



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

**FYLDE COAST ACADEMY TRUST FREE SCHOOL**

Final Document February 2016

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## **Data protection**

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



## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	✓	
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	✓	
<b>Section B:</b> Outline of the school	✓	
<b>Section C:</b> Education vision	✓	
<b>Section D:</b> Education plan	✓	
<b>Section E:</b> Evidence of need	✓	
<b>Section F:</b> Capacity and capability	✓	
<b>Section G:</b> Budget planning and affordability	✓	
<b>Section H:</b> 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. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	✓	

7. <b>Studio schools only:</b> Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?		
8. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	✓	

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

## 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:

## Section C – vision

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

#### Introduction

Fylde Coast Academy Trust (FCAT) proposes to develop an all-through primary/secondary Free School with a Nursery in the Central/South area of Blackpool. The school will open in 2017 with Nursery, Reception and Year 7 children and when it reaches capacity, will offer places to 1180 pupils. It will be an inclusive non-denominational school which will welcome children from the full spectrum of ability. It will become a high performing school, in which no excuses will be made for poor outcomes.

We want to provide the community of South Blackpool with a high quality, high performing school in which every child really matters and which takes all of its young children through to being young adults. It will be a school for all children irrespective of culture, ethnicity, background and ability and will have an ethos based on the traditional British family values of Pride, Respect, Integrity, Discipline and Excellence which underpin each of FCAT's academies.

The development of an **inclusive, high performing all-through school**, offering children stability in educational placement from age 2 to 16 years is a key feature of our vision. Parents and community members have expressed their support for the notion of an all-through school (**Section E2**). Blackpool has the highest level of concentrated deprivation in England (*Indices of Deprivation 2015*) and if we are to deliver on our aspiration for much improved pupil outcomes, we wish to provide parents with the choice of a school in which artificial transition stages at Nursery to Reception and Year 6 to Year 7 are removed and there is continuity of education and care.

The Free School will be supported by two outstanding schools. Hambleton Primary Academy, which is already part of the FCAT multi-academy trust, will work closely with the leadership of the Free School on development of the primary phases, including Nursery provision. Hodgson Academy is also an outstanding school, is already part of the FCAT Teaching Schools Alliance and plans to join the FCAT multi-academy trust in 2016. This academy will provide support to development of the secondary phases of the school. Both of these schools will also offer ongoing advice and input.

#### **Fylde Coast Academy Trust (FCAT)**

FCAT Multi-Academy Trust's existing sponsored/converter academies, include 3 schools which had previously received either 'Requires Improvement' or 'Inadequate' judgements with Ofsted:

1. **Unity Academy:** became an FCAT all-through academy for children from 2-16 in 2013;

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2. **Aspire Academy:** this comprised two prior schools with 'Requires Improvement' Ofsted judgements. These came together as a single academy in 2014-15 and this has now moved to a new campus;
3. **Montgomery High School:** an existing academy which joined FCAT's Trust after receiving an Ofsted judgement of 'Inadequate' in 2014.
4. **Hambleton Primary Academy:** an existing academy which is 'Outstanding'. This academy was already part of FCAT's Teaching Schools Alliance and joined the MAT in 2015.

When Fylde Coast Teaching was established in 2011, it was recognised by Blackpool LA as a strong provider of school improvement on the Fylde Coast. It was formed through an alliance between the 'Outstanding' Blackpool Sixth Form College and the 'Outstanding' Hodgson Academy to promote the highest standards of teaching, learning and assessment across each phase of education on the Fylde Coast. It was invited to sponsor Fylde Coast Academy Trust (FCAT).

In partnership with the Teaching School Alliance, FCAT's main aim is to develop teaching, learning and leadership in all of its academies resulting in improved outcomes and life chances for learning. In 2015/16 FCAT is moving from a position of sponsoring academies to building a mixed-economy, multi-academy trust. Hodgson is currently consulting about joining FCAT on 1 September 2016.

FCAT's Growth Strategy (FCAT Three Year Development Plan 2015-18) outlines its plans to develop its MAT across the geographical area of the Fylde Coast and to incorporate 7 academies by September 2016. **(Table 18)** From 2016-20 it will seek to extend its alliance to 12 schools which will result in a majority of converter academies within the MAT. Our academies will offer parental choice of co-educational, inclusive primary, secondary and all-through provision. Expertise from outstanding schools within the Fylde Coast Teaching School are already bringing extensive, collaborative, high quality support to existing FCAT academies and will extend this support to the Free School.

Currently, FCAT already has within its MAT and Teaching Schools Alliance, 6 National Leaders of Education and 2 National Leaders of Governance who offer leadership and management support to its academies.

### **Rationale for Opening the Free School**

The data in **Section E2** outlines the two major issues that affect parents' access to and choice of a school in Blackpool LA for their child:



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**Table 1: Projected Shortage of school places in both primary and secondary sectors in Blackpool (Source: DfE School Capacity Data 2014)**

Phase	Pupil Numbers at 2014	Projected Pupil Numbers at 2017	Projected Pupil Numbers at 2020	Projected Shortfall of school places
Primary	11,472	11,862	Not available	390 (2017)
Secondary	6,828	7,214	7,732	386 (2017) 904 (2020)

**Table 2: Poor performance of a local cohort of schools in the Central/South area of Blackpool.**

Phase	Outstanding	Good	Requires Improvement	Inadequate
Primary (15 schools)	0	11	2	2
Secondary (4 schools)	0	2 (both Faith Schools)	0	2

School Planning data in Blackpool LA (**Annexe**) appears to demonstrate that there is a greater shortage of primary and secondary school places in the Central/North areas of Blackpool. However, dot map data for admissions to Unity Academy (an all-through FCAT Academy in the North of Blackpool) shows that parents from the Central area of Blackpool are prepared for their children travel to access a popular all-through school in North Blackpool. With the development of a high quality all-through school in the Central/South area of Blackpool, we anticipate a pull factor for parents from the Central area to the South. This will release capacity in the North area.

Pupil mobility between South Blackpool and Lytham St Anne's schools adds to the capacity issues. Popular schools in Lytham St Anne's are full and there is an exchange of pupils across boundaries, with Blackpool parents of primary-age children, anxious about the standard of Blackpool secondary schools, seeking places in Lancashire primary and secondary schools. (**Section E2**)

Data in **Table 2** demonstrates clearly that – although no primary age pupil in Blackpool attends an outstanding school – the outcomes at Key Stage 2 are largely in line with national averages. By contrast, outcomes at Key Stage 4 in secondary schools in Blackpool are well below the national average.

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**The Profile of our likely cohort of pupils**

**Table 3: Characteristics of Pupils in 15 Local Primary Schools**

*(DfE Performance Tables 2014)*

	% FSM	% EAL	% KS2 Level 4 in RWM	% Overall Absence	% Persistent Absence
Average for cohort	31.5	6.3	76	4.6	2.8
Average for Blackpool LA	30.2	9.3	78	4.2	3.1
National Average	16.6	18.7	78	3.9	1.9

**Table 4: Characteristics of Pupils in 4 Local Secondary Schools**

	% FSM	% EAL	% KS2 Level 4 in GCSE A*- C inc M&E	% Overall Absence	% Persistent Absence
Average for cohort	26.9	3.2	43.3	6.9	7.7
Average for Blackpool LA	26.4	7.6	44	6.3	8.1
National Average	14.6	15.0	53.4	5.2	5.3

In our target cohort, in Central/South Blackpool, the percentage of pupils **eligible for Free School Meals (FSM)** is almost double the national average in both the primary and secondary phases. While the number of pupils with English as an Additional Language (EAL) is much lower than the local and national averages, the number of EAL pupils is now rising across the town.

