of Education (DBE) in 2012 to serve schools from across the County. There are currently eight primary academies and one infant academy within the Trust. Eight of the nine academies have religious designation as Church of England schools. All of the academies are located in Gloucestershire Local Authority and three are located within three miles of the proposed new free school. Seven of the academies are rated as either 'good' or 'outstanding' by Ofsted. Two, awaiting re-inspection, were last judged as 'requiring improvement'. However both have made significant progress. The two nearest Trust academies would both be rated as 'strong' schools against the free school criteria described in D1.

The vision of the Diocese of Gloucester Academies Trust (DGAT) is to provide children of all faiths and none with excellent educational provision which transforms lives within a caring and supportive Christian ethos. The aim is, therefore, to provide a complete and fully-inclusive education which: **enables** human flourishing by encouraging pupils' and adults' gifts and talents; **nurtures** the social, moral, spiritual and cultural development of the academy community, as well as maximising the progress, achievement and attainment of every child and **celebrates** the intrinsic value of every person, made in the image of God.

In achieving this vision, DGAT works with academies which realise the benefits of a collaborative approach to sustaining and developing excellent educational provision. The vision of the Trust is therefore closely aligned to the work of the DBE, which aims to

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

create dynamic and sustainable communities of learning which are accountable to one another. The DBE has therefore identified the continued growth of the Trust as a key strategic priority for the Diocese. Whilst financial sustainability will be achieved once the equivalent of 12 one-form entry primary schools have joined the Trust, it is expected that growth will continue beyond this point, alongside the possibility of a mixed economy with church-school led MATs, to provide challenge and support for church schools. It is anticipated up to three further schools will have joined the Trust by the end of 2016. There is an expectation that the growth of the Trust will include both converting schools and new build free schools.

The development of academies across the Diocese, and specifically within DGAT, will be aligned to the capacity and ability of the Trust to ensure outstanding outcomes for pupils and the raising of educational standards. In order to achieve these objectives, the Trust will: explore innovative and sustainable models of leadership to retain outstanding leaders and ensure value for money; ensure growth maximises opportunities to achieve economies of scale; establish geographical hub structures to guarantee clear lines of accountability and share expertise to increase capacity and provide clear career paths for exceptional staff. In managing growth, The Trust remains committed to its vision to provide an outstanding and distinctive education which focuses on the whole child and builds character.

Rationale

New housing development in Gloucester, coupled with basic need necessitates a new primary school. With neighbouring schools performing well, the need for the new school is based on a marked rise in demand in the area as opposed to concerns over the standard and quality of provision locally. All local schools have been judged as at least 'good' by Ofsted and the number of pupils achieving a level 4 in reading, writing and maths (combined) at the end of Key Stage 2 ranges from 75.6% to 96.6%, with the two DGAT primary academies achieving 93.6% and 96.4% respectively. Similarly, the number of pupils achieving a Level 4b+ range from 87.5% to 92.7% in DGAT academies, and 65.5% to 92.7% across all local DGAT academies and community schools.

Gloucestershire County Council has reviewed and analysed pupil numbers and projections for the Quedgeley area. Between August 2013 - 2015 there have been an additional 330 primary aged children living in the planning area and it is estimated that this figure will more than double again by 2019. The Local Authority (LA) is fully supportive of our proposal for a new two form entry primary school: *"in order to support the current need and future growth, we would suggest that a new 2FE Free School be considered"*. (see the attached full letter in annex E). The LA will need to provide additional temporary accommodation in an existing DGAT academy from September 2016 to facilitate current demand for school places as there is insufficient capacity within

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

the system. The development of the new academy will therefore complement the Trust's existing provision in the locality and be responsive to parental demand. This application to open a new school in Gloucester is fully supported by the DBE and by local primary schools. The LA are making a commitment to the project through provision of a site on a 125 year lease.

The new academy will be a 4 - 11 co-educational academy accommodating 420 pupils when full. It will have religious designation as a Church of England Primary Academy. The academy will serve families living in Quedgeley Severn Vale, which is a suburb of Gloucester on the south west of the city. The area contains predominately family housing which is occupied by families of both pre-school and school aged children. The academy will include on-site nursery provision for children from the age of two. The neighbouring DGAT Field Court C of E Infant Academy, runs a successful (Outstanding Ofsted category) nursery and the provision of additional places on the Clearwater Drive site will complement this provision. The Trust recognises the importance of high quality early years education, the impact on primary school transition and subsequent achievement and attainment. The development of the new free school will also support the development of the first Trust 'hub' and provide an exciting opportunity for the Trust to maximise the expertise in the two neighbouring DGAT 'good' academies and one DGAT 'outstanding' academy by developing innovative models of leadership which are of mutual benefit to all.

The new free school forms part of the Trust's vision as it will provide a rounded and generous education and transform lives by providing outstanding education within a caring and supportive Christian ethos. Christian values will underpin the work of the free school. The academy values will be the starting point from which the academy develops. These values will include, but are not limited to: koinonia (fellowship), respect, compassion, service, courage and thankfulness.

With a vision to serve the new and emerging community, the free school will be fully inclusive and extend hospitality and welcome to all by encouraging opportunities for family engagement through parent partnerships and using its environment and buildings to provide a focus for community spirit and activities. The ward has a high number of children, young people and lone parent households and the local plan identifies the lack in public open spaces, play areas and sports pitches. The vision of the Trust is therefore to support families and use the school grounds to promote exercise and healthy lifestyles in order to build a resilient and hopeful free school community. Alongside this, the development of outstanding pastoral care will ensure that the well-being of the whole child remains a central focus of the academy and barriers to learning are removed. The academy ethos will encourage respect of self and others by ensuring that good behaviour and positive growth mindsets are seen as integral parts of learning and social interaction.

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

This will support the free school in promoting opportunities to explore different values, views and beliefs by providing a safe space for pupils to learn about themselves and others. As a servant-hearted community, the free school will recognise its responsibility to make a difference to the lives of others by promoting opportunities for pupils to support one another's learning and engage in charitable activity locally, nationally and internationally, alongside other Trust academies. The free school will also maximise opportunities to celebrate both individual and community success and honour the contribution of each to the common good by affirming individuals, raising aspirations and promoting behaviours which support learning and engaging in community-based activities.

The ethos and values of the free school will also underpin the approach to curriculum development. A courageous and resilient community, the free school will be creative and reflective in its practice. The new free school will work alongside Hardwicke Parochial, Field Court Infants and Longney academies to maximise opportunities for community learning. The free school will adopt some distinct pedagogical practice, for example, through the delivery of Philosophy for Children and the Forest Schools programme. The free school will therefore offer an enquiry-based approach to developing outstanding teaching and the use of additional curricular and extra-curricular activities, some of which will be linked to the Cheltenham festivals and will re-invigorate creativity and provide an exciting range of complete and connected learning experiences. The Trust also adopts Achievement for All approaches to ensuring effective parental engagement. A diet of activities across Clearwater Church of England Primary Academy and the two neighbouring DGAT academies (Hardwicke Parochial and Field Court Infants) will also offer an extended menu of additional opportunities for family learning and engagement.

Section D – education plan: part 1

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

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

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

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

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		30	45	60	60	60	60	60
Year 1		30	30	45	60	60	60	60
Year 2			30	45	45	60	60	60
Year 3				30	60	60	60	60
Year 4					30	60	60	60
Year 5						30	60	60
Year 6							30	60
Totals		60	105	180	255	330	390	420

With local schools at full capacity, drawing from the experience of Kingsway School which opened in 2008 and taking in to consideration the rate of the new housing developments, there is an expectation that there will be a need to admit pupils in both reception and year 1 in the year of opening. In year admissions has already been identified as an issue in the locality. The Trust has already agreed to take a bulge reception year in 2016 of an additional 30 pupils at Hardwicke Parochial, still leaving no spare capacity across the planning area for in year admissions.

Nursery	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
2 Yr Olds		16	16	24	24	24	24	24
3 Yr Olds		36	48	60	60	60	60	60
Totals		52	64	84	84	84	84	84

NB Nursery numbers account for two sessions each day. Therefore half of the above numbers will attend morning sessions and half will attend afternoon sessions.

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
EYFS			Curriculum balance to reflect assessed needs of intake, and will include both teacher and pupil initiated learning.
Communication & language			Is taught as an integral part of all curriculum areas
Physical development	3.5	Mandatory	
Personal, social & emotional development	1.5	Mandatory	
Literacy	8	Mandatory	
Mathematics	6	Mandatory	
Understanding the world	2.5	Mandatory	
Expressive arts and	2.5	Mandatory	

design			
Enrichment	1	Mandatory	
Worship	1.25	Voluntary	
KS 1			
English	8.5	Mandatory	Including phonics and guided reading
Maths	5	Mandatory	
Science	1.5	Mandatory	To include outdoor learning incorporating Forest Schools
R.E.	1	Mandatory	
Computing	1	Mandatory	
Geography	1	Mandatory	
History	1	Mandatory	
Art & Design	1	Mandatory	
Design Technology	1	Mandatory	
Music	1	Mandatory	
P.E.	2	Mandatory	
Enrichments	1	Mandatory	
Worship	1.25	Voluntary	
KS 2			As KS 1 with the following variations
Science	2	Mandatory	
Languages	1	Mandatory	
Enrichments	0.75	Mandatory	

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

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

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

When considering the curriculum plan we have selected to replicate Hardwicke Parochial Primary Academy, as the academy has a very successful track record in meeting the needs of all learners (including vulnerable pupils) and narrowing the performance gap between groups. Achievement and progress is good across the academy, as indicated by the Raiseonline comparative data for achievement and progress and value-added scores (see section E1). As Clearwater Church of England Primary Academy is located within two miles of Hardwicke Parochial, and draws pupils from the same catchment area (see pupil plot data in annex E), we anticipate that the cohort will be very similar. Whilst the new free school will serve the needs of some children from a new housing development, the majority of the estate from which pupils will be drawn is a mature development and so we believe it is therefore possible to predict the likely cohort mix with relative certainty. Changes that will be made to the curriculum offer will therefore be minimal.

The graph below shows the basic characteristics for Hardwicke Parochial Primary Academy in 2015, which, we believe, will be replicated on the Clearwater Drive site.

Area	Academy	National	Quintile
Percentage of pupils on Free School Meals (FSM)	17.6	26	40-60 th percentile
Percentage of pupils from minority ethnic groups	13	30.7	40-60 th percentile
Percentage of pupils with English as an additional language	1.7	19.5	20 th -40 th percentile
Percentage of pupils with Special Educational Needs (SEN) support	11.8	13	40-60 th percentile
Percentage of pupils with Special Educational Needs statement or EHC plan	2.2	1.4	80 th -100 percentile
Percentage stability	88.2	85.9	40-60 th percentile
Academy deprivation indicator	0.15	0.24	40-60 th percentile

Like Hardwicke Parochial Primary Academy, Clearwater C of E Primary Academy will provide high quality education for every child in its care and follow the National Curriculum. The free school will also embrace a wide range of learning opportunities that provide a variety of experiences to ensure that children encounter challenge, problem solving, exploration and fun in their learning. The curriculum will promote individual gifts and talents and nurture social interaction to ensure that pupils become well-rounded, caring, inquisitive and confident young people who are fully able to maximise learning opportunities and take their place in modern Britain. Working alongside Hardwicke Parochial Primary Academy and Field Court Infant Church of England Academy,

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

Christian values will underpin and permeate every aspect of the free school's work; agreed weekly values will be a focus in all three academies, in order to enable effective shared planning between them and with the two local churches which will serve the needs of all three DGAT academies.

The free school will serve a growing community. As a result, there will be a need for some mixed-age classes as the free school expands to its full capacity. Children entering the academy in year 1 may have attended a range of EYFS settings and so the curriculum in this, and other years as the academy grows, will be designed to take account of the expected intake as well as mid-year transition. In this regard the planned curriculum may be modified slightly from current practice in Hardwicke Parochial, to take account of this need.

The following factors will be taken into account when planning any modifications to the curriculum:

- assessment on entry and information from previous schools
- close liaison with parents and carers to aid mid-year transition in terms of both academic progress and social integration;
- reviewing mixed-aged classes as the free school grows
- meeting specific needs of pupils as well as closely monitoring vulnerable groups and the needs of the more able pupils;
- the allocation and impact of Pupil Premium funding and other ring-fenced grants;
- ensuring that language development remains a key focus from early years.

High quality teaching and learning is imperative to ensure that pupils in the free school achieve their full potential. Best practice criteria, utilising the Common Inspection Framework, in conjunction with DGAT's latest training for teaching and learning will underpin the free school's own development of a teaching and learning policy. The free school will develop explicit non-negotiable expectations for teachers, including high aspirations of the free school for outstanding learning and achievement. A robust triangulation of evidence will inform the judgement on teaching and performance for all staff. This will be externally validated by the Academy's Development Partner.

Partnerships are an essential component of delivering ambitious outcomes for pupils. Parents and carers will be partners in their children's learning. They will be encouraged and supported to become involved in supporting their children's learning at home and welcomed as active participants in the life of the free school. In order to achieve this, like Hardwicke Parochial Primary Academy, Clearwater C of E Primary Academy will become an 'Achievement for All' (AfA) school. A coach will work alongside staff to support the development of the most vulnerable pupils as well as acting as an additional critical friend for the school. Although Hardwicke Parochial Primary Academy, is currently moving towards AfA accreditation, Winchcombe Abbey C of E Primary School currently holds Lead School status and will act as an additional support and resource for Clearwater C

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

of E Primary Academy. The combination of training and support from Winchcombe Abbey, coupled with the success already achieved at Hardwicke Parochial which narrowed the performance gap for the majority of vulnerable pupils will ensure plentiful support for the new free school from the outset.

