



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

ELEMENTS PRIMARY SCHOOL - LEEDS

1. Contents

2. 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.

3. Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?		
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details		
Section B: Outline of the school		
Section C: Education vision		
Section D: Education plan		
Section E: Evidence of need		
Section F: Capacity and capability		
Section G: Budget planning and affordability		
Section H: Premises		
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?		
4. Have you fully completed the appropriate budget plan(s) where necessary?		
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?		
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 you 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?		
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		

* 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
12. Have you sent: 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 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? (See guidance for dates and deadlines)		

4. 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:

5. 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

Preamble

The Elements Free School proposal has been rigorously tested by DfE previously... having progressed to pre-opening in its' original location in Barnsley. The Barnsley project stalled before the signing of a Funding Agreement due only to local political intransigence. The proposer group has been through the process of opening a Free School previously – Elements Primary, Barnsley.

This project was successful through to pre-opening and was cancelled ultimately due to the failure to secure a permanent site/ sign a Funding Agreement. We are thus experienced in the process and understand the challenges and capacity requirements.

This is an innovative Free School application. Leeds Local Authority recognised the opportunity to bring a fully tested Free School, proposed by a trusted partner, to the city to meet the significant demand for Primary places that exists in the city.

Ward members have already been fully engaged by both the Trust and Leeds City Council and are wholly supportive of these proposals on this site. This is an unusual partnership for the city to enter into... demonstrating its' commitment to a new Free School Primary Academy on this site (thereby substantially minimising the risk of project failure) and its' commitment to working in partnership with Wellspring as a trusted partner with the city.

Given that this project has been through a very rigorous process and has received previous DfE approval, we are committed to working proactively with DfE colleagues in order to streamline the process for all parties.

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

The Steering group for the Elements Free School (Leeds) application comprises members of Wellspring Multi Academy Trust (WAT) and local educationalists who are deeply connected with the East Leeds area.

The Wellspring Academy Trust is a Multi Academy Trust (MAT) and an approved DfE Academy sponsor. The principal sponsor of the WAT is Barnsley College. Barnsley College is an *outstanding* Beacon College. The Board of Directors of the WAT and the Steering Group have a wealth of experience in working, supporting and leading across all phases of education and include expertise in:

- Finance
- Audit
- Law
- Governance
- Education
- Project Management

Comprised of:

- Chartered accountants
- Qualified solicitors
- Qualified Ofsted inspectors
- National Leaders of Education
- National Leaders of Governance
- Specialist Leaders of Education
- Outstanding practicing head teachers
- Nationally acclaimed educational consultants
- Experience in educational research and training

Springwell Learning Community, a WAT Academy, leads the Barnsley Teaching School Alliance.

We believe that access to the best education is a right for all young people. We aim to

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support schools through collaboration and sharing. We ensure that our Academies are able to provide an excellent education to the children, families and communities that they serve.

This application has the support of [REDACTED]

Proposal Outline

We propose a two-form entry primary school in the Middleton area of Leeds.

South Leeds is experiencing rapid population growth and needs more Primary places, over and above those created through the expansion of existing Primary Schools.

The below table details demand for the coming years in the Middleton Primary Planning Area, and neighbouring wards.

Against current PAN in the area we anticipate a shortfall of places of:

	2016/17	2017/18	2018/19	2019/20
Middleton	-59 places	-56	-42	-47
Belle Isle	-42	-40	-30	-32
Ardsley/Tingley	-64	-43	-34	-40

The demand for additional places in the Middleton ward itself justifies the need for a 2FE Primary in the area and the demand is very much from 2016, continuing to be the case for projected demand for the years for which birth information exists (i.e. 2019/20).

In addition, demand in the bordering Primary Planning areas of Belle Isle and Ardsley/Tingley [REDACTED] also have significant demand.

The LCC cross department Learning Places Programme Team has identified and discussed the [REDACTED] site. Planning and Highways have not highlighted any significant issues with the development of a 2FE Primary school on the site.

City Council elected members for Middleton are keen to progress a 2FE Primary school on the site.

The quality of teaching and individual support for pupils is key to our vision, particularly in this area of Leeds in which there are high incidences of fractured families, diverse and

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disparate communities, dynamic change and high inward migration. The area has been afflicted historically by low educational attainment, weak progression of students in all phases of education and higher than average unemployment and disaffection.

Elements Primary Academy, Leeds, will become part of the network of Wellspring Academies in Leeds. [REDACTED]

[REDACTED] As such, Elements will significantly benefit from the already established Wellspring provisions in Leeds, that will include economies of scale and management benefits.

Wellspring sponsored Victoria Primary Academy, East Leeds, converted 1 Nov 2015 and has an Academy Order for the conversion of Ebor Gardens Primary to Academy status, scheduled for 1 Apr 2016.

Academies can more easily adapt to the evolving needs of students and drive up standards through building meaningful relationships with each and every child, parent and family. This is the model we employ in other Trust schools in challenging areas of Leeds, Barnsley, Grimsby and Lincoln with great success.

Wellspring has an established track record of significant success, adding value to our communities and families at our Primary, Special and AP Academies.

We have exceptionally strong leadership expertise and track records of success in each

There are **three key drivers** for this application:

1. There is a major shortage of places across Leeds as a whole.
2. The Elements curriculum is proven to accelerate progress of all pupils, especially in hard-pressed communities. We believe that the Elements curriculum will impact significantly on learning outcomes and community aspirations in this area.
3. We have the capacity, expertise and knowledge that will deliver an outstanding school for pupils, parents, families and the wider community in this area.

1. There is a major shortage of places across Leeds as a whole and in particular in South Leeds

Leeds City Council acknowledges that it will not be able to meet basic need from within current schools stock and planned expansions for it's 2016 intake, as per the letter of

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support from the City Council for this proposal.

The Local Authority have provided figures showing a significant rise in Reception-aged pupils that results in a situation by 2017 there are over 1,000 new Reception places short across Leeds as a whole. Demand for these places cannot be met from within the existing schools provision.

The birth rate is expected to reach a peak in 2020, but is projected to continue at the same rate for the following four years.

Extract from Yorkshire Post Sept 3rd 2013

The number of pupils in the city's primary schools could soar by more than 11,000 in the next three years meaning more than 4,000 new places have to be provided.

The huge figures have emerged as town hall bosses nationally warn that almost half the school districts in England could have more primary pupils than places in just two years.

A Local Government Association (LGA) report has warned that the numbers of primary school pupils in Leeds will rise to 69,641 by 2016/17. There is currently capacity for just over 65,000 pupils.

The LGA report shows the demand for extra places in Leeds is greater than the rest of the Yorkshire region combined.

Several parts of the city are also listed in a national league table of areas facing the most acute pressure for new school places.

[REDACTED] said: “Ensuring we have enough school places for all children and young people is a high priority in Leeds and we have been working hard to mitigate the impact of rising pupil numbers across the city.

“We have estimated that between now and 2015/16 the demand for primary places in Leeds will increase by 11,745. We have an ongoing city-wide school expansion programme in place to meet the increased demand for primary-age places, and through this programme the council has already approved 1020 new reception places since 2009, including two new primary schools.”

The increase has been caused by rising birth rates which mean the numbers entering reception classes in primary school each year is now much larger than the size of year groups at the end of the city's secondary schools.

Nationally the [REDACTED] said councils were facing “unprecedented pressures”, leaving schools to face a “desperate shortage” of places in the near future.

South Leeds

A rising birth rate, rapid inward migration and identified areas for new housing developments in this area of Leeds has led to significantly increased local demand for both Primary and Secondary school places.

The below table details demand for the coming years in the Middleton Primary Planning Area, and neighbouring wards.

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Against current PAN in the area we anticipate a shortfall of places of:

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Middleton	-59 places	-56	-42	-47
Belle Isle	-42	-40	-30	-32
Ardsley/Tingley	-64	-43	-34	-40

These figures are provided by Leeds City Council.

The demand for additional places in the Middleton ward itself justifies the need for a 2FE Primary in the area and the demand is very much from 2016, continuing to be the case for projected demand for the years for which birth information exists (i.e. 2019/20).

In addition, demand in the bordering Primary Planning areas of Belle Isle and Ardsley/Tingley (both in close proximity to the [REDACTED]) also have significant demand.

2. The Elements curriculum is proven to accelerate progress of all pupils, especially in hard-pressed communities. We believe that the Elements curriculum will impact significantly on learning outcomes and community aspirations in this area.

Wellspring’s Forest Academy, Barnsley, (a Primary Academy) provides compelling evidence. Through the Elements curriculum, outstanding leadership and highly effective teaching, Forest achieved a remarkable 50% increase in children achieving the Level 4 benchmarks in Year 6 compared to the previous year. This improvement made Forest the *Most Improved School* in the RSC region for 2015 and the 7th most improved school in the country in 2015.

The Forest Academy achieved a good ofsted rating in January 2015 despite (then) being the 32nd lowest performing Primary in the country, due to the rapid progress made, powered by the Elements curriculum and exceptional leadership.

Extracts from the Forest Academy ofsted report, Jan 2015:

‘The Principal’s outstanding leadership has transformed the school by bringing rapid improvement to key areas of its work in a very short time. With the support of the executive headteacher and the academy trust, she has inspired the drive for improvement among governors and staff at every level.’

‘Improvements in teaching have led to a significant rise in pupils’ achievement since the academy opened.’

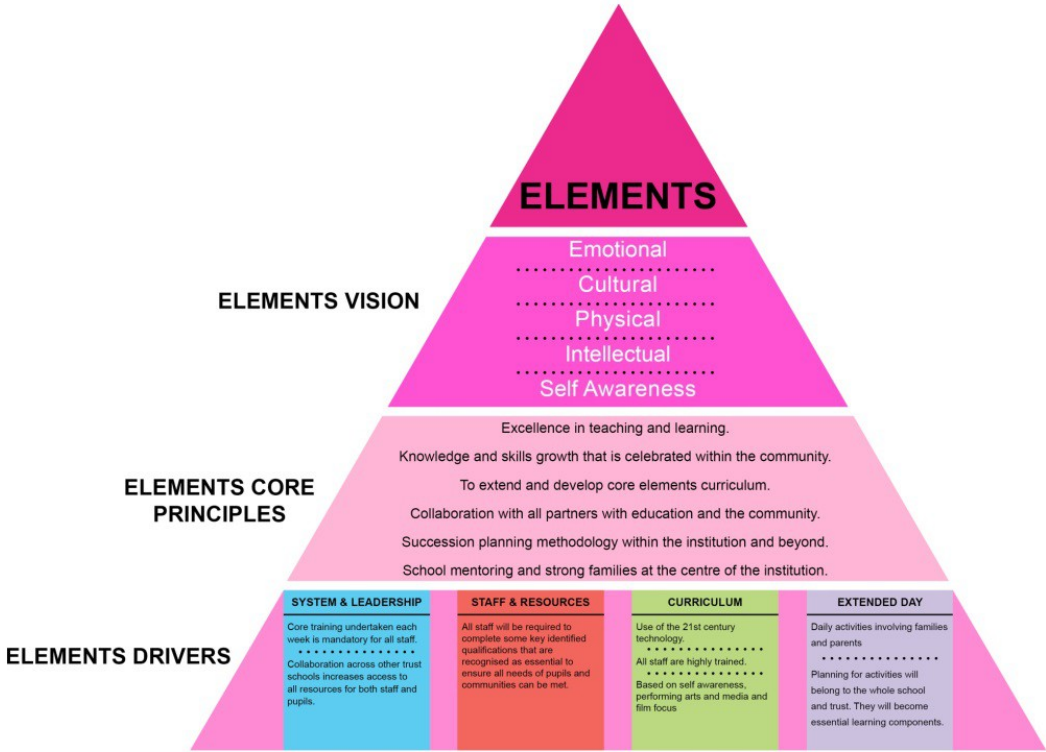
‘Parents are very happy with the quality of education and care provided for their children.’

We are experts in curriculum design and development. We passionately believe that the

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curriculum is the beating heart of any school. The Elements curriculum is expressive, experiential and exceptional. Our innovations include the use of actors to recreate key periods in history, visits that bring each Topic to life and explicit links to jobs and careers through every topic. Pupils will learn about their world and their place in it.

The curriculum provides expressive opportunities in (e.g ;) film, photography, mixed media and drama. Entrepreneurship, enterprise and the world of work are built in, from the start of Reception, through to education, aged 18. In short, our curriculum aims to raise the aspirations and expectations of pupils and, thereby, those of a community.



Vision

Vision

Our curriculum vision is one of inclusivity, tailored to the current and future needs of individual learners and the communities from which they are drawn. The Elements curriculum is designed to support social change and aspiration for learners and parents and achieve a downturn in social and economic exclusion.

The Elements curriculum has been developed and refined over many years of working with the most vulnerable, challenged and challenging learners. The Elements curriculum is used in Special Schools, Alternate Provisions and Primary Schools in challenging areas.

The Elements curriculum pays close attention to the emotional development needs of learners. It addresses cultural understanding and learning. It pays attention to the physical development needs of learners and addresses their intellectual development. The El-

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ements curriculum addresses learner social development, in particular, self-awareness and resilience. The Elements curriculum incorporates:

Inspirational Learning opportunities based around specialist multi-media drama and film, utilising key skills in 21st century technologies

Extended days and enrichment activities that include family learning

Celebration of learning built into the curriculum and beyond

Enterprise and entrepreneurship

Community engagement

Ethos

Our ethos is to look outward, beyond the school gates, to involve and mobilise parents, families and communities in the business of learning, thus impacting upon raising aspirations, tackling disaffection and being a positive force for good at community level.

Aims

To achieve a step change in educational outcomes which impact upon future opportunities and upon the prospects for the wider community.

To achieve improved educational experiences and outcomes for children across their whole educational journey.

To provide continuous assessment of outcomes across the whole curriculum.

To enable families to develop a positive view of education.

To engage families and the community with learning in order to secure their commitment and inclusion.

Impact of the Elements curriculum

The Forest Academy, Barnsley, has evidenced very significant impact in achievement, attendance and community mobilisation, as described above.

What others have said about our curriculum

“The curriculum provides pupils with a rich variety of exciting and interesting experiences. These include many trips to places of interest to stimulate pupils and broaden their horizons.”

Ofsted, Haseltine Primary School, January 2013

“Pupils are placed at the centre of the teaching and learning cycle as they are given ownership of topics taught through projects, often with an out of school experience which acts as an initial stimulus for learning.”

Challenge Partners Review, Haseltine Primary School, February 2014

“Key strengths in the outstanding outcomes for pupils stem from high quality teaching, an

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exceptional curriculum and first-class care, guidance and support for all.”

“The well-established curriculum is highly innovative and exceptionally creative. A vast range of memorable experiences for pupils assure pupils' highly effective academic and personal development. The availability of first-class ICT resources ensures pupils are particularly confident in the use of new technologies by the time they leave.”

Ofsted, Robin Hood Primary School, April 2011

“Pupils respond well to the Elements blended curriculum designed by staff to specifically meet the needs of pupils...Topics and use of storytelling and narrative is at the centre and there are many opportunities for pupils to improve their literacy and numeracy skills whilst learning through this highly relevant and interesting curriculum”

Ofsted, Springwell Special School, January 2012

Data, Forest Academy

May 13 (on Academy conversion) Year 6 L4+ Writing, Reading, and Maths (combined) predicted at **18%**

2015, actual percentage achieving L4+ Writing, Reading, and Maths (combined) - **83%**.

This represents remarkable progress, in an area of high deprivation and social challenge, and places Forest Academy above the LA average for all schools of 79% and the national average for all schools of 80%.

3. We have the capacity, expertise and knowledge that will deliver an outstanding school for pupils, parents, families and the wider community in this area.

What would the new school offer?

Exceptional learning opportunities.

Exceptional community engagement.

Exceptional professional development for staff.

will have within its 6 core principles key strands that will support success:

Excellence in Teaching and Learning

We will provide induction, support and ongoing development for all staff that will ensure sustainably high standards of learning, achievement and behaviour for all. There will always be the highest quality of staffing within an Elements Primary Academy.

The Forest Academy, Barnsley, provides a reference point, benchmark and template for

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rapid accelerated progress, from low baselines.

Staff at all levels will have an extended network of colleagues and contacts in Primary, Special and AP settings.

Staff at all levels will have access to professional development opportunities through the Teaching School, led by Springwell Learning Community, Barnsley – a member of the Wellspring Academy Trust.

Support and monitoring (Quality Assurance) in Wellspring Academies is carried out by NLE's, exceptional Headteachers with proven track records of achievement and experienced ofsted inspectors.

Elements Curriculum

The delivery of learning embraces 21st century technologies alongside, fun, adventure, exploration and significant and deep-seated opportunities to collaborate, articulate, explain, explore and learn.

The curriculum takes a modular approach that has been developed to allow essential components of learning to be systematically built up. Pupils address their learning by doing and sharing with others. Elements learning takes place with the appearance of little effort.

Pupils learn to share and consolidate knowledge and take part in activities that include the use of film, various media and ICT.

The use of technologies ensures growth in both skills, self-confidence and recall, embedding new learning by utilising the opportunities to revisit information through the process of sharing what they have done and seen.

Activities involving families and parents

Parents as 'first educator' sits at the core of Wellspring education philosophy.

We create a positive environment for learning within families by sharing and engaging parents and extended families in the process of learning. Parents learn alongside their children, are proud of their children, derive confidence from their children's learning and grow social capital through the act of learning alongside other parents, with their children, in our settings.

Our families actively engage in learning alongside their children.

Learning opportunities develop through "doing" together... following enquiries into

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

problem solving, reading, researching, talking together. The Elements ensures that learning happens through themes. The themes are rooted in experience and reality, using hooks and lures to capture children and their families emotionally.

Knowledge and Skills Growth that is celebrated within the community

Weekly Celebration Assemblies, open to the whole community.

Each Half Term, success and achievement will be celebrated throughout a whole school “Open Minds Days”.

Half Termly Open Evenings.

Half Termly Achievement Awards.

Annual whole day celebrations that provide a forum for excellence for all pupils and families.

The celebration of every success, no matter how small.

Succession planning within the institution and beyond

Wellspring has a philosophy of Growing Our Own staff, some of whom will populate the first phase of development of the Elements Primary Academy.

Wellspring currently has two Primary Academies in Leeds and is commissioned to run SEMH and AP provision in Leeds, giving the Trust a pool of able employees.

The Forest Academy, Barnsley, is building teaching capacity for other Academies the Trust.

The Teaching School, (Springwell Learning Community – Barnsley Teaching Alliance) supports our capacity building.

The Trust has extensive professional networks in Leeds from which excellent practitioners are drawn into our Academies.

Wellspring enjoys an excellent reputation in Leeds amongst the teaching community... attracting staff to work with us.

The Trust has strong links with local Teaching School Alliances... providing access to a ready supply of ITT trainees.

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Staff Training

Substantial. Ongoing. Expected.

Wellspring staff, staff working at Elements Primary Academy will have an entitlement to ongoing CPD. There will be an expectation that all members of our staff are involved in ongoing CPD. CPD is a golden thread that runs through every action and interaction in our Academies.

The ongoing Professional Development of all staff is key to the Elements Approach. Our approach, our curriculum and our school is aimed at building Social Capital and providing a deep and lasting Community Dividend.

All classroom-focused staff must have a deep subject knowledge and must be able to translate this into effective teaching that secures learning amongst pupils.

All classroom-focused staff must have a sound appreciation of learning styles and behaviour management and must be able to overcome disaffection, behavioural challenges and needs-based barriers to learning. Classroom-based staff will be encouraged to participate in Action Research projects as part of their professional work and development.

Aspirations and outcomes

We expect attendance to be above 96%. (96.7% at The Forest Academy, Barnsley. 96.4% at Victoria Primary Academy, Leeds).

We expect a first ofsted rating of outstanding.

We expect standards of teaching and learning to be routinely and sustainably good and better.

We expect the percentage of pupils achieving a good GLD to be in line with local averages, despite what is anticipated as a cohort with low baselines on entry for our first Reception cohort (1st year of Academy operation).

We expect the percentage of pupils achieving the Year 1 Phonics threshold to be above the local and national average in our first Year 1 cohort (2nd year of Academy operation).

We expect to achieve above local and national outcomes in our first Year 2 cohort (3rd year of Academy operation).

We expect to achieve above local and national outcomes in our first Year 6 cohort (7th year of Academy operation).

We expect zero exclusions, in an area of high social deprivation.

We expect the Academy to become a beacon of best practice in the area and for the

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

Trust.

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		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Elements	11.5	Mandatory	Humanities, Citizenship, RE, science, music, arts, MFL plus ICT as core across whole curriculum
Numeracy, literacy Phonics	10 hours weekly	Mandatory	Literacy, numeracy, phonics (taught across key stage 1 and 2)
PE	2	Mandatory	Taught alongside themes and inclusive
Bright and Ready sessions		Voluntary until 8.45 mandatory after this time	
Parents plus time	8 hours weekly timetabled but option to increase time	Voluntary but expectation built into taking part	Full timetable in section D including wide variety of options including dance, drama, ICT story time, physical activity, cooking and craft and DT
Parents sessions during core day	Flexible	Voluntary	Parents involved every week during core time in some activities or experiences
Open minds days	5.5 hours	Mandatory but flexibility will be given to working families	
Holiday activity	Daily timetabled sessions depending upon demand and funding	Voluntary but most vulnerable targeted	Work with other agencies to partner and offer wide variety of activities investing in best use of school buildings

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.

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The Elements Approach incorporates all of the dynamics of outstanding provision in schools, including an approach to behaviour management that emphasises positive reinforcement, the relentless celebration of success and unconditional positive regard.

The Elements curriculum emphasises the acquisition of Basic Skills as the platform upon which all subsequent learning is based.

Extension and/or additional needs support, as appropriate.

Targeted Pupil Premium funding.

An exciting and dynamic curriculum, based in real-world learning and community issues.

Use of 21st Century learning technologies.