As stated, a key objective for the new Free School in this area will be to address underperformance in the secondary phase and to close the **gaps in performance between disadvantaged and other pupils**. It is our perception that deprivation can be offered as an excuse for poor educational performance and this is a view that we will neither tolerate nor perpetuate within the Free School.

Another striking characteristic of pupils across all the schools within the potential cohort, is the **level of absence and persistent absence**, which is well above the national average. Non-school attendance has been an intractable problem within Blackpool for some years, although it is beginning to improve. If we are to enable children in the Free School to reach ambitious targets for educational outcomes, improving attendance at school will be a critical factor.

Blackpool's schools have experienced levels of **pupil mobility** which are among the highest in England. A study in 2004 (*Mobility, Equality, Diversity: a study of Pupil Mobility in the Secondary School System, Dobson et al*) revealed that the inward migration into Blackpool in that year of 146 pupils was the equivalent of 6 forms of entry. There continues to be significant inward and outward migration of families into the borough's schools. Many of these families are fragmented and



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disadvantaged and their children experience discontinuity in their education. The all-through Free School will address the challenges brought about by significant transition.

**Value added (VA) scores** for performance at KS4 in secondary schools in Central/South Blackpool are the second lowest in England and educational outcomes for disadvantaged children in Blackpool as a whole and within the secondary cohort in our target area in particular, are extremely poor. (*DfE Performance Tables 2014*) The average VA score for all pupils in the 3 Central/South secondary schools is 977, well below the national average. For disadvantaged pupils in these schools, the average VA score is 938.9, which represents a significant gap in performance.

No children in any of the identified schools within our target area – or in Blackpool as a whole - are receiving their education in an outstanding mainstream school. In a socio-economically deprived area such as Blackpool, teaching and learning must be of the highest quality if the children are eventually to be successful in competing for employment opportunities. **Outstanding leadership and management in the Free School** will be a key factor in driving up standards and in ensuring that this school provides an outstanding education.

### Our Vision and Ethos

We feel that if we are to deliver the high quality education required to address the needs of children and families as outlined above, we will need to develop **an all-through Free School which:**

- follows FCAT's core values;
- is high performing;
- is rigorous in its delivery of positive outcomes for children;
- provides continuity of education to children aged 2-16;
- takes young children through to being young adults;
- champions the principle that every child really does matter;
- is built on traditional British values of pride, ambition, respect, resilience, integrity and excellence;
- is non-denominational;
- develops confident learners who are resilient and mentally tough;
- is inclusive of all children irrespective of culture, ethnicity, ability or social background;
- offers no excuses for poor performance;
- has outstanding leaders and teachers;
- offers children and their families wrap-around care;

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- **makes the community of South Shore and Blackpool proud;**
- **gains an Ofsted judgement of Outstanding.**

The development of an all-through school will provide opportunities to address the issues identified in **Tables 3 and 4**, in the following ways:

- It will afford opportunities to forge a long-term relationship between the school and its children and families, thus providing stability and continuity in education. This will enable us to work with children and their parents from the pre-school stage to develop the learning behaviours of good attendance and enthusiasm for learning that could address some of the gaps in performance so evident in the data.
- The Independent school sector has long used all-through schooling very successfully to ease the transition process between key stages, early years, primary and secondary education and to manage the learning journey for a child in a consistent way from 2-16. This aims to address the dips in performance usually associated with transition from primary to secondary school.
- It will also enable primary age (Phase 1 and 2) pupils to access secondary age (Phase 3 and 4) specialisms, thus offering wider opportunities for extending higher ability pupils. This will meet our vision for creating high expectations and delivering aspirational outcomes for pupils.
- The development of an all-through school with its potential for offering 2-16 provision to all siblings in a family will help to mitigate against the high level of churn in Blackpool. It is part of our vision that this school with its principle of placing the child at the centre of everything, will develop families' confidence in their community school and prevent 'flight' to other schools and across LA boundaries.
- Cross-phase professional development will enable teachers to broaden their skills and experience and develop future leaders confident within all phases of education.
- In July 2015, Ofsted identified the need to incentivise schools to take more disadvantaged two-year-olds and to work with other early years providers in their local area. They also highlighted the need to do much more to encourage the most disadvantaged parents to take up the funded places scheme for two-year-olds, which is currently not reaching anywhere near enough children. (*Ofsted July 2015*) This is needed if we are to close gaps in performance. In an area such as Blackpool, FCAT recognises the need to provide early learning opportunities to 2 year olds in the Borough, in order to address the educational disadvantage that a significant number of children experience. The FCAT Free School will offer Nursery provision from the age of 2 to meet this requirement. It will also offer after-school care for young children of parents who require it. We anticipate that many of our parents will qualify for access to 15 hours of free early years funding from Blackpool's allocation of £2.85M.

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### How Fylde Coast Academy Trust (FCAT) will deliver to this vision

FCAT's guiding principles are:

- To work locally to ensure maximum support where and when it is needed
- To provide a catalyst for innovation and problem solving
- To inspire a generation to be the best they can be
- To foster collaboration and knowledge sharing across our educational communities

Recent monitoring visits by Ofsted to two of FCAT's existing academies have illustrated the impact that FCAT is already making on driving up the quality of leadership and management and teaching and learning.

In Unity Academy's *Monitoring Inspection in November 2015*, inspectors said,

*'Senior leaders and the academy council (Local Governing Body) are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good academy.'* Unity Academy is popular with parents and is already oversubscribed.

Following the Monitoring Inspection of Montgomery High School in December 2015, Inspectors found that:

*'Having considered all the evidence, I am of the opinion that at this time:*

*Leaders and managers are taking effective action towards the removal of special measures'*

*(Letter from Ofsted January 2016)*

Ofsted also commented on the aspects of **FCAT's vision and operational delivery** that had been most successful in bringing about improvements. These included:

- support for the head of primary from a National Leader of Education (NLE) who is also the headteacher of an outstanding primary school;
- support for the Principal from the headteacher of a good school who has also achieved a national pupil premium award;
- fortnightly executive meetings with headteachers from schools in the Fylde Coast Academy Trust;
- fortnightly monitoring meetings between the Principals and the CEO of the Fylde Coast Academy Trust;
- opportunities for teachers to observe good practice in good and outstanding schools;
- support from specialist leaders of education in mathematics and in design and technology;
- opportunities for teachers to engage in the Fylde Coast Academy Trust professional development training programme.