A wide variety of enrichment activities will be promoted throughout the new free school, providing a natural extension to the free school's broad and balanced curriculum. These will be clubs led both by internal and external providers. It is envisaged that throughout their time in Clearwater C of E Primary Academy, all children will participate in some of these activities. The free school will offer sport, music, art, drama, dance, gardening, sewing clubs, Philosophy for Children (P4C), Growth Mind-sets, and Forest Schools, to name but a few. All teaching staff at Hardwicke Parochial are undertaking the completion of P4C training (to level 2) and will facilitate the development of similar practice in the new free school. Similarly, Hardwicke Parochial has an established Forest Schools programme and will support the development of outdoor learning at Clearwater. Outdoor learning and play will be creatively explored. Staff will receive training to become accredited to Level 3, in order to lead Forest School. The Forest School initiative will be used to promote independent learning as well as a respect for the natural world. Forest Schools naturally links with the curriculum for Science, Design Technology (DT) and PSHCE. The free school's outside grounds will also provide opportunities for sporting activities such as football, rugby, hockey and netball. Close links will be fostered with Gloucester Rugby Club to support the development of rugby skills amongst the pupils in Key Stage 2. As a free school with a Christian foundation, the academy will seek to create a spiritual garden within the grounds that will allow children the space and time within a very busy academy day for some reflection.

Establishing the highest quality of learning and development in the early years will be a central focus for the free school in its first year. The free school will work closely with Field Court Infants, an 'outstanding' (Ofsted) Trust academy, which is located less than one mile from the new free school, to monitor the quality of provision. The unique needs of each child will be regularly assessed through early and continued assessment. Learning opportunities will be tailored to meet these needs. Children's enthusiasm and learning will be celebrated within the free school and with parents and carers.

Educational programmes will embrace opportunities to develop communication and language, physical, personal, social and emotional development, whilst pursuing skills and interest in literacy, mathematics, understanding the world and expressive arts and design.

Support from a Trust-wide perspective

All academies within the Trust are currently exploring Growth Mind-sets and it is envisaged that this development will continue to be Trust-wide. Currently there are nine academies in the Trust. Performance within these academies is high and there is proven expertise in P4C, Growth Mindset, Forest Schools, Nurture Provision, English, Maths and Computer Science as well as other subjects. The Trust has adopted a collegiate approach to developing best practice, utilising the expertise which exists within existing academies. Colleagues from each academy undertake peer reviews and share expertise

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

through Trust forums. Clearwater C of E Primary Academy will maximise use of these networks to ensure that best practice is quickly embedded within the institution.

The Trust is fully committed to working in the local community and will actively seek arrangements with other Early Years Providers and Children Centres to share best practice, professional development opportunities and vocational qualifications for local people. Links with local community organisations will also be key in supporting a full and balanced curriculum, and in providing opportunities for pupils in the free school to offer service to the community. This will include being a key partner in the Quedgeley Learning Partnership.

A coherent programme of professional development will relate to the identified needs of staff and the induction needs of any newly qualified teachers employed. In line with practice in existing Trust academies, professional development will include that provided through senior leaders within the school, as well as that provided by the Trust and external partners. It will be explicitly linked to the free school's development plan and teachers' individual performance management. Teachers will be held accountable against this. Professional development for staff will follow a coaching and enquiry led model such as the enquiring schools model.

All teaching and support staff will be organised into learning teams across neighbouring academies within the hub. See D2 for further information.

Within the learning teams, newly qualified teachers (NQT's) will be mentored through a rigorous Trust-wide programme, and in some cases, a flexible approach will be applied using experienced colleagues from other local Trust academies and NQT's used to back-fill when appropriate. This will ensure that there is consistency across the Trust academies in terms of the skills of the mentor and the high expectations of the Trust. Each learning team member will be involved in a cycle of lesson observation, feedback, targeted support and work and planning scrutiny. The cycle will be undertaken three times annually. Each learning team member will be involved in pupil progress reviews termly. Use of high quality locally sourced induction training will also be used to fully develop the NQTs.

Key to the flourishing of this free school will be membership of DGAT. An experienced Academy Development Partner (ADP) will regularly monitor the progress of the free school and hold leaders to account for pupil progress and the quality of teaching and learning. Participation in forums and peer reviews and the Trust's 'Good to Outstanding' teaching programme will develop staff and ensure best practice is shared. The Trust has invested heavily in continuing professional development (CPD) for all, such as the recent Outstanding Teaching Assistant Course and Good to Outstanding Teacher Programme organised by the Trust. The Trust has recently completed Pupil Premium peer reviews and is now undertaking Teaching Assistant reviews, benchmarking academic attainment against pupil and staff ratios and budgets. This year, the Trust is running a twelve-month [REDACTED] research project to ensure that best practice in formative assessment is developed across academies. Principals in the Trust are driven by the consistent desire to succeed and this culture permeates all academies. Principals are constantly

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encouraged to reflect on the next steps for individual academies and the Trust as a whole.

The free school day

The pattern of school terms and dates will align as far as possible with local primary and secondary schools and academies in the wider Trust. The free school will open for 38 weeks – 190 teaching days. There will be five training days for staff: one of these each year will be the Trust annual conference. The free school will have the potential to be open for 51 weeks a year. This will enable the free school to provide activities such as holiday clubs and additional tuition. Whilst all core provision will be provided through guaranteed funding, these activities will be funded in a number of ways including local, national and business grants, academy budget and parental contributions. Parents of children who are in receipt of Pupil Premium funding may be offered breakfast club, holiday clubs or additional after school tuition at a reduced rate.

The timing of the free school day will be responsive to the needs of parents who are working or who may need additional support and need to make contact with the free school. The overall free school day will run from 7.45 am to 6.15 pm. Registration will start from 8.55 am with lessons starting at 9.00 am with the academic day finishing at 3.30.

Hours of schooling:

- Foundation and Key Stage 1 pupils will receive 26.25 hours of tuition
- Key Stage 2 pupils will receive 27.5 hours of tuition

The free school day

- 7.45 – 8.45 voluntary breakfast club
- 8.45-8.55 before registration activities
- 8.55 – 9.00 registration and start of lessons
- 10.30 – 10.45 morning break
- 12.15 – 1.00 lunch
- 1.00 – 3.30 afternoon lessons [break of 15 minutes for FS and KS1)
- 3.30 – 6.15 after school club, voluntary clubs and sports activities, homework club and additional tuition.

There will be a daily act of collective worship. Alternative provision will be made for those whose parents/carers do not wish their children to participate. This will encompass opportunities for children to be engaged in self-directed learning, and related to cultural and citizenship development linked to the free school's core values.

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The before and after free school provision is voluntary. It is envisaged that most children will participate in these at some point as they move through the free school.

As well as addressing pupil's needs, there will be times where additional support is needed for parents and this will be provided through the inclusion of a family support worker. This will be a part-time post and will be focused on work with parents, whether individually, or through small groups. The family support worker will lead sessions on aspects of parenting that are a focus or a concern, and will work to support individual pupils at parents/class teacher request in a counselling supportive role. Additionally, the free school will run parenting sessions for the community in conjunction with the local children's centre using the Solihull approach. This will be part of the free school's early offer of help to the community.

Organisation of classes

The free school will, when at full capacity, be a two FE primary academy with a maximum class size of 30, and this will be reflected in the pupil admission number as the free school grows. There will be additional support and intervention from the specialist teachers as well as excellent qualified teaching assistants. This will take the form of in class support following the quality first teaching model, then withdrawal groups as well as 1:1 tuition. For those pupils for whom, social and emotional problems inhibit their learning, there will be additional support available through a structured referral system to a Nurture Group (replicating the Hardwicke model). Staff running the nurture provision will be qualified having gained the Nurture Group accreditation. They will assess pupils' needs using the Boxall profile to ascertain the teaching and learning opportunities that need to be provided through this group. Nurture Provision will run throughout the afternoon sessions at Clearwater C of E Primary Academy.

Content of the Curriculum

The vision for Clearwater C of E Primary Academy will be to enable all of its pupils to become successful learners, confident individuals and responsible citizens. The content of the curriculum and teaching methodology will replicate the best practice from Hardwicke Parochial Primary Academy. Pupils will be encouraged to develop as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators through the broad, balanced and creative curriculum that is offered. Staff in the free school will ensure that pupils are fully ready for the demands of secondary education and fully able to take their place in modern Britain. In order to achieve this, Clearwater C of E Primary Academy will ensure that outstanding teaching is in place to deliver the curriculum.

The curriculum will be designed recognising the need to provide engaging and stimulating learning opportunities for all, whilst ensuring that the focus on standards and the aim for the highest possible achievement is not lost. Any learning experience needs to be designed in context so that the child has a fully and meaningful education. In all Trust academies, children's needs drive the curriculum and Clearwater C of E Primary Academy will not be any different. Children's interests and needs will be pivotal in motivating them to engage with all of the activities planned. Themes for learning will be identified and subject knowledge will be carefully designed having first elicited children's'

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prior understanding to ensure that the pitch set for any learning activity is accurate and maximises progress. First hand experiences are hugely important in enlivening teaching and learning and “take off days,” replicating a model akin to that offered at Hardwicke Parochial Primary Academy, will set the tone for any new learning theme with an end goal in sight to work towards in the shape of a “landing day”. Parents and carers will be invited to be part of this end product to reinforce the importance of partnership between parent and academy.

Philosophy for Children (P4C) will be a pedagogical approach through which the thematic experience based curriculum will be delivered for the whole free school. Pupils will have the opportunities to learn that different perspectives should be explored through talking and listening to one another and that they should always respect the opinions of others. P4C also offers the opportunity to develop pupils speaking and listening skills as well as offering an introduction to the ideal of debates. With P4C’s very distinctive ethos, Clearwater C of E Primary Academy will offer opportunities to explore some of the big ideas so that pupils are inspired and develop confidently both morally, ethically and spiritually. Joint planning for P4C activities will take place with both Hardwicke Parochial Primary Academy and Dursley C of E Primary Academy (which is the lead academy for this approach within the Trust).

Early Years Foundation Stage

Establishing the highest quality of teaching and learning in the early years is vital for Clearwater C of E Primary Academy, not just for the first year but in ensuring solid learning foundations are set. Links with Winchcombe Abbey C of E Primary School and use of The Mead School, a Primary Teaching School and Ofsted ‘Outstanding’ Early Years setting, will support the development of this aspect of the free school’s work, as will the outstanding practice from Field Court C of E Infant Academy.

The free school will ensure that the unique needs of every child within its care will be regularly assessed through early and continued assessment. The free school will ensure that the statutory baseline is carried out within the first term and that accurate analysis of children’s needs and gaps in abilities are made so that pupils are able to fully meet at least age related expectations at the end of the foundation year. Children’s achievements both in and out of the free school will be celebrated, so that enthusiasm is sustained and developed.

To ensure that maximum progress happens, secure and effective transition is essential to ensure that all children settle well into the free school. It will be important that a structured approach to teaching phonics is in place from the very beginning to ensure that early reading skills are developed. This will be alongside creative opportunities for mark making and early writing skills.

Early numeracy skills will be developed using the “explore maths approach” which ensures that no ceilings are placed and children’s knowledge and understanding form the core of their learning. This is being developed in a number of academies, including Hardwicke Parochial.

The hub will be in operation in the afternoon to develop children’s independent learning and this will be led by a member of the Early Years Foundation Stage (EYFS) team. This

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will then lead into the next week's role play learning in the class for the other children. Through this approach, children's personal, social, and emotional development will be furthered whilst pursuing their interests in literacy, numeracy, knowledge and understanding of the world and their creative development.

Literacy and Numeracy

A theme based and rich curriculum will emphasise acquisition of literacy and numeracy skills. Core skills will be taught in conjunction with the expectations of the National Curriculum. Teachers will develop pupils' spoken language, reading, writing and vocabulary as an integral part of the teaching of every aspect of the curriculum. Similarly confidence in mathematical fluency, reasoning and numeracy will be developed across the curriculum as well as in discrete lessons. The importance of these key skills will be reinforced through learning opportunities which provide a meaningful context for their use.

Enjoyment of reading and acquisition of reading skills will be fostered through use of high quality texts. Phonics will be taught through daily skills lessons, and will be reinforced through handwriting and spelling activities. These will be jointly planned with staff from Hardwicke Parochial Primary Academy. Comprehension will also be key to pupils reading development and teachers' modelling of daily reading is crucial to ensure that pupils acquire these skills from an early age. Writing will explore a range of genres, with lesson sequences that lead children into producing meaningful texts within a secure learning context, demonstrating their understanding of grammatical, punctuation and spelling skills. This will produce confident skilled and creative writers who are aware of the audiences they write for and the varying skills needed to create texts for this audience.

In mathematics, number will be taught discretely, with number knowledge being taught as daily maths facts in vertical groups to ensure that key skills are learnt and readily available to be applied in maths lessons. A creative approach including elements of Shanghai and Singapore Maths will be taken from the experience of Hardwicke, Winchcombe Abbey and Minchinhampton academies and used in the delivery of maths lessons to ensure that fluency, reasoning and problem solving skills are applied consistently, so that children establish a solid deeper understanding of mathematical concepts. This will be delivered through creative, hands on learning experiences, recognising the needs of every child and providing learning opportunities with no ceilings.