Emphasis on self-expression through Oracy, Literacy, Talk for Writing, debate, problem solving and Performing Arts, media, film and communication.

Curriculum Principles

Our key curriculum principle is that the curriculum is a dynamic element that sits at the very core of the school. This principle identifies the curriculum as the driving force... the element that makes the school what it is. The curriculum needs to be dynamic because it needs to be able to evolve. It needs to be adaptable to changing circumstances, changing opportunities and a changing world.

The Elements curriculum is dynamic. It is kept under constant review. Because of this approach, it can be adapted to specific circumstances and contexts. The Elements curriculum is thus bespoke.

We believe that a curriculum with a local flavour is the most motivating and compelling for pupils, that, by focusing on community and issues relevant to that community and locality, it produces the deepest connection between the school and its community and that it ensures the deepest Social Dividend and Community Engagement.

The Elements curriculum emphasises the importance of Community Engagement. Topics are developed around local matters, local and regional places of interest. Community

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members are invited to share their viewpoints and experiences. Issues that affect the community are woven into the curriculum.

The Elements curriculum is appropriate to this specific area because educational standards, achieved using traditional approaches to learning and teaching at both Primary and Secondary level, have historically been poor. Pupils achieving below Level 4 by the end of Year 6 typically go on to achieve poorly during the Secondary phase of their education. Levels of disaffection at Secondary in the area are high. NEET numbers in the area are high.

The localism and community-focus of the Elements curriculum, and the cohesiveness that offers, is appropriate for a community in South Leeds that is atomised along the lines of ethnicity and socio-economics.

A curriculum and approach that prepares young people with 21st Century life skills, workplace skills, habits and attitudes... like independence in learning, the ability to research and synthesise diverse information sources, oracy, literacy, the ability to present a viewpoint using a range of tools and media is appropriate to an area of high deprivation, unemployment and percentage NEET.

Curriculum Aims

The Elements+ curriculum is one that will protect, support and assist children and young people into becoming contributing and informed adults with a genuine sense of community and society.

This overarching aim is underpinned by a rigorous curriculum made up of rich contextual learning opportunities rooted in inquiry, curiosity, literacy and numeracy, whilst challenging assumptions and building an understanding of the world view of others.

The Elements curriculum+ will support children and young people in seeing their place in their community and the world; it will invite, through challenging contextual learning, students to rehearse for real life, real dilemmas, real problems and real consequences. This will occur within a robust curriculum offer in Key Stage one and two encapsulating the study of the Arts, Humanities, RE, Citizenship and Computer Science. Literacy, Numeracy, Science and STEM will be delivered discretely but will inevitably be additionally blended into the Elements+ curriculum as part of the pedagogical approach.

For example, whilst studying '*Children and The Industrial Revolution*', children, as well as negotiating the historical and dramatic contexts, will also encounter the science and the literacy (in this case, reading [REDACTED]).

The Elements+ curriculum, the Elements Approach (pedagogical model) and the design of the school are specifically designed to meet the needs of this community.

Elements+ is tailored to meet the needs of SEN pupils (11.4%), will provide the individualised support and very strong Basic Skills development to enable EAL learners

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to excel and will provide the quality, richness, excitement, relevance and personalisation that will enable pupils eligible for Pupil Premium to succeed.

Further, this fully tailored model will deliver significantly higher levels of Higher Attainers at both Primary level.

Curriculum Aims

The Elements curriculum is one that will protect, support and assist children and young people into becoming contributing and informed adults with a genuine sense of community and society.

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The Elements curriculum will support children and young people in seeing their place in their community and the world; it will invite, through challenging contextual learning, students to rehearse for real life, real dilemmas, real problems and real consequences. This will occur within a robust curriculum offer in Key Stage one and two encapsulating the study of the Arts, Humanities, RE, Citizenship and Computer Science. Literacy, Numeracy, Science and STEM will be delivered discretely but will inevitably be additionally blended into the Elements+ curriculum as part of the pedagogical approach.

The Elements curriculum is tailored to meet the needs of SEN pupils (11.4%), will provide the individualised support and very strong Basic Skills development to enable EAL learners to excel and will provide the quality, richness, excitement, relevance and personalisation that will enable pupils eligible for Pupil Premium to succeed.

Type of curriculum

We intend to follow the broad coverage suggestions outlined by the National Curriculum in order to give pupils the same broad entitlement as their peers elsewhere. The uniqueness of the Elements Curriculum is that it is tailored to the children and young people within the Academy, thus, the pedagogical approach is universal and the content is bespoke.

Breadth

The overall curriculum is presented giving partial information about primary and secondary focus.

All pupils will have an entitlement to the full curriculum, all subjects, all Elements Topics. The focus of the Elements Topics will change as pupils progress throughout the school.

The Elements curriculum considers matters of local, regional, national and international

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importance – growing progressively, and in order, ‘outward’ from the child/ pupil/ student and through the Key Stages... Me, My Family, My School, My Local Area, My City, My Region, My Country, My World and My Place In The World - in order to influence the young people who will grow into informed citizens who are active contributors to their communities and to society at large.

The Elements curriculum is founded upon strong Basic Skills; Numeracy, Oracy, Writing and Reading.

Phonics teaching will progress for as long as required for individuals in order to guarantee access to literature and, hence, independent study.

Balance

The time given over to individual subjects within the curriculum will be roughly equal to that suggested in the National Curriculum. Literacy and Numeracy, will always have emphasis due to the nature of the Elements curriculum itself.

Designed around a ‘blended’ approach to learning commonplace in Key Stage 1 and 2.

Success in all subjects is founded upon these strong Basic Skills.

Raising Literacy Levels

Literacy Levels will be raised through the creation of a wide range of rich fantasy and real-world opportunities for talk and for writing. The importance of Oracy and *Talk for Writing* will be emphasised throughout the curriculum and throughout Key Stages in order to enable pupils/ students to develop strong advocacy, debating and articulating skills that are essential to the achievement of higher grades at GCSE.

Elements Curriculum, Key Stages 1-2

Literacy

Literacy is the key that unlocks the whole curriculum. Oracy, Talk for Writing, Speaking and Listening in classrooms, Reading, Writing and Phonics are emphasised from the earliest years and facilitated through a collaborative pedagogical model. Writing begins with mark making and compelling reasons to write. A desire to write and an understanding of the purpose is key. Children are encouraged to form letters and words, write imaginatively, form sentences, extend and develop ideas throughout paragraphs and across a range of genres, ultimately writing with fluency and style.

There is a rigorous and aspirational focus on the secretarial skills required of competent writers through emphasis on phonics, spelling, handwriting and sentence structure and punctuation.

There is a relentless focus on the acquisition of the meaning and appropriate use of extended vocabulary from the earliest years.

Rigorous assessment, supported by school leaders, identifies gaps in the acquisition of

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the skills imperative to written communication and personalised programs are developed which enable children to overcome any barriers they may face, with an unconditional expectation that pupils achieve short term goals and long term aspirational targets.

The literary curriculum is underpinned by a real-world appreciation of the many audiences, genres and foci for writing, explicitly modelled and articulated to children in order to accelerate their mastery of the written word. Pupils/ students will write for a wide range of audiences and purposes.

The use of authors in school will be a common occurrence so that pupils are frequently inspired to produce outstanding outcomes and to view themselves as authors, and staff subject knowledge is further enhances.

Pupils will encounter and re-visit all genres of writing through the Elements+ curriculum, including real-world applications for their writing and opportunities to publish. Staff subject knowledge and expectation is high.

Pupils are supported in achieving accelerated progress in their writing through intensive modelling, marking, feedback and celebration and through frequent opportunities for extended writing.

The reading curriculum is underpinned by a desire to bring a love of books to pupils' right across the age range. Through a range of reading experiences, pupils will be introduced to a wide range of genres, authors, classic and modern literature so that they develop an awareness of their own reading preferences and an ability to explain their choices. The range of texts on offer to pupils will be extensive and a school wide reading culture will establish reading habits which lead to competent, fluent and expressive readers from a very young age.

Texts will be central to the literacy curriculum and incorporated into the wider curriculum model and will include books, newspapers, internet and digital resources, real-life magazines, advertisements and information leaflets produced for a wide range of audiences. The reading curriculum is carefully crafted to systematically introduce pupils to key authors and genres, so that their knowledge of their literary heritage is integral to their formative years. There is a phonics-first approach to reading, with pupils introduced to the phonic 'code' and the skill of blending throughout KS1 and 2.

Parents will be supported in their acquisition of skills to effectively work in partnership with school to secure reading skills. Pupils for whom the skill of reading presents challenge will be supported by an expert teaching team who are skilled in establishing decoding strategies throughout the key stages. Teachers focus on the core skill of decoding, fluency and expression and provide opportunities for reading across the curriculum to an audience, to create a digital recording or to learn a passage by rote for performance purposes.

Drama and role play is used throughout F/KS1, enabling pupils to order, sequence and re-tell familiar stories, portray characters and develop their enjoyment of story. Technologies will be used extensively in order to record pupil story narrative and to enable pupils to listen to audio books and 'learn' the practice of reading.

The understanding of vocabulary and the author's use of language to create an effect is a relentless focus, extending understanding of a wide range of texts, supporting writing out-

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comes and establishing a deep appreciation of authorial intent. The ability to infer, deduce, articulate, explain, research, note, re-word and extrapolate information from digital media and paper based texts is central to the curriculum model and establishing independent behaviour for learning.

The ability to analyse a text, identify and discuss themes, characters, intended audience, organisational features and explain their viewpoint with clarity progresses naturally from oral to written methods throughout KS2.

Throughout the Key Stages, pupils will read every day; either to a member of staff or, if they are free readers, to themselves. The volunteer parents group will be able to provide listeners, too. Books, their availability to families and the overt marketing and reward of reading will create a reading culture and provide a bedrock for the entire literacy programme.

Phonics

The teaching of phonics is a high priority, with dedicated phonics sessions throughout Foundation, KS1 and 2 embedding the core skills of segmenting and blending. We will ensure consistency in our approach through the adoption of a well-researched and proven systematic synthetic phonics program.

This will be underpinned by outstanding teacher subject knowledge, rigorous assessment, pace, high levels of pupil engagement and achievement, progression in the level of challenge and a core expectation that pupils master the skills necessary for competent reading, writing and spelling. The program we follow will enable daily, dedicated rehearsal of segmenting, blending and handwriting to ensure a multi-sensory approach, and will remain focused on our approach to extending and developing understanding of the meaning of challenging vocabulary from the earliest years. There will be no separation between phonics and spelling, with a consistent approach to the teaching of encoding words throughout KS2.

All school staff will be intensively trained in the teaching of phonics. Pupils will be regularly assessed using a phonics phase assessment sheet and through PM benchmarking. The impact of high quality phonics tuition will ultimately be monitored through accelerated pupil progress in reading and writing.

Reading intervention in the Elements Primary Academy will be primarily phonics based and will overcome the phonological gaps in knowledge the children have. Phonics is usually taught in mainstream schools to the end of KS1, making resources difficult to find and the concept of phonics alien to many of our older pupils. We have planned a wider ranging impact across both Key Stage 1 and 2 because we recognise that many pupils are not school ready at the end of Foundation Stage in this context.

Recent data states that 49.2% of FS2 pupils do not meet national standards. Our experience is that establishing phonic skills in all learners is entirely possible and it is our expectation that all pupils secure the expected pass rate by the end of Y1. These unconditional expectations, our consistent approach and the value we place on the phonics curriculum will lead our pupils to secure outcomes which exceed national outcomes in Y1 phonics screening and therefore in Y2 reading and writing. Maintaining this focus

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throughout KS2 will ensure that the segmenting and blending is automated and pupils are able to read and write at a good speed, enabling them to focus on the higher order skills of composition and comprehension throughout KS2.

Spiritual, Moral, Social and Cultural Development (SMSC)

SMSC runs as a key thread throughout the Elements curriculum. Important opportunities to explore empathy and understanding are provided through the rich topic contexts... that incorporate moral dilemmas, community challenges, wider social concerns and contemporary issues. Through its approach to the curriculum and its nurturing ethos that celebrates the value of every individual, The Elements Primary Academy will embed positive attitudes, feelings of high self-worth, pride in personal contribution, learning resilience, life resilience and aspiration.

The need for our pupils/ students to see themselves as contributors to wider society it is very important. The Elements curriculum prepares pupils/ students for real life through themes, dilemmas and challenges that resonate with them. Elements+ themes offer opportunities for the exploration of spiritual, moral, social and cultural questions and include cause and consequence, right and wrong, responsibility and rights, difference and understanding. The is committed to an inclusive curriculum, ethos and approach that is informed by (eg;) The Stephen Lawrence Award and Inclusion Chartermark.

Maths/ Numeracy

Maths/ Numeracy will be taught daily through Key Stages 1 and 2. The acquisition of mathematical understanding will develop through the use of consistent approaches, methods and language from class to class, Key Stage to Key Stage, ensuring that there is no slowing of progress at key transition points.

A full range of mathematical skills will be taught. The requirement to apply mathematical skills, knowledge and understanding to new contexts, including in other curriculum areas will be consistent. Mathematical problem solving will also be a consistent feature. Practical resources to support mathematical knowledge, understanding and application will be evident in all classrooms. It is the consistency of this approach that will ensure consistent. Pupils/ students who require additional support will benefit from interventions that will be bespoke to need and assessed for impact.

Design & Technology

Design & Technology will be a taught part of the curriculum. As with many subjects within the Elements curriculum, much of it will be taught within the context of broad Topic headings and will have cross-curricular links.

The Elements Design and Technology curriculum will combine practical and technological skills with creative thinking to design and make products and systems that meet real and practical needs. Pupils/ students will use technologies including modeling software and 3D printers to design, make, problem solve and create products for sale.

The Elements Design and Technology curriculum is thus integral to the enterprise and entrepreneurial themes that are incorporated into the wider curriculum experience of

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pupils/ students at Elements Primary Academics.

Collaboration and co-operation are emphasised as we seek to replicate the learning and development models that exist in the world of work, enabling pupils/ students with key life skills. Pupils/ students are assessed at the end of each unit of work. Assessment covers key areas including research, specification, generating ideas, development, planning, making and evaluation.

Science

In science, our planning will support full enquiry questions at all levels, with the aim of teaching children about the understanding of the world around them. Our aim is to encourage children's curiosity while developing the skills needed to plan and carry out different types of practical investigations.

We will use ICT in science lessons where it enhances their learning and we will engage the children in a wide variety of problem-solving activities. The children will take part in role-play and discussions and present reports to the rest of the class. Wherever possible, we involve the pupils in 'real' scientific activities and use the local environment to enhance learning.

This is extended on family days and at family learning times to involve the community in positive activities.

ICT

We will follow the National Curriculum Programme of Study at Key Stages 1 and 2. The use of technologies for learning will be embedded across all aspects of the curriculum. Discreet ICT learning begins with inputs and outputs, basic programming and use of 'games' technologies for learning.

Pupils in Early Years will use technologies such as metal detectors to detect treasure, walkie-talkies to communicate and Bee-bots to describe movement. Key skills including information retrieval, research and the repurposing and presentation of information will begin towards the end of Key Stage 1 (Year 2).

Technologies will be ubiquitous throughout the school and will serve a wide range of purposes that include audio books, information capture in classrooms, voice recording devices, etc. The use of technologies will support wider literacy and oracy aims through voice recordings, vlogs, blogs and a wide range of communications outputs. Discreet ICT teaching will develop progressively through Key Stages.

Programming in Early Years will develop into programming and coding, eg; the use of Scratch, progressing on to Python as coding languages to programme Raspberry Pi computers. Web writing and design will begin in Year 6. In all subjects, technologies will be used creatively. It will make bridges across the curriculum in order to make learning purposeful, meaningful and enable pupils/ students to synthesise learning from different subjects.

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Physical Education

The Elements curriculum makes provision for two hours of PE weekly, Key Stage 1-2. Video will be used systematically throughout the Key Stages to record, analyse, review and improve performance. An appreciation and understanding of fitness, of the benefits and effects of exercise, and the importance of a health lifestyle for long term health and wellbeing will be developed from the earliest years. Families will be encouraged to participate in healthy activity alongside pupils/ students in before after school activities.

Music

An over-arching aim of The Elements Primary Academy is to create a special place that is conducive to learning. Colour and sound are key to this. Music will feature throughout the school to set mood and to provide ambience.

Pupils from Key Stage 1 will learn a musical instrument. This will continue through Key Stage 2. Pupils/ students leaving The will have achieved proficiency in at least one musical instrument. There will be many opportunities for students to develop their musical proficiency through dedicated Music tuition, both within the context of the traditional school day and beyond.

Singing will be a feature of Whole School Assemblies. Pupils will have extensive opportunities to perform.

Modern Foreign Language

The teaching of a Modern Foreign Language will begin in Key Stage One in order to build pupil confidence and resilience in listening, speaking and deriving understanding. Learning will begin with songs, rhymes and simple vocabulary; saying Hello, Goodbye, Thank You, etc. Learning will focus mainly on speaking. We believe that an additional language is best acquired through immersion, through making mistakes and through repetition. Technologies will be used extensively in order to capture learning and provide rich opportunities for evaluation, feedback and assessment. This methodology will be continued through Key Stage 2. Geographic, social and cultural awareness will be developed through the curriculum, through the employment of natives of the country and fluent speakers and through the offer of residential trips.

Art & Design

Art and Design are important vehicles for self-expression and creativity. All Wellspring Academies are creative environments as creativity relies on a fusion of experiences taken from different disciplines, different learning and different life experience, synthesized and re-presented for a purpose by an individual. Art and Design will be represented in cross curricular themes and are likely to feature very strongly alongside as applied skills alongside Design and Technology, ICT, Literacy, Numeracy and enterprise.

The Elements curriculum will provide opportunities to explore art from different cultures and periods. Pupils/ students will have wide-ranging opportunities for independent and collaborative work and for applying their skills into real-world contexts. A wide range of materials and techniques that foster skills and knowledge in Art and Design will be taught. A focus on Art will be part of the cultural enrichment offer of the Elements+ cur-

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riculum.

Delivery

Beginning in EYFS, the Elements curriculum is a high-energy context driven approach to learning and teaching that requires frequent high-order interactions between staff and learners, and peer-to-peer, throughout a session. This approach features continuous collaboration, discussion, research and investigation supporting children in developing their oracy, literacy and numeracy. It also supports children in developing their social and emotional intelligence by positioning them as architects of their own ambition in the context of community, society and World studies.

Co-construction of learning, a focus on the accumulation of knowledge and skills and an emphasis on appropriate narratives, contexts and attributes of independent thinking and learning is a seam throughout the school. The integrity of learning is reinforced through outstanding teaching, firm and high expectations and challenging content. Feedback is rich and *just in time*, ie; it happens in-situ, in the classroom where clarity of learning dialogue is emphasised and rooted in the culture of the classrooms and the school as a whole. The Elements+ approach draws its' research basis from longitudinal Education Endowment Fund research that found high quality feedback to be the most important factor in securing rapid progress.

The Elements Approach to teaching can be summarised as one of High Challenge, High Engagement and High participation. Lessons will be worth behaving for and this will be an unwritten aspect in terms of the expectations of our teachers.

High challenge is built into every session. Classroom staff (including high quality support teachers) are required to plan for new learning in every session in response to preceding sessions. Oracy and articulacy are a key feature. Children throughout the school are asked to verbalise responses as well as providing robust and rigorous written evidence. Children are asked to justify, rationalise, explain and expand ideas and offer their developing view of the world and their place within it. Evidence of progress and learning will be captured throughout the Key Stages through personal portfolios, use of media, written and online. High-level oracy skills are seen as essential to the potential for progress of many of the children in the target community. High challenge in the Elements+ School Leeds will support the development of aspiration and self worth. It will also expand the cultural horizons of every child.

High engagement is achieved through exciting, dynamic and stimulating learning that is linked to problems, dilemmas, challenges, real-world contexts and contexts that children recognise. *Learning tension* is a pedagogical feature that enables these links and can be placed within narratives and contexts that resonate with children. It is our firm belief that the curriculum must always be tailored for the group of children in the room. This approach works well in settings that have embraced it; in both Springwell Learning Community and The Forest Academy in Barnsley, there are high levels of engagement due to the Elements approach and delivery.

In Early Years, this begins with immersive role-play. Prior to writing about a Day in the Life of an Egyptian Slave, pupils are placed within the context of what it was like to be an Egyptian slave. In role, they stand by the Nile and consider their lives. This builds empa-

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thy, active imagination, confidence and the World wisdom we hope for all school leavers. As a consequence, knowledge and understanding is deepened by the emotional connection they have made through inhabiting the role. Older children are offered a compelling reason to interpret maps and use communications technologies to co-ordinate teams because they are tasked with rescuing in real time a distressed child lost in Snowdonia. These contexts and narratives provide hooks and lures into learning whilst engaging the children at the heart as well as the head.

Heightened participation in sessions is achieved through the clear focus on the contribution of every individual, the use of resources and the high expectations of the teachers, the institution and, in time, the children themselves. Technologies are used extensively in order to ensure that participation is high, including amongst those groups who are not the focus of teacher attention at that time.

The consistency of the Elements Approach throughout the Key Stages will eradicate problems at transition into each new Key Stage, reduced disaffection caused by lack of access to the curriculum, and support alternative pathways to meet the needs of all children

Because the Elements Approach is integral to the founding of the new school and will be written into its very DNA, the WAT is confident that The Elements Primary Academy, Leeds will be an outstanding school, as described by the prevailing OFSTED Inspection Framework, from inception.

Qualifications

We will participate fully with and report on EYFSP assessments, the Year 1 Phonics Screening tests, end of Key Stage 1 assessments, end of Key Stage 2 assessments and any other government-driven national standards assessments.