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FCAT will deliver its vision in the Free School using the approach which is already having an impact in its existing academies. In order to meet its key objective, *‘to give learners consistency of standards across different schools to enable confident progression to the next level’*, **FCAT has established:**

- use of an existing proven outstanding leader to lead this school. This will be a National Leader of Education and/or a leader in an outstanding school. There are currently 6 National Leaders of Education in FCAT and its Teaching Schools Alliance;
- strong, skilled governance which will be key to holding the leader of the school to account for meeting FCAT’s objectives and targets within the education plan. There are currently 2 National Lead Governors in FCAT;
- quality standards across its academies which are beginning to impact significantly on changing the culture within each organisation;
- Quality Improvement Groups (QIGs) led by outstanding leaders (SLEs) from each MAT academy or schools in the Teaching School Alliance to implement consistent curriculum and assessment practice;
- clear education planning in each academy linked to identified areas for improvement;
- an unrelenting focus on pupil and staff attendance and punctuality at school;
- sound discipline in the classroom through rigorous appliance of a behaviour code;
- high expectations for uniform to encourage pupils to take a greater pride in their school;
- cohesive internal procedures for engagement of parents and families in the work of the school and the progress of their children;
- rigorously managed safeguarding policy and procedures to ensure pupil safety;
- structured procedures for working together with external agencies offering more vulnerable children and their families the support they need;
- competent and skilled back office services based on the efficient corporate/business services in Blackpool Sixth Form College;
- targeted support to close gaps in performance using Pupil Premium and the expertise of Millfield High School, (in the FCAT Teaching Schools), identified as *Secondary School of the Year* in the *Pupil Premium Awards 2014* for having the most effective procedures nationally;
- development of the next generation of outstanding teachers and leaders;

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### Support for the Free School from our Existing Outstanding Schools

Following a meeting in January 2016 with our Regional Schools Commissioner, we received a letter which supported our Trust's capability to open a Free School (**Annexe**):

*'I am satisfied your trust has capacity to apply to open the all-through free school we discussed, based on the offer at Hambleton Primary Academy and Hodgson Academy.'*

*(Letter from Vicky Beer, RSC January 2016)*

This would have provided us with the opportunity to submit a shorter version of the Free School application. However, given that our secondary sponsor school, Hodgson Academy, is not yet within the MAT (due to join in 2016), we will submit the following:

- **a shorter application for the primary phases (1 and 2) of the all-through school**
- **a longer version of the secondary phases (3 and 4) of the all-through school**
- **aspects of the application which will apply to all phases**

Like the RSC, we are confident in our Trust's capacity to deliver our vision for a successful Free School for the following reasons:

- Hambleton Primary Academy is an established 'Outstanding' primary school with outcomes for pupils at Key Stage 2 which are well above the national average. We will be replicating the curriculum from Hambleton within our Free School.  
<http://hambletonprimaryacademy.co.uk>
- Hodgson Academy is also an 'Outstanding' school, with outcomes at Key Stage 4 which are also well above the national average. A declining profile at Key Stage 4 reflects a changing cohort. **Table 9** shows that rates of progress continue to be significantly in the positive range.
- Schools within the Fylde Coast Teaching School all have Outstanding Ofsted judgements and already work with MAT academies. They will also offer support to the Free School. This will include support for leadership and governance, teaching and learning and development of the curriculum. (**Section F1a**)
- We already have one all-through school within the MAT, Unity Academy, which has been identified by Ofsted as making good progress. This academy has already been supported by Hambleton Primary Academy in its primary phase as well as benefiting from the input of outstanding schools within the Teaching Schools Alliance

We are confident in our approach to delivering excellent educational outcomes for the children in the Free School. In brooking 'no excuses' for low aspiration, FCAT has established clear quality

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standards across all of its academies and works with that cohort and its wider 'family' of teaching schools to deliver the following objectives:

- To transform the lives of young people by raising aspirations and achievements
- To give learners consistency of standards across different schools to enable confident progression to the next level
- To share resources and knowledge to provide outstanding value for money and reduce duplication
- To have one voice in a rapidly changing external environment.
- To provide professional learning communities to support teacher development
- To raise attainment in English, Maths and Science

## Section D – education plan: part 1

**Table 5: Pupil Intake**

	<b>Current number of pupils (if applicable)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<i>Nursery Class</i>	N/A	60	60	60	60	60	60	60
Reception	N/A	60	60	60	60	60	60	60
Year 1	N/A		60	60	60	60	60	60
Year 2	N/A			60	60	60	60	60
Year 3	N/A				60	60	60	60
Year 4	N/A					60	60	60
Year 5	N/A						60	60
Year 6	N/A							60
Year 7	N/A	140	140	140	140	140	140	140
Year 8	N/A		140	140	140	140	140	140
Year 9	N/A			140	140	140	140	140
Year 10	N/A				140	140	140	140
Year 11	N/A					140	140	140
Year 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Year 13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Totals</b>	<b>0</b>	<b>260</b>	<b>460</b>	<b>660</b>	<b>860</b>	<b>1060</b>	<b>1120</b>	<b>1180</b>

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



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

### **FCAT Free School Curriculum Strategy**

#### **Principles upon which the curriculum is based**

- The development of an all-through Free School is key to our vision and will offer curriculum opportunities for the cohort of pupils in addition to the sharing of staff expertise. National College for School Leadership (NCSL) published its report on *The Opportunities and Challenges of All-through Leadership*, in which it cited one of a number of agreed benefits in all-through schools as:

*'The visibility of all ages in all-through schools supported the sense of continuity and reinforced the concept of a learning journey and a sense of authentic progression.'* (NCSL 2011)

It is this concept of a learning journey uninterrupted by transition points which will offer curricular opportunities to our pupils. We are already accruing a wealth of experience and expertise in our existing FCAT all-through academy, which we bring to development of the curriculum.

- As part of that 'Learning Journey' we are likely to be meeting the educational needs of a cohort described in **Section C**. We will follow the National Curriculum, but will also bring a key focus to the Free School Academy on developing the basic skills of reading, writing and Mathematics, so that students can progress quickly on entry to the school. Continuing Professional Development and resources will be focused on ensuring high attainment in literacy and numeracy. Students will be expected to be able to listen, speak and read well so that they are able to access other areas of the curriculum. Students will also be taught how to apply their basic skills in other areas of the curriculum. Assessment information will be critical in ensuring children's needs are correctly targeted and appropriately met. The quality and accuracy of assessment data will be a major focus of development.
- Further to this overarching emphasis on literacy and numeracy the curriculum will be constructed at all learning stages to ensure breadth, balance, coherence and the mastery of basic skills. To succeed it is essential that our students are engaged and enjoy their learning. The underlying philosophy of the academy is encapsulated in the following statement:

***Our students learn best when, in a climate of high expectations, they work hard and are engaged in acquiring and applying knowledge which deepens understanding.***

Within this statement emphasis is placed on high expectations, engagement and the application of knowledge. Implicit in all these features of understanding and good learning is the requirement for a very carefully developed and challenging curriculum which promotes and fosters a lifelong love of learning.

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

- The Free School will provide a traditional, robust, academic curriculum offer which will reflect their needs based on ability, particularly with regard to literacy and numeracy skills. A balanced curriculum offer will include a mix of academic and appropriate vocational lines of learning. Clear progression pathways that are tailored to individual need and take account of prior learning will exist for all students. The curriculum will be underpinned by key concepts that identify the larger themes and enable students to connect their learning.
- Application of essential personal learning skills (PLTS) will be delivered through the entire curriculum which facilitates: Critical thinking, problem solving, oral and written communication, working with others, leadership, creativity and innovation, work ethic, personal and social responsibility, confidence and positive identity and healthy habits.