Science

Scientific skills will be taught and developed following the National Curriculum in terms of coverage and of progression. Hands on experiences both in and out of the classroom will form the basis of children's learning experiences and through creative, problem solving experiences, their understanding, reasoning and observation skills will be developed. Science stimulates and excites children's curiosity about the world around them and how things work. Pupils will join together with their peers from Hardwicke Parochial Primary Academy to maximise opportunities to participate in the Cheltenham science festival. The free school will also arrange whole school science weeks. Pupils will develop their questioning and inquiry skills through their time in the free school so

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that they know how to pose scientific questions, plan fair investigations, fully utilising their observational skills so that they can test out their hypothesis. They will draw conclusions using their data and observations and through articulate communication skills justify their ideas, knowledge and understanding to explain their findings.

R.E.

Like Hardwicke Parochial Primary Academy, Clearwater C of E Primary Academy will follow the Gloucestershire Standing Advisory Council on RE (SACRE) agreed syllabus. Pupils will have opportunities to learn about and from three religions. However, the Trust is also committed to ensuring that our curriculum will encompass some learning about the other major religions as well. This is vital if pupils are to take their place in modern Britain today. The aim of any opportunity provided is to engage pupils with questions arising from these opportunities so that their spiritual, emotional, moral and cultural development is developed through exploring a wide range of experiences, including visits to places of worship and visitors to the free school, including from within the free school's own community. Should parents and carers wish to withdraw their children from RE, then provision will be made to enable self-directed learning, which links with citizenship and the development of the free school's values.

Computing

In today's society it is essential that pupil's leave the free school with the best possible computer skills through their understanding of a variety of different programmes to both design and support their learning safely, so that they are ready for the next stage of their learning journey. Explicit links will be made with Maths, Science and Design and Technology through the creative curriculum that the free school will offer. Children will learn independent skills, how digital systems work and how to put this knowledge to use through programming, using a range of programmes. Pupils will be digitally literate and will learn to apply information technology including new technologies in a range of contexts. Pupils will utilise the latest technologies to ensure that IT is the vehicle through which they can access, process and present information across the curriculum. Through use of links with Winchcombe Abbey C of E Primary School (a computing specialist school), ICT will be developed.

P.E.

PE will be essential if we are to ensure that our children have a healthy lifestyle and understand the need for exercise in their lives. A wide range of sporting experiences will be delivered using both the free school's own teachers and their specialist coaches in conjunction with the local sporting clusters and participation in competition through games, athletics and dance. Additionally use of links with clubs such as Gloucester Rugby Club and 'Kick Off Stroud', will further develop these opportunities.

PSHCE

It is vitally important for our children to develop an understanding of how they live in harmony with others, gaining an understanding of some of the issues that surround us in our world today as well as how they keep themselves healthy and safe from the various dangers they will encounter. Use of the Pink Curriculum, as well as visits to venues such

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as Skillzone, will help support their understanding of some of the issues and challenges that surround them.

Humanities

History and Geography will be delivered through a thematic approach. Hands on, practical learning will form the basis of the experiences that the children have. Through visits both in the local and wider environment and use of visitors to support learning, pupils will be able to understand some of the wider story of our nation and the importance of learning from this history. Similarly in geographical learning, they will learn from visits and visitors and their skills will allow them to develop a wider understanding and appreciation of the world around them.

Creative Arts

Pupils will be given many opportunities to develop artistically, whether through music or through art. They will enjoy working with artists as they explore their own learning. A wide range of experiences will be provided throughout the year, including links with the Cheltenham Festivals, The Three Choirs Festival as well as our existing close links with the Cathedral and Gloucester Music Hub, and will culminate in an Arts week annually. Through these experiences children will develop their understanding of pitch, duration, timbre, tone, rhythm, tempo and dynamics as well as beginning to develop an appreciation of a wide range of music from a wide range of genre, including that of our own English music and that from the wider world stage. Pupils will be encouraged to learn instruments through support from the Gloucester Music Hub and to use their voices. Clearwater C of E Primary Academy will make use of national events such as Young Voices to show pupils the fun in performing on a large scale, so that they understand the fun that can be gained from this.

In Art, again, much use will be made of the thematic approaches used in other aspects of the curriculum to develop pupils' artistic skills. Visits to / from artists, art exhibitions, and visitors into the academy will support this development. A wide range of skills will be developed throughout their time in the free school and the annual arts week will showcase the work that the pupils have produced. Pupils will learn how to evaluate and analyse both their own and others work, using appropriate technical language as well as learning about famous artists and designers.

Design and Technology

Design and Technology will similarly use a thematic approach to develop pupils' design skills. Visits by designers and an appreciation of design will be developed throughout their time in the free school. Pupils will analyse and evaluate both their own and others designs and adapt plans and designs accordingly.

Modern Foreign Language.

Spanish will be taught to all pupils in KS2 to enable them to begin to have a basic understanding of another language. Links with Hardwicke Parochial Primary Academy

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will ensure, through sharing of a specialist teacher, high quality provision. Close links with the local secondary school will be sought to support this.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

To ensure the effective measuring of pupil performance and the setting of challenging targets the practices of Hardwicke Parochial Primary Academy will be replicated.

The intake of Clearwater C of E Primary Academy, in-line with that of Hardwicke Parochial, will be mixed, with an expectation that almost 20% will be eligible for Pupil Premium funding. The curriculum is designed to take account of different abilities, interests and starting points all underpinned by careful and accurate assessment to inform learning. Academies within the Trust are high performing schools and it is expected that Clearwater C of E Primary Academy will perform similarly, with aspirational targets being set and rigorous monitoring against these targets. Timely and regular assessment of pupils' needs and abilities will be a feature of the free school. This includes a baseline assessment of all pupils on point of entry.

It is essential that every child is assessed against their prior learning and the use of structured formative assessment is vital to ensure that this is the case. Through a range of teaching and observational activities, all children will be assessed and their next steps planned so that they can make the individual progress that they are capable of. Gap-analysis tasks and tests will support these activities and the Trust's current action research work with ██████████ ██████████ will further reinforce this knowledge and understanding.

All vulnerable groups will be provided with the support that they require. Pupils will be rewarded for their achievements through positive marking and constructive support.

D2 – measuring pupil performance effectively and setting challenging targets

Daily use of “green time” will evidence their growth in response to marking. All pupils will be encouraged to make at least expected progress from their relative starting points, with many exceeding this and the large majority of pupils meeting or exceeding age-related expectations.

Through robust assessment and data analysis the free school will keep a careful watch on all pupils’ progress and, in particular, identify where specific groups are not making at least similar, if not better progress, to the national average and their peers. Adaptations to Hardwicke Parochial Primary Academy’s practice and interventions policy will be made if necessary. The half-termly analysis of data will also inform the reporting on progress made against the targets in the free school development plan as well as informing the Trust’s data collection requirements. Analysis will inform the annual self-evaluation and the principal’s regular reports to governors which will be shared with the senior leadership team and all staff. This will form the basis of reports aligned for the local governing body and the performance management of the principal, which will be informed by Trust key performance indicators and externally validated by the Academy Development Partner.

All teaching and support staff will be organised into learning teams across neighbouring academies within the hub. The EYFS team will be responsible for moderation and monitoring the progress of pupils in EYFS. The Key Stage 1 team will moderate and monitor the progress of pupils in years 1 and 2. The Key Stage 2 team will moderate and monitor the progress of pupils in years 3, 4, 5 and 6. This is a model used in both Hardwicke Parochial and other Trust academies to ensure that ALL staff are fully accountable and aware of all pupils and any gaps in their learning, ensuring they are able to identify the next steps in their individual learning journey.

Analysis will include attendance data and addressing any issues identified will be a priority. Utilising parental engagement strategies modelled by Hardwicke Parochial and other AfA academies within the Trust, plus structured conversation with vulnerable pupils and their parents will identify specific targets to address wider engagement issues. Additionally three academies within the Trust, Hardwicke, Minchinhampton and Winchcombe Abbey, have significant experience of narrowing the gap and this expertise will be utilised with the new free school. At Hardwicke the gap at KS2 is non-existent and in some cases disadvantaged pupils outperform that of their peers.

Whilst high quality teaching will be the mainstay of the free school’s approach to ensuring these pupils secure improved progress and the gap does not widen further, the engagement and aspiration of both children and their parents / carers are important and will be promoted. Social and emotional competencies will be targeted as necessary. This may include improving an aspect of pedagogy or teaching and learning practice, mentoring support, one to one or small group intervention for targeted pupils, pupil engagement and voice, improving the personal resilience of pupils and attitudes to

D2 – measuring pupil performance effectively and setting challenging targets

learning and work to engage parents / carers and / or support them in having a greater engagement in their children's learning.

In EYFS, assessment on entry will be through the new statutory baseline. The academies in the Trust have all elected to use ExBa currently and it is the expectation that the new free school will use the same system. Pupil progress will be monitored throughout their time in the free school, with formative and summative assessment informing planning at individual, group, class and whole school levels. Targets will be set for this cohort and currently every academy in the Trust outperforms both the National and Local Authority data.

For other year groups assessment on entry will be through gap analysis tasks and liaison with prior providers and parents, to ensure that the best picture of the pupils' strengths and weaknesses are gained. This will then, alongside the curriculum planned in the free school, identify what the next steps for the child are. Vulnerable groups, (Pupil Premium, SEND, Most Able, EAL etc) will be provided with additional support required and the impact of this will be rigorously monitored by leaders to ensure that these pupils make at least expected progress. Aspirational targets will be set for each year group within Clearwater C of E Primary Academy.

Attainment and progress throughout the free school will then be measured using the same online tracking programme which Hardwicke Parochial uses, utilising teacher assessment and tests where appropriate. This information will be updated half termly. The assessment system will relate back to the National Curriculum and will break down the curriculum for each individual year group into bands, so that teachers can accurately measure progress across the year group and key stages for the individual subjects. This will ensure that accurate predictions, for assessment with the Standard Assessment Tests in May annually, are made.

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

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

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

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

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

	2017	2018	2019	2020	2021	2022	2023
Students on role	60	105	180	255	330	390	420
Reception classes (max 30 per class)	1	2	2	2	2	2	2
Y1 – 6 classes (max 30 per class)	1	2	4	7	9	11	12

Leadership Team	2017	2018	2019	2020	2021	2022	2023
Executive Principal	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Head of School - Infant Specialist	1	1	1	1	1	1	1
Executive Business Manager	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Head of Key Stage 2			1	1	1	1	1

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

Teaching Staff	2017	2018	2019	2020	2021	2022	2023
Main Scale	1	2	3	6	7	9	10
Upper Pay Scale	1	2	2	2	3	3	3
Peripatetic MFL			0.1	0.3	0.5	0.7	0.8
SENCo	0.1	0.1	0.2	0.3	0.4	0.5	0.5
Intervention / Pupil Premium Lead		0.2	0.3	0.5	0.8	1	1

Educational Support Staff	2017	2018	2019	2020	2021	2022	2023
HLTA	1	1.5	2	3	3	4	4
TA	2	4	6	9	11	13	14

Admin / Other Support	2017	2018	2019	2020	2021	2022	2023
Office Administrator	0.5	0.5	1	1	1	1	1
Family Support Worker	0.1	0.2	0.3	0.4	0.4	0.5	0.5
Caretaker	0.5	0.5	0.7	0.8	1	1	1
Office Apprentice			1	1	1	1	1

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

ICT Technician			0.1	0.1	0.2	0.2	0.2
Cleaner	1	2	3	4	5	6	7
Mid-day Supervisor	2	4	6	9	11	13	14

PPA Cover	2017	2018	2019	2020	2021	2022	2023
No of qualified teachers (exc SLT)	2.1	4.3	5.6	9.1	11.7	14.2	15.3
PPA hours per week	7	14	18	28	37	44	47
Covered by	HLTA	HLTA	HLTA PPL / SENCo / Peri	HLTA PPL / SENCo / Peri	HLTA PPL / SENCo / Peri	HLTA PPL / SENCo / Peri	HLTA PPL / SENCo / Peri

Nursery	2017	2018	2019	2020	2021	2022	2023
Nursery Lead	1	1	1	1	1	1	1
Nursery Staff	4	5	7	7	7	7	7

The Trust currently has two strong and well established academies within a two mile radius of the proposed Clearwater site. This enables the Trust to draw from existing structures, utilising expertise in the vicinity across the academies. As a single employer, managing contracts across multiple sites is simplified by following an already established format. Understanding the strengths and capacity of the existing academies, together with the established collaborative working model across the wider Trust has informed the creation of the staffing structure. Where there are shared posts across academies, we would review and backfill, as necessary. The current profile of staffing at Hardwicke is experienced, and again the Trust would look to spread middle-leadership and co-ordinating roles across the academies in order to ensure there is a balance of

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

experienced and effective practitioners working across all local DGAT academies, which will embed consistent practice from the outset. Similarly, in the first years of establishing the new site, the considerable pre-school and EYFS experience of Field Court Infant C of E Academy (which is 'outstanding' in Ofsted terms) will be utilised.

With the expected growth in pupil numbers as detailed in the growth chart above, the staffing structure will be determined as follows:

Leadership

The Executive Principal is an existing Trust principal and will work across both their own academy and the new Free School. This is a non-teaching post. The role will be focussing on the setting of high expectations, ensuring all policies and procedures are in place in order to ensure high quality educational provision, championing the academy in the local community, marketing and recruiting both pupils and staff. The executive principal will have ultimate accountability for reporting to the Trust on the performance of the free school.

The Head of School is an existing Deputy Principal and will be seconded to the free school in the first instance. The intention is that by year three a substantive post will be filled. The post holder will not have a class commitment however will undertake intervention sessions and lead on Pupil Premium.

The Executive Business Manager is an existing business manager within the Trust. It is expected that the post holder will become a hub business manager by 2019.