Enrichment

Opening Minds Celebrations

Open Minds Celebrations take place Half Termly. They are an important component in our distinctive culture that celebrates success and breeds positive regard through constant positive reinforcement. Open Minds Days are a feature of WAT schools. They are community celebrations that take place every Half Term. Families are welcomed into school at the end of a Topic in order to celebrate the learning from that Half Term. The celebration may for example take the form of a museum display that explains the Topic learning from Key Stage 1. Open Minds Days provide positive reinforcement for all. Learning is demonstrably valued and valuable. Students are encouraged to develop a pride in their achievements, their school, their community and beyond.

Parents+ Time

Structured, planned for activities will take place each day between end of school and 5pm. Many programs will be free of charge. There will be options for additional specialist courses.

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A timetable will consist of joint parent/ pupil/ student activities that are based on Elements themes. A small team will lead these sessions and will co-ordinate staff, bought-in provision and volunteer support.

The Parents+ Time offer is likely to include

- Homework Club
- Sports Clubs
- Health, wellbeing and fitness programmes
- Local History study
- Craft Club
- Art Club
- Cooking Club
- Baking Club
- Code Club
- Enterprise Club
- Photography Club
- Film Making Club
- ICT Club
- Coaching Groups
- Music Clubs
- Revision Club

Volunteering will be as much part of the parent role as being part of their child's learning programme. The Parent Support Adviser role will work alongside the leaders and staff to bring parents into school daily to share in fun and family learning and to volunteer to help alongside core staff.

The range of activities will include, sport, dance, drama, cookery, reading and homework clubs, craft sessions and ICT design and fun. The pupils will have the opportunity each day to take part in activities outlined above either with their classmates or family. Some activities will be discreet for pupils only.

Regular outings linked to widening horizons and themes will be undertaken.

Overnight and special away day opportunities will be built into the curriculum to develop independence and confidence.

The parents will be part of the programme linked into the principle of engagement across the community. The enrichment activities are an essential component of an Elements Primary Academy.

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The reasoning behind the design of the enrichment programme links to the already identified needs of the target community and pupils of social integration, development of social skills and emotional awareness and the ability to work alongside educational institutions and trust them.

Meeting the needs of all pupils

The WAT includes an outstanding Special Academy and Teaching School. The expertise in SEN and inclusive practice will support and drive the highest possible standards in WAT schools.

Baseline assessments of all pupils will be undertaken on entry. Their progress will be carefully tracked and evaluated against the ambitious targets we set. The curriculum will be differentiated, planning, support and resourcing will take account of individual learning need.

Those pupils identified with SEN will be present on the central SEN register.

Support/Action Plans/ EHCP's/ IEP's will be implemented on a needs basis. A Vulnerable Children's Register will record areas of concern including, LAC ,ESOL, Young Carers Child Protection matters, potential neglect, divorce, bereavement and any other issues that impact on learning or opportunity.

The school will operate a tiered response to additional needs (KS1-2).

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Support/Action Plans or full IEP's will be implemented on a needs basis. A Vulnerable Children's Register will record areas of concern including, LAC ,ESOL, Young Carers Child Protection matters, potential neglect, divorce, bereavement and any other issues that impact on learning or opportunity.

The school will operate a tiered response to additional needs (KS1-2).

All Pupils

Tier 1

Tier 2

Tier 3

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Including SEN who are also captured on the special needs register to ensure all statutory obligations are met	Monitored weekly at key worker level not require an Action Plan Allocate key worker	Mentor or initial support plan Structured engagement with parents/carers	Support from mentor, PSA and Key Worker Action Plan in place External agencies involved
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After base line assessment

Strong partnership within the WAT will ensure that the school is fully conversant with additional learning needs and how to meet them.

The SENCO will partner with SENCO's throughout the WAT.

High level SEN expertise but it is essential that the levels of detail given to identified SEN needs is also given to social and emotional readiness to learn and high level parental involvement to ensure success at all levels .The aims of the Elements School are part of the overall links to the core principles identified within our vision to work with pupils, families and the wider community at all times and in every way possible to ensure success. The Elements methodology will ensure full engagement with all diverse groups because of the easier accessibility of the curriculum.

The Importance of Transition

Pupil Transition

The school model that we are proposing for this area and community is specifically designed to address problems at transition that have historically depressed educational standards in the area.

Prior to the new school opening all pupils will be invited to take part in activities to familiarise themselves with the school and become acquainted with peers and families from the moment their admission for the following September is confirmed.

Transition from Foundation Stage to Key Stage 1 will be seamless, due to the consistency of the Elements Approach, the continuity of the Elements curriculum and the quality of capture and dissemination of assessment information. Transition Key Stage 1 to Key Stage 2 will proceed in the same natural way.

A Parents Transition programme for new entrants will support parental understanding of and confidence in their child's new school.

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Transition from foundation stage or home into Primary

The formal planning and programme for reception class intake will begin at least one term before entry. The families will take part in a programme that involves a number of key visits and opportunities to see and share.

This will be called New Beginnings. The parents will attend tours and opportunities in assembly and a 'meet the staff' evening and two fun events around parent plus time. Staff will film and photograph progress and events that will be edited and shown at the celebration assembly.

We will highlight the key elements we are building on

School timetable and calendar

An Elements Day (KS1, 2 example day)

8.00am

Bright and Ready Session

Starting the day the right way... learning, with breakfast.

Breakfasting together encourages social interaction. Boxall Principles will be applied, ensuring that all pupils sit, share and have conversations. Beginnings like this impact on the whole community - within school, and beyond.

8.45am

Structured beginning to day

Daily Literacy and Numeracy (am)

at beginning of day to ensure highest levels of concentration

Daily Phonics (KS1 & 2)

Structured Break

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Daily 2.5 hours of Elements+ curriculum

Structured Lunch

Elements continued (pm)

Science, ICT, History, Geography, French, Music, Arts, RE and Citizenship

3.00pm End of core day

3.00pm - 5.00pm

Elements Extend

Parents+ time/ Family Learning

Individual research

Extended Learning, targeted learning, grade boundary support, some funded by Pupil Premium funding

Sport, Dance, Drama, Cooking, Reading, Acting

Film making, revision and Homework options

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

D2: Measuring pupil performance effectively and setting challenging targets

Measuring performance and setting targets - Overall aims

We expect attendance to be above 96%. (96.7% at The Forest Academy, Barnsley. 96.4% at Victoria Primary Academy, Leeds).

We expect a first ofsted rating of outstanding.

We expect standards of teaching and learning to be routinely and sustainably good and better.

We expect the percentage of pupils achieving a good GLD to be in line with local averages, despite what is anticipated as a cohort with low baselines on entry for our first Reception cohort (1st year of Academy operation).

We expect the percentage of pupils achieving the Year 1 Phonics threshold to be above the local and national average in our first Year 1 cohort (2nd year of Academy operation).

We expect to achieve above local and national outcomes in our first Year 2 cohort (3rd year of Academy operation).

We expect to achieve above local and national outcomes in our first Year 6 cohort (7th year of Academy operation).

We expect zero exclusions, in an area of high social deprivation.

We expect the Academy to become a beacon of best practice in the area and for the Trust.

Data and assessment are at the core of teaching and learning. All staff will contribute to the overall picture of each pupil.

Target setting will be linked to the baseline testing on entry.

Training in appropriate testing methods and support will be linked to the whole assessment area within school.

Pupil Premium funding will be used to target support for those pupils who attract it. Pupil Premium funding may be used for (eg;) 1:1 coaching support, additional resources for individuals, enrichment programmes or specialised training.

The data assessment information provided every half term must be consistently managed and understood. The careful analysis of the data will inform all strategic planning.

Assessments on entry in foundation stage will be undertaken around the seven core areas. The moderation of these assessments will be undertaken with other primary schools and across classes internally.

D2 – measuring pupil performance effectively and setting challenging targets

If necessary external assessment will be undertaken as an additional quality control. This base line procedure will enable the careful planning and understanding of individual key deficits in pupils.

A very robust baseline assessment will be undertaken for all pupils on entry in key stage 1 and 2 it will include the following areas:-

This information will be shared with parents in an accessible form and will ensure each pupil's needs are better met.

Half termly collection of data and regular benchmarking exercises will ensure that all staff are able to collect, collate and share progress data with pupils and parents.

The half termly 'Open Minds' days will provide many opportunities for parents to view progress data.

The pupils not meeting required progress will be recorded within the vulnerable children's register alongside already identified groups, EAL, SEN, LAC. Pupils will be allocated specific interventions to support them and help to ensure the required progress targets are met. Those pupils identified as having an accelerated learning profile in any area of the curriculum areas will have extension tasks set and will have additional monitoring of their individual progress.

Responsibility for the overall monitoring and improving of the quality of lessons sits with the Principal.

Targets for learning and progress will be consistently be ambitious and aspirational. We intend to help our children to achieve accelerated outcomes by being relentlessly ambitious for them.

Targets, and progress towards them, will be regularly discussed with pupils and their families. Progress matrices will clearly identify for pupils what they are doing well, where they have progressed and what they need to do next.

The purpose of targets for progress and attainment is to provide challenging goals for pupils and their teachers. We want all pupils to make the maximum progress possible and to achieve to the best of their ability.

Monitoring and evaluation systems

Regular formative and summative assessments will enable close monitoring and tracking of progress. Assessment opportunities will be built into the planning process. These assessments will be very quickly collated and will thus form the data that informs future planning and progress targets.

Assessment across the WAT will be co-ordinated, meaning that all Trust Academies,

D2 – measuring pupil performance effectively and setting challenging targets

including Elements Primary Academy, will have a wide data set from which to draw. This will provide benchmarks that inform data analysis and the drawing of conclusions.

Formative assessments from which data is drawn and inputted will be undertaken Half Termly for Key Stages 1 & 2 with twice-annual summative assessments.

This will underpin the very detailed diagnostic flight path, bespoke to each pupil.

Assessments will be moderated and validated both internally, across the WAT, and externally. Assessment and diagnostic information will be shared regularly with students and families. Pupil Premium funding will be used to address potential underperformance amongst those pupils eligible for it.

The annual cycle of performance review will have in-built mechanisms for Trust Board, school leadership, school staff and Governor evaluation, based on data, lesson observations, evaluation of the quality of teaching, surveys and other.

A SEF will be maintained and benchmarked against external evaluations of progress, including against WAT schools, outstanding schools and schools in similar circumstances. Annual Independent Reviews by ofsted-accredited inspectors will be used to validate judgements and to keep the WAT Board and School Governors informed.

Liaising with and Reporting to parents/carers

Parents will be core to all activities it is expected that they will be continually involved in the progress of their children.

Reporting will be aspirational and stretch targets will be in place for all pupils as a norm.

Targets and reviews for SEN pupils

Children with special educational needs will have an individual education plan (IEP) that sets out the short-term targets for the child, the teaching strategies and the process for reviewing the IEP.

The pupil's education plan will run alongside their individual progress and intervention plan.

EAL pupils will be well supported through the Elements curriculum. At each lesson, key vocabulary to be used is highlighted for the pupil. Seating arrangements for EAL pupils will be carefully managed to provide peer support whenever possible.

Marking exercises for EAL pupils will initially support progress rather than capture every error.

Parental support will be given by the designated link and new arrivals from similar

D2 – measuring pupil performance effectively and setting challenging targets

heritages will be provided information about other families and support mechanisms.

LAC pupils will be supported by the designated adult and multi-agency links will be established.

Higher Attaining Pupils (Gifted and talented)

A programme of identification and support will operate throughout to ensure that all talents are recognised and celebrated. Identified and target groups will have allocated time for extension activities and target setting within core lessons to ensure stretch is there throughout the school day in every area they have additional capacity. This group will be reviewed every half term

After assessment, the pupils will share their targets in every part of the curriculum and throughout every day extension and stretch activities and homework will be given in every area that is appropriate.

Parents will be involved in this process in order to contextualise the extended learning.

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

Senior Leadership Team and Teaching Staff Body

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

2017-18 **2019 – 20** **2020 – 21** **2021 - 22** **2022 – 23** **2023 - 24**

The SENCO role will be supported by the Trust until year 3.

Support Staff

2017-18 **2018-19** **2020 – 21** **2021 – 22** **2022 – 23** **2023 – 24** **2024– 25**

Business Manager and Office Administrator are 0.5 FTE in 2017-18 and 2018 – 19.

Other Staff

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

IT/Media Apprentice 1.0 FTE from 2017.

Enrichment staff build up from 0.3 FTE in 2017, to 0.6 in 2019 and 0.9 in 2021.

PSA is 0.5 FTE in 2017 and 1.0 from 2018 onwards.

Staffing Rationale:

The staffing structure reflects the growth of the school and increases in expertise of the specialist staff.

- 1 The senior team in year one will include only the principal and one upper pay scale teacher.
- 2 This methodology can be used because of links with other WAT schools.
- 3 The back office functions will be supported by WAT schools and the SENCO role will be undertaken by the special school in the first year while training a successor from core staff.
- 4 Planning for intervention programmes and staff training will be undertaken by the Teaching school.
- 5 Apprenticeship programmes are very well embedded within the FE sponsor and the WAT which has enabled the succession planning of specially trained staff to grow. The capacity within the WAT for training and support will allow more intensive enrichment programmes to be available from day one.
- 6 Staff working within the WAT will be encouraged to offer additional hours post core day to this new school.
- 7 Partnership links already established within the locality alliance will bring about strong volunteering programmes and support in training.
- 8 Work based programmes undertaken by the sponsor will provide large pool of potential volunteering and specialist support.

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

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

Equality and Diversity

- All staff will understand and implement the Equality Act 2010
- Spiritual, Moral, Social and Cultural learning enables pupils to appreciate diversity
- All pupils are taught to understand why discrimination and prejudice cannot be tolerated.
- All pupils have equal opportunities to thrive regardless of their abilities or starting points

We Celebrate British Values

The DfE have recently reinforced the need “*to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014 and more recently.

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

A fundamental value of Wellspring is that everyone should be treated with 'Unconditional Positive Regard.' This is modelled to pupils throughout the day by staff who will continually teach pupils the importance of showing respect. Part of our Trust ethos and the behaviour policies within our schools revolves around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Displays around the school will promote respect for others and an annual Community Day promotes respect for our locally. This is reiterated through our classroom and learning rules, as well as the behaviour policy implemented by our Academies.

Tolerance of those of Different Faiths and Beliefs

Both the Elements curriculum and Opening Minds mornings support pupils to develop empathy and understanding of people from different backgrounds. Prejudice is challenged through educating and enlightening pupils to understand different points of view, through the use of story and drama for learning strategies in particular.

Pupils are taught that prejudice and discrimination towards people in the protected categories is against the law.

Opening Minds mornings focus on tackling homophobic bullying and language, racism and racist language and on tackling other types of bullying.

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

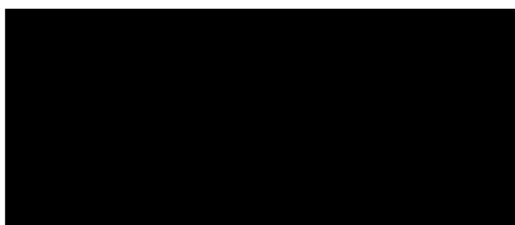
This section will need to be completed by **all** applicants. Please:

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



I am writing in response to our recent communications with the Wellspring Academy regarding your intention to apply to open a Two Form Entry (NOR 420) mainstream primary school in Leeds.

Please accept this letter as acknowledgement by Leeds City Council of the need for our authority and that Wellspring will also be offering SEMH provision locally.

We recognise that Wellspring Academy Trust is a strong provider, one that already has a working relationship with the city council.

I can confirm that Leeds City Council has identified a potential site for a Free School in Mount, Middleton, subject to agreeing the appropriate boundary and the transport value. I can confirm that this site could be available to Wellspring Academy Trust through the Funding Agency.

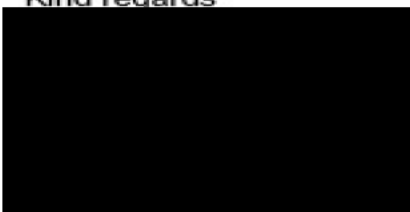
I can confirm that Leeds City Council recognises the following shortage of primary places in this locale, against PAN (see table below):

	2016/17	2017/18	2018/19	2019/20
Middleton	-59 places	-56	-42	-47
Belle Isle	-42	-40	-30	-32
Ardsley/Tingley	-64	-43	-34	-40

I can also confirm that initial highways and planning investigations have identified opportunities for this development.

I look forward to providing the Council's ongoing support and partnership in the future for our shared community.

Kind regards



www.leeds.gov.uk

general enquiries 0113 222 4444

Against current PAN in the area we anticipate a shortfall of places of:

	2016/17	2017/18	2018/19	2019/20
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E1 – provide valid evidence that there is a need for this school in the area				
Middleton	-59 places	-56	-42	-47
Belle Isle	-42	-40	-30	-32
Ardsley/Tingley	-64	-43	-34	-40
<p>The demand for additional places in the Middleton ward itself justifies the need for a 2FE Primary in the area and the demand is very much from 2016, continuing to be the case for projected demand for the years for which birth information exists (i.e. 2019/20).</p> <p>In addition, demand in the bordering Primary Planning areas of Belle Isle and Ardsley/Tingley [REDACTED] also have significant demand.</p> <p>The LCC cross department Learning Places Programme Team has identified and discussed the [REDACTED] Planning and Highways have not highlighted any significant issues with the development of a 2FE Primary school on the site.</p> <p>City Council elected members for Middleton are keen to progress a 2FE Primary school on the site.</p>				
Please tick to confirm that you have provided evidence as annexes:				<input type="checkbox"/>

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
<p>See letter of support from Leeds City Council.</p> <p>Ward members have been fully engaged by both the Trust and Leeds City Council and are wholly supportive of these proposals on this site.</p> <p>This is an unusual partnership for the city to enter into... demonstrating its' commitment to a new Free School Primary Academy on this site (thereby substantially minimising the risk of project failure) and its' commitment to working in partnership with Wellspring as a trusted partner with the city.</p>

E2 – successful engagement with parents and the local community

The Elements Free School proposal has been rigorously tested by DfE previously... having progressed to pre-opening in its' original location in Barnsley. The Barnsley project stalled before the signing of a Funding Agreement due to local political intransigence.

Leeds Local Authority recognised the opportunity to bring a fully tested Free School, proposed by a trusted partner, to the city to meet the significant demand for Primary places that exists in the city.

Section F – capacity and capability

Please note:

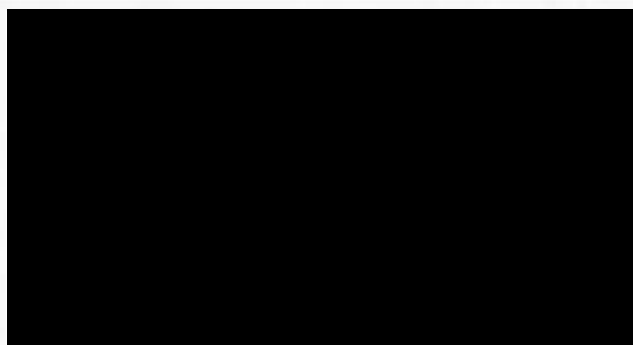
If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

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.

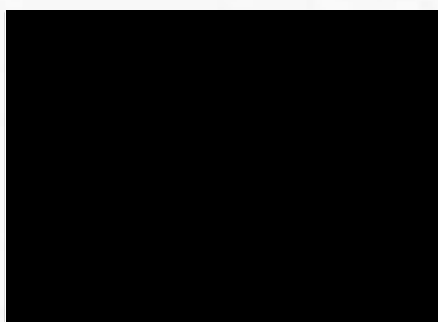
F1 (a) Skills and experience of your team

Mark Wilson, CEO Wellspring Academy Trust, will be in charge during pre-opening. See CV below.

Josh Greaves, Business and Operations Director, will be the Project Lead – 1.5 days per week availability. This commitment will be enabled through the recruitment of an Operations Administrator (see F1b).



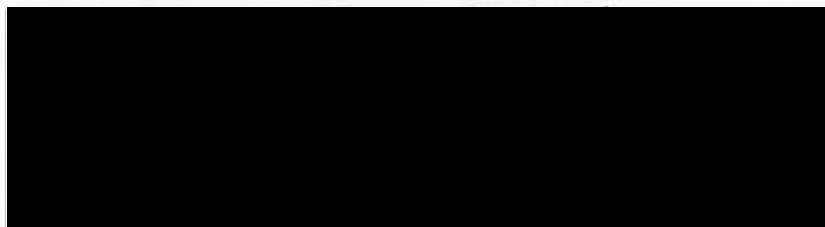
23 February 2016



Further to our discussion this morning, thank you for sharing your intention to apply for six alternative provision Free Schools in the region. I believe Wellspring Trust has the capacity to deliver five Free Schools in the Lincolnshire area and one in Leeds. The closing date for Wave 11 applications to be submitted is 2 March 2016.

If you have any further questions, please contact my office.

Yours sincerely



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? <small>(ie pre-opening team, trustees, local governing body)</small>	How and when do you plan to fill the gap
Project Management (Capacity)	Pre-opening team	Procure through EFA recommended project-management team. Business and Operations Director will oversee delivery teams.
Local Governance	Local Governing Body	In first instance, utilise expertise and support of other Wellspring Academies in Leeds. Ultimately, a decisive, lean, professional and representative Governing Body will be recruited from the locality.

We have been through the process of opening a Free School previously – Elements Primary, Barnsley. This project was successful through to pre-opening and was cancelled ultimately due to the failure to secure a permanent site/ sign a Funding Agreement. We are thus experienced in the process and understand the challenges and capacity requirements.

We will require additional Project Management capacity in order to establish the (Free School) Academy. We will procure Project Management capacity through the EFA framework. The WAT Business and Operations Director will oversee project delivery teams.