### **School Organisation**

- We have chosen to establish a PAN of 60 for the primary phase and 140 for the secondary phase. We consider that a school with 1180 pupils will be sufficiently viable without being too large to ensure a personalised and individual approach to the pupils. We have chosen a 6 form secondary phase at the outset with the capacity to arrange for smaller lower sets. The FCAT Free School will follow the National Curriculum and will organise its pupils into phases, as follows:

<b>Phase</b>	<b>Years</b>
<b>1</b>	Nursery to Year 1
<b>2</b>	Year 2 to Year 5
<b>3</b>	Year 6 to Year 8
<b>4</b>	Year 9 to Year 11

- Through the 4-phase curriculum model, there will be significant accountability at each stage – in all phases, external as well as internal. Transition challenges of dips in performance will be addressed by creating teams which are accountable across transition points.

### **Curriculum in Primary Phases 1 and 2**

The curriculum at Phase 1 and 2 of the Free School has been based on the existing **curriculum at Hambleton Primary Academy (Table 6)**, the Outstanding primary within FCAT's multi-academy trust.. This school will provide support for leadership and management, teaching and learning and curriculum development within the Free School.

As the cohort within the Free School is likely to differ in important respects from Hambleton Primary School, there will be additional support for the curriculum from the existing all-through academy

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within the MAT, Unity Academy. In this academy, there is one of the highest populations of pupils eligible for Free School Meals in the UK. Using the expertise of a FCAT Teaching Schools Alliance partner, Millfield High School (national winner of Pupil Premium School of the Year 2014), Unity Academy has been able to address the gaps in performance between FSM and other pupils. **(Table 9)** This expertise will also be available to the Free School.

**Phase 1** will incorporate two strands, Nursery and Reception/ Year 1. The Nursery will focus on 'school readiness' through child initiated learning, teaching the children to be critical thinkers and learning through directed and focused play in a range of practical ways. The Early Years Foundation Stage Framework focuses on three prime areas of learning, Personal Social and Emotional Development, Physical Development and Communication and Language. These areas then feed into four specific areas of learning; Mathematics, Literacy, Understanding the World and Expressive Arts and Design. A significant focus in Year one in the teaching of Phonics will be taken to ensure high standards of emergent reading skills.

**Table 6: Characteristics of Hambleton Primary Academy**

School	Age Range	Ofsted	% EAL	% FSM	% SEN Statement/EHCP	% Total Absence	%KS 2 & 4 outcomes (2014)
*Hambleton Primary Academy(P)	4 -11	1	0	4.8	0.9	2.8	100
Blackpool Average (P)	4 - 11		5.5	26.3	1.1	4.2	78
National Average (P)	4 - 11		19.4	16.5	1.4	3.6	78

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**Table 7: Curriculum Phase 1**

<b>Subject/other activity</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
<b>Year: Reception</b>			
Continuous provision to address ELG of Communication and language Physical development Personal, social and emotional development Literacy Mathematics Understanding of the world Expressive arts and design Phonics programme – Read Write Inc (RWI)	22	M	*Specialist Teaching
PE	2	M	Addressing ELG of Physical development
Dance and Music	1	M	
Assembly	1 hr 15 m	M	
Registration/Arrival	10m	M	
Lunch & Break	3h 50m	M	
Enrichment Activity	5h	V	
<b>Total</b>	<b>35h 15m</b>		
<b>Year 1</b>			
Literacy including RWI Numeracy including Morning Maths Meetings and Numicon	14	M	*Specialist Teaching
Creative curriculum including Science, Art, History, Geography, Technology, RE, PSHD, ICT and Citizenship	8	M	
PE	2	M	
Dance and Music	1	M	
Assembly	1 hr 15 m	M	
Registration/Arrival	10m	M	
Lunch & Break	3h 50m	M	
Enrichment Activity	10h	V	
<b>Total</b>	<b>40h 15m</b>		



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During **Phase 2** children will follow a daily structure in which numeracy and literacy form the taught curriculum throughout the morning sessions. Starting in year 2 the learning becomes more formal with the teaching of English and maths lessons in the morning in preparation for the Key Stage 1 external assessments. In the afternoon a creative curriculum will develop knowledge and understanding in science, technology, IT, the humanities, RE and the arts. It is intended to be the case that children in Year 5 see themselves in their final year of primary education and are prepared for transition to a secondary school style of day from Year 6. Year 5 therefore is crucial in terms of transition.

**Table 8: Curriculum Phase 2**

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>Year 2</b>			
Literacy including RWI	7	M	*Specialist Teaching
Numeracy including Morning Maths Meetings and Numicon	7	M	
Creative curriculum including Science, Art, History, Geography, Technology, RE, PSHD, ICT and Citizenship	7	M	
PE*	2	M	
Dance*	1	M	
Music*	1	M	
Assembly	1 hr 15 m	M	
Registration/Arrival	10m	M	
Lunch & Break	3h 50m	M	
Enrichment Activity	10h	V	
<b>Total</b>	<b>40h 15m</b>		

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Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>Years: 3,4,5</b>			
Literacy including RWI	7	M	*Specialist Teaching
Numeracy including Morning Maths Meetings and Numicon	7	M	
Creative curriculum including Science, Art, History, Geography, Technology, RE, PSHD, ICT and Citizenship	7	M	
PE*	2	M	
French*	1	M	
Dance & Music*	1	M	
Assembly	1 hr 15 m	M	
Registration/Arrival	1h 40m	M	
Lunch & Break	3h 50m	M	
Enrichment Activity	10h	V	
<b>Total</b>	<b>41h 45m</b>		

Additional intervention in terms of RWI 1:1, Numicon, Wave 3, Fresh Start, punctuation boosters, spelling boosters, speech and language, SEAL, Nurture provision, EAL support, physical development intervention, daily readers take place during creative curriculum sessions.

**The School Day at Phase 1 & 2 + Year 6**

<b>School Day: Phase 1 and 2 + Year 6</b>	
Arrival	8:50 – 8.52
Session 1 (Statutory Reg) (Core subject delivery)	8.52 – 10:22
Break	10:22 – 10:40
Session 2 (Core subject delivery)	10:40 – 12:10
Lunch	12.10 – 12.50

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Session 3	12:50 – 13:50
Session 4 (Statutory Reg)	13:50 – 14:50
Form/Assembly	14:50 – 15:05
Enrichment Activity	15.30 – 17.30 (3.30 – 4.30 for Year R)

### Curriculum in Secondary Phases 3 and 4

Phase 3 offers us an innovative approach to cross-phase working in an all-through school and is to be in effect the new 'Key Stage 3'. This approach is already being used within an existing academy within the MAT, Unity Academy. This academy has already received a positive monitoring visit by Ofsted, who identified its trajectory towards a 'Good' judgement (**Page 15**). The curriculum at Key Stage 3 in the Free School will follow that in Unity Academy, with a strong emphasis on literacy and numeracy.

Strong support for Phases 3 and 4 of the Free School will be provided by **Hodgson Academy**. This school is already part of the FCAT Teaching Schools' Alliance and is already taking steps towards joining the FCAT MAT in 2016. Hodgson Academy is an outstanding school, with outcomes at Key Stage 4 well above the national average. It will provide support for leadership and management, teaching and learning and curriculum development in phases 3 and 4.