The Head of KS2 position will be introduced as pupils enter year 3. This will be a teaching position. Upon appointing to the substantive Head of School role this may alter depending on the strength of the successful candidate with the head of EYFS / KS1 becoming a class teaching position.

Teaching Staff

Other than the class teachers there will be a collaborative approach with neighbouring academies to fulfil the roles of SENCo and Pupil Premium Lead until there is a need to appoint a substantive member of staff. The MFL peripatetic will work across multiple sites. There is already a co-ordinated approach to aspirant and middle leadership across the Trust which will be a feature of the free school. Year and curriculum leaders will continue to work across sites, sharing best practice, encouraging self and peer evaluation and increasing leadership capacity at all levels.

A range of both experienced and newly qualified teachers will be appointed to the teaching posts, enabling a healthy balance of fresh perspectives with tried and tested wisdom.

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

Educational Support

The HLTA cover staff will be fully qualified and trained. As the Trust moves to a hub model it is likely that the HLTA cover staff will work across all hub academies.

The TAs are not all full time staff with a number of them working in classroom bases for the morning only. The intention is that there will be early intervention thus negating the need to have classroom based TA assistance in all KS 2 classes.

Based on the Hardwicke Parochial character profile it is expected that those pupils with EAL will be considerably below the national average. It has therefore been decided that it is highly unlikely the Trust would need to appoint a foreign language assistant. However, if this proves not to be the case, we would have a flexible approach to the TA roles and appoint according to pupil need.

Other Staff

The family support worker and ICT technician will both work across multiple sites.

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

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

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

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

Our vision is to serve the new and emerging community by extending hospitality and welcome to **all**. The free school will be fully inclusive, welcoming families and children of all faiths and none. Therefore the admission policy will have no regard to faith – the free school will be open to all members of the Quedgeley community. No places in the main or over subscription criteria will be allocated on the basis of Christian commitment.

The free school will base its vision on Christian values and principles. The free school will seek to meet the needs of all its learners, recognizing that the Christian values of koinonia (fellowship), respect, compassion, service, courage and thankfulness will underpin the culture of the whole free school community, as well as the curriculum, and therefore will impact on all who attend and work in the institution. These values and principles will underpin the everyday life of the free school and will be reflected in the behaviour and attitudes that will be expounded.

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

The free school will follow the National Curriculum. In order to promote the spiritual, moral, social and cultural development of pupils and to build character, the free school will embrace a wide range of learning opportunities to ensure breadth and balance of provision. Please see section D1 with regard extra-curricular provision. Christian values will be integrated naturally within the context of planned learning outcomes for schemes of work. These values will inform ways of working, learning and understanding so that pupils' spiritual, moral, social and cultural growth is integrated in a creative way. Children will have the opportunity to develop a sense of awe and wonder and transcend the mundane through aspects of the curriculum such as in science, music, art, literature, mathematics, geography and PE. Spiritual capacities such as imagination, empathy, and insight will be modelled through the pedagogical approach of Philosophy for Children (P4C). P4C will encourage children to welcome the diversity of each other's views, question assumptions and develop opinions which can be supported by reason and analysis. Pupils will learn that different perspectives should be explored through talking and listening to one another and that they should always respect the opinions of others. With its distinctive ethos, the free school will promote opportunities to explore 'big ideas' so that pupils are inspired and developed confidently morally, ethically and spiritually. The holistic needs of pupils will be nurtured so that they develop into well rounded, caring, inquisitive and confident individuals who are able to maximise learning opportunities in readiness for their secondary education. Teaching will aim to promote an unquenchable thirst for learning whilst building the strategies for becoming effective learners.

In order to further enhance the spiritual, moral, social and cultural development of pupils the academy building and outdoor environment will provide appropriate spaces for silence, stillness and prayer. A spiritual garden will be developed. In addition, displays and play spaces will be used to promote appropriate and compassionate social interaction. Peer mediation will be an important feature of conflict resolution within the free school. In order to build a resilient community, the free school will also ensure that pupils have an awareness that experiences of disappointment, failure and loss may be occasions for spiritual and personal growth. School visits will promote cultural development. Links with the various Cheltenham festivals (Jazz, Literature and Science) as well as events further afield will enable pupils to gain an appreciation of a rich variety of cultural traditions.

All Trust academies actively promote the fundamental British values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The new free school will promote British values through the delivery of the curriculum, collective worship, extra-curricular activities and the development of democratically elected pupil councils. In addition, national and international charitable activities, behaviour policies and rewards systems (supporting all pupils to develop positive self-esteem, self-confidence, self-awareness and self-knowledge) and the use of outside speakers (including MP's and religious leaders from a range of faith traditions)

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

will support an understanding of the importance of British values. All Trust policies aim to promote respect for individual differences, eliminating any form of discrimination on the grounds of age, disability, gender, marital status, race, religion or sexual orientation. All staff in Trust academies are expected to model the highest professional standards, as set out in the Trust code of conduct.

The Trust is committed to providing a secure environment for pupils, where children feel safe and are kept safe. This is reflected in well-established safeguarding and welfare policies and in the close working partnership with the Local Authority. The free school will protect pupils from the risk of radicalisation as part of the free school's wider safeguarding duties. This will be similar in nature to protecting pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. In order to exercise this responsibility, the free school will ensure pupils' resilience to radicalisation by promoting British values and enabling them to challenge extremist views. The Trust will follow all non-statutory advice from the Department for Education with regard to the Trust's duties under the Prevent strategy as laid out in the Counter-Terrorism and Security Act 2015 (section 26), and as such will have *'due regard to the need to prevent people from being drawn into terrorism'*.

The free school will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to debate difficult issues and challenge extremist arguments. The free school will help pupils to learn to make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. The free school will also help pupils to develop effective ways of resisting pressures, including knowing when, where and how to get help. Through the values and ethos of the Trust, the free school will encourage pupils to develop positive character traits such as resilience, determination, self-esteem, and confidence. The Trust will fulfil its responsibilities in four ways:

- Risk assessment: The free school will assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This will include the identification of on-line risks and the potential use of social media for such purposes. Staff will be trained to be alert to changes in pupils' behaviour which could indicate that they are in need of help or protection.
- Staff and governor training: The free school will ensure appropriate training for all staff and governors, including the Designated Safeguarding Lead. This will include training as to when it is appropriate to make a referral to the Channel programme. In addition to staff training, all Local Governing Bodies and Trustees of Trust academies have completed appropriate online training.
- Working in partnership: The free school will build on existing local partnership arrangements, including liaising with the Local Safeguarding Children Board as

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

well as parents/carers. Where families raise concerns, the free school will assist and advise families by pointing them to the right support mechanisms.

- IT policies: The free school will ensure that children are safe from terrorist and extremist material when accessing the internet in school by ensuring there are suitable filters in place. E-safety will be an important feature of the free school.

There will be daily act of collective worship which aligns with the principles of our vision. It will be inclusive and invitational, sensitive to the needs of children of all faiths and none. It will be led by the Principal, staff, classes, groups of children and a range of worship leaders from the local Christian community. It will include time for private reflection and prayer and involve the active participation of pupils. The free school will celebrate Christian festivals; other faiths' festivals will also be recognised. Parents will have the right to withdraw their children from collective worship but this aspect of the free school's life will be designed to be inclusive and it is hoped that no parents would feel the need to exercise this right. For those pupils withdrawn from collective worship alternative provision will include self-directed learning opportunities linked to the values of the free school and citizenship. These will include, but not be limited to activities which will give pupils an opportunity to reflect on the major themes of human existence in order for them to develop their own views; explore what and who inspires them, what they aspire to themselves and the motivation needed to realise the vision they have of themselves at their best and to provide opportunities to wonder at the world in which they live.

The Religious Education (RE) curriculum will follow the agreed syllabus for Gloucestershire. It will be broadly Christian and introduce children to other World Faiths. People of other faiths will be invited to share their customs and beliefs within RE classes. RE will have a similar time allocation to that of foundation subjects (typically the equivalent of one hour per week). RE will be taught as an academic subject. RE will be taught in a whole class setting with flexibility for discussion, questioning and reflection in groups and individually. Children will visit the local parish church, other places of worship including Gloucester Cathedral and a Gloucester Madrasah as a part of the RE programme.

RE will play a significant role in the personal development and religious literacy of pupils. In turn, this will help them to face the demands of the contemporary world. Pupils will be given an insight into the religious beliefs of three world religions. They will learn about the impact of faith in the lives of believers and on society. Pupils will learn to establish their own sense of identity and belonging. Pupils will be encouraged to thoughtfully express their beliefs and act in accordance with them as well as being respectful and interested in other belief systems. In order to foster social cohesion, pupils will be given the opportunity to encounter people of different beliefs and lifestyles. In the process of exploring religion and belief, teachers will highlight the important skills and attributes needed in the exploration of RE, including investigative skills, interpretation, evaluation,

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

empathy, analysis, synthesis, discernment, self-awareness, open-mindedness and respect for all. To this end, RE will provide a context for children to develop their understanding and appreciation of diversity through the study of religious and non-religious beliefs. It will support the promotion of shared values, respect for all and to challenge racism and discrimination.

PSHCE will be taught within a framework of Christian values. Whilst PSHE will inform pupils about a range of issues, due regard will be given to matters of morality and individual responsibility and pupils will be encouraged to ask and explore moral questions. The delivery of PSHCE in the free school will be mindful of the variety of expressions of family life and the affirming of stable, loving and faithful relationships.

There will be a free school uniform. The free school will enable pupils of different faiths to follow important custom and practice in relation to clothing. School meals will be available to meet any specific dietary requirements, whether on faith grounds or otherwise.

Staff will be appointed who are able to demonstrate either a positive commitment to the Christian faith or a sympathy with its expression.

Section E – evidence of need

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

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

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

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

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

The latest school census data indicates that there is a lack of primary school provision within the Quedgeley planning area. There are four primary schools, one infant and one junior academy in the locality. All schools in the locality have been judged as at least good by Ofsted and therefore there are no pupils in underperforming schools.

The following table summarises the performance at Key Stage 2 of all neighbouring schools and academies in 2015:

Reading, Writing and Maths Combined	Pupil total	%L4	%L4b+	%L5	%L6	Average points Score
Beech Green Primary School	58	75.9	65.5	25.9	0	29
Field Court Juniors Academy	87	96.6	90.8	55.2	1.1	31.9
Hardwicke Parochial Academy*	55	96.4	92.7	41.8	0	31
Longney C of E Primary Academy*	16	93.8	87.5	25	0	30.9
Meadowside School	27	85.2	70.4	40.7	0	30.1

- * DGAT academies

Progress data at DGAT academies in the area remains strong, with value added (VA) of over 101.9 for reading, writing and maths at Hardwicke in 2015. Hardwicke's disadvantaged pupils also perform at least as well as their peers, achieving a combined

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

VA score of 102.3. As Hardwicke is successfully narrowing the performance gap and also with accelerated progress for the most able, the curriculum for the new free school will be based on that at Hardwicke. According to the Ofsted data dashboard, pupil performance is in the highest quintiles at Hardwicke and Field Court Infant and Junior Academies; this is lower for Meadowside and Beech Green which are generally in the third or fourth quintile. With Field Court C of E Infant Academy and Hardwicke Parochial Primary Academy both in the Trust, the new free school will further strengthen provision in the area as we will use existing expertise from these neighbouring DGAT academies.

According to the published pupil admission figures (PAN) for these six institutions in the planning area, there are 1,785 primary school places. According to the census data (October 2015), 1,770 pupils reside in these schools and academies. Based on the Local Authority November 2015 consolidated data, three year groups are exceeding their aggregated PANs and three other year groups have only single figure places available. However, local head teachers have reported an ever increasing pressure, and in January 2016, data collected from the schools indicated that four year groups are over-subscribed and there are 43 families registered on waiting lists for places in neighbouring schools. (please see annex E) The influx of younger families into the area has put particular pressure upon Reception and Key Stage 1. When the LA data is aggregated together, there is a current shortfall of 23 places across Reception to year 3 (please see annex E) and the Local Authority are providing transport into the City to enable children to attend a school.

Gloucester County Council Education Planning and Development Team have been managing the pressure on places in the wider Quedgeley area since 2012. The village of Hardwicke lies to the south of Quedgeley. This area has seen extensive housing development locally that has resulted in two new 2FE primary schools being established since 2008 and a third 2FE primary school opened in March 2015 in temporary accommodation in anticipation of the new building being available from September 2017. Recently, the planning area was divided to form two distinct planning areas to reflect the growth to the south east of Quedgeley as a result of this new housing, with the A38 forming a natural 'boundary' between old and new.

The original Quedgeley housing estate was established in the 1970s. Health data refreshed annually indicates an element of change on this estate, with growth in the number of young children. The housing market has experienced considerable improvement lately which may have led to new families moving into the area as a result of natural turnover. The most recent information from health gives a clear indication of the anticipated growth on the original Quedgeley estate (please see annex E).

Parental preference data in 2015 indicated that there were 269 first choice preference for places in the Quedgeley planning area with only availability for 255 pupils. This has been a consistent trend for the last three years, with Field Court C of E Infant Academy

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

seeing an increase in first choice preference rise from 84 to 101 in three years. This has risen again in 2016, and there are now more than 200 first choice preferences for 90 places.

In addition to the basic need identified, new housing development will put further pressure on the area, in particular with the development of the Mayos Land and Sellars Farm development.