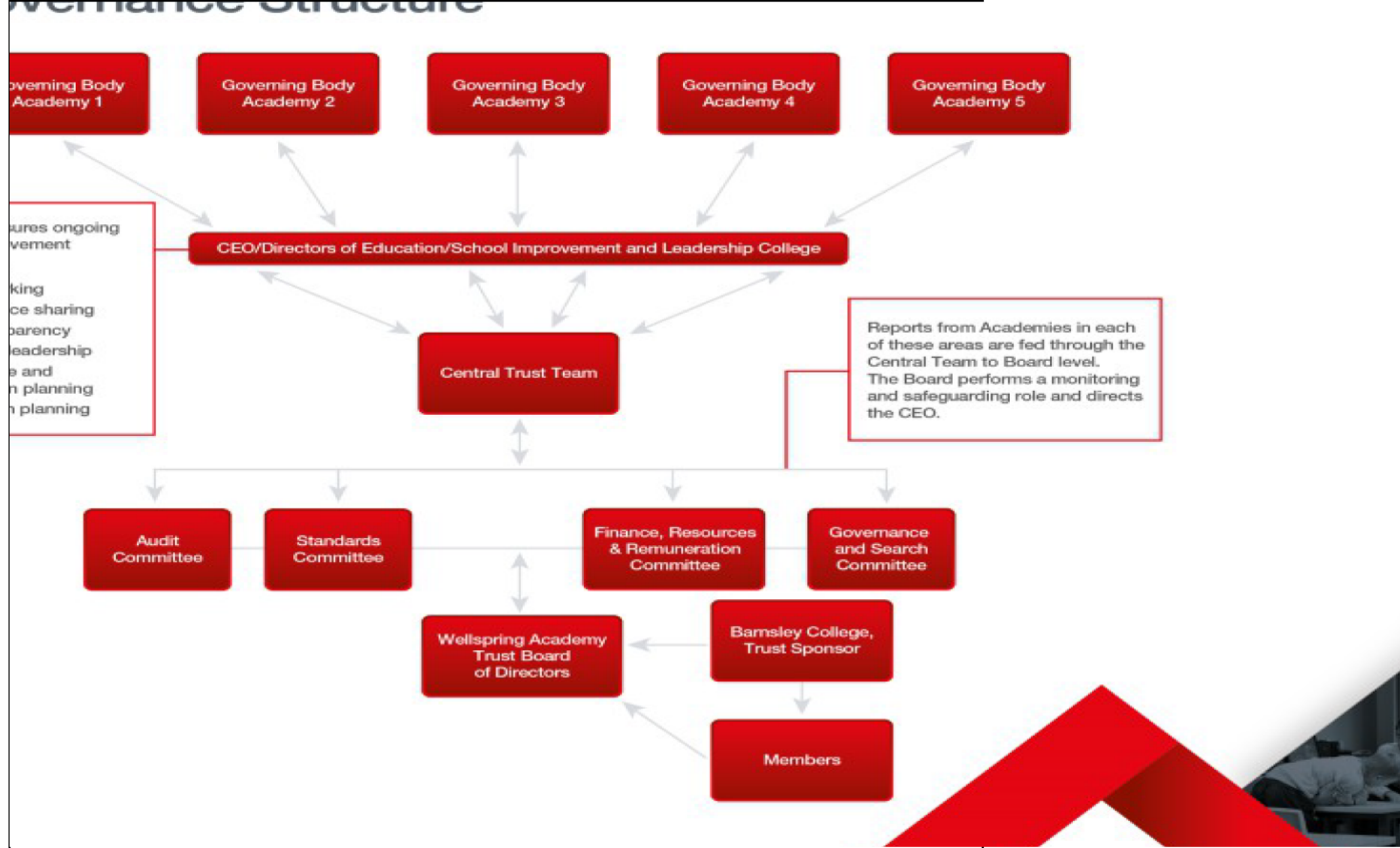
We will establish a pre-opening team that will include our Project Manager. This team will meet weekly throughout the project, overseen by the WAT Business and Operations Director who will in turn report to the CEO.

Given that this project has received previous DfE approval, we will work proactively with DfE colleagues in an attempt to streamline the process for all parties.

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
		<p>We have an identified need to establish Local Governance.</p> <p>We will utilise the expertise and support of governors in other Wellspring Academies in Leeds. A decisive, lean, professional and representative Governing Body will be recruited from within the locality. Our Clerk to the Board will lead and co-ordinate a proactive search for governors who fit our criteria.</p>

[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



Governance of Wellspring Academy 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

Wellspring Academy Trust is governed by a Board of Directors. The Board is comprised of:

Board-appointed Directors

Directors appointed by the Trust's Sponsor

Chairs of Governors from Trust Academies

Elements Primary Academy Governing Body

Wellspring believes in strong local governance. **We believe that autonomy powers excellence.**

Each Trust Academy has its own Governing Body. We aim to quickly establish a Local Governing Body at Elements Primary Academy. Through the agreed Scheme of Delegation, the Governing Body is empowered to make decisions in the best interests of the children and the community it serves.

Because we are a relatively small Trust, we are closer to our Governing Bodies than a Local Authority or larger Trust can be. We have a closer relationship. We can provide more support. We believe in the importance of personal relationships.

We want Governors to feel proud about their school and about their Trust.

Wellspring Academy Trust is committed to achieving the very best for every child. We will challenge where we think our Academies can do even better.

We require key information from our Academies at key times during the year – helping the Governing Bodies to maintain an efficient Business Cycle that meets finance regulations and OFSTED requirements.

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

We support Governing Bodies to maintain a rigorous focus of the key levers of School Improvement as a first layer of Quality Assurance on behalf of the Trust Board.

Trust Governing Bodies have representation (up to 5 seats in total, drawn from all the Academies within the Trust) on the Trust Board.

What the Trust provides for all Local Governing Bodies:

Highly effective induction.

Robust corporate governance and rigorous financial management offer safeguards and assurance.

Professional challenge and firmly established systems for audit, monitoring and review.

A Professional Clerk who will co-ordinate and support the development of Clerks at local level.

Quality Assurance of Governance and a toolkit for Self-Review.

Updates to Governing Bodies on legal changes and changes to OFSTED frameworks

Bespoke development and support plan for Governing Bodies

Governor Training

Leadership recruitment and retention support

Pathways to outstanding

We do not anticipate making changes to our Trust structure as a result of this application.

There are no conflicts of interest.

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

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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

Forest Academy, a Wellspring Trust Primary School, has a strong track record.

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.

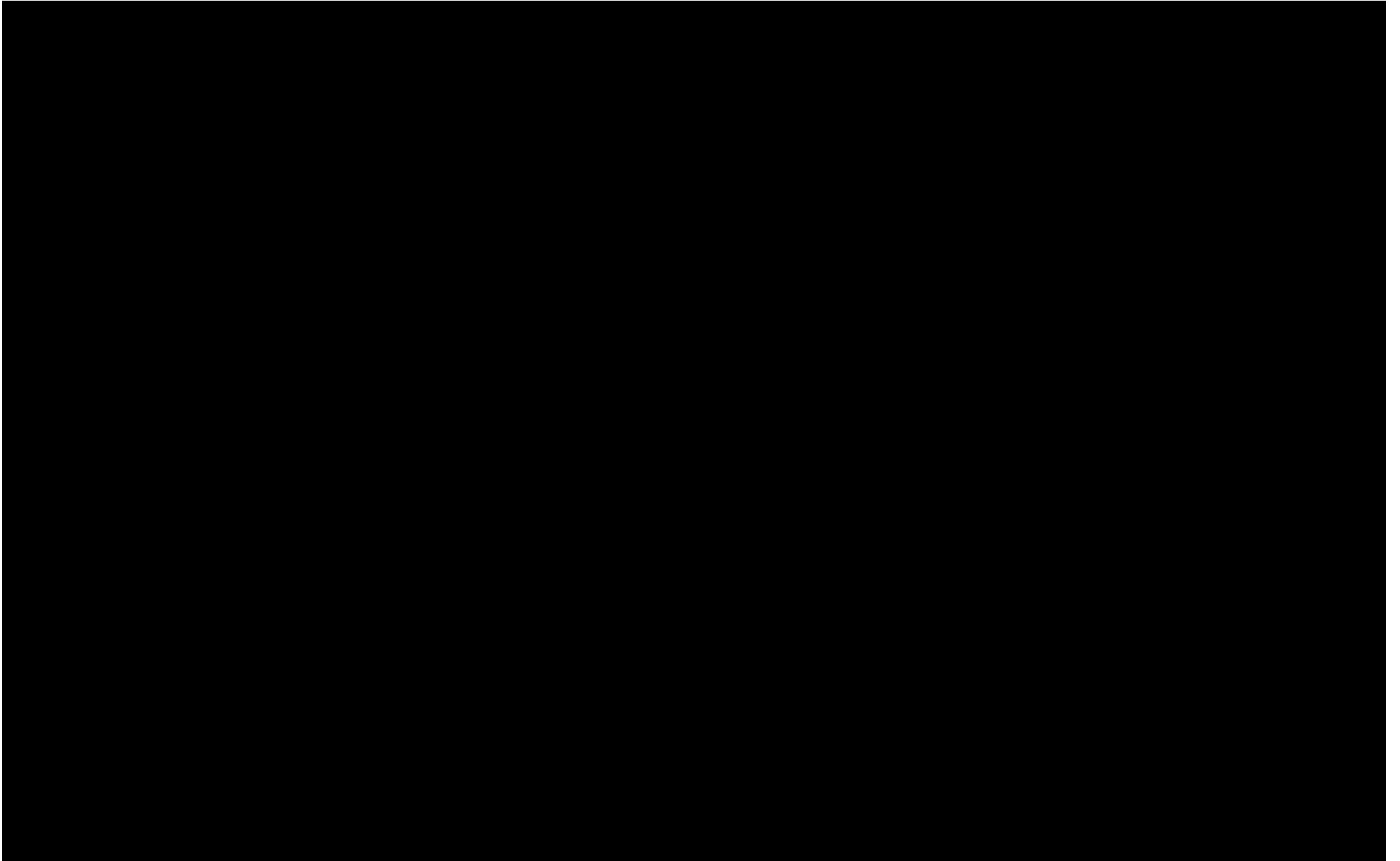
6. Annexes

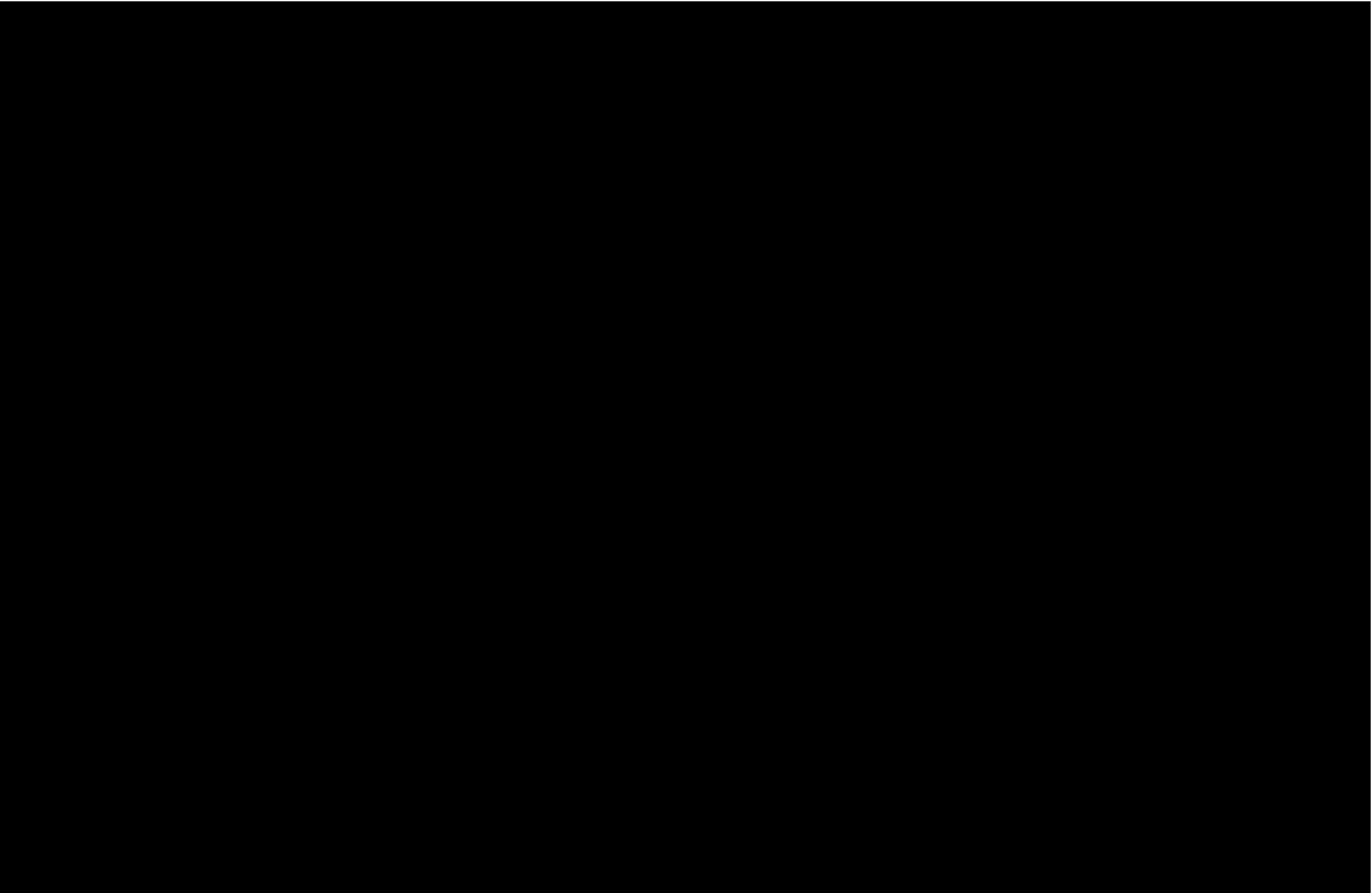
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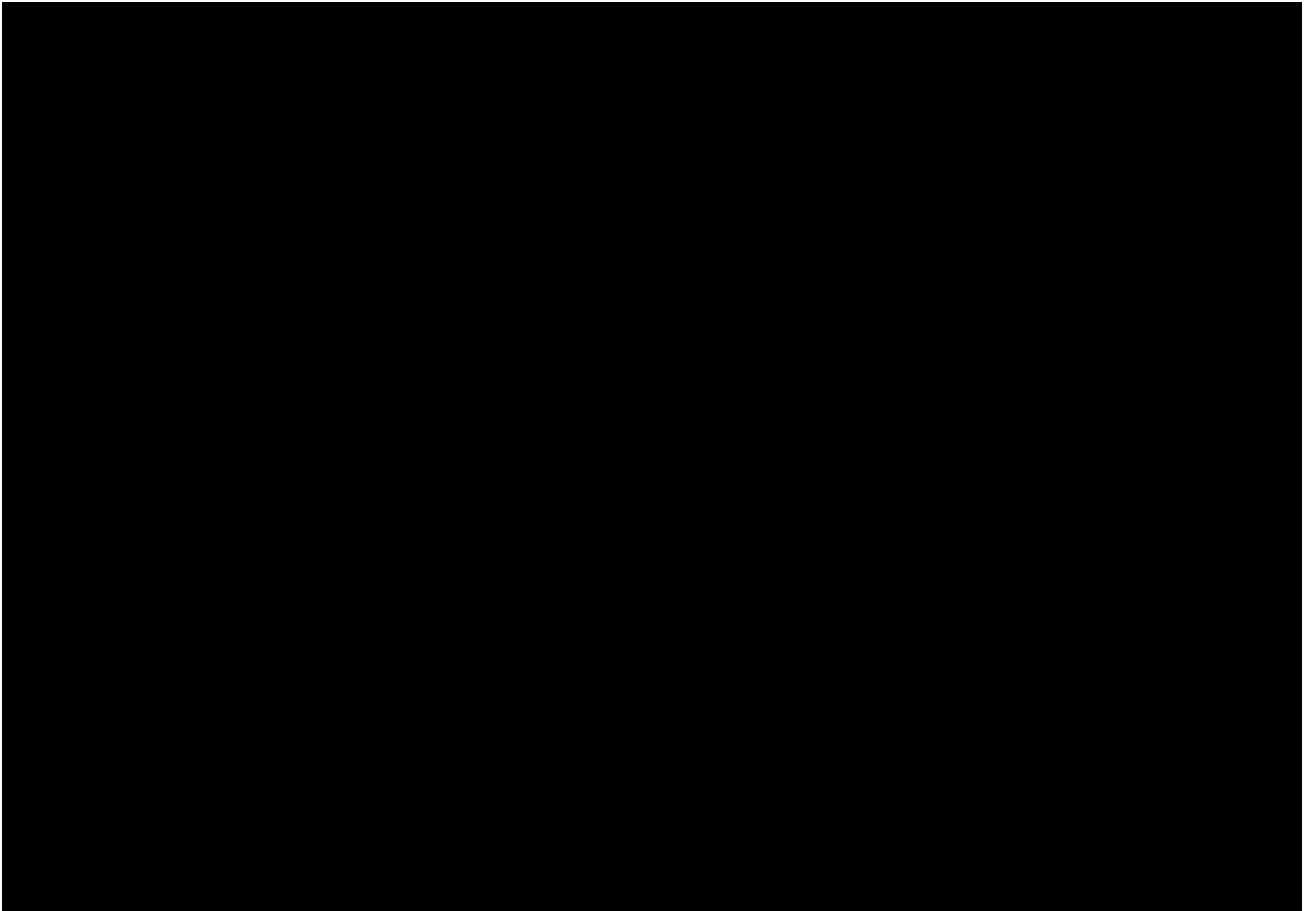
Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.

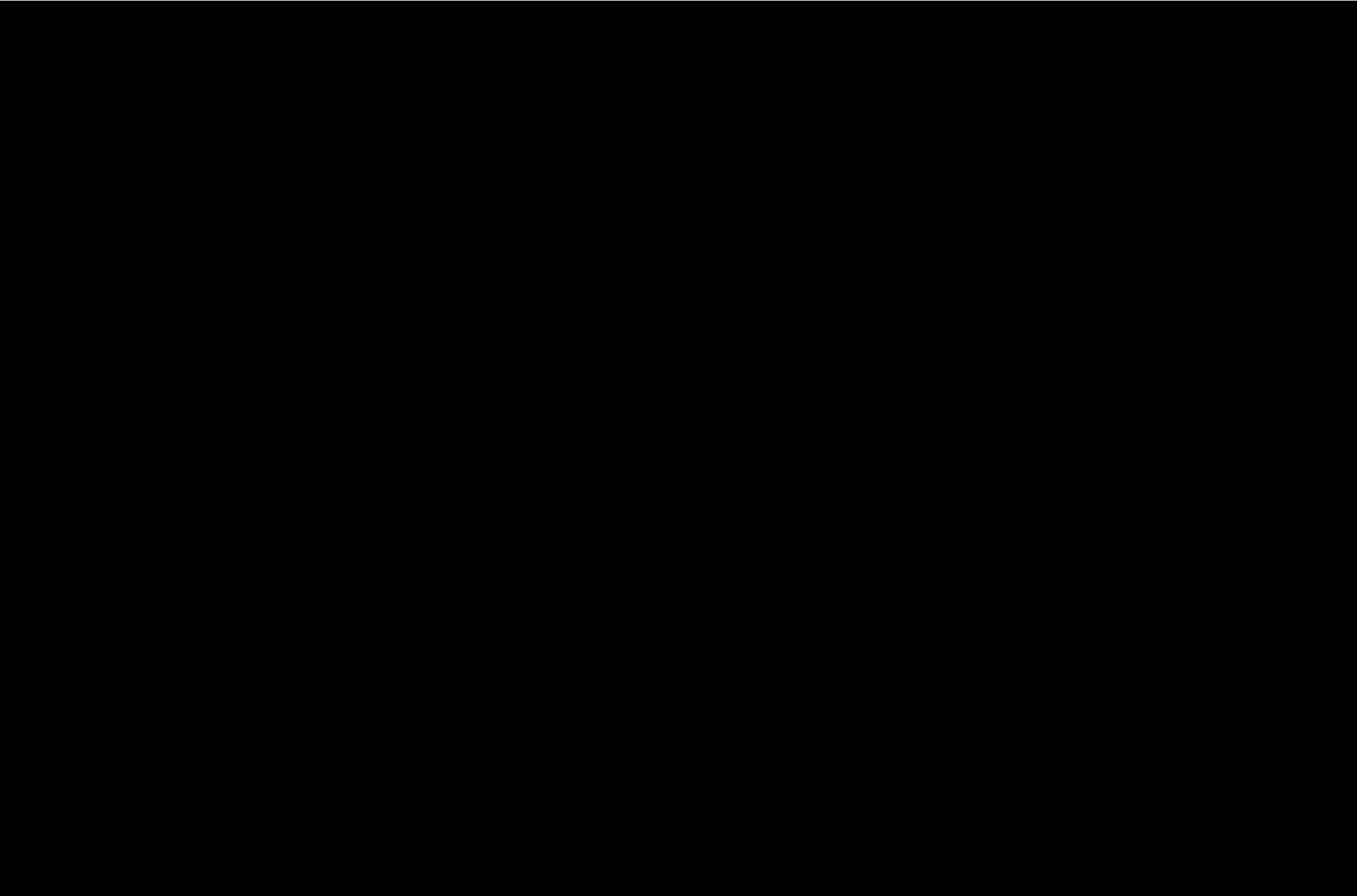
Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.