**Table 9: Characteristics of Hodgson Academy**

School	Age Range	Ofsted	% EAL	% FSM	% SEN Statement/EHCP	% Total Absence	%KS 2 & 4 outcomes (2014)
*Hodgson Academy (S)	11 - 16	1	0.7	6.9	4.2	4.3	76
Blackpool Average (S)	11 - 16		4.6	24.8	0.8	6.3	44
National Average (S)	11 - 16		15.0	14.9	1.8	5.2	53.4

In **Phase 3**, Year 6 will follow a curriculum in which literacy and numeracy remain the key focus. However, the deployment of resources available to Year 6 due to the all-through nature of the Free School will mean that Year 6 pupils will receive specialist subject teachers in certain subjects. Priority staffing decisions for this phase will be given to Maths and English in which specialist teachers will work alongside experienced KS2 teachers. Specialist teachers will also deliver MfL, PE and Science. It is intended that the adoption of a year 7 scheme of work will cover all the learning goals of the traditional year 6 and will avoid the classic dip in performance that occurs in Year 7.

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It is recognized that some transition of staffing will be required over time to fully permit a further increase in specialist teaching. **In the first two years of the Free School**, secondary aged children will be grouped into **two equal bands** for the core subjects of English, Maths and Science. These two equal bands will have parallel sets 1, 2 and 3.

<b>Band X</b>		<b>Band Y</b>	
<b>Set</b>	<b>Total Pupils</b>	<b>Set</b>	<b>Total Pupils</b>
1X	30	1Y	30
2X	25	2Y	25
3X	15	3Y	15

At the commencement of year 3 of opening, each year group will then be structured with setting in place right across the individual years. From the first year onwards, the other subject areas will be delivered to five classes with additional Learning Support. PE will be delivered to the whole year group in period 5 slots so that PE specialists can then deliver after school sporting activities. This model will allow the efficient and economic deployment of subject specialists into phase 3 from the opening, enabling expansion of staffing as pupil numbers grow.

All children, apart from those with recognized SEN will be expected to achieve at least the age related standard at the end of year 6 in statutory assessments and those who have been tracked as high attainers will be expected to achieve mastery. The progress of all children will be compared to their performance from both baseline and Key Stage 1 so we can evaluate the effectiveness of our provision.

We recognize that students who join the academy in Year 7 may require support and intervention to allow assimilation onto this accelerated programme of study. Students will make option choices in Year 8 and will conclude their 'Key Stage 3' programme of study at the end of that year.



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**Table 10: Curriculum Phase 3**

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>Year 6</b>			
English	7	M	
Maths	7	M	
Creative (application of En and Mat)	6	M	
Science	2	M	
PE/Performing Arts	2	M	
French	1	M	
Assembly	1 hr 15 m	M	
Registration/Arrival	10m	M	
Lunch & Break	3h 50m	M	
Enrichment Activity	10h	V	
<b>Total</b>	<b>40h 15m</b>		

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>Years: 7 &amp; 8</b>			
English	4	M	
Maths	4	M	
Science	3	M	
MFL	2	M	
Technology Rotation of Food tech, Product Design & Textiles – Students study each subject for one term	2	M	
PE	2	M	
Performing Arts-Music	1	M	
Computing	1	M	

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Geography	2	M	
History	2	M	
Art	1	M	
Religious Education	1	M	
PSHE	*1	M	*floating period
Assembly	1 hr 15 m	M	
Registration/Arrival	10m	M	
Lunch & Break	3h 50m	M	
Enrichment Activity	10h	V	
<b>Total</b>	<b>40h 15m</b>		

**Phase 4** is 'Key Stage 4'. The key priority for the Free School is to ensure the right mix of curriculum; the right balance between core and option subjects and the right range of pathways to meet all learners' needs. In balancing these priorities, account will be taken of any potential risk of learner disengagement if the diet on offer is too restrictive. We will be mindful of the needs of the likely cohort of students within the community of the Free School and feel that our approach to the Key Stage 4 curriculum design takes account of local and national priorities.

We have therefore chosen to have a 3-year Key Stage 4 in which a full and balanced offer of **GCSE Courses** will be available. Options will be in place for Year 9 students and GCSE Courses will be allocated three years of study time to enable lower ability students to access a GCSE Grade. High quality assessment systems and tracking will be essential to ensure progression of learning and to keep students 'in the know' about their progress.

It is also envisaged that the vast majority of students will follow an **EBacc** options process. All students will be required to opt for one EBACC subject in the "closed" block. This will leave 2 other choices. However at least one of these choices must be History or Geography (unless chosen in the closed block) This will generate a potential EBACC entry of 90%. **This is seen as important if we are not to restrict students' access to academic routes where appropriate.** This reflects our vision for high expectations for all students and teachers will have full access to all the on-line resources and support from the other FCAT Academies, in particular Hodgson Academy, to match its academic curriculum offer. Creating an equivalent school day with others within FCAT will facilitate sharing of resources, the cross-fertilization of ideas and the sharing of specialist teachers.

Great attention in all phases will be afforded to the development of learners with identified needs who are able to make option choices that meet their individual need as a possible alternative to the requirements of the EBACC. At present 73% of Hodgson leavers from year 11 go on to study level 3 courses. The target for the Free school is to achieve a zero per cent NEET figure with 75% studying at level 3 beyond year 11. It is envisaged that the other quarter will move on to Level 1 &

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2 courses at Further Education or move into apprenticeships. Hence the curriculum model is very much grounded in a traditional academic structure.

**Table 11: Curriculum Phase 4**

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>Years: 9-11</b>			
English Language and English Literature	5	M	
Mathematics	5	M	
Science	4	M	
MFL	2	M	SEN group to take 2 periods of Life Skills
<b>Options Closed English Baccalaureate</b> Subject: Triple Science, History, Geography, Computer Science	2	M	
<b>Options Open Choice 1:</b> Art, Catering, Computer Science, Geography, History, Music, PE, Product Design, Textiles,	2	M	
<b>Options Open Choice 2:</b> Art, Catering, Computer Science, Geography, History, Music, PE, Product Design, Textiles,	2	M	
Religious Education	1	M	
PE	2	M	
PSHE	*1 hour floating period		
Assembly	1 hr 15 m	M	
Registration/Arrival	10m	M	
Lunch & Break	3h 50m	M	
Enrichment Activity	10h	V	
<b>Total</b>	<b>40h 15m</b>		

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**The School Day at Phase 3 & 4**

<b>School Day: Phase 3 &amp; 4</b>	
Arrival	8:50 – 8.52
Period 1 (Statutory Reg)	8.52 – 9.52
Period 2	9.52 – 10.52
Break	10.52 – 11:10
Period 3	11:10 – 12:10
Period 4	12:10 - 13:10
Lunch	13:10 – 13.50
Period 5 (Statutory Reg)	13.50 – 14.50
Form/Assembly	14:50 – 15:05
Enrichment Time	15.30 – 17.30

**Strategy for Assessing and Meeting the Needs of the Likely Cohort of Students**

Within the Early Years Foundation Stage in the Free School, each child will be assessed against the 17 early learning Goals. At the end of Reception Year, there will be a profile for each child which outlines which children are meeting the level of development expected at the end of the Reception year ('expected'), exceeding this level ('exceeding'), or not yet reaching this level ('emerging'). This will provide the baseline for assessment in Phase 1 of the school.

PIPS assessment (Performance Indicators in Primary Schools) will also be used in Phase 1 and 2 to baseline cognitive and non-cognitive abilities of all children, to assess what the children know and can do.