District	2015/16		2016/17		2017/18		2018/19	
	Reception	Total	Reception	Total	Reception	Total	Reception	Total
Pupils from Housing - S106 - Glos including Kingsway (Waterwells)	7.7	53.9	14.0	98	22.2	155.4	27.1	189.7
Pupils from Housing - S106 - Stroud includign Mayos Land, Sellars Farm and H Stroud	7.8	54.6	16.3	114.1	28.9	202.3	43.8	247.1
Total	16	109	30	212	51	358	71	437

These two developments will contribute approximately [REDACTED] towards increasing local provision, but not until some considerable time after the start of the development, leaving the Local Authority with an immediate shortfall in places. The Local Authority is therefore fully supportive of the free school bid, recognising that a new school is required to meet an immediate need (Please see annex E for the full letter).

“We have been working with Hardwicke Parochial Primary Academy and the Diocesan Trust throughout 2015 on a development plan, however our forecasts show this will not provide the number of places needed in the primary sector in Quedgeley. All schools in the area are forecast to be short of places and all are holding waiting lists and having to hold appeals for both reception and in year admissions. In fact, indications are that in order to support the current need and future growth we would suggest that a new 2FE Free School be considered”.

[REDACTED]

Most of the Section 106 funding will be used to build two new classrooms on the site of an existing DGAT academy to address the immediate need for places and the PAN for the academy will be temporarily breached to take a bulge year.

As the current Local Authority forecasts indicate, there is insufficient local capacity to accommodate the anticipated growth in the number of local children. The pupil plot data in annex E illustrates where pupils from the neighbouring schools live. The data maps provide compelling evidence that the school will serve the immediate vicinity to Clearwater Drive.

Meadowside Primary School was expanded, on a temporary basis, in 2012 by one form of entry, and both Kingsway and Waterwells Schools (which are located on the other side of the A38 and are part of the Quedgeley East Education Planning area) have grown at

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

a faster rate than originally planned to accommodate the high demand for places. Hunts Grove School (a new academy) opened ahead of schedule in 2015 in temporary accommodation in the Waterwells School. With regard to further expansion, a combination of restricted sites, coupled with significant highways issues prohibits the permanent expansion of existing provision.

Current forecasts for 2016 and beyond indicate that Hardwicke Parochial Primary Academy and both Field Court C of E Infant Academy and Junior Academy will be close to or at capacity by 2019 / 20, but all Reception intakes will be full from 2015 (please see annex E). The latest forecasts set out in the annex illustrate that reception intakes for the area as a whole are expected to fill 100% of available places by 2016, and to be oversubscribed every year thereafter (please see annex E). Experience has shown over the last few years that these forecasts have underestimated the number of places required, and so the need for the new school is even more acute.

In summary, the area is under pressure for both reception Intake and in-year admissions, which continue to prove difficult to address. For the LA, the main areas for concern are:

- Allocating Key Stage 1 in-year admissions where there is absolutely no surplus capacity and any admission would result in a breach of KS1 class size legislation.
- Applications for multiple children from the same family are challenging, when it is increasingly difficult to find a local school with places for all of the children to stay together. In some cases, this has resulted in children being provided with a taxi to take them to schools in the City.
- Up to 70% of in-year applicants for primary school places are not getting their first preference school and parents are regularly being refused between 3 and 4 local schools in Gloucester. The LA is increasingly asking schools to accept local children over their Published Admission Number, especially where there is no reasonable alternative without providing costly transport assistance.

Filling all available places also leaves the LA significantly short of the 5 – 10% margin of capacity recommended by the Audit Commission. It will result in the continuation of an untenable position of no in-year places available for families moving into the area. There is no scope in this locality to accommodate the pupils likely to arise from the growing population or the current developments at Sellars Farm and Mayos Land.

Section 106 funding in the region of [REDACTED] has also been secured by the Local Authority for Early Education. This is estimated as providing 9 full time equivalent places.

In assessing need, the Trust has used Gloucestershire County Council's current criteria for a qualifying dwelling to make the assessment. Therefore dwellings without age or health occupancy restrictions and with two or more bedrooms qualify. Flats and one bed houses are therefore excluded as they are occupied by lower numbers of school aged

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

children compared to houses. For the purposes of this calculation, affordable or social housing is considered to contribute to local education infrastructure requirements in the same proportion as open market housing. Gloucestershire County Council has reviewed and analysed pupil numbers at different development / dwelling types across the county. The current research shows that 7 full time equivalents pre-school children, and an average of 25 primary age children arise per 100 dwellings.

Gloucestershire County Councils' report 'Child Population of New Developments in Gloucestershire, 2012', states that for large development sites of more than 90 dwellings,

- the mean number of primary aged pupils per 100 dwellings is 30, and
- the mean number of early education pupils per 100 dwellings is 8.

On that basis, 255 qualifying dwellings will yield 20 early years children (full time equivalents) from the new development. A development of this size will increase demand significantly, requiring additional provision. Gloucestershire County Council and the Trust believe that the needs of the pre-school children generated by this proposal will be best met by provision incorporated on the site of a new primary academy.

Kingsway, which opened in 2008, filled to capacity to 420 pupils within 7 years, filled from reception and a further 800 houses are planned for construction.

It should be noted that these estimates are based on current legislation with regard to access to Early Education entitlement of 15 hours per week for 3 and 4 year olds and 15 hours per week for vulnerable two year olds. Should the Government increase this entitlement to 30 hours for 3 and 4 year olds, then clearly the need for pre-school provision could potentially double.

Field Court C of E Infant Academy has 60 places for 3 and 4 year olds (pre-school) over two daily sessions and is full with a waiting list. Gloucestershire County Council have already approached the academy to identify if increasing the provision is a possibility both in pre-school and to open a new 2 year old provision. The small amount of S106 funding allocated to nursery will enable a small 2 year old provision to be opened by converting a current ICT suite. However there would not be enough funding available to cover the costs of capital works to increase the 3 – 4 provision.

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

Yes

E2 – successful engagement with parents and the local community

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

- use the space provided below;
- include evidence as annexes; and

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

E2 – successful engagement with parents and the local community

Community Engagement

A full ongoing Communications Engagement Plan has been developed; the objectives of this plan are to: consolidate support we have already received through informal consultation; communicate the vision, values and distinctive ethos of the free school to the local community, engaging a diverse range of stakeholders and receive feedback throughout the process.

There are a number of ways that we have engaged with stakeholders:

- The publication of a leaflet (see annex E2) for widespread circulation to 5,000 local residents and community groups. This has included distribution to: all local schools and education providers; Hardwicke Parish Council; Longney & Epney Parish Council; Elmore Parish Council; Puddleducks Nursery, Hardwicke; the congregations of St Nicholas, St Laurence, St John and St James' churches; the Quedgeley community choir; Chatter Box; local doctors and dentists surgeries in Quedgeley and posters in local supermarkets.
- Press releases in the Gloucester Citizen and Gloucester Echo, as well as the 'Hardwicke Matters Community Newsletter' and on the website of the Quedgeley News.
- Social Media 'twitter' and 'Facebook' communication through Parish Council Offices.
- Direct mailing to all primary and secondary Headteachers and governors in the County through the Local Authority 'Head's Up' and 'What's Up Gov' publications
- A meeting with all local primary school Headteachers and Chairs of Governing Bodies at Hardwicke Parochial Academy. The meeting was attended by Meadowside Primary School, Field Court Infant and Junior Academies, Waterwells Academy, Hardwicke Parochial Academy, Hunts Grove Academy, Beech Green School, Kingsway Academy and Longney Church of England Primary Academy.
- Direct one-to-one meetings with stakeholders, including meeting local parish Councillors.
- Four public drop-ins organised at the local Village Hall and Parish Council Community Centre (covering morning, afternoon and evening sessions).
- Engagement with local radio through the Richard Atkins Show (BBC Radio Gloucestershire).

E2 – successful engagement with parents and the local community

All literature directed consultees to the DGAT website for further information and provided details of how to respond to the consultation. The production of dedicated web-pages on the Diocese of Gloucester Academies Trust website provides further detail about the vision for the free school. The survey / feedback form could be completed on line, via the website or in paper form by returning them to the Quedgeley Parish Council Offices.

Continued communication about the proposed bid, through all the routes identified above, in addition to regular updates to those who have registered on the website will ensure we continue to reach the widest possible audience.

Feedback from the Headteacher and Chair of Governors meeting

It was acknowledged there was an urgent need for additional primary school places in the area; there was *unanimous* support for a new school at the meeting. Several Headteachers expressed concern that they were turning away children from the immediate locality and pupils were either being taxed into the city or home educated if they could not secure a place in a neighbouring school. There was also concern that the LA forecasts were underestimating the actual demand on the ground; a buoyant letting market in Kingsway was fuelling demand from young families. The conclusion of the Headteachers was that a one form entry school would not be sufficient to cope with long term demand.

Feedback from the Local Authority

A letter of support has been received from the Local Authority (please see annex E2 for a copy of the letter) for a free school at 2FE.

Feedback from the community drop-in events

In total, 61 people attended the community drop-ins. This included local residents, parents of school-aged children and Local Councillors. The majority of those who attended the drop-in sessions expressed support for a new school in Quedgeley, recognising the shortage of places. However, a range of views were shared with regard to the location of the new school, with local residents expressing concerns with regard to:

- Highways concern and the additional movement of traffic that the new school would generate in a densely populated residential area. This was of particular concern for those local residents living in or off Clearwater Drive and Aspens Way.
- Environmental impact of the project and the loss of green space in the community (which is a popular dog-walking site). Several local residents were concerned about conservation and the impact on local wildlife. Local residents whose properties adjoined the site identified the flooding risk and were concerned about

E2 – successful engagement with parents and the local community

the impact of a new school on their homes, as water could be diverted from the green site to neighbouring houses and gardens.

- One respondent expressed concern regarding the school having religious designation.

Three LA officers attended all four drop-in sessions showing support for the bid.

Feedback from the DGAT website online consultation and paper feedback returns

Fifty-three stakeholders registered to receive further news and updates about the proposed free school.

Forty-four stakeholders also registered specific feedback. Of the forty-four received, twenty-one indicated their full support for a new academy, with ten specifically commenting on a desire to see the new school assume religious designation as a Church of England academy. An additional four responses acknowledged the need for a new school, but were opposed to the location of the free school. Thirteen stakeholders made no comment about the need for a new provision but were concerned about the chosen site. Only three respondents expressed opposition to a new free school and opposition to the location and a further three questioned whether expansion of existing provision would be preferable.

Of those stakeholders who expressed written concerns about the chosen site, eight suggested the location of any new provision should be nearer to Hardwicke. Eighteen respondents identified concerns regarding the loss of open green space in the community and ecological impact of the new-build school on local wildlife. Fifteen stakeholders also commented on concerns regarding parking, congestion on the roads and the highways impact on local residents. A further eight written responses identified that the site was prone to flooding and expressed concern regarding the impact of the proposed new free school on water levels.

One respondent felt the length of the consultation was insufficient.

Responding to the feedback

No feedback was received with regard to the wider vision of the Trust or the proposed approach to the curriculum. As only one respondent expressed concern regarding the religious designation of the academy (compared with ten who were supportive of the religious designation), no further changes have been made to the Section D.

In order to respond to the feedback, we will consider the possibility of a two-storey build to reduce the footprint of the site and preserve green-space, making part of the site accessible to the community in the evenings through the development of a multi-use games area. As a Forest School, we will also ensure that we maximise outdoor learning in terms of environment schemes which will attract wildlife and birds onto the site. During

E2 – successful engagement with parents and the local community

the pre-planning stage we will consult with Highways with regard to traffic calming options, traffic flow and our approach to managing traffic at the beginning and end of the school day.

In terms of our ongoing communication strategy, a number of community consultation events will be organised in the pre-planning stage, including bringing together a community reference group comprising of local residents and other interested parties.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

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

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

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
Person in charge of project, Kerry Brimfield (please see CV in the appendix).					Full time staff member

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Recruitment of an Executive Principal and Head of School

The Trust currently employs nine Principals and a number of aspirant Principals. With the opportunity to work collaboratively with a number of Trust academies located in close proximity to the proposed academy, it is the intention of the Trust to look to appoint an Executive Principal internally as well as a Head of School (Infant specialist). The Head of School will initially be a secondment for two years, in order to maximise specialist expertise and enable the substantive post (appointed in year 3) to be either a Key Stage 1 or 2 specialist. The substantive post will be advertised both internally and externally. This provides the Trust with maximum flexibility with future staffing as well as providing professional development opportunities for an aspirant leader.

The timescale for the appointments:

The process for the appointment of the Principal will start in October 2016, subject to receipt of the necessary permissions from DfE. This would ensure the appointment of both the Executive Principal and the Head of School by the end of December 2016.

Week 1(beginning – nominally 3rd October): Internal Advertisement for Executive Principal, inviting applicants to submit an application

Week 3 (end): Closing date for Executive Principal applications

Week 4: Shortlisting for Executive Principal

Week 4: (beginning): Internal secondment advertisement for Head of School (Infant specialist), inviting applicants to submit an application

Week 6: Interviews for Executive Principal

Week 6: (end): Closing date for Head of School (Infant specialist)

Week 7: Shortlisting for Head of School

Week 8: Interviews for Head of School

Planned recruitment exercises:

The interview process for the Executive Principal will include:

- Two panel interviews: community engagement and school improvement
- Lesson observation feedback from observed lesson
- Leading an act of Collective worship

F1 (a) Skills and experience of your team

- In-tray activities (to include a budgeting exercise, raiseonline and dealing with scenarios)
- A presentation: The Executive Principal's key priorities and challenges in establishing the new academy and how they would go about achieving their vision both during the pre-opening phase and first 12 months following opening.
- Final Interview (panel to include: Trustees, Chair of Local Governing Body, Academy Development Partner, Senior Trust Staff)

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
All skills sets covered between Executive Officers and Board of Trustees. However, we do want to further strengthen the Trustee Board with the addition of a colleague who has particular expertise with regard to academic performance and the 'Narrowing the Gap' agenda, as central to our vision is that ALL children will achieve.		
'Narrowing the Gap' – monitoring academic performance of the Trust (with a focus on vulnerable pupils)	Trustees	We have identified a new Trustee who will join the Board in Spring 2016. The new Trustee is the National Delivery Director for Achievement for All and a former SEND Strategic Lead for Improvement for a Local Authority.