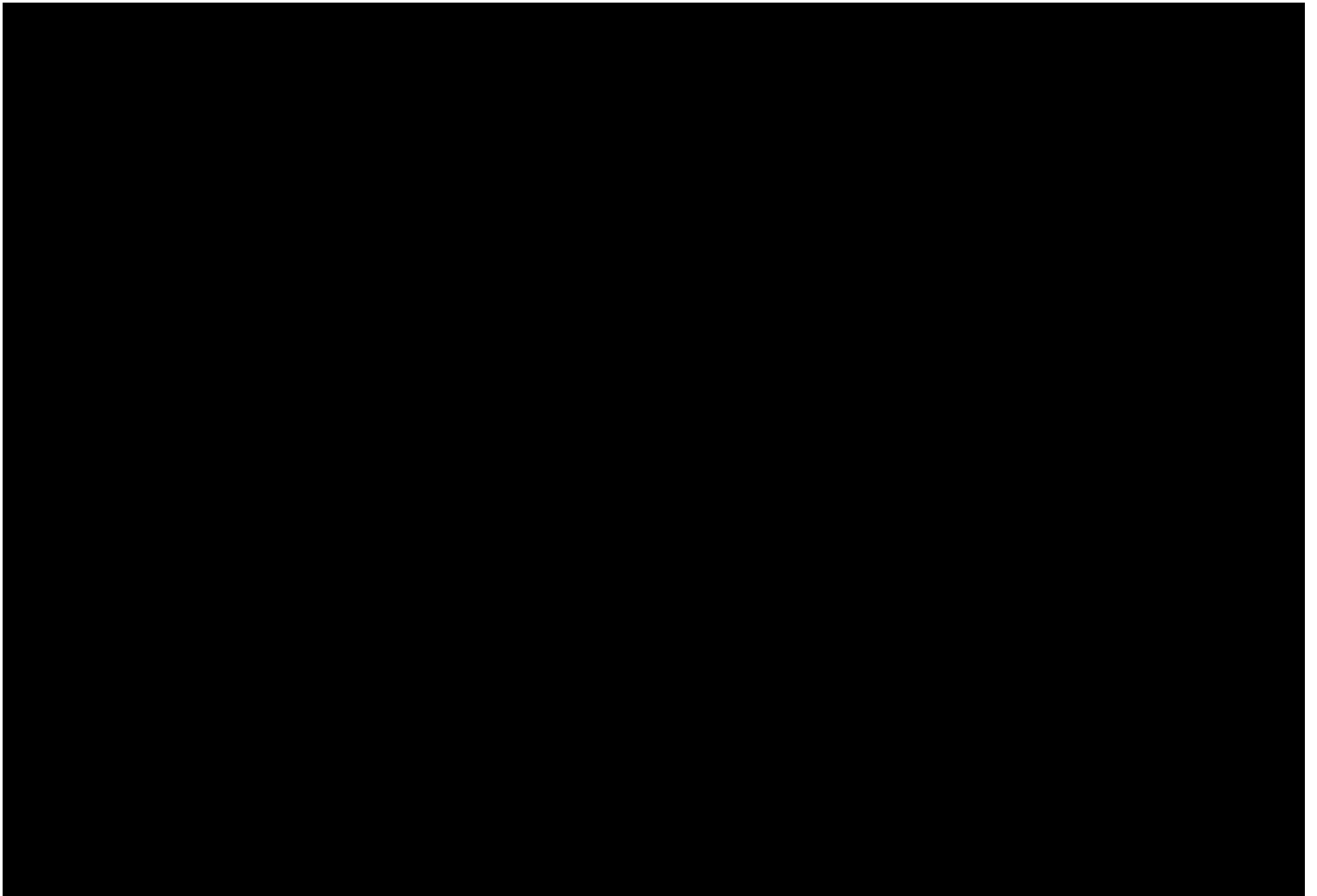
Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