At Key Stage 3 in Year 7 (during phase 3), Cognitive Ability Tests for all pupils will provide a score for each pupil in Verbal, Quantitative and Non-verbal tests,

It will be on the basis of baseline assessment at each stage that each child's performance will be recorded and will provide the information required to set progression targets. It will also support the identification of those pupils who may need additional support for their learning as well as those who are gifted learners. In Phase 3 and 4 it will also inform the setting of pupils in ability groups.

**SEND**

Great attention in all phases will be afforded to the development of learners with identified needs. The school will employ a skilled and experienced SENCO, who will work across all Phases. The school will take full cognisance of the requirements within the *Special Educational Needs and Disability Code of Practice 2014* and all applicants to the Free School with an Education Health and



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Care Plan will be admitted as a priority. Students' additional needs will be identified on entry and individual programmes of support will be developed.

Rates of progression for children with additional identified needs will match those of other students and where gaps exist; intervention will be required to close them. These progression outcomes will reflect the high quality of teaching and learning and – where appropriate - provision of additional and personalized support through the school. The deployment of Teaching Assistants and support staff will be monitored and evaluated in the first year to determine effectiveness and value for money. All support will be required to have IMPACT on learning and to enhance progression. This will enable us to deliver our ethic of ensuring that the needs of every child are met and 'no child is left behind'.

Analysis of all data with SEND need by broad 'type', (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties or Sensory and/or Physical Needs) will take place to determine reasons for Sig – VA for SA+ students. The school will follow the Plan, Do, Review approach to ensuring that these pupils make appropriate progress.

The curriculum, particularly at KS4 will be kept under review to ensure it is appropriate for the needs of the learners. Differentiation will be a key developmental 'teaching and learning' theme ensuring tasks are matched precisely to the ability of students. We will ensure targets set for SEND / GAT / LAC are sufficiently and appropriately challenging, ensuring expectations are high for these students. To achieve this we will:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

The attainment and progress of all students identified with SEND, particularly at School Action Plus will be tracked regularly and effectively so that targeted and timely action can be taken to raise their achievement. Catch up programmes for literacy and numeracy will be carefully constructed and monitored to ensure high impact on learners. Each pupil on the SEND register will have a Personal Passport to be taken with the pupil into each lesson so that teachers can take their needs into account in lesson planning. Impact of all interventions will be evaluated.

The organisation of pupils into 2 bands of equal ability and with 3 parallel sets, within the curriculum, will enable us to have 2 lower ability sets in the early years of opening, each containing only 15 pupils, allowing for more individualised support for their learning.

Rates of progression for children with additional identified needs will match those of other students and where gaps exist; intervention will be required to close them. These progression outcomes will reflect the high quality of teaching and learning and – where appropriate - provision of additional

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and personalized support through the school. The deployment of Teaching Assistants and support staff will be monitored and evaluated in the first year to determine effectiveness and value for money. All support will be required to have IMPACT on learning and to enhance progression. This will enable us to deliver our ethic of ensuring that the needs of every child are met and 'no child is left behind'.

Gifted and Talented who have the ability or potential to develop significantly ahead of their peers at the Free School will be offered opportunities to excel both within the core timetable and in enhanced activities. Enrichment activities will offer opportunities for children with additional needs to access 'catch up' sessions and for all children to extend their access to wider educational opportunities.

### **Pupil Premium**

Given the high percentage of pupils eligible for Free School Meals (FSM) across many of the schools in the target area, (**Tables 3&4**) Pupil Premium funding and other additional support will need to be targeted at closing the gaps in performance between disadvantaged and other groups of pupils. This situation contrasts with the supporting schools, Hambleton Primary Academy and Hodgson Academy (**Table 9**) in which % FSM is well below the Blackpool and national averages.

FCAT has developed excellent procedures to address the need to close gaps in performance of FSM pupils, with support from Millfield High School (in the FCAT Teaching Schools), identified as National *Secondary School of the Year* in the *Pupil Premium Awards 2014* for having the most effective procedures nationally. This is beginning to impact positively in Unity Academy, an existing all-through school in FCAT. (**Table 12**)

The Free School will actively pursue reducing the significant gaps that presently exist in the performance of disadvantaged students in comparison to that of other students within every key stage. Disadvantaged students will benefit from increased learning support through targeted intervention and accessibility to extra learning resources. This would be available and delivered both within the curriculum itself and through enhanced opportunities outside the "normal school day". Specific tracking of the progress of these students will take place ensuring all staff are aware of which students meet the designated criteria. Students, who qualify for free school meals (over 6), are "looked after" or belong to families where a parent is deployed in the current services, will be specifically monitored. The need to further raise aspirations and remove barriers to success will be specifically targeted for these groups and will include developing specialized programs in improving self-esteem and social skills and include shared study support activity from members of the Fylde Coast Teaching Alliance.

### **Transience**

Transience is an issue affecting many learners in Blackpool, hence tailored support for this group of students will be made available in the core subjects. High levels of pupil mobility across Blackpool's schools (**Section C**) has been identified as a contributory factor to underperformance and if these pupils are not to be further disadvantaged by their fragmented educational experience,



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then all schools – including the Free School – will need to develop clear procedures for managing transition points.

This will include careful transfer of information on pupil assessment and progress between Key Stages. Careful induction of pupils arriving mid-term and managed transfer of information for leavers will be required to minimise disruption. It is part of our vision that this school with its principle of placing the child at the centre of everything, will develop families' confidence in their community school and prevent 'flight' to other schools and across LA boundaries.

Strategies to be implemented will include those described by Janet Dobson et al (*Pupil Mobility in Schools, UCL 2000*):

- Well managed admission and induction arrangements, with clear communication with parents and home to school links
- Contact with sending/receiving school and efficient transfer of records
- Ongoing links between the Free School and the sending schools, with staff visiting regularly and cross-phase teaching delivered where appropriate.
- Assessment of students' knowledge, skills and possible additional needs
- Buddy systems for support

### **Attendance and Punctuality**

Attendance and punctuality will be a significant area of focus in the Free School. Within the target locality of the Free School, all the primary and secondary schools in the cohort exceed national levels of overall absence and Blackpool's averages for overall absence and persistent absence significantly exceed national averages. Scrupulous systems will be established with the Free School to address non-school attendance. These will include:

- the setting of aspirational targets for attendance and monitoring of progress towards KPIs;
- rigorous in-school systems for monitoring of attendance and identification of persistent absence;
- engagement with parents and external agencies to improve children's attendance and address barriers to attendance;
- regular use of criminal justice system for parents of repeat offenders;
- good procedures for assessment of medical absence and multi-agency links to assess validity of absence;
- rewards for 100% attendance.

With regard to punctuality, the Free School will follow the very successful approach to imposing a same-day detention for one hour for pupils who are late. This has dramatically reduced late arrival to school in Aspire Academy.

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### **English as an Additional Language**

The percentage of pupils with English as an Additional Language attending FCAT academies and other schools in Blackpool is increasing. FCAT academies are already linking with schools in Manchester to build on their significant experience of working with EAL students. The successful policy of integrating children with EAL into the curriculum ('Immersion' into the National Curriculum) incorporating excellent delivery of National Curriculum English, allows their pupils to experience social integration and equality of access to the curriculum.