[Add more lines as appropriate]

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

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

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

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

Governance Structures

As the Trust grows, it is imperative to ensure capacity to drive the improvement agenda forward and, at the same time, minimising bureaucracy and achieving financial efficiencies. With the addition of the Clearwater C of E Primary Academy to the Trust, four Trust academies will be located within three miles of each other. This will provide an opportunity for the Trust to create its first geographical 'hub', consolidating some of its governance, leadership and resources (both human and physical) functions in order to ensure clear lines of accountability, control and compliance. The strategic plan for the Trust identified the need to establish geographical hub models, in order to maximise opportunities for collaboration and efficiencies. Trustees have identified four geographical hubs: Gloucester, Cheltenham, The Forest of Dean and the Cotswolds. The Gloucester hub, containing four academies, will be the first to be established.

Currently, each trustee is linked to one academy. With the establishment of the first hub model, two trustees will link with each hub (in this instance to four academies).

Accountability at Trust level will remain for the following functions: :

- Negotiations with DfE, including free schools, new provision / re-brokering
- Adherence to and negotiation of Funding Agreements
- Consolidated accounts
- Ultimate sign-off of academy budgets
- Audit
- Strategic management of Condition Improvement Fund grants
- Strategic Health & Safety arrangements of the Trust

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

- Pupil numbers in each academy (agreeing any changes to the Planned Admission Numbers (PAN) and / or breaches to these numbers and acting as the admissions authority)
- HR and staffing strategy for the Trust
- Trust policies
- Educational Performance (academic standards, vision, values and ethos)
- Delegations (including schemes of delegation to hubs and Local Governing Bodies (LGBs)).

The governance arrangements for a hub will be drawn from colleagues with the relevant knowledge, experience and skills; this would be balanced against proportional representation. It is envisaged that the Hub Board would be made up of:

- the Chairs or Vice-Chair of the Local Governing Bodies
- 2 Trustees
- A Hub Academy Development Partner (who would be Ofsted or equivalent trained and accountable for holding each academy to account for academic standards)

Accountability at hub level would be for the overview of:

- Recommending local budgets to the Trust
- Setting expectations of educational standards, including annual targets for each academy
- The scrutiny of reports on Health & Safety
- Overview of staffing strategy for hub
- Ethos and values
- Approving Local Academy Development Plans and identifying areas for collaboration

Academy Local Governing Bodies

The size and makeup of the existing LGBs will remain as is, and we will replicate a Voluntary Aided model for the Clearwater C of E Primary Academy. In all circumstances this would include parent and staff representation. The minimum size of the LGB would be seven. There would remain an expectation that all LGBs would have a minimum of 2 subcommittees; Finance and Resources and Standards, Curriculum and Ethos.

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

In all circumstances, the Chair of the Local Governing Body would be a Trust appointment.

Accountability at LGB level would be for:

- Monitoring progress against the Academy Development Plan
- Monitoring and holding the Principal to account for agreed educational standards (including performance management)
- Monitoring budget spend
- Staffing
- Ethos and values
- Community engagement
- Monitoring the implementation of the Health and Safety policy

The Scheme of Delegation will therefore be amended in order to distinguish which responsibilities will transfer to the Hub Board and which will remain with the Local Governing Bodies. The Scheme of Delegation will also identify the regularity of the reporting schedule to the Hub Board and then up to the Trust to ensure a clear line of communication and accountability. The calendar of meetings will be defined by: the need of the Trust to ratify hub decisions and submit returns to the DfE / EFA; the need for the Hub Board and Trust to be appraised regularly of the performance of each academy; the need to fulfil the requirements of Trust policies (such as deadlines for performance management and pay decisions); the need to fulfil and be held to account for statutory responsibilities and local need. The appointment of members to the Local Governing Body will, ultimately, remain a responsibility of the Trust.

Prior to opening, the Hub Board will be convened in order to exercise strong accountability in the pre-opening stage. This will ensure buy-in from the other local Trust academies to shaping a collaborative culture. This will also ensure local contextual knowledge complements the school improvement focus brought to the Board by the Academy Development Partner and the development of outstanding educational provision.

Conflicts of Interest

The Trust and its LGBs have in place a Conflict of Interest Policy. The policy's aim is to ensure that the Trust's business is conducted with honesty and integrity; that its decision making processes are fair and transparent; and that there is full public trust and confidence in its activities. The responsibility for ensuring that this is done is a collective responsibility of all boards, although the Chairs of Governors and the Clerks have a particular role to play in managing the process.

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

The Trust manages the identification of conflict through the register of interests (which is annually reviewed) and the declarations of interests in meetings. In cases where serious conflicts of interest arise, Directors will withdraw from relevant meetings, discussions, decision making and votes. Members / Directors and members of the LGBs will formally record any conflicts of interest and how they were handled; and will disclose any governors' benefits in order that they will be disclosed in the Trust's accounts.

Although the Diocese of Gloucester Academies Trust has been established by an umbrella organisation, we have sought legal advice to ensure that the model of governance ensures that DGAT is accountable to but not controlled by the Diocese of Gloucester Education Trust. Central staff are employed by DGAT, rather than seconded from the Diocesan Board of Finance (DBF).

No specific conflicts of interest have been identified for this project with the exception of the new free school benefiting from the Achievement for All Programme. This will be delivered at cost. It is anticipated that no trustee will receive any benefit from the project. The CEO's salary range and trustee expenses are all declared in the annual accounts.

Like all multi-academy Trusts, it could be conceived that the top-slicing of individual academy budgets represents a conflict of interest. The key performance indicators reported to the Diocese of Gloucester Education Trust incorporate a detailed assessment of the performance and value of the central services as well as a full set of accounts detailing income and expenditure of the Trust.

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

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

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

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

Not relevant

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

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

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

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector
Not relevant

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

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

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

F5 – Independent schools have an appropriate, well-maintained, and secure site
Not relevant

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);

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

G1 – budget planning and affordability

All of the Trust's current academies are open state funded schools. Similarly to the proposed Clearwater C of E Primary Academy they are all located within Gloucestershire Local Authority and funded using the same formula.

The Trust works with the individual academies to build a five year budget based on:

- pupil numbers
- the staffing complement
- the curriculum
- the demands of the school improvement plan
- resources for learning
- the buildings asset management plan

This enables the budget plan to be informed by the short and medium term goals of the organisation. The Trust also ensures the academies adhere to the principles of best value, monitor and control expenditure. Monthly reports are produced by the central team, shared with the relevant Principal and elected governor for review.

Strong financial support and guidance is delivered by a highly qualified and experienced central team.

Hardwicke Parochial Primary Academy is a 2FE academy and operates within its annual budget with a reserve and the sustainable staffing model has been replicated for Clearwater C of E Primary Academy. Opportunities for shared staffing and resources would be embraced to maximise efficiency savings without compromising on the quality of provision.

All of the Trust's annual financial statements have been unqualified.

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

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

Annex Index

Annex 1	Letter of support from Gloucestershire Local Authority
Annex 2	Annex in support of section E1
Annex 3	Annex in support of section E2
Annex 4	Letter of support from Regional Schools' Commissioner
Annex 5	CV templates

Education Planning & Development

Shire Hall
Gloucester
GL1 2TP

email: @gloucestershire.gov.uk
www.gloucestershire.gov.uk

Please ask for: [REDACTED]

Phone: [REDACTED]

Our Ref:

Your Ref:

Date: 2nd February 2016

Ref. Letter of Support for the Gloucester Diocese Bid, for Sponsorship of a New Free School in Quedgeley, Gloucestershire.

I am writing this letter in support of the Free School Bid put forward by Gloucester Diocesan Trust. Gloucestershire County Council wholeheartedly supports this important capital project which will deliver essential primary places in Quedgeley to support need arising from both housing and population growth as identified in the annual SCAP returns.

Quedgeley is located to the south of the City of Gloucester serving a community arising from a large development of housing built since the 1980's. The area has recently seen new housing development growth (Kingsway and Waterwells) where over the past 10 years more than 2,500 houses have been completed and a further 800 are planned.

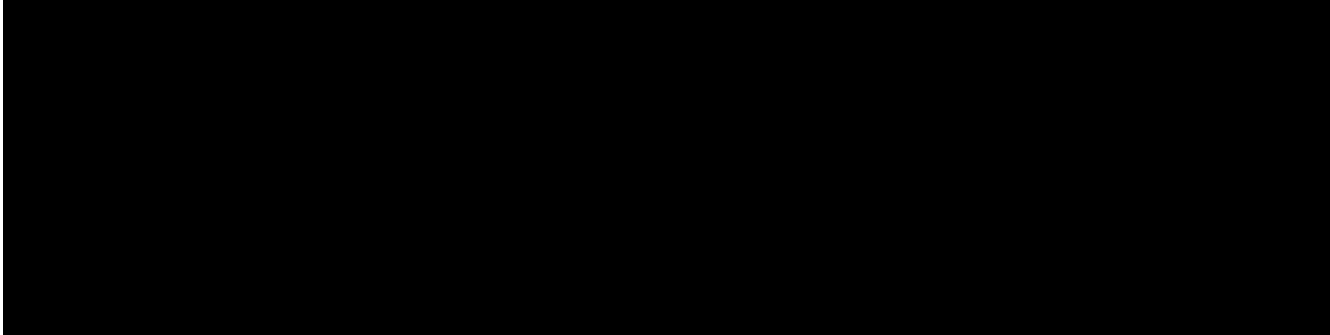
Gloucestershire County Council is in receipt [REDACTED] of S106 Capital Funding to expand the local primary schools to support the need for places arising from these developments. We have been working with Hardwicke Primary Academy and the Diocesan Trust throughout 2015 on a development plan, however our forecasts show this will not provide the number of places needed in the primary sector in Quedgeley. All schools in the area are forecast to be short of places and all are holding waiting lists and having to hold appeals for both reception and in year admissions. In fact, indications are that in order to support the current need and future growth, and to meet the recommended minimum of 5% surplus places, we would suggest that a new 2FE Free School be considered.

At a recent forum of local primary heads and governors all schools were in agreement that another school is needed in the area to provide additional places and to support parental preference.

If successful, the project construction works will be completed by September 2017. In the meantime the S106 funding will be used to put in place accommodation that will provide a temporary solution for 2016 intake.

If you require any additional information with regards to this education joint partnership work please do not hesitate to contact me.

Yours sincerely



Annex in support of section E (1)

October 2015 Census Data for the Quedgeley Planning Area

October 2015 Census
Summary of Number On Roll by NCY - Primary

Estab	School	PAN	R	1	2	3	4	5	6	Total
2171	Beech Green Primary School	60	60	61	59	61	60	58	52	411
3061	Field Court C of E Infant School	90	91	89	89					269
2168	Field Court Junior School	#90				80	90	91	73	334
3326	Hardwicke Parochial Primary School	60	60	60	59	60	59	56	57	411
3047	Longney C of E Primary School	15	15	17	15	16	15	15	12	105
2179	Meadowside Primary School	30	32	30	31	58	30	30	29	240
Total		255	258	257	253	275	254	250	223	1770
Available places			-3	-2	2	-20	1	5	32	15

Data on Parent Preferences between 2013-15

DfE No	School	Jan 2013 deadline			Jan 2014 deadline			Jan 2015 deadline		
		PAN 2013	First prefs	Total Prefs	Pan 2014	First prefs	Total Prefs	PAN 2015	First prefs	Total Prefs
2171	Beech Green Primary School	60	65	195	60	69	195	60	60	211
3061	Field Court C of E Infant Academy	90	84	178	90	91	184	90	101	221
3326	Hardwicke Parochial Primary School	60	51	154	60	55	141	60	50	147
3047	Longney C of E Primary School	15	12	36	15	16	37	15	11	41
2179	Meadowside Primary School	30	53	153	30	38	129	30	47	173
Total		255	265	716	255	269	686	255	269	793

In year pressure and waiting lists

The following table shows the actual in-year figures provided by local headteachers, demonstrating accelerated growth in the locality and the number of families on waiting lists

Summary of numbers on roll (w/b 18 January 2016) and pupils on waiting lists

School	PAN	R	1	2	3	4	5	6
Beech Green Primary School	60	60	60	60	60	61	68	53
Field Court C of E Infants Academy	90	90	90	90				
Field Court Juniors Academy	90				90	90	74	87
Hardwicke Parochial Academy	60	60	61	60	60	60	57	57
Longney C of E Primary Academy	15	15	17	15	16	15	15	12
Meadowside School	30	32	31	31	60**	30	30	30
Total	255	257	259	256	256	256	244	239
<i>Shortfall</i>		-2	-4	-1	-1	-1	11	15
Total number of children on waiting list for places in schools		9	9	12	2	10	1	0
Wider locality								
Hunts Grove Academy	15	15	10***					
Waterwells Academy	60	61	61	52	30*	30	20	17
Total	75	76	76	52	30	30	20	17
		-1	-1					
Total number of children on waiting list for places in schools		6	9					

- * PAN of 30 in years 3 onwards
- **temporary expansion to accommodate increased demand
- *** PAN of 10

Health Care Data

The construction of the original Quedgeley housing estate was established in the 1970s. Health data refreshed annually indicates an element of change on this estate, with growth in the number of young children. The most recent information from health gives a clear indication of the anticipated growth on the original Quedgeley estate.