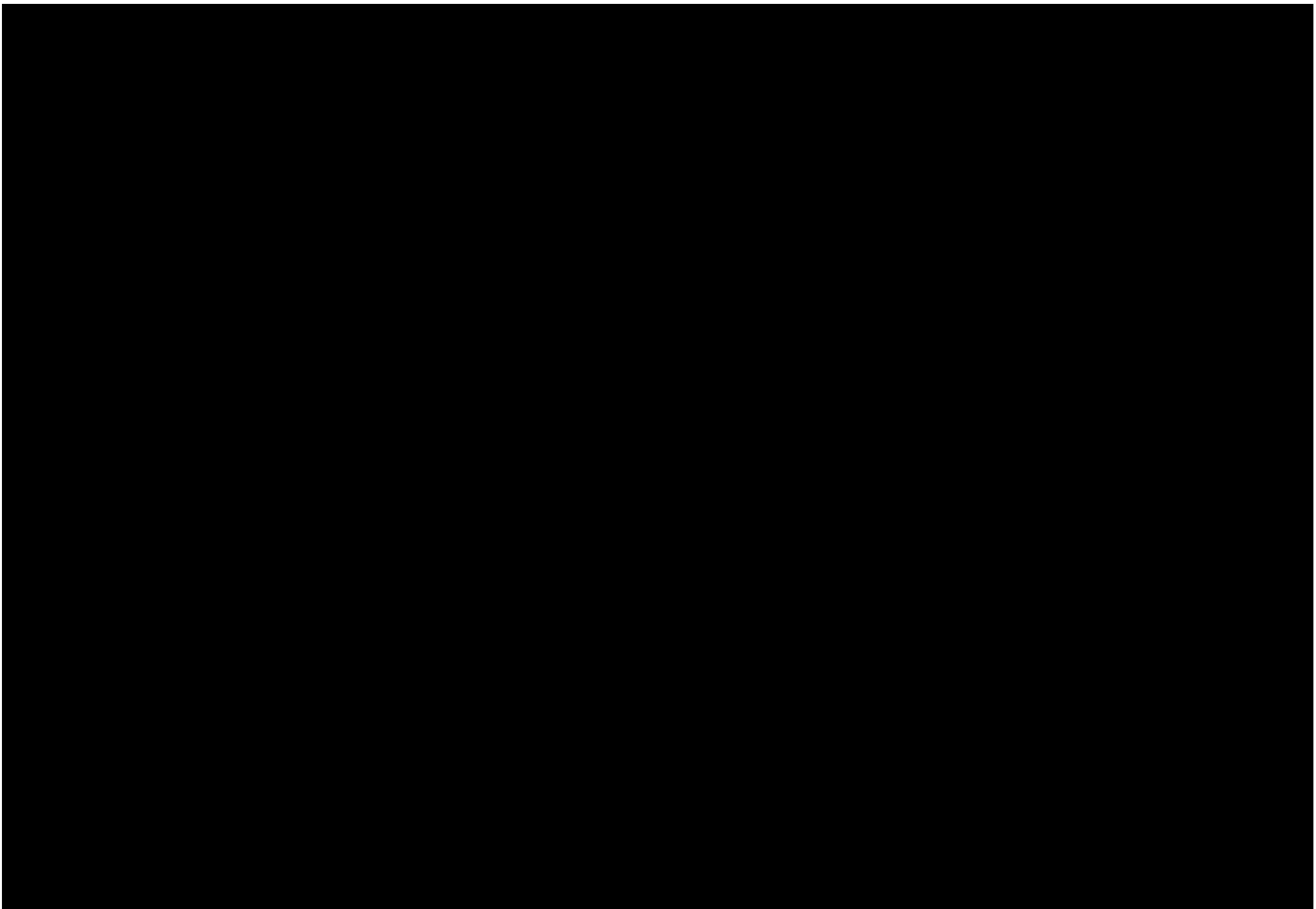


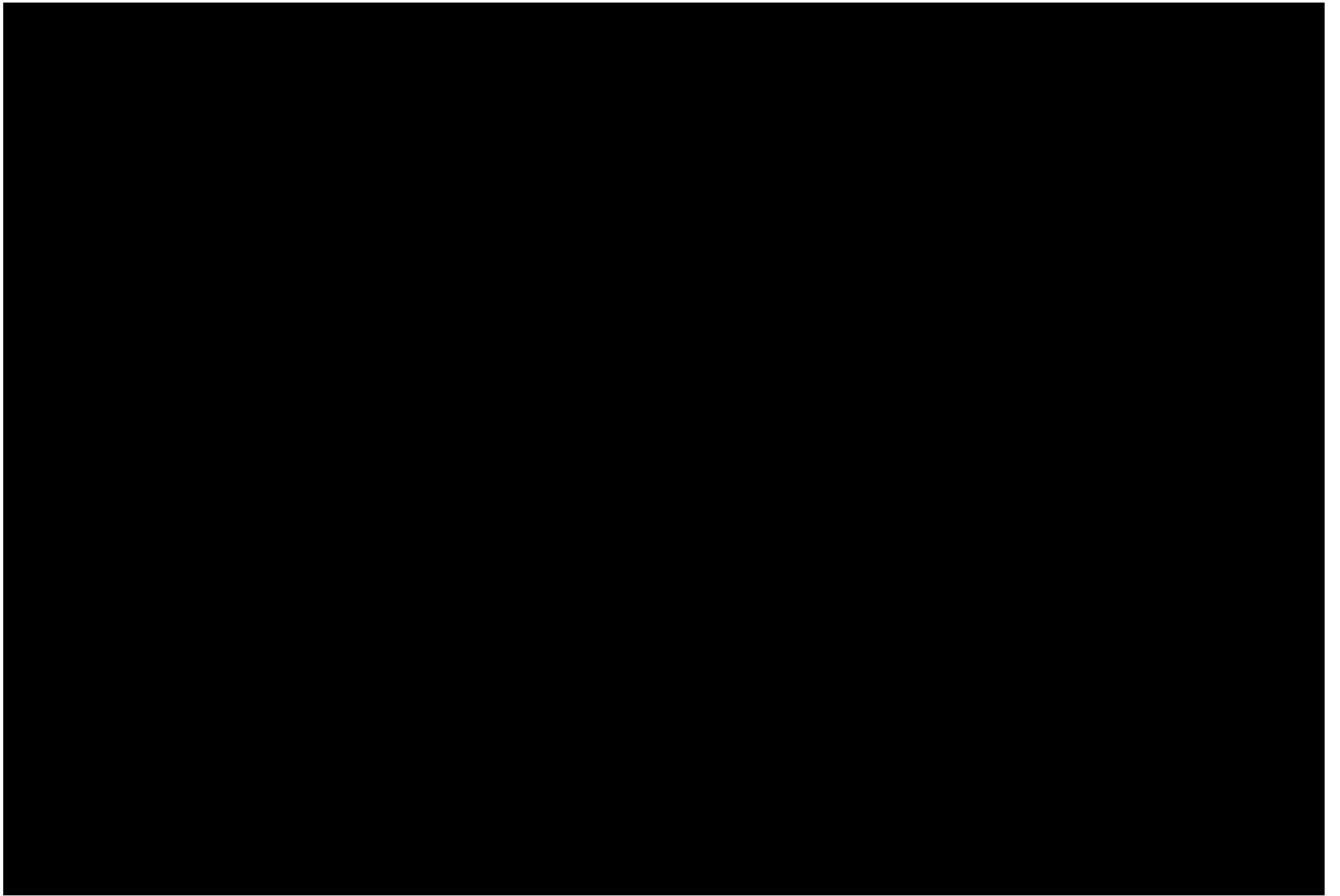


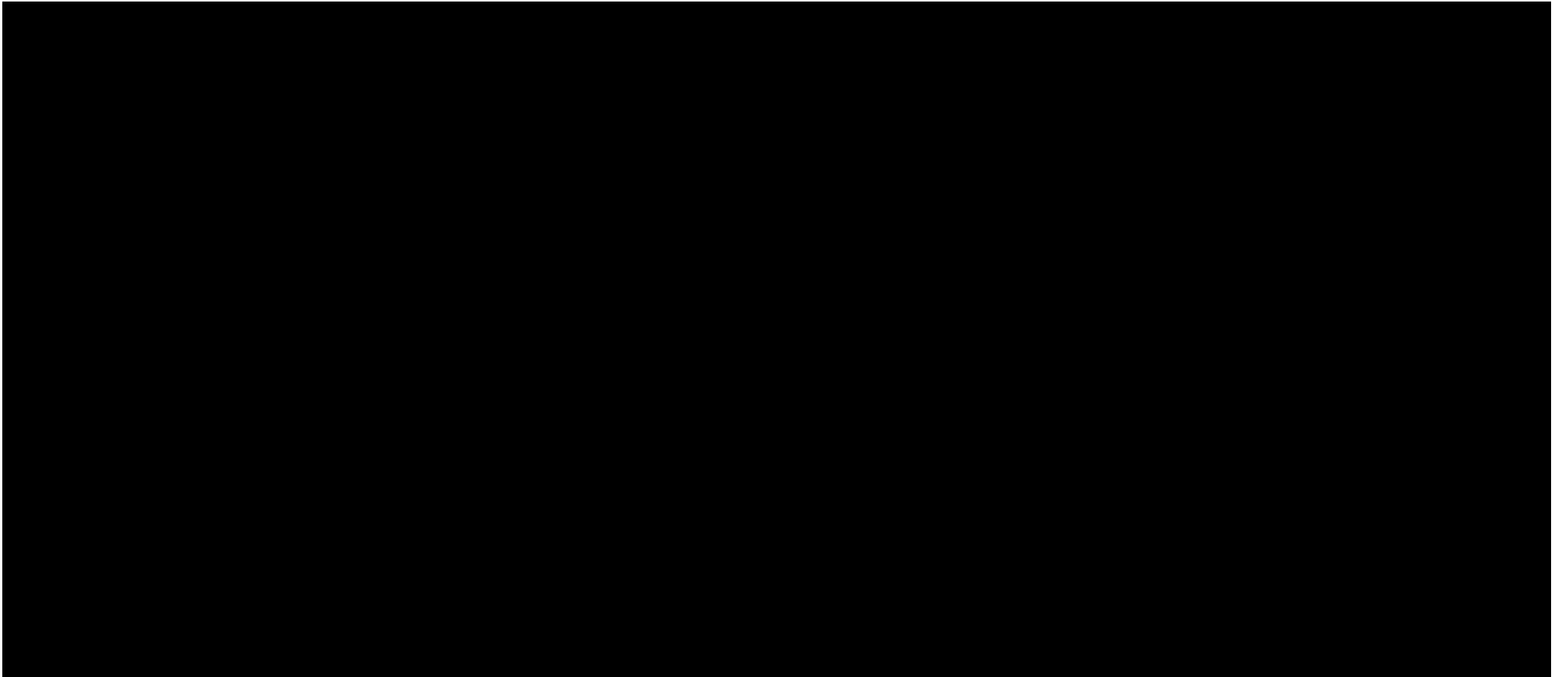


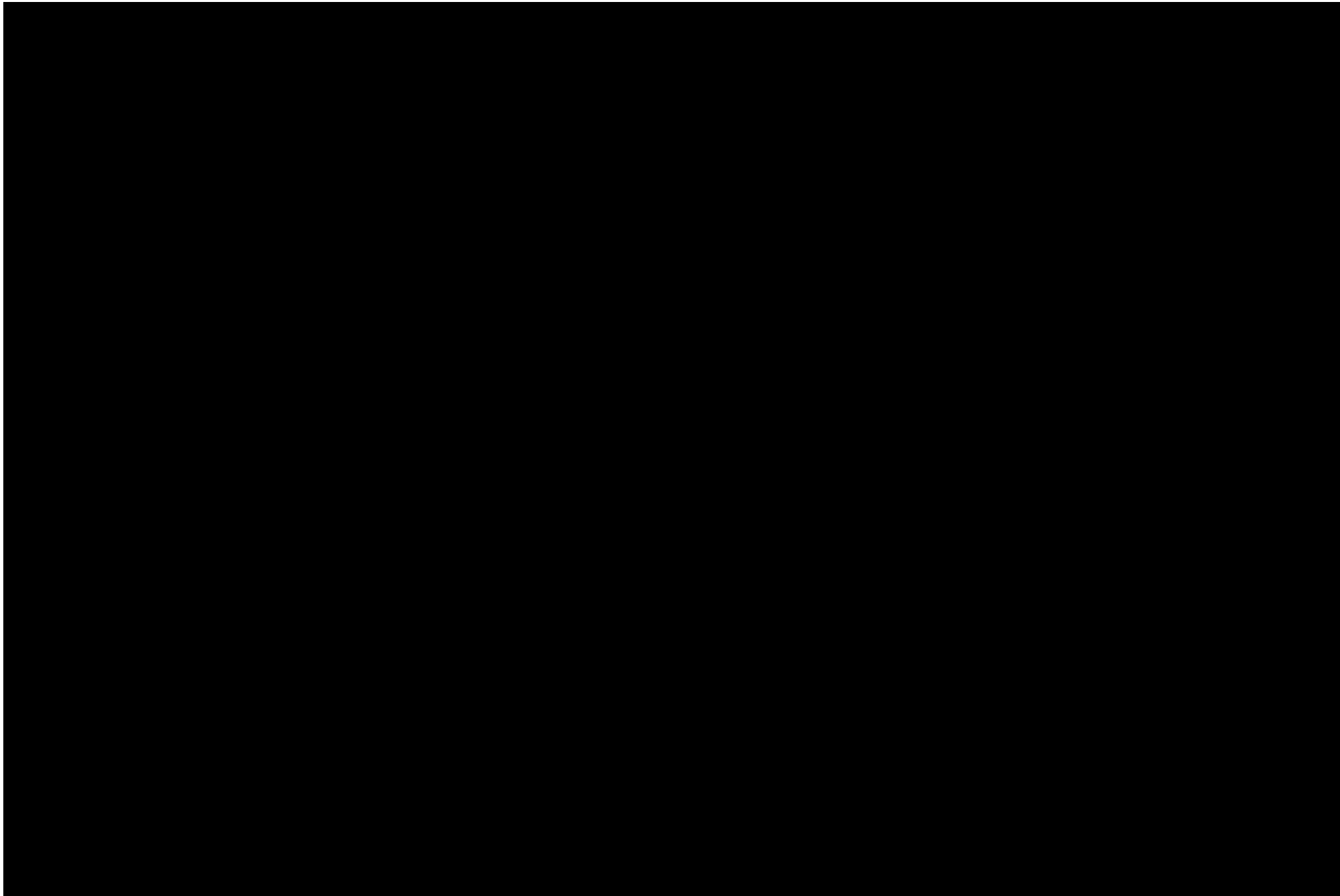


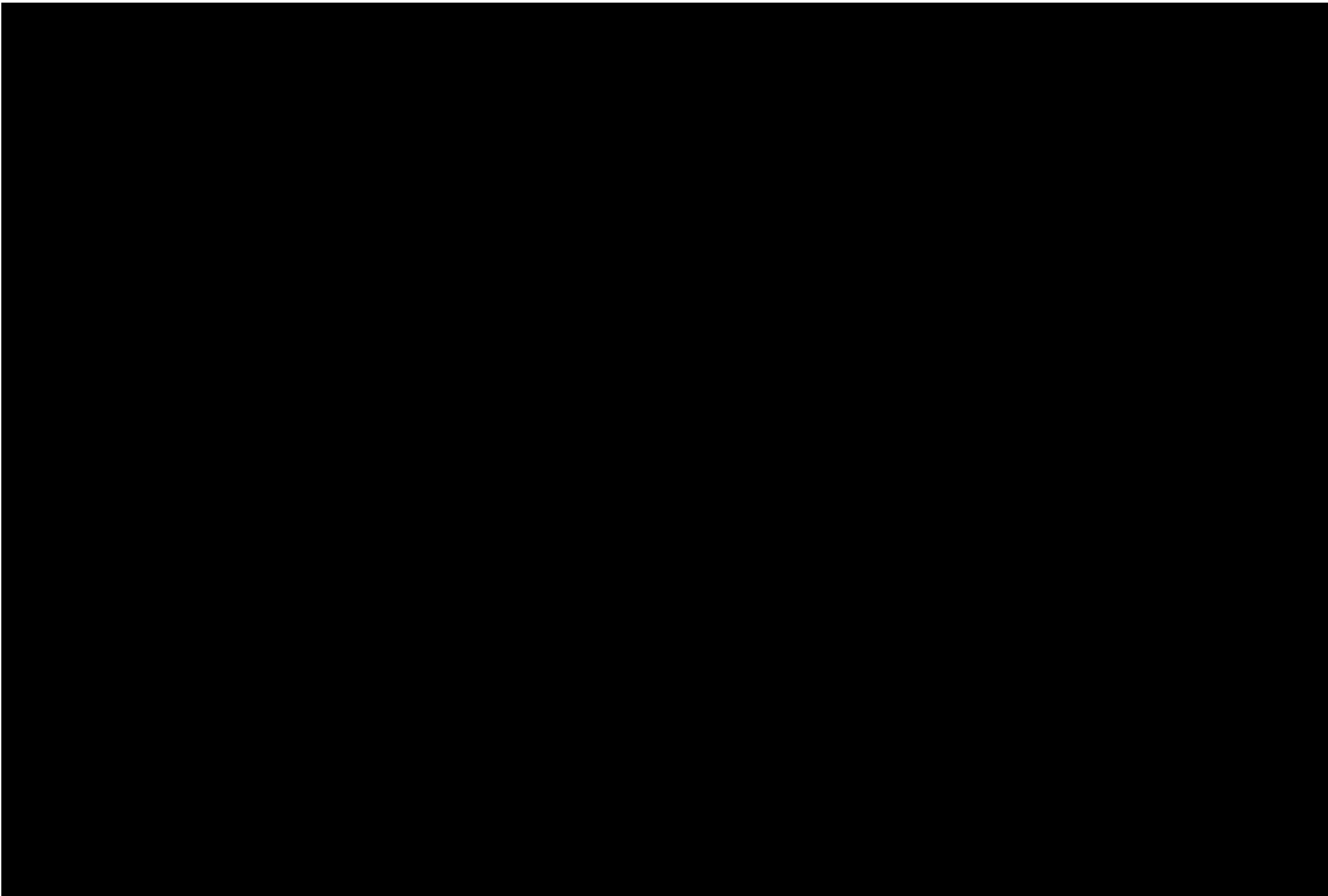


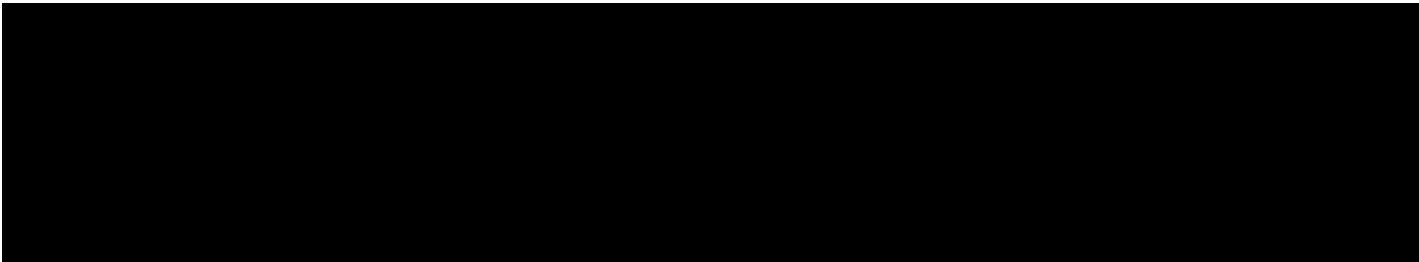
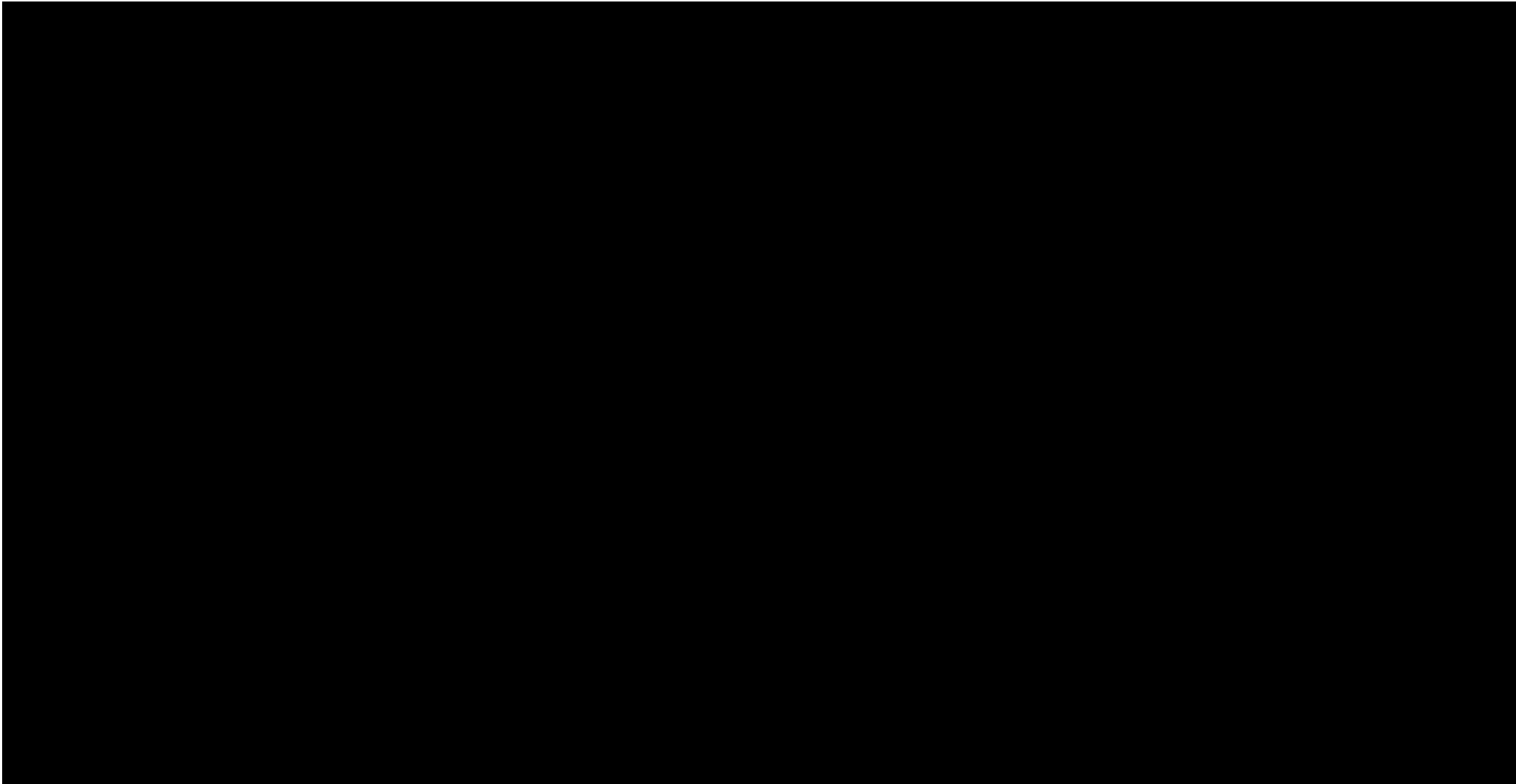