Achievement at GCSE nationally reflects the success of this policy with EAL pupils out-performing pupils with their First Language as English (FLE). The report from the Education Endowment Foundation on *EAL and Educational Achievement (2105)* also shows the benefit of schools offering opportunities both within the core and extended school day, for EAL students to follow a programme of focused English language skills practice e.g. on word-level skills and vocabulary and this will be the approach within the FCAT Free School, with access to extended activities.

### **The Development of High Quality Teaching and Learning in the Free School**

With rigorous assessment, target-setting, monitoring and reporting procedures **(D2)** we anticipate that 100% of our pupils – irrespective of need - will meet and exceed expected progress targets at all phases. If that target is to be reached, the Free School will require Teaching and Learning that is at least Good and with a significant percentage at Outstanding. **(D2)**

Effective leadership of the curriculum will be key. FCAT has been able to attract proven outstanding leaders to its '*professional learning community*'. It has deployed its 7 National Leaders of Education across the FCAT community of schools and this is already – in a short space of time – bringing about significant improvements in performance. This approach has been supported by the Teaching Schools partnership and has been enhanced by the development of strong governance within the Academy Councils, in which governors have been selected on the basis of their skills and experience. FCAT currently has 2 National Lead Governors and will bring this expertise to the Free School.

This expertise will bring opportunities to the Free School. Monitoring of the quality of teaching and learning will be rigorous **(D2)** and where there is an identified need for specialisms and expertise within the curriculum at the Free School, it will be possible to deploy teachers from the partner schools. Hodgson Academy will support the process for identification and deployment to need in the Free School.

The incremental growth of the Free School from its beginning in 2017 to a full 1180 place school after 7 years, will offer some challenges in terms of the spread of teaching specialisms in the secondary phase. FCAT and its Teaching Schools, have significant experience of working across all phases from Nursery to Sixth Form. This was the basis of the development of the Fylde Coast Teaching School and we will bring this to the new Free School.

The principles of the learning networks (Quality Improvement Groups) within FCAT, which are having a marked impact already on the quality of the curriculum, middle leadership and teaching and learning in the classroom, can be used to good effect in the Free School to support and develop



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new staff in the delivery of the curriculum. The Free School can only meet its targets for all pupils to make expected or better progress if teaching and learning are good or better, with a high percentage of outstanding teaching.

Performance Management will be a key development tool within the Free School. Teachers will be expected to perform in line with the expectations of the National Standards for Teachers. Support staff will share access to appropriate training, clear line management structures and annual performance management. **(See D2 for roles)**

Robust Performance Management will apply to the principal and to all leaders and teachers employed by the Free School except teachers on contracts of less than one term, those undergoing induction (*ie NQTs*) and those who are the subject of capability procedures. Performance Management will also appropriately apply to senior associate staff.

The Performance Management framework will provide a clear and consistent assessment of the overall performance of teachers and the Principal and for supporting their development needs within the context of the academy's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against The National Standards for Teachers and the performance criteria specified in the Performance Management Plan, along with evidence that will support sustained and substantial contributions will provide the basis on which the recommendation is made by the reviewer. In all cases objectives set must contribute clearly to improved student outcomes with specific and identified success criteria. Objectives will be expected to be appropriately challenging as 'good progress towards a challenging objective' is more compelling evidence than meeting a relatively easy objective.

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles, responsibilities and experience. Objectives will have regard to what can reasonably be expected of any professional in that position and consistent with the academy's strategy for bringing downward pressure on unnecessary bureaucratic burdens. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students at the academy.

Effective Performance Management in the Free School will contribute to:

- High performance, improved teaching and leadership
- Continuous improvement in student achievement
- CPD for staff that is relevant to the needs of the teacher and the academy
- Continuous school self-evaluation

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### **The Enrichment Curriculum**

The Enrichment Curriculum at the Free School will provide pupils with the opportunity to engage in activities or study academic subjects which are beyond the confines of the core National Curriculum.

The purpose of Enrichment is to:

- Widen pupils' intellectual experiences
- Improve independent learning skills
- Close gaps in performance between groups of pupils
- Enthuse pupils in learning experiences and extended activities outside of the curriculum
- Offer them the opportunity to study something they would not have had a chance to study otherwise.

Given the likely cohort in the Free School, the Extended Curriculum is key to widening participation and enhancement of the National Curriculum. Through access to the widest possible range of extra-curricular opportunities students will develop as emotionally intelligent, tolerant and healthy individuals. Our extended curriculum will support the Free School and FCATs Core Values and will:-

- Promote aspiration and achievement;
- Promote care and respect for others;
- Ensure enjoyment and motivation;
- Inspire a love of learning in the less formal environment;
- Develop independence and creativity; Encourage participation;
- Nurture personal development.

The Enrichment Programme will include activities at all phases across the Free School and will include:

- Additional curriculum support
- Sporting opportunities, including competitive team representation
- Outdoor adventurous activity
- Reading clubs
- Art, Drama and Music
- Themed activity days
- IT
- Community participation and support, etc

The Free School will remain open until 6 p.m. each day to facilitate such activity and it is anticipated that these will be supported by both teaching and non-teaching staff.

**Table 12: Pupil Progress Data from 2015 FFT analysis at KS4**

	ASPIRE			UNITY			MONTGOMERY			HODGSON		
	2014	2015	difference	2014	2015	difference	2014	2015	difference	2014	2015	difference
5A*/C EM (nfe)	-15	-9	+6	-8	-8	0	-14	-3	+11 Sig	+5	+8	+3
APS (nfe)	-42	-38	+4	-30	-30	0	-24	-20	+4	-4	+9	+13
En 3LP	-20	-9	+11 Sig	-8	-14	-6	+1	0	-1	0	+5	+5
En 4LP	-20	-11	+9 Sig	-5	-12	-7	-2	-6	-4	+3	+3	0
Ma 3LP	-17	-11	+6	-18	-11	+7	-18	-14	+4	0	+7	+7
Ma 4LP	-14	-8	+6	-14	-3	+11 Sig	-16	-13	+3	-4	+14	+18 Sig
EBacc	-15	-11	+4 Sig	-13	-10	+3	-6	-5	+1	-6	+6	+12
En / Ma	-12	-8	+4	-4	-9	-5	-8	-3	+5	+3	+7	+4

Comparing data from 2014 to 2015 and identifying areas where the progress measures have improved (in green), declined (in red) and improved significantly as calculated by FFT. Figures are expressed as percentages.

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

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

#### Target-Setting for the Free School

Whole-school targets are determined by each Academy Council (Local Governing Body) and this process will also apply to the Free School. These targets will reflect the aspirations of the School and the trust and will also ensure that a significant percentage of students are targeted to exceed expected progress.

The FCAT expectation of student progress in each year group is outlined below, with due consideration being given to the amount of curriculum time allocated when setting targets.