		Age as at 31 August 2015										
		0	1	2	3	4	5	6	7	8	9	10
Planning area	Nearest School	Sept 2019 intake	Sept 2018 intake	Sept 2017 intake	Sept 2016 intake	Sept 2015 intake	Sept 2014 intake	Sept 2013 intake	Sept 2012 intake	Sept 2011 intake	Sept 2010 intake	Sept 2009 intake
9.61	Beech Green	43	46	42	53	40	39	34	44	43	37	38
9.61	Field Court Inf	109	95	106	90	97	85	75	87	90	84	67
9.61	Hardwicke	48	44	51	52	52	43	49	53	54	36	43
9.61	Longney	1	2	2	8	3	7	0	5	0	2	4
9.61	Meadowside	41	45	35	29	37	44	49	36	45	43	30
Quedgeley Total		242	232	236	232	229	218	207	225	232	202	182

Meanwhile, a similar pattern can be seen on the south east of Quedgeley where the construction of new housing continues.

		Age as at 31 August 2015										
		0	1	2	3	4	5	6	7	8	9	10
Planning area	Nearest School	Sept 2019 intake	Sept 2018 intake	Sept 2017 intake	Sept 2016 intake	Sept 2015 intake	Sept 2014 intake	Sept 2013 intake	Sept 2012 intake	Sept 2011 intake	Sept 2010 intake	Sept 2009 intake
9.62	Haresfield	5	4	6	4	7	6	1	11	3	7	5
9.62	Hunts Grove	29	19	24	30	26	20	22	11	11	8	6
9.62	Kingsway	140	144	178	177	160	177	160	132	131	146	98
9.62	Waterwells	13	6	11	7	8	8	4	8	2	8	2
Quedgeley South East Total		187	173	219	218	201	211	187	162	147	169	111

This growth has been evident over the last few years, as illustrated below:

Age	4	5	6	7	8	9	10	Primary aged total: 4-10 yr olds
31-Aug-13	363	378	351	349	287	340	286	2354
31-Aug-14	412	375	386	366	369	293	340	2541
31-Aug-15	430	429	394	387	379	371	293	2683

The LA estimates that the resident numbers will increase as follows:

Estimates	4	5	6	7	8	9	10	Primary aged total: 4-10 yr olds
2016	444	430	429	394	387	379	371	2834
2017	448	444	430	429	394	387	379	2910
2018	415	448	444	430	429	394	387	2946
2019	457	415	448	444	430	429	394	3016

The new schools have been part of a programme of phased growth to reflect the rate of house construction. The Local Authority has managed the pressure in the area to date by using some of the spare capacity in these new buildings to accommodate over subscription at other local schools. However, increasing numbers of in-year applications from children previously unknown to the local authority is adding to the burden for the Admissions Team. A significant number of children are being offered a taxi to transport them into the City and there are many cases of siblings not being offered a place at the same school. In addition, the housing developments have picked up again following a period of slow down in the market, with more new pupils coming forward who are relying on those places being available to them.

A new 2FE primary school will offset this basic need, allowing families to access a place in education within their immediate area.

Quedgeley Education Planning area forecasts

Quedgeley Education Planning area							Pupil Forecast																
DfES	School Name	Governance	Capacity Sept 2015		Capacity Sept (planned/ committed)		PAN Intake as at Sept 2015		PAN Intake as at Sept 2016		Total NOR May 15		2015/16		2016/17		2017/18		2018/19		2019/20		
			Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	
2171	Beech Green Primary School	CO	420	420	60	60							60	414	60	415	60	414	60	416	60	417	
3061	Field Court C of E Infant School	CA	270	270	90	90							90	268	90	269	90	269	90	269	90	269	
2168	Field Court Junior School	CA	360	360	[90]	[90]							0	336	0	355	0	352	0	354	0	359	
3326	Hardwicke Parochial School	VA	420	420	60	60							60	417	60	417	60	417	60	417	60	417	
3047	Longney C of E Primary School	VC	105	105	15	15							15	102	15	105	15	105	15	105	15	105	
2179	Meadowside Primary School	CO	240	240	30	30							30	238	30	240	30	240	30	240	30	210	
			Pupils from Housing*		Glos										2.2	15.4	2.2	15.4	2.2	15.4	2.2	15.4	
Planning area sub total			1815	1815	255	255							1747	255	1775	257.2	1816	257.2	1812	257	1816	257	1792
Available places													68	0	40	-2.2	-1.4	-2.2	2.6	-2	-1.4	-2	22.6
% available places													3.7%	0.0%	2.2%	-0.9%	-0.1%	-0.9%	0.1%	-0.9%	-0.1%	-0.9%	1.2%
*Housing for which no S106 funding has been secured																							
Quedgeley South East Education Planning area							Pupil Forecast																
DfES	School Name	Governance	Capacity Sept 2015		Capacity Sept (planned/ committed)		PAN Intake as at Sept 2015		PAN Intake as at Sept 2016		Total NOR May 15		2015/16		2016/17		2017/18		2018/19		2019/20		
			Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	Reception	Total	
3039	Haresfield C of E Primary School	VC	105	105	15	15							16	98	15	98	15	99	13	97	13	99	
2022	Hunts Grove**	CA	75	75	15	15							15	18	30	48	31	79	0	79	0	79	
3373	Kingsway Primary School	CO	420	420	60	60							60	405	60	415	60	419	60	418	60	418	
2019	Waterwells Primary Academy**	CA	330	420	45	60							60	236	60	298	60	346	60	387	60	414	
Unplaced Pupils													0	17	17	17	17	17	17	17	17	17	
			Pupils from Housing*		Glos										0.6	4.2	0.6	4.2	0.6	4.2	0.6	4.2	
Planning area sub total			930	1020	135	150							673	151	757	183	880	167	964	134	1002	134	1031
Available places													257	-16	173	-32.6	64.8	-16.6	-19.2	16	-57.2	16	-7.2
% available places													27.6%	0.0%	-24.1%		-11.1%	-1.9%	10.9%	-5.6%	10.9%	-0.7%	
Quedgeley grand total							2745	2760	390	405			2420	406	2532	439.8	2697	423.8	2777	390.8	2819	390.8	2745
Available places													325	-21		-49.8		-18.8		14		14	

** Subject to phased growth to reflect rate of housing development that the school will serve

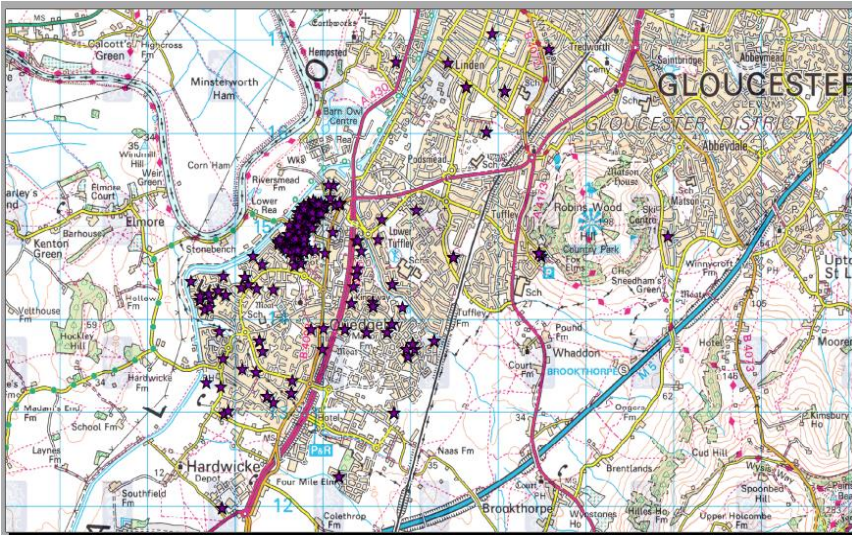
Estimated pupil yield from S106 Developments

District
Pupils from Housing - S106 - Glos including Kingsway (Waterwells)
Pupils from Housing - S106 - Stroud including Mayos Land, Sellars Farm and H Stroud
Total

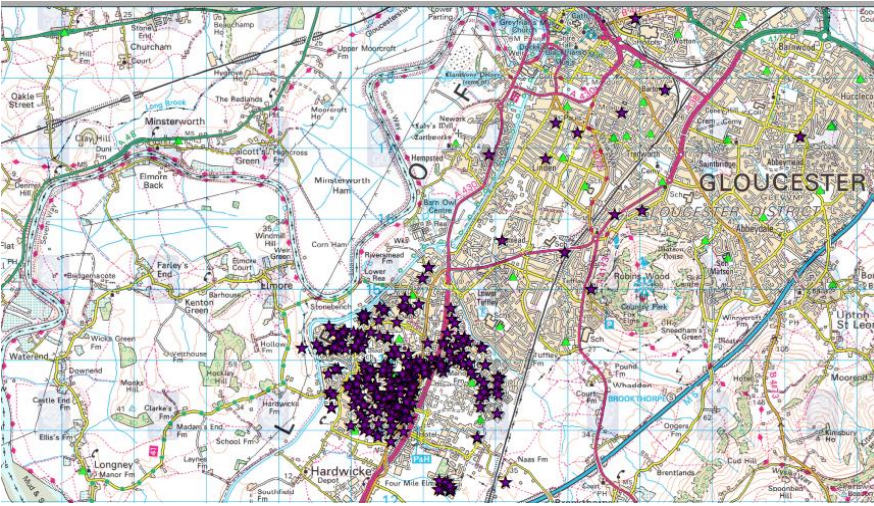
2015/16		2016/17		2017/18		2018/19	
Reception	Total	Reception	Total	Reception	Total	Reception	Total
7.7	53.9	14.0	98	22.2	155.4	27.1	189.7
7.8	54.6	16.3	114.1	28.9	202.3	43.8	247.1
16	109	30	212	51	358	71	437

Addresses of pupils attending neighbouring schools and academies

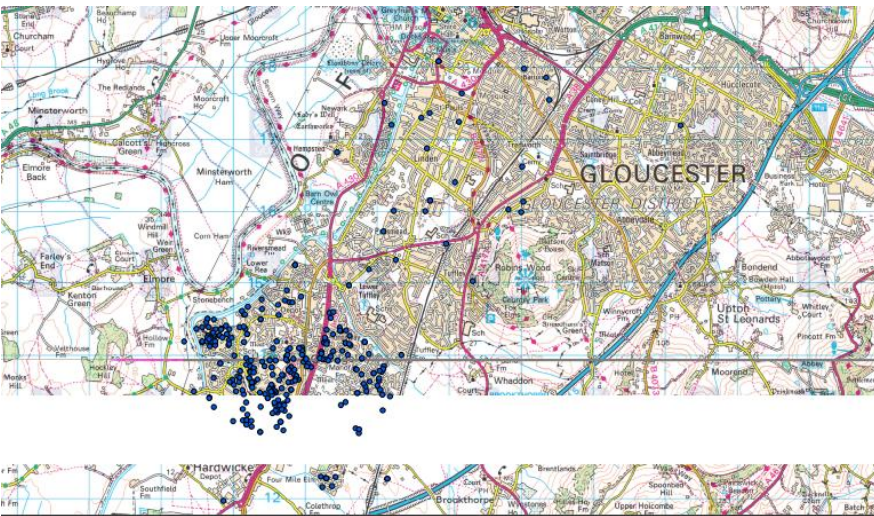
Hardwicke Parochial Academy



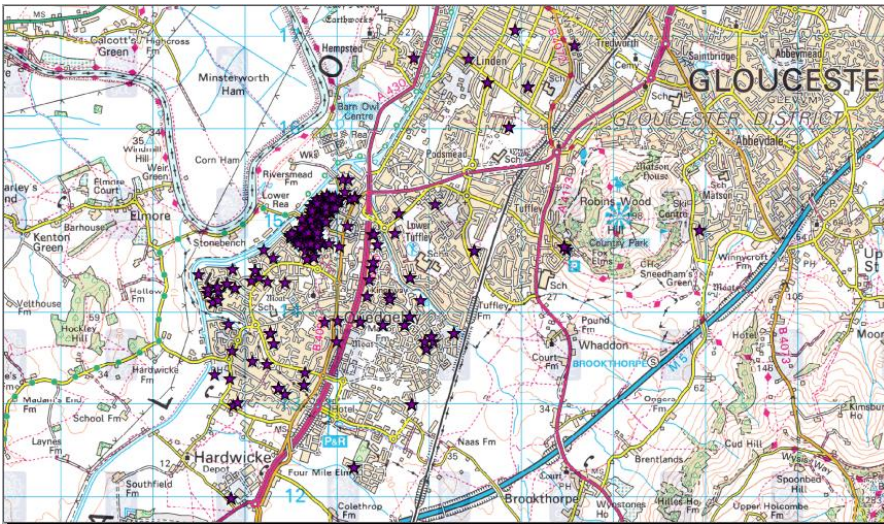
Field Court Infant Academy



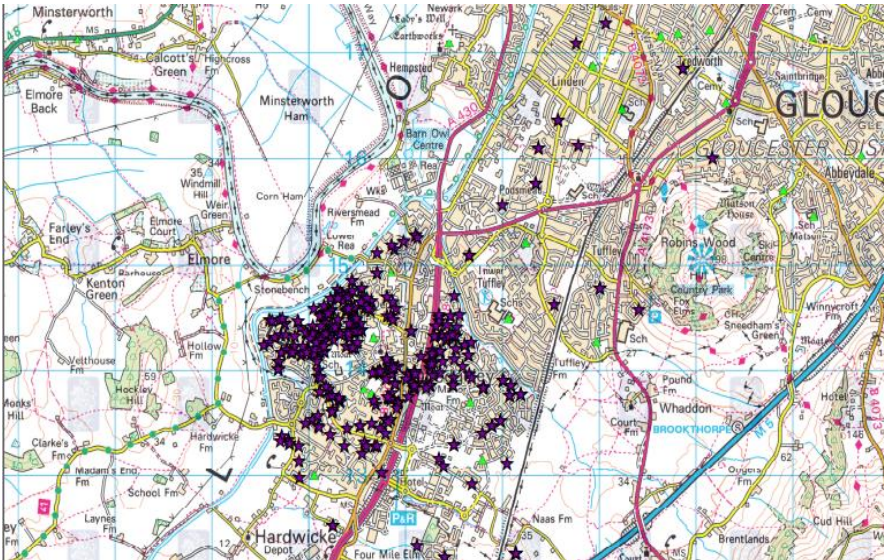
Field Court Junior Academy



Meadowside Primary



Beech Green Primary



Annex for Section E2

Community Consultation leaflet (5,000 distributed)

THE DIOCESE OF GLOUCESTER ACADEMIES TRUST


The Diocese of Gloucester Academies Trust (DGAT) is a multi-academy Trust containing eight primary academies and one infant academy. These include Field Court (Infant) Academy, Hardwicke Parochial Academy and Longney Church of England Primary Academy. For more information about the work of the Trust, please visit: www.dgat.org.uk. The new primary school will work very closely with these neighbouring academies to ensure that, together, they provide the very best education possible for local children.