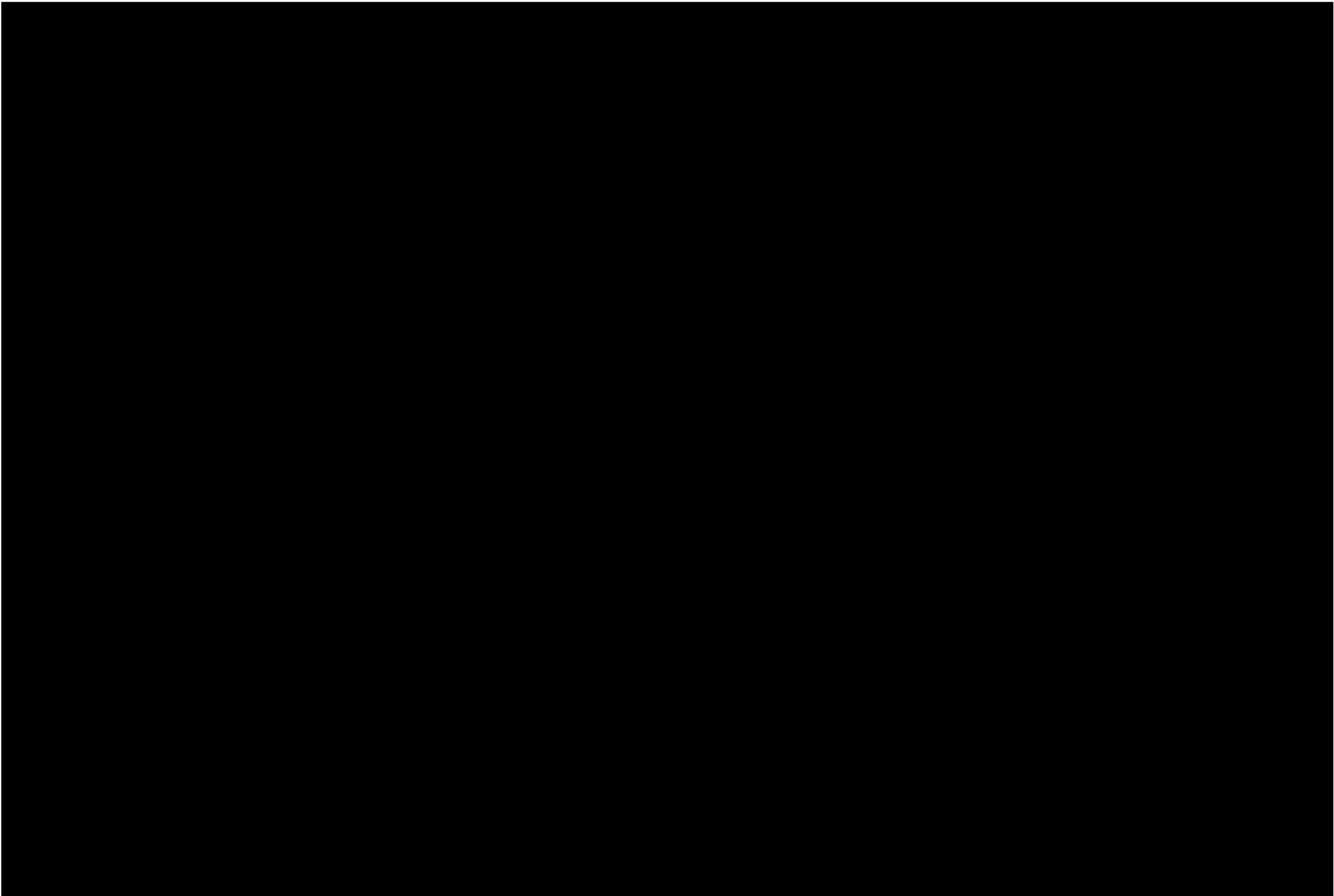


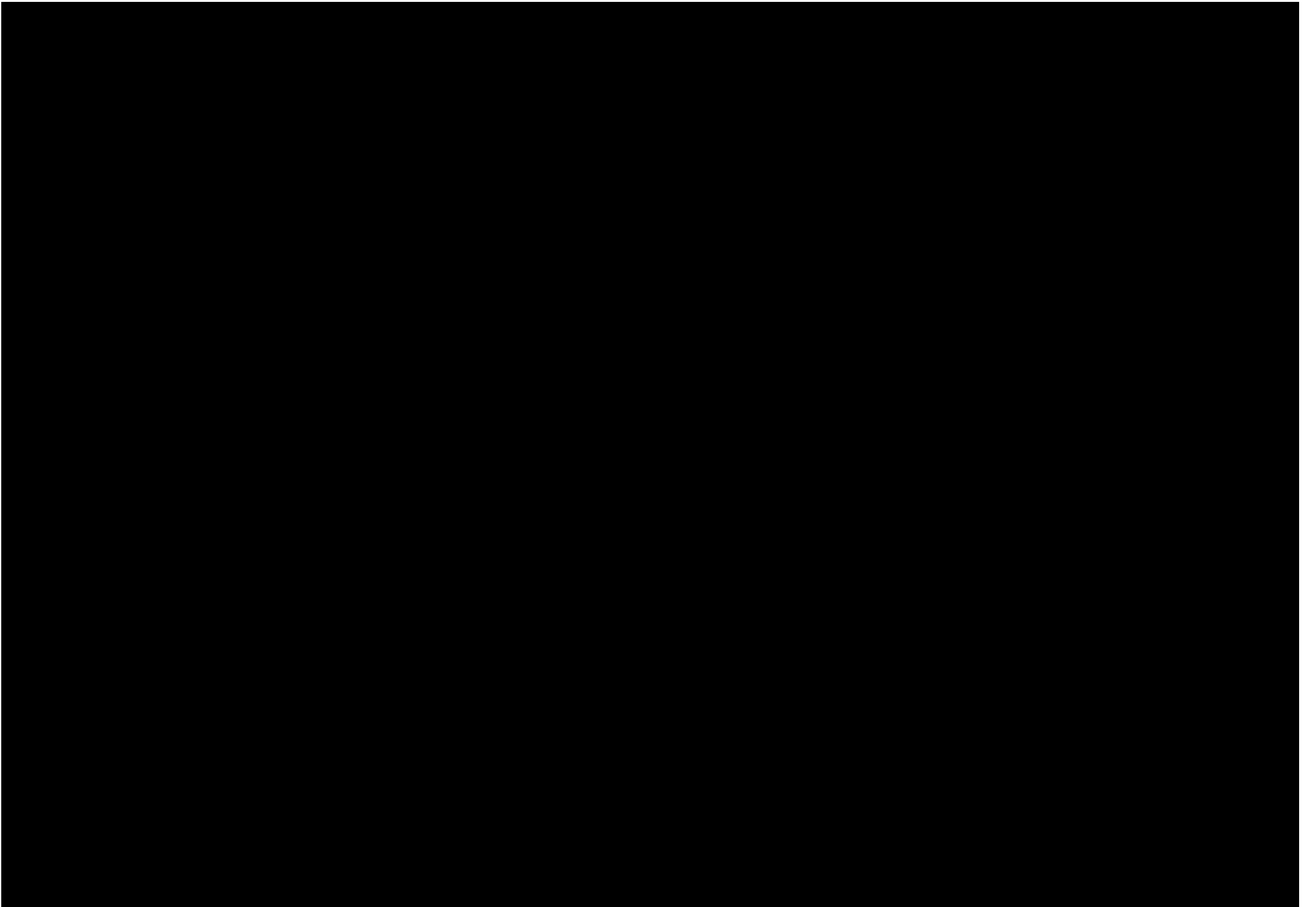


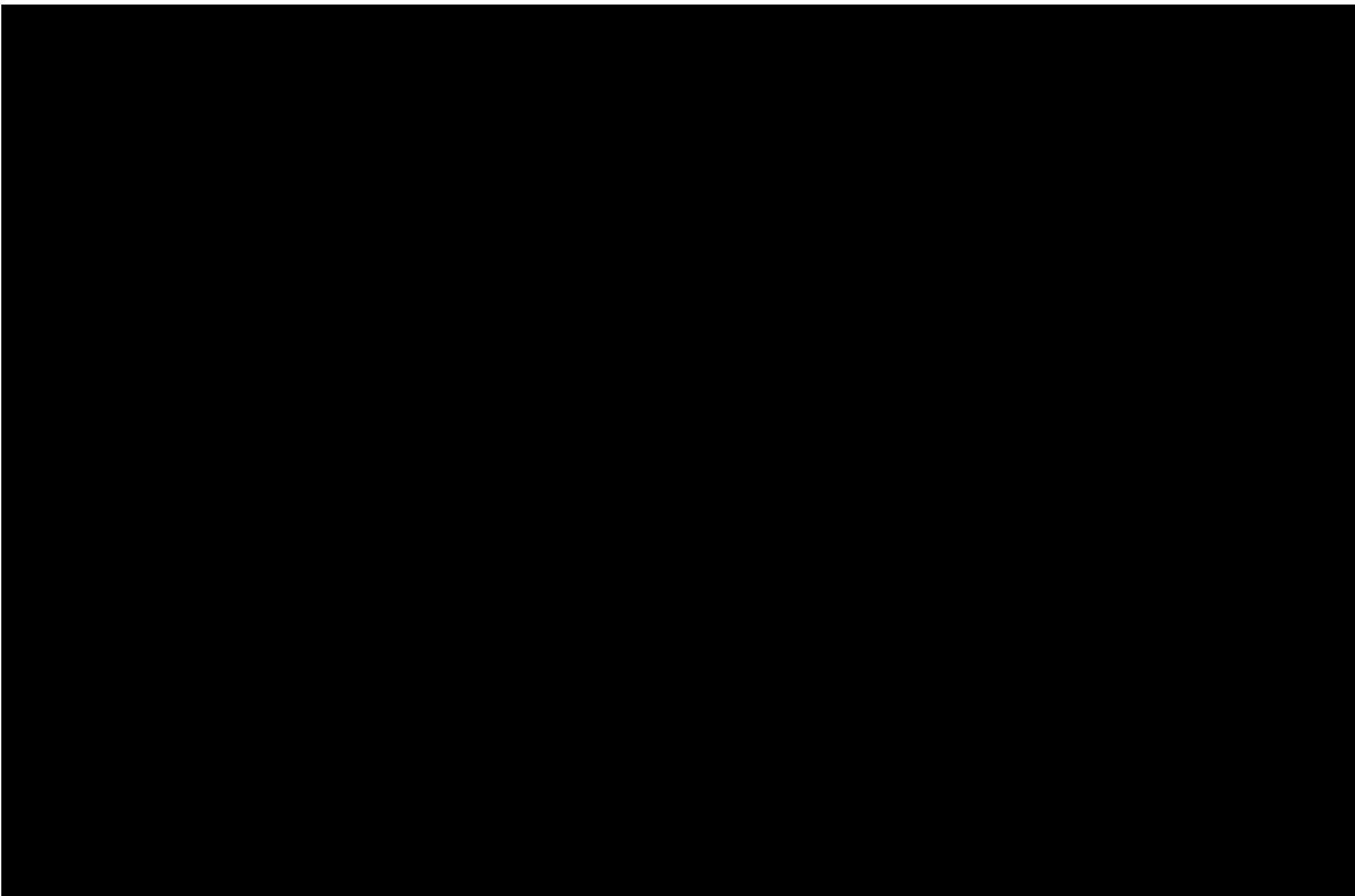


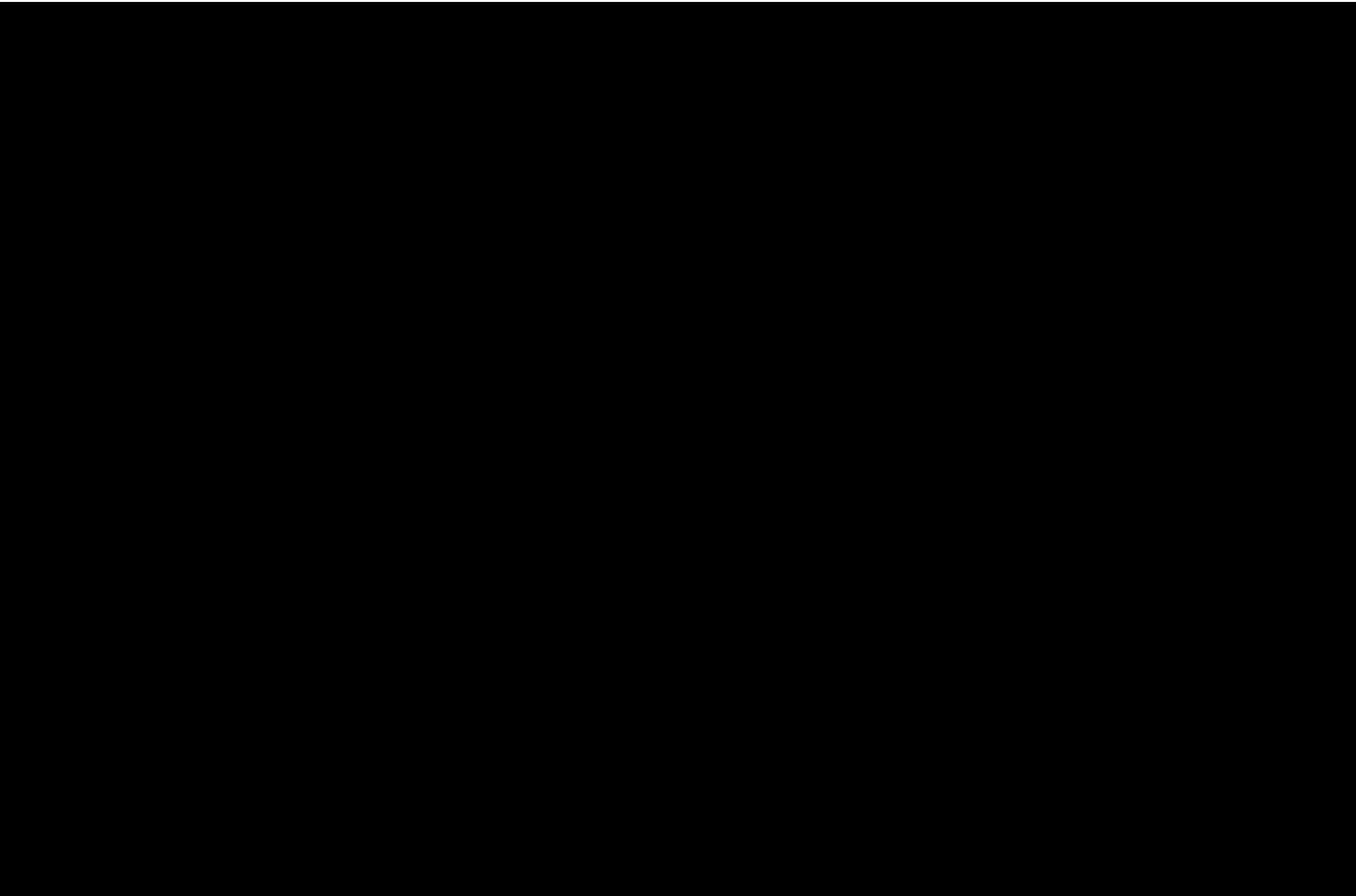


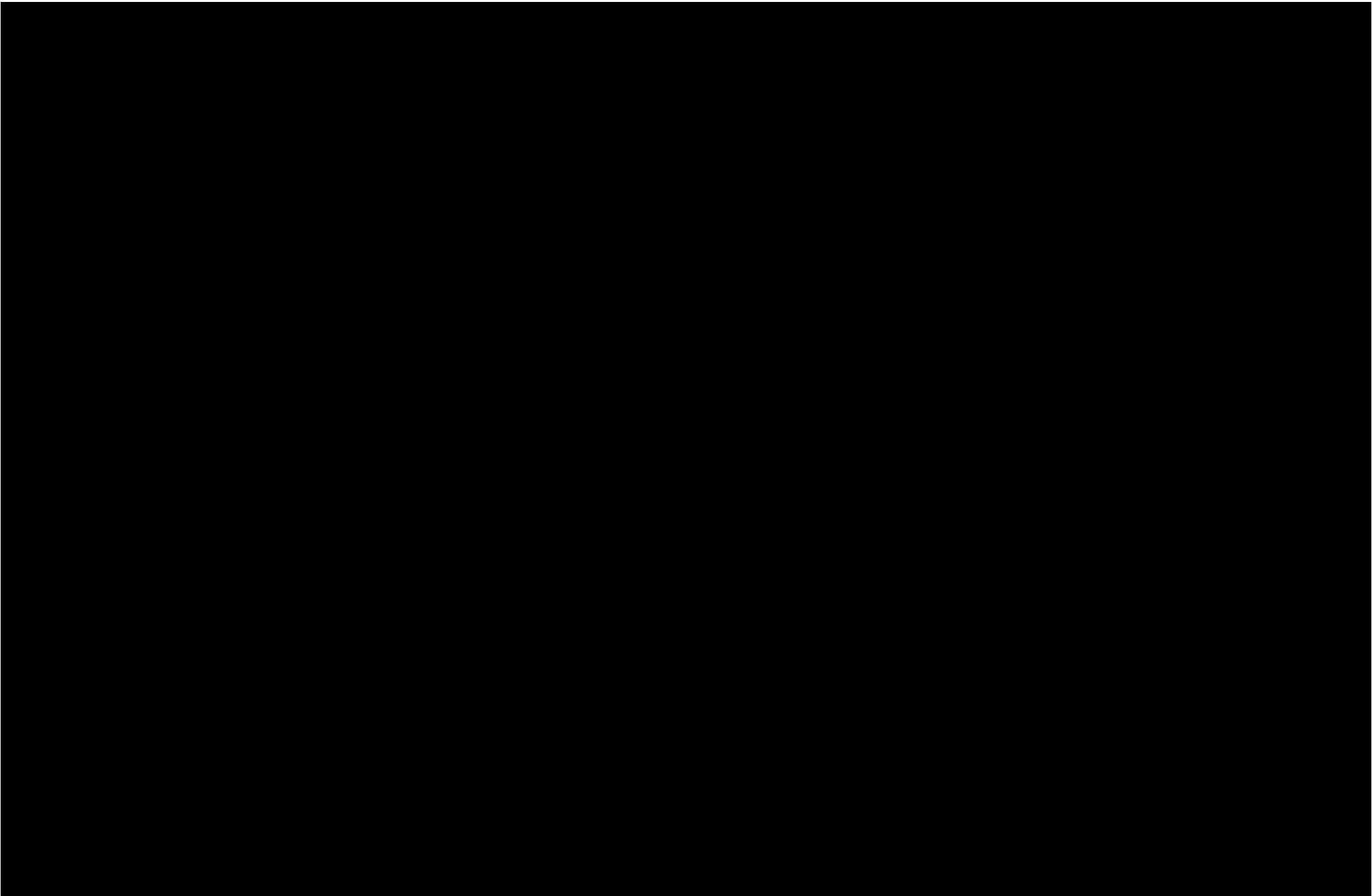


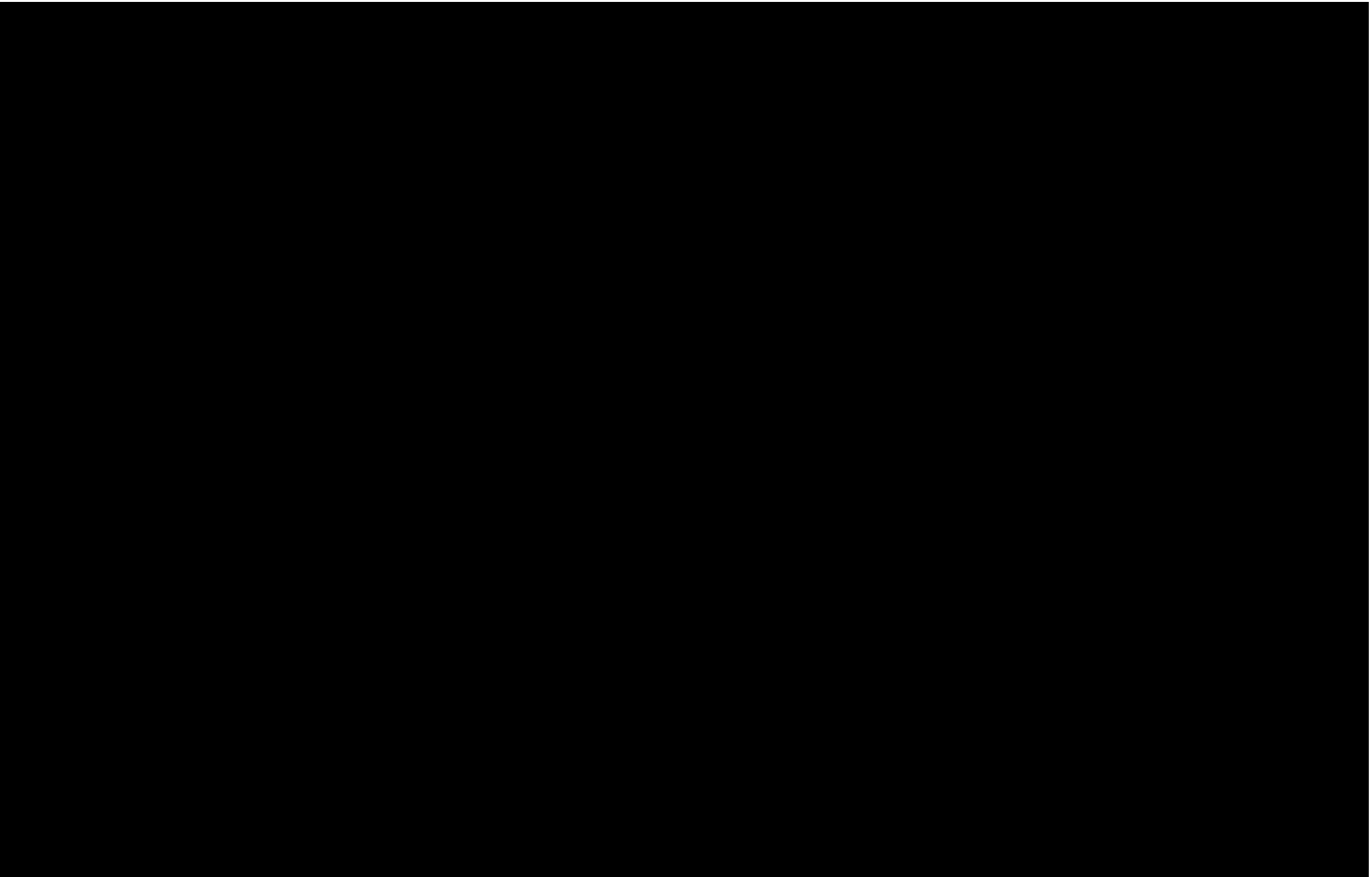


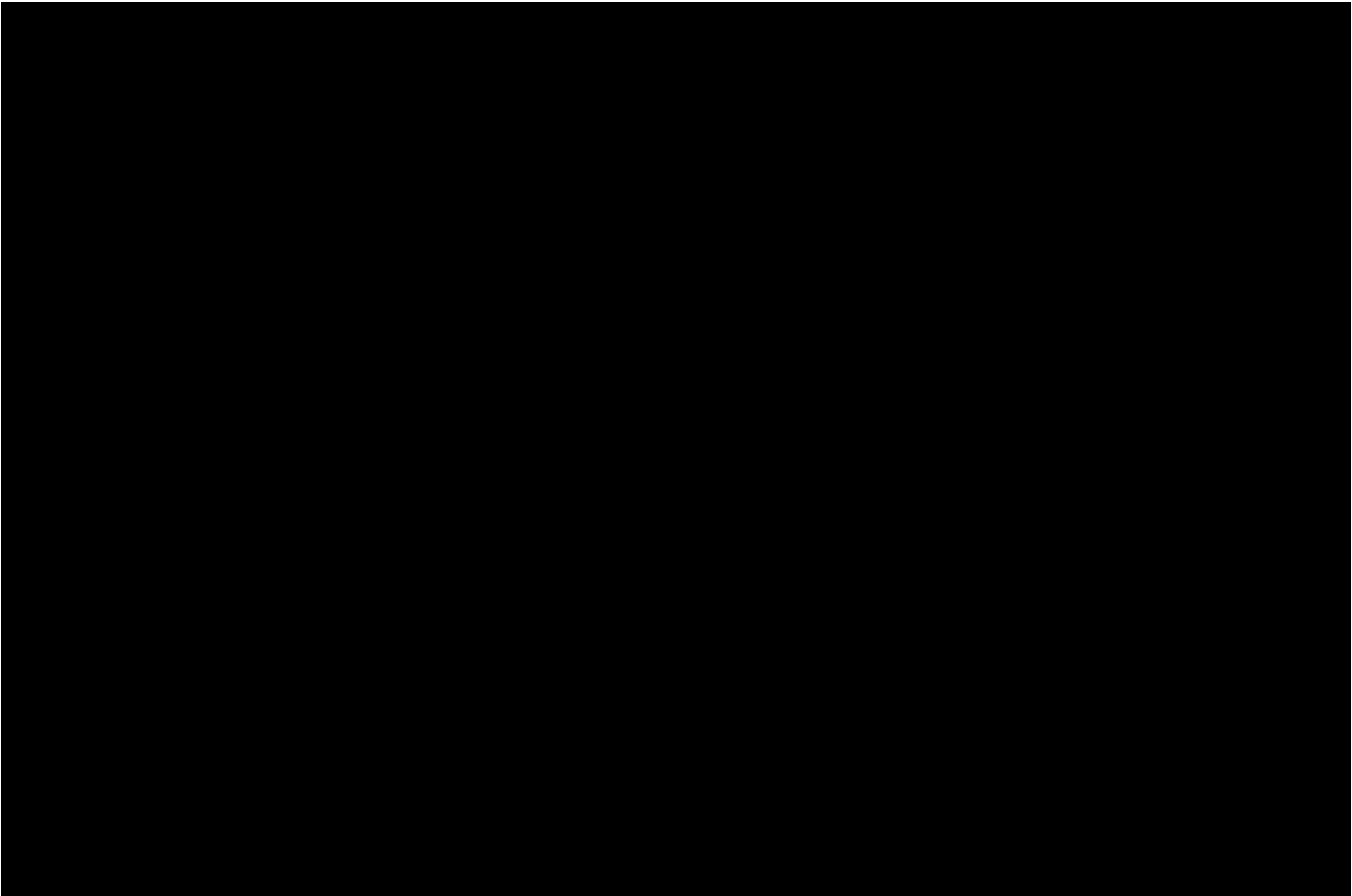


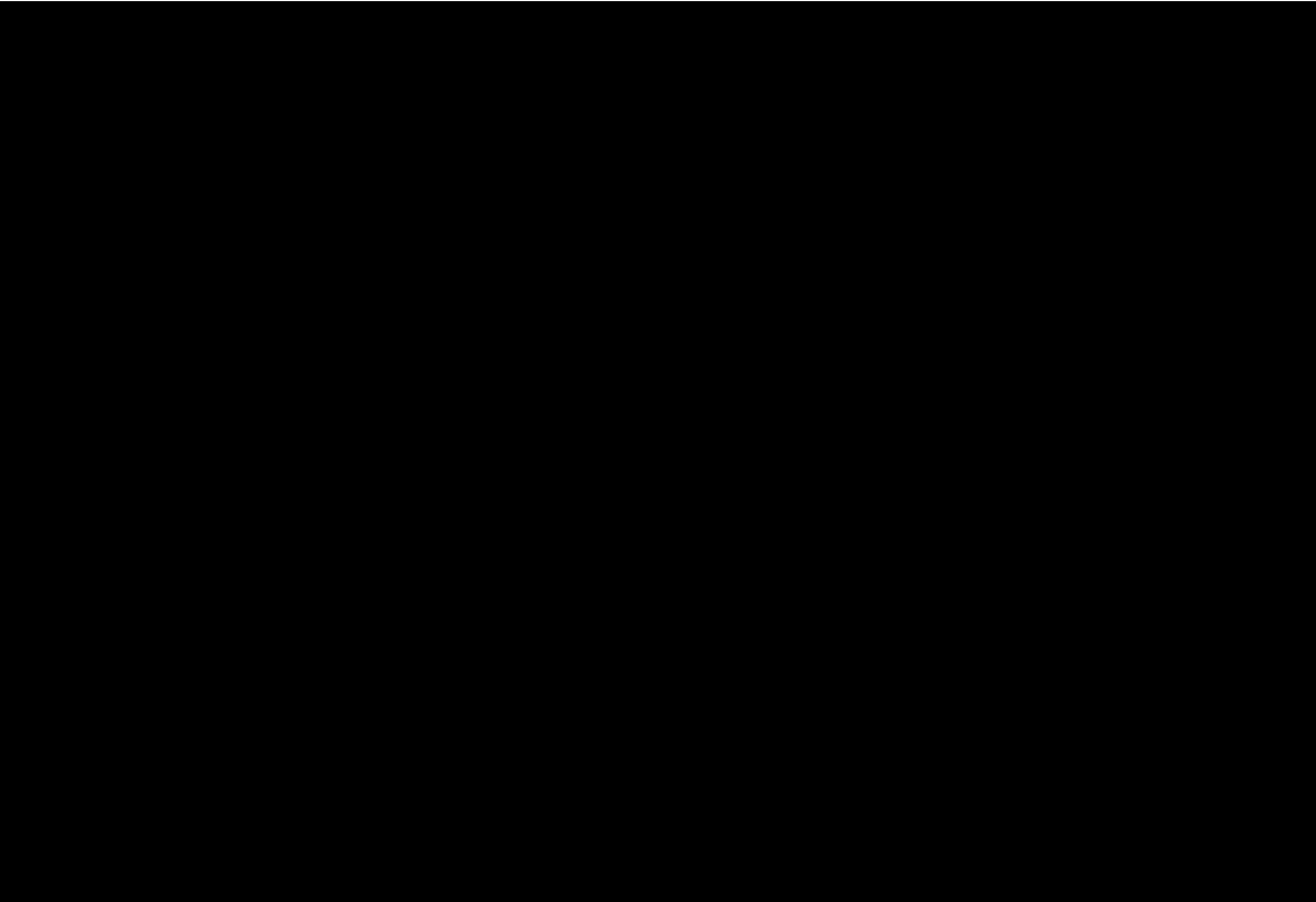


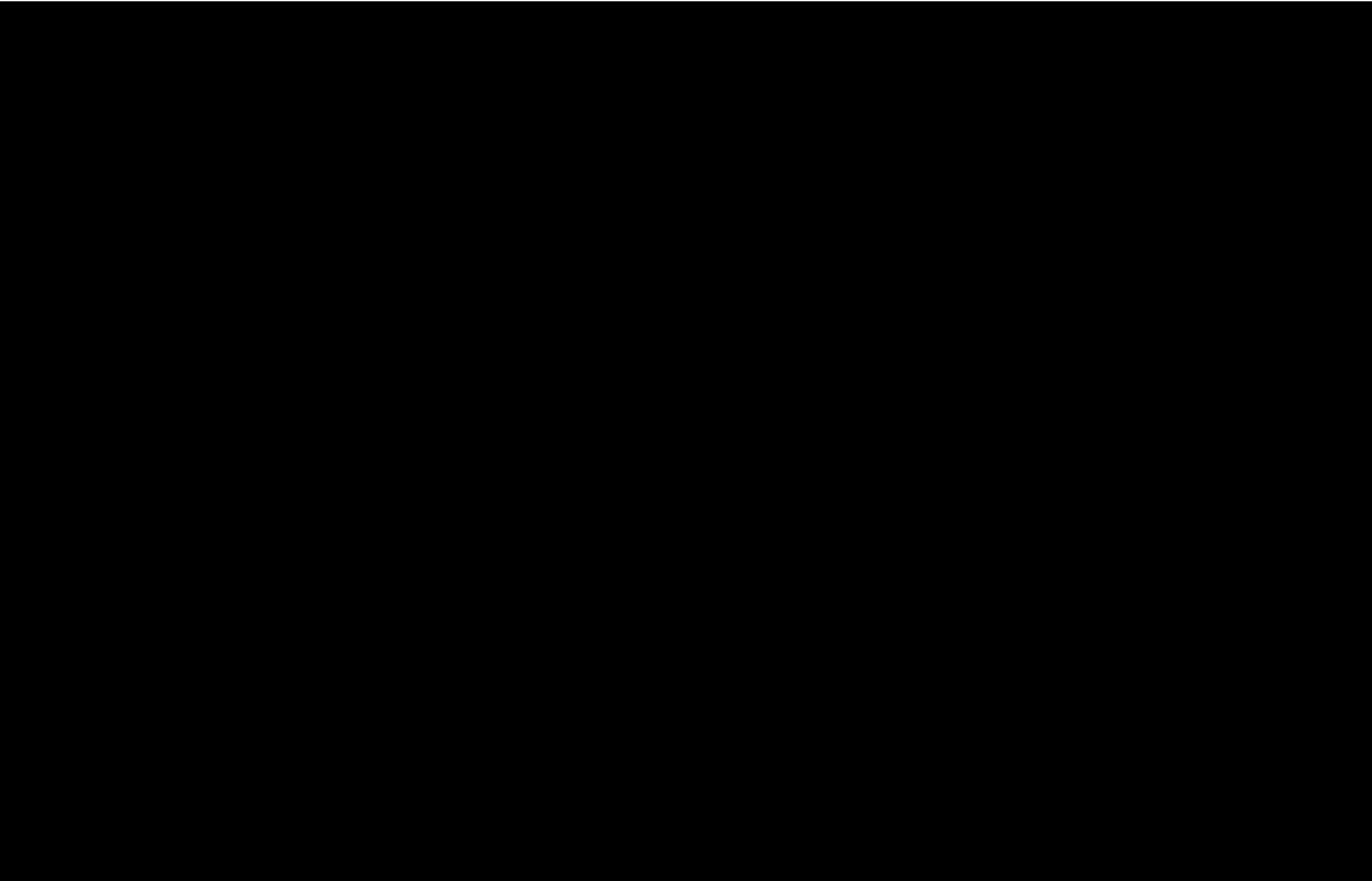