To find out more, attend one of the drop-ins on:
Monday 22nd February
 Quedgeley Village Hall 3-5pm and 6-8pm
Tuesday 23rd February
 Quedgeley Community Centre (Committee Room) 6-8pm
Wednesday 24th February
 Quedgeley Community Centre (Committee Room) 9-11am

HAVE YOUR SAY

We believe that it is important that parents, other local schools, businesses and community groups are given the opportunity to put forward their views and be informed about developments. Your views will be important in helping to shape the vision for the new primary academy and also determining whether a new school is something that is needed, required and welcomed in Quedgeley. For more information about the proposed new Church of England Primary Academy, please register your views and sign up for news updates by visiting www.dgat.org.uk/newschool or visit Quedgeley Parish Council Offices at 9C The Old School House, School Lane, Quedgeley, GL2 4PJ to register your views and complete a feedback form by 28 February.

Registered Office: 4 College Green, Gloucester, GL1 2LR.
 Registered in England, Company Number 08149299.





THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
unlocking potential

TO OPEN BY SEPTEMBER 2017

NEW FREE SCHOOL FOR QUEDGELEY

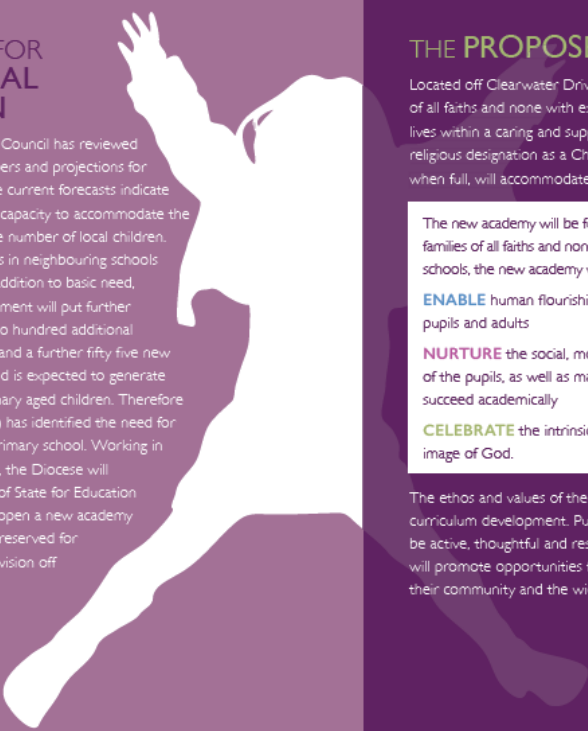
The Diocese of Gloucester Academies Trust would like your views on a proposed new Church of England Primary Academy.

THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
unlocking potential

THE NEED FOR ADDITIONAL PROVISION

Gloucestershire County Council has reviewed and analysed pupil numbers and projections for the Quedgeley area. The current forecasts indicate there is insufficient local capacity to accommodate the anticipated growth in the number of local children. In 2015, reception classes in neighbouring schools were full to capacity. In addition to basic need, the new housing development will put further pressure on the area. Two hundred additional dwellings at Sellars Park and a further fifty five new houses on the Mayos land is expected to generate between 63 and 76 primary aged children. Therefore the Local Authority (LA) has identified the need for a new one form entry primary school. Working in partnership with the LA, the Diocese will approach the Secretary of State for Education to ask for permission to open a new academy on land which has been reserved for additional education provision off Clearwater Drive.



THE PROPOSED NEW ACADEMY

Located off Clearwater Drive, the new academy will provide children of all faiths and none with excellent educational provision, transforming lives within a caring and supportive Christian ethos. The school will have religious designation as a Church of England Primary Academy and, when full, will accommodate 210 pupils aged between 4 and 11.

The new academy will be fully-inclusive and welcome children from families of all faiths and none. As a member of the DGAT family of schools, the new academy will:

- ENABLE** human flourishing by developing the gifts and talents of pupils and adults
- NURTURE** the social, moral, spiritual and cultural development of the pupils, as well as maximising the opportunities for them to succeed academically
- CELEBRATE** the intrinsic value of every person, made in the image of God.

The ethos and values of the academy will underpin the approach to curriculum development. Pupils will develop the skills and behaviours to be active, thoughtful and responsible global citizens. The new academy will promote opportunities for children to learn about themselves, their community and the wide world around them.

Posters Distributed across the local community (20 posters)

TO OPEN BY SEPTEMBER 2017

NEW FREE SCHOOL FOR QUEDGELEY

The Diocese of Gloucester Academies Trust would like your views on a proposed new Church of England Primary Academy.

Located off Clearwater Drive, the new academy will provide children of all faiths and none with excellent educational provision, transforming lives within a caring and supportive Christian ethos. The school will have religious designation as a Church of England Primary Academy and, when full, will accommodate 210 pupils aged between 4 and 11.

We believe that it is important that parents, other local schools, businesses and community groups are given the opportunity to put forward their views and be informed about developments.



To find out more, attend one of the drop-ins on:

Monday 22nd February at Quedgeley Village Hall, 3-5pm and 6-8pm

Tuesday 23rd February at Quedgeley Community Centre (Committee Room), 6-8pm

Wednesday 24th February at Quedgeley Community Centre (Committee Room), 9-11am

For more information about the proposed new Church of England Primary Academy and to register your views please visit:

www.dgat.org.uk/newschool

Registered Office: 4 College Green, Gloucester, GL1 2LR. Registered in England, Company Number 08149299.



Feedback form

Are you: A Local Resident

Parents/Carer of a child under 11

Other (please specify)

Please provide your feedback regarding the proposed new academy in Quedgeley.

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To register your interest to receive further information, please complete one of the following:

Email address

Postal address

Postcode

Thank you for participating in the consultation.

All completed forms should be returned to:

The Quedgeley Parish Council Offices at
9C The Old School House, School Lane,
Quedgeley, GL2 4PJ

Registered Office: 4 College Green, Gloucester, GL1 2LR.
Registered in England, Company Number 08149299.





Department
for Education

[REDACTED]
2 Rivergate

[REDACTED]
CC. [REDACTED]

18th February 2016

[REDACTED]
FREE SCHOOLS CAPACITY

Thank you for your request for a letter outlining our assessment of your capacity and capability to open a new Free School.

I am satisfied your trust has capacity and capability to deliver a new primary Free School in Gloucestershire should you be successful with your application. You are eligible therefore to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form. However, we would appreciate further details of your succession planning as soon as possible.

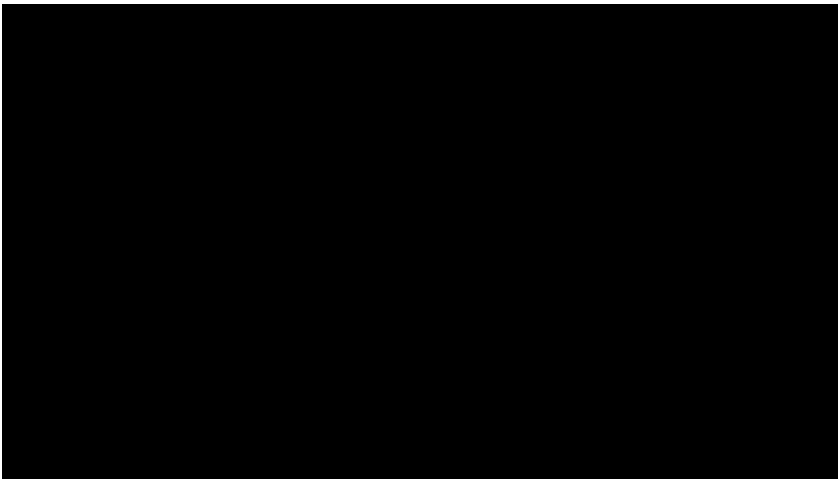
The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide> It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

Please can you include this letter when submitting your free school application to the department. Please note that this letter is not an endorsement of your application as a whole and does not imply your application will be approved. If you have not already done so, please can I also encourage you to register your interest on the department website at https://form.education.gov.uk/submitform.php?self=1&form_id=jHf1s573utr&1 ; we will then give you a unique registration number that you should quote when you submit your formal application.

The New Schools Network (NSN) is a DfE-approved charity that helps groups interested in applying with the process of submitting an application. You can access information about the services NSN offer at: www.newschoolsnetwork.org. If you have any questions or have any difficulties accessing advice or information, [REDACTED]

I wish you the very best in developing your free school application further.

Yours sincerely,



CV template

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

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

CV template

7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

CV template

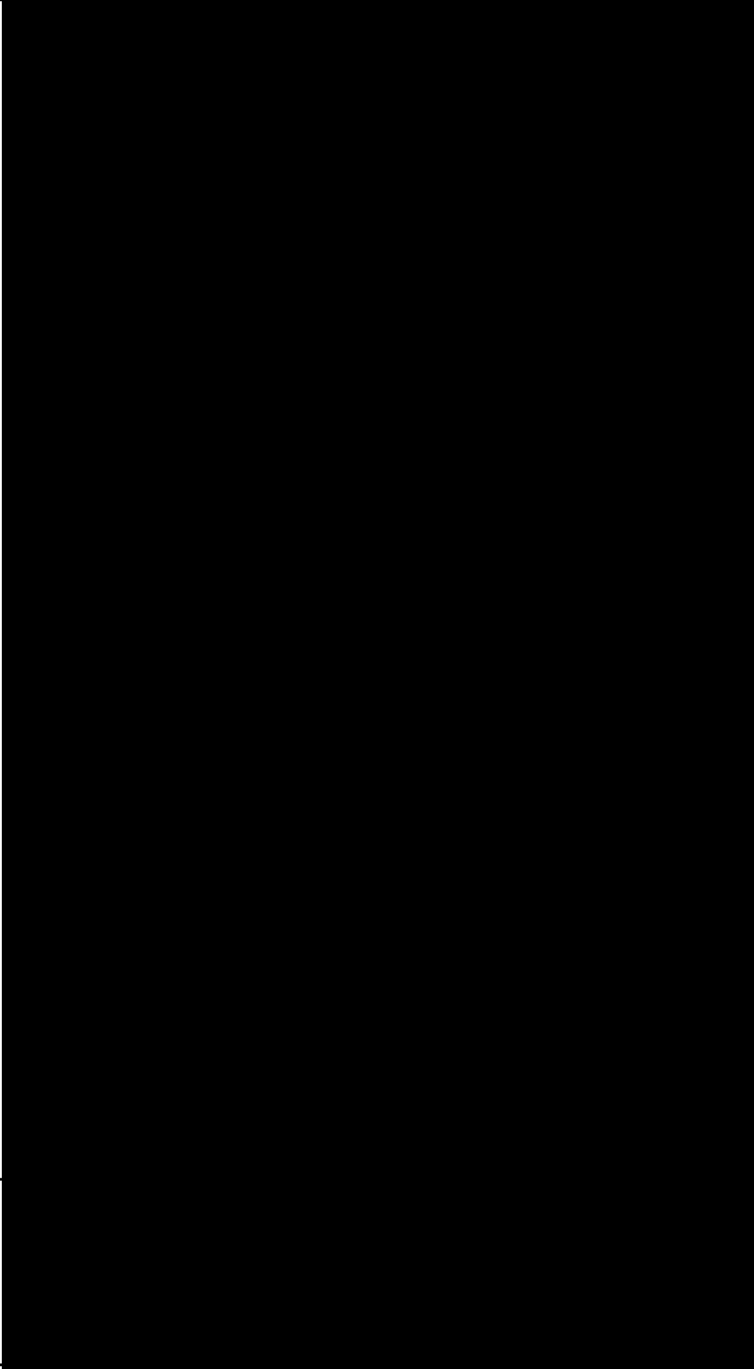
8	Reference names(s) and contact details	

CV template

CV template	
1	Name
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CV template	
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6	<p>Brief comments on why your previous experience is relevant to the new school</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>

CV template

		
8	Reference names(s) and contact details	

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<p>1. The roles and responsibilities of the directors/ trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)</p> <p>Holding school leadership to account</p>	
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	<p>Please give details of:</p> <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
for Education

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