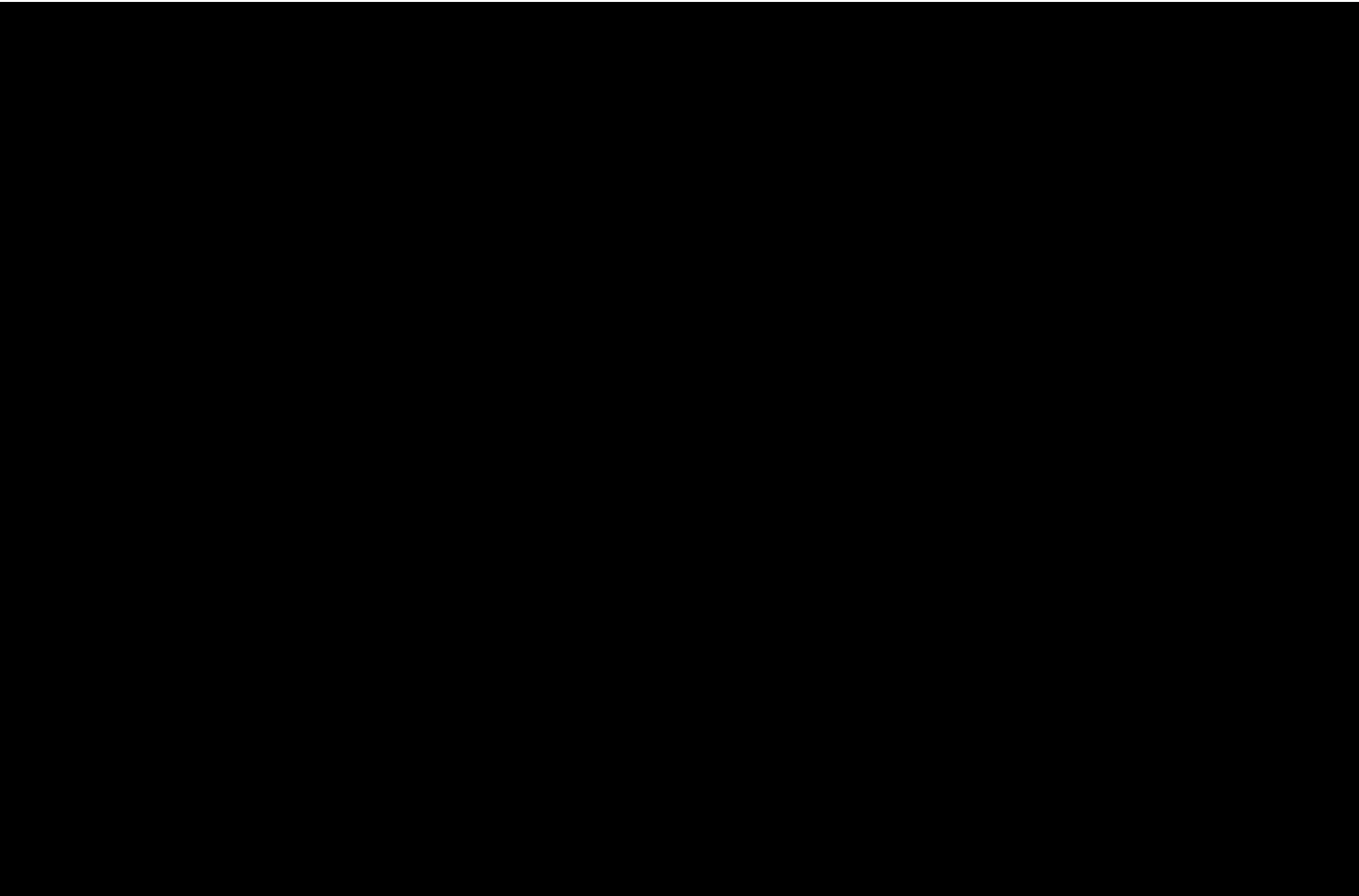


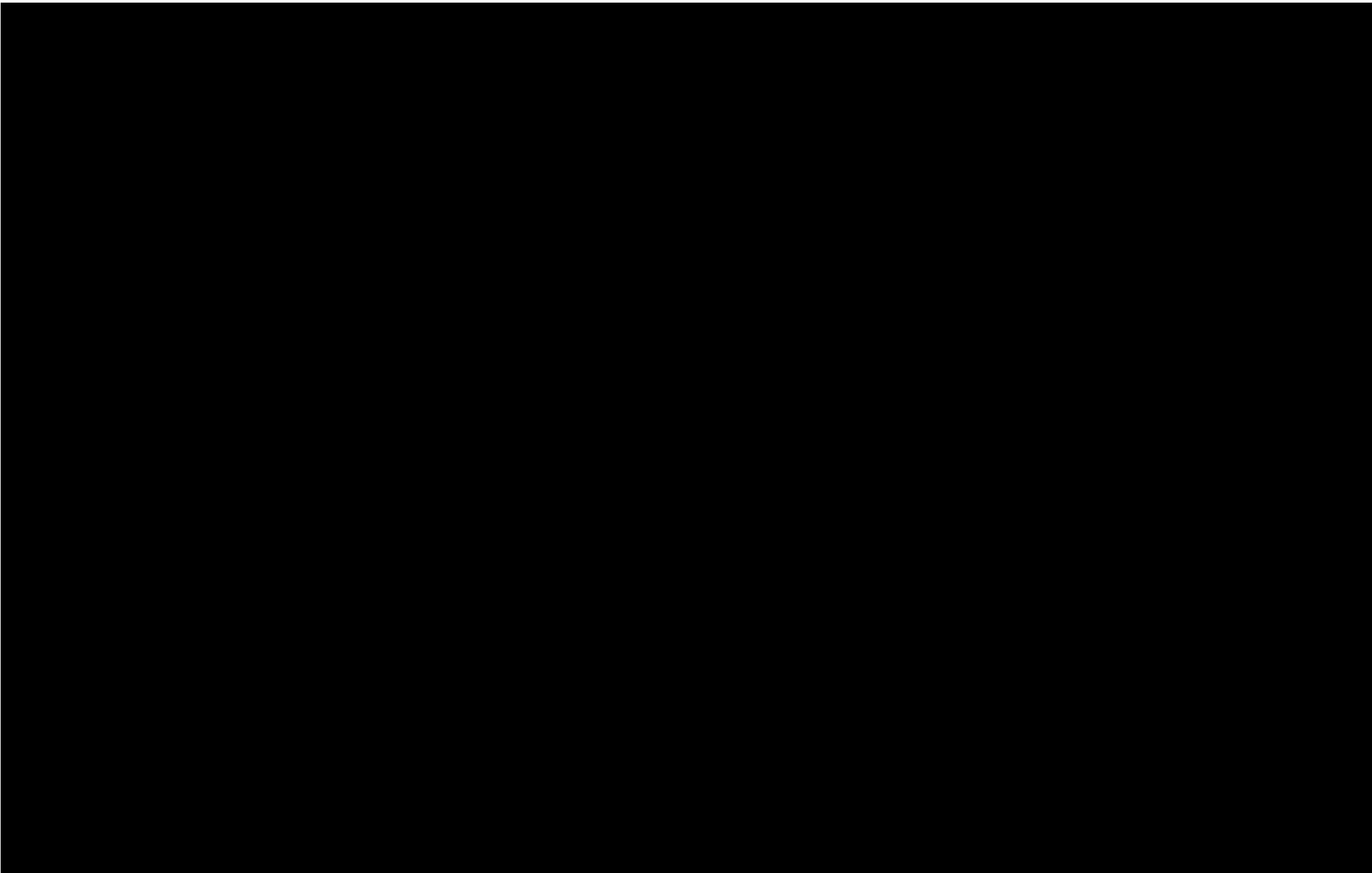


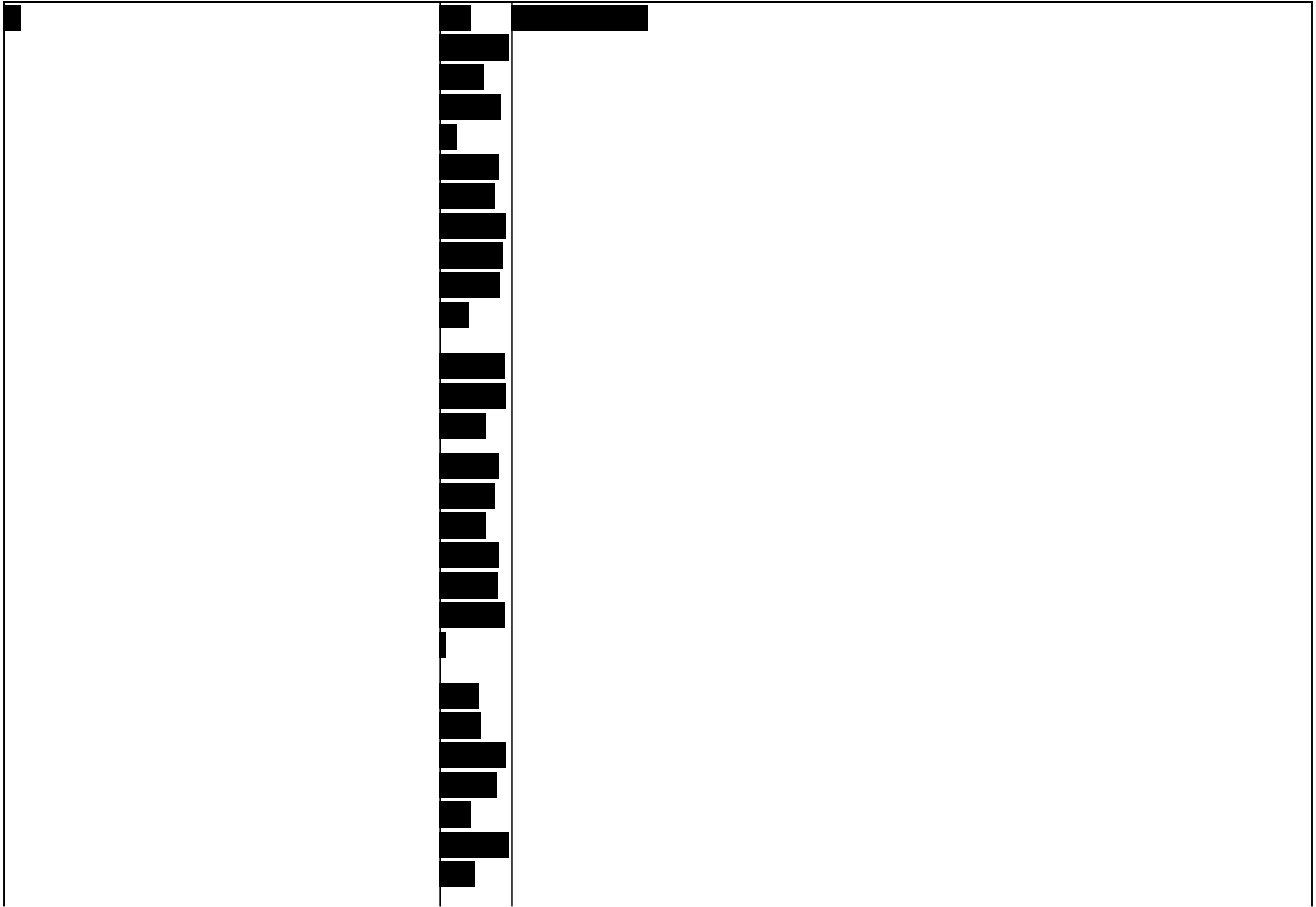


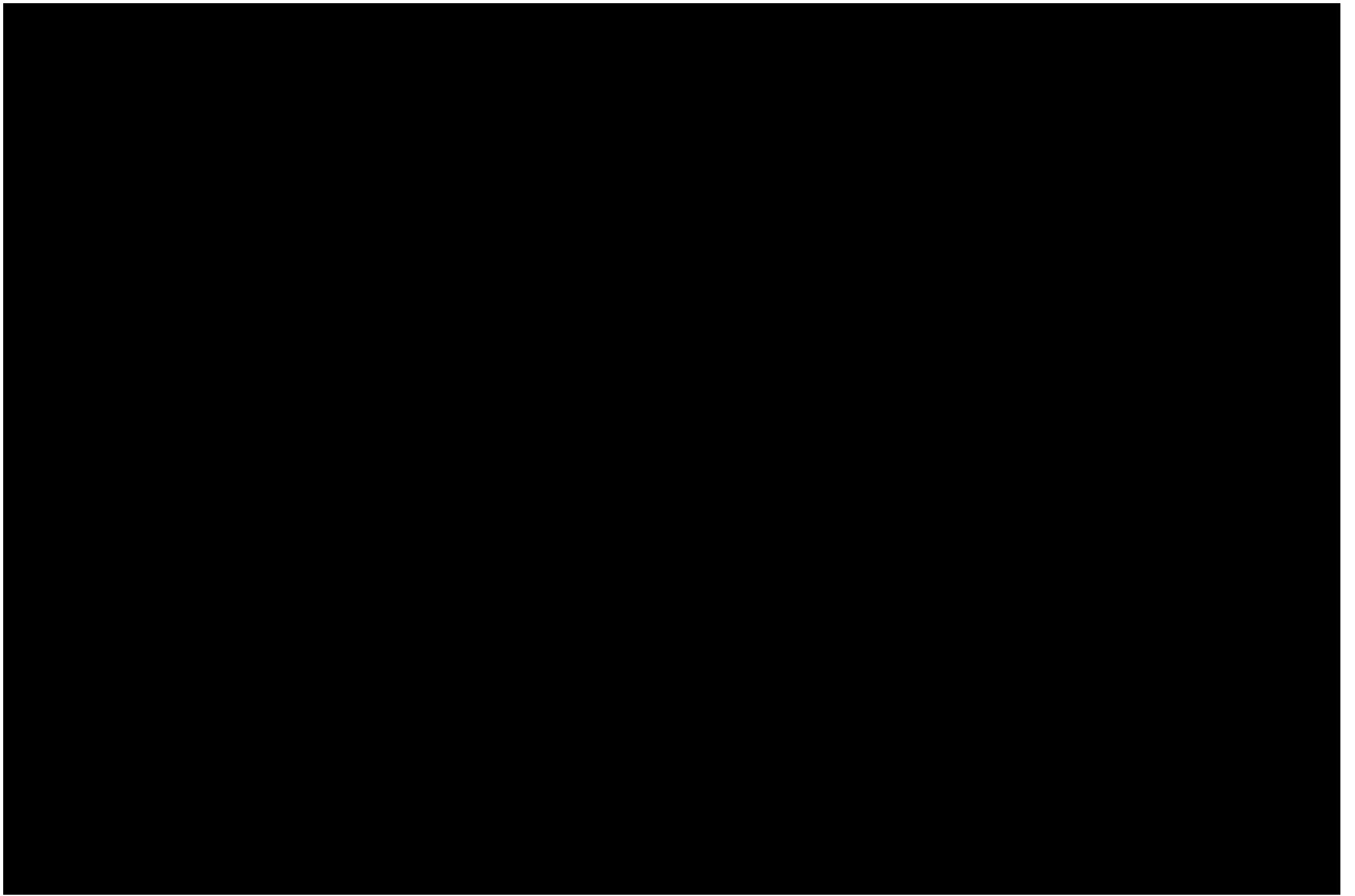


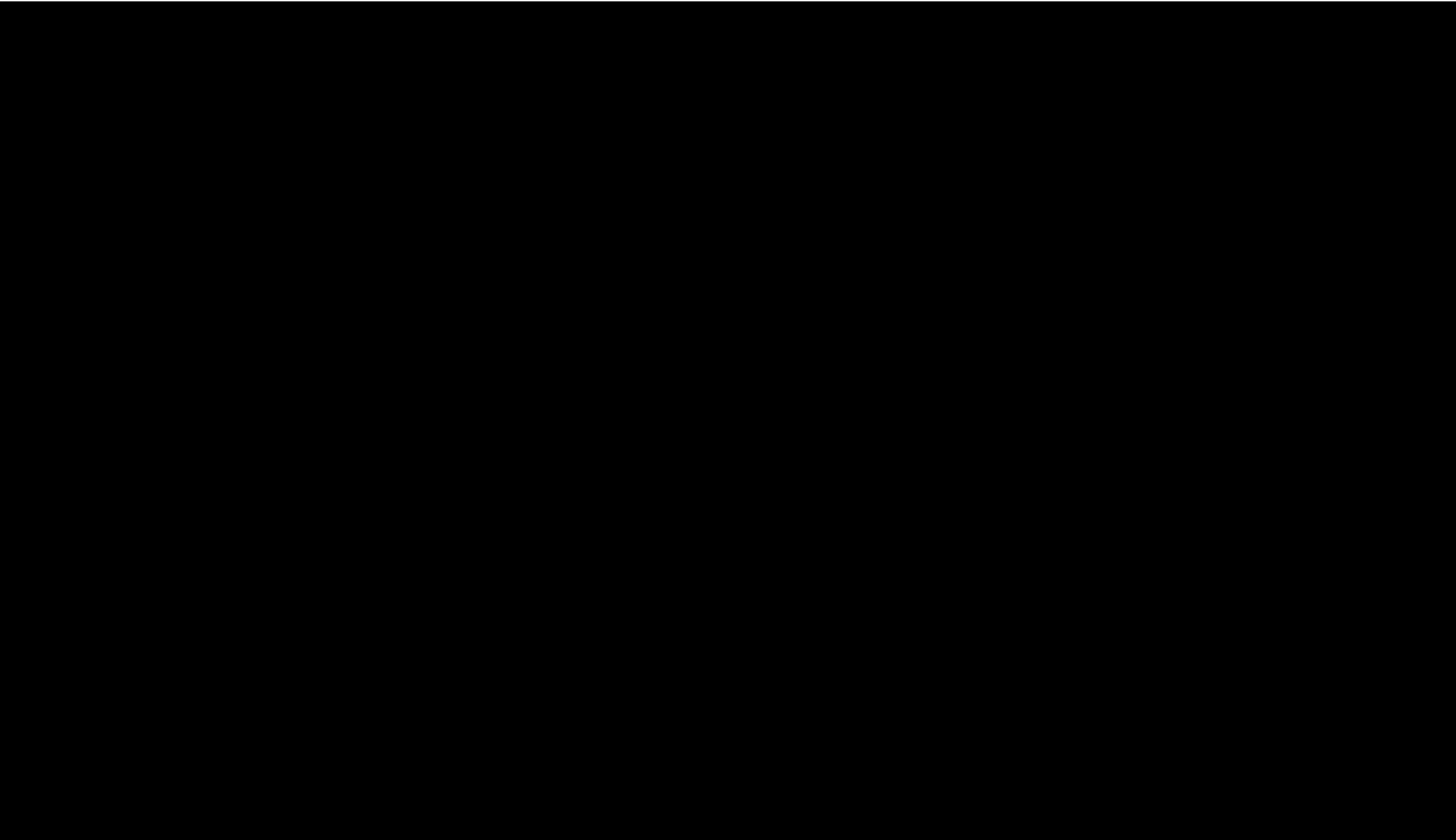


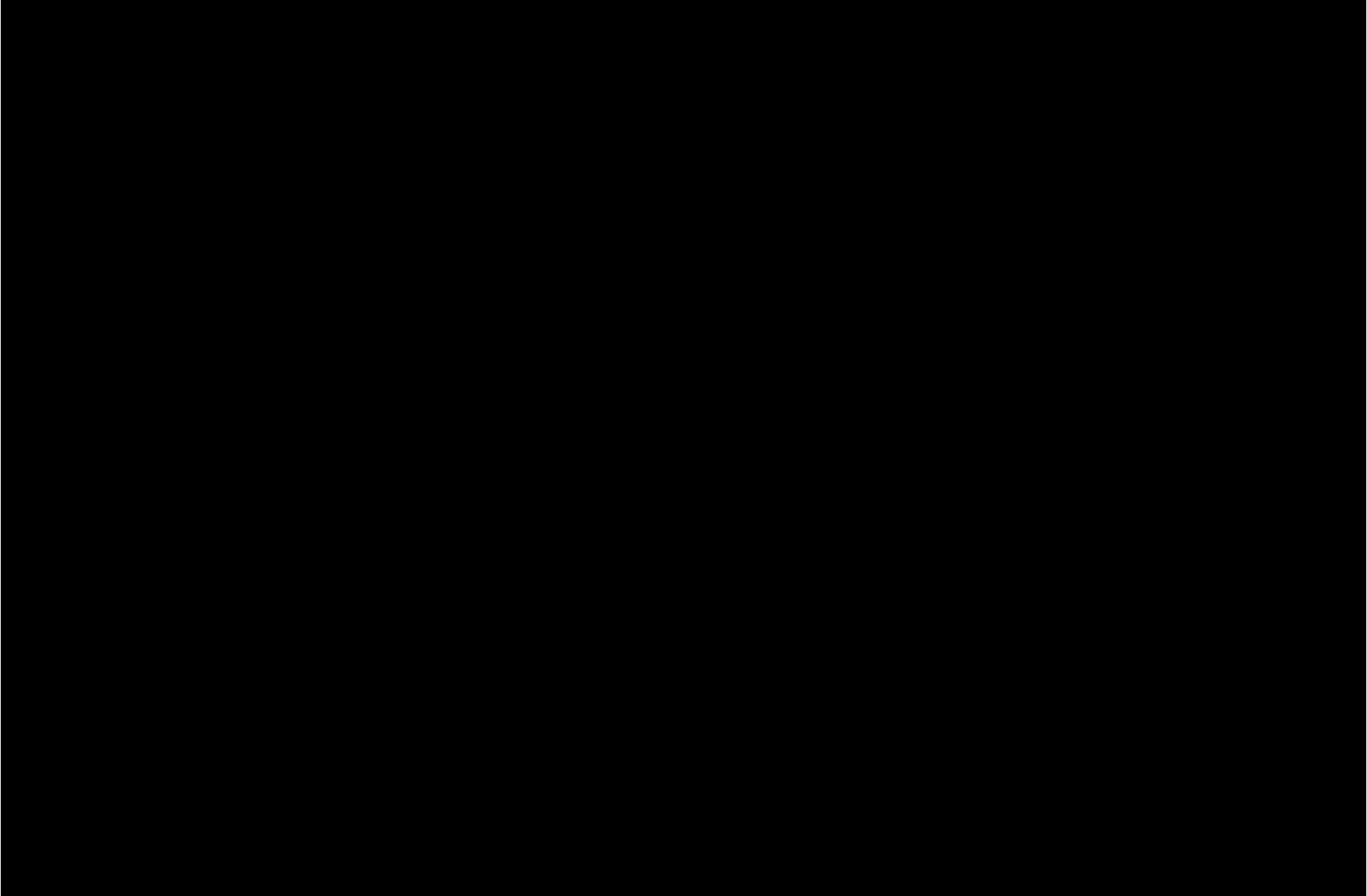


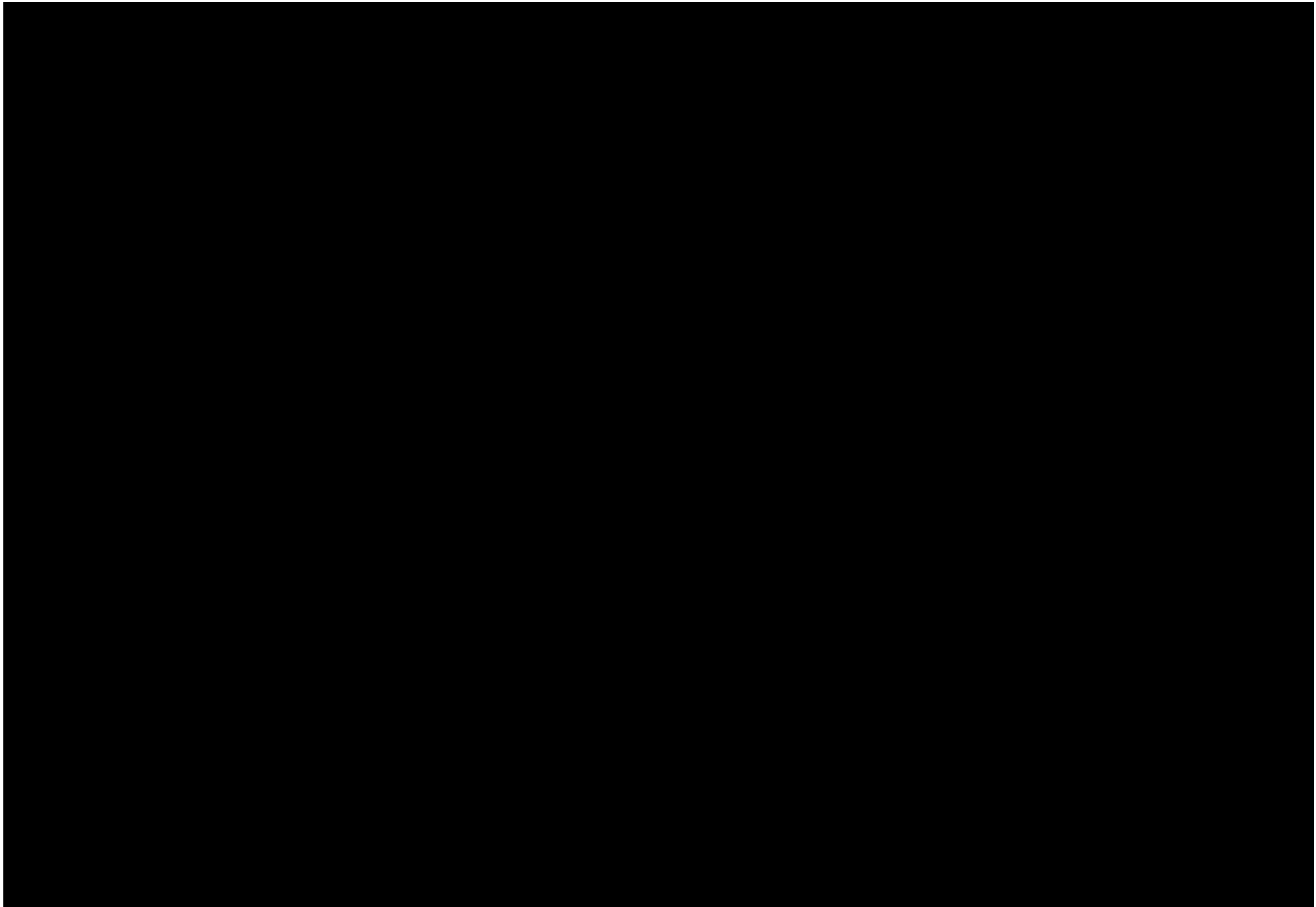














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