#### FCAT Expectation of pupil progress in each Year Group

% of curriculum time	Year 7	Year 8
Less than or equal to 5%	Minimum of 1 sub level progress	Minimum of 1 sub level progress
Between 6% and 10%	Minimum of 2 sub level progress	Minimum of 2 sub level progress
Greater than 10%	Minimum of 3 sub level progress	Minimum of 2 sub level progress

#### Curriculum Phases and accountability structure

Phase	Years	Accountability Structure
1	Nursery to Year 1	Early Years and Phonics and baseline assessment
2	Year 2 to Year 5	Teacher Assessments SATS (Year 2)
3	Year 6 to Year 8	Teacher Assessments SATs (Year 6)
4	Year 9 to Year 11	GCSE, Attainment 8, Progress 8, EBACC

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

**Table 13: Free School Targets**

Key Stage 1										
KPI	Blackpool 2015	National 2015	Hambleton 2015	2018	2019	2020	2021	2022	2023	2024
% Pupils reaching a good level of development	60.5	66.3		70	72	73	75	77	80	80
% pupils achieving the expected standard in the phonics screening check	77	77			80	82	83	84	85	85
% pupils achieving the national standard in reading at the end of Key Stage 1	90	90	100			90	91	92	93	95
% pupils achieving the national standard in writing at the end of Key Stage 1	86	88	100			88	90	92	95	95
% pupils achieving the national standard in mathematics at the end of Key Stage 1	92	93	100			93	93	94	94	95



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

### Methodology & Benchmarking

**Early Years and Key Stage 1** student outcome targets for the Free School have been set based on national figures for the first year, rising each year to approach those of Hambleton Primary Academy. Targets have not been set based to match Hambleton Primary Academy from the outset as it is envisaged that the context of the new Free School will lead to a greater number of disadvantaged students for whom additional intervention will be needed over a longer period of time to match the performance of Hambleton. It is appropriate for the Free School to set out to be in line with national predictions from the point of opening, rising each year to go beyond national predications. The targets set are in line with or just above the current Blackpool area targets.

Key Stage 2										
KPI	Blackpool 2015	National 2015	Hambleton 2015	2018	2019	2020	2021	2022	2023	2024
% pupils achieving the national standard in reading, writing and mathematics at the end of Key Stage 2	79	80	97							85
% Pupils who have made expected progress in Reading by the end of Key Stage 2	91	91	100							96
% Pupils who have made expected progress in Writing by the end of Key Stage 2	96	94	100							98
% Pupils who have made expected progress in mathematics by the end of Key Stage 2	91	90	100							96

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

**Key stage 2 targets** have been benchmarked to the Blackpool, National and Hambleton figures for 2015. In the case of attainment standards, a target has been set to be beyond the national figure for the first year 6 cohort. This is appropriate as they will have experienced outstanding teaching from Reception and should KS1 targets have been met, be in line with national predictions at the end of KS1. It is therefore appropriate to target beyond national at the end of KS2. Due to an anticipated differing cohort in terms of ability profile, it would not be appropriate to set a target in line with the current performance of Hambleton Primary Academy. The progress targets have been set to be at a mid-point between Blackpool and Hambleton results from 2015. It is felt, given the prospectively differing context of the Free School to set targets mid-way between the two and not to set them in line with Hambleton for the first set of Y6 results.

Key Stage 3										
KPI	Blackpool 2015	National 2015	Hodgson 2015	2018	2019	2020	2021	2022	2023	2024
% Pupils on track at the end of Y7	N/A	N/A	75	75	77	79	82	85	90	90
% Pupils on track at the end of Y8	N/A	N/A	78		80	82	85	87	90	90

It is critical for the Free School to ensure that the majority of students are on track in all subjects at the end of **Key Stage 3**. The targets have been benchmarked against Hodgson Academy for the first year as an Outstanding academy, with consistent rises planned year on year in order to achieve a position where the majority of students are where they need to be at the end of year 7.

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

Key Stage 4										
KPI	Blackpool 2015	National 2015	Hodgson 2015	2018	2019	2020	2021	2022	2023	2024
Progress 8 Score	N/A	0	0.15					0.3	0.35	0.4
% Pupils achieving passes in English and Maths	45	55	71					62	64	66
% Pupils entering EBacc	23	36	40					95	95	95
% Pupils achieving EBacc	10	23	33					27	29	31

Targets have been set with a view to achieving above zero at Progress 8 in **Key Stage 4** consistently and moving towards outstanding performance. It is hard to benchmark progress 8 against national indicators so targets have been set with a view to increasing the progress 8 score set by Hodgson in 2015 by at least 0.1, rising incrementally each year. The percentage of students achieving passes in English and Maths has been benchmarked against national figures and Hodgson Academy (as an outstanding academy), the target set to be at a mid-point between the two. Percentages entered for EBacc are set to match the government's intention that 95% of students will enter the EBacc and achievement of this to be 5% above national in year 1, rising incrementally each year.

Attendance										
KPI	Blackpool 2015	National 2015	Hodgson 2015	2018	2019	2020	2021	2022	2023	2024
% overall attendance	93.7 (S) 95.8 (P)	94.8 (S) 96.1 (P)	95.7 (Hodgson)  97.2 (Hambleton)	95	95	95	95	95.5	96	96

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

The **attendance targets** have been set based on matching Hodgson Academy in year 1. There are currently no national figures for all through schools. As the Free School number on roll will be made up predominantly of secondary age students in the first few years, a target of 95% is set to match Hodgson. The local picture has also been used to ensure that targets are appropriate.

Quality of Teaching							
KPI	2018	2019	2020	2021	2022	2023	2024
% Teaching that is good or outstanding	90	100	100	100	100	100	100
Behaviour							
KPI	2018	2019	2020	2021	2022	2023	2024
Total Permanent Exclusions	0	1	3	3	3	3	3

### Assessment and Performance Monitoring

#### Baseline Assessment

When children enter our Free School in Reception, they will be assessed using CEM (University of Durham,) which will provide a baseline and enable us to set targets for future pupil performance. The tracking system used at Hambleton, successfully for the last 10 years, will be used to set targets, measure pupil progress and attainment, identify underachievement and hold teachers to account.

Within the Early Years Foundation Stage in the Free School, each child will be continually assessed against the 17 early learning Goals. At the end of Reception Year, there will be a profile for each child which outlines which children are meeting the level of development expected at the end of the Reception year ('expected'), exceeding this level ('exceeding'), or not yet reaching this level ('emerging'). This will provide the baseline for assessment in Phase 1 of the school.

PIPS assessment (Performance Indicators in Primary Schools) will also be used in Phase 1/2 to baseline cognitive and non-cognitive abilities of all children, to assess what the children know and can do.

All children in Key Stages 1 and 2 will have their progress and attainment assessed and tracked against national expectations for their age. We would expect all children who do not have identified SEN to meet or exceed their age-related standard.

At the start of Key Stage 3 in Year 7 (during phase 3), Cognitive Ability Tests for all pupils will provide a score for each pupil in Verbal, Quantitative and Non-verbal tests,



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

It will be on the basis of baseline assessment at each stage that each child's performance will be recorded and will provide the information required to set progression targets. It will also support the identification of those pupils who may need additional support for their learning as well as those who are gifted learners. In Phase 3 and 4 it will also inform the setting of pupils in ability groups.

### **Monitoring of Progress**

Three key questions will underpin the cycle of assessment and monitoring of pupil progress within the Free School:

- How well are we doing?
- How do we know?
- What are we going to do now?

These questions will form the basis of line management discussions, performance professional and development planning. This evaluation and evidence will feed into and inform development and improvement planning. Furthermore, these questions will also be applied by students to their own progress, by parents/governors to their involvement in and understanding of the Free School's work.

There will be consistency of approach to the monitoring of pupil performance and target setting between the Free School and other FCAT academies as they will all follow the FCAT Assessment Framework. This Framework has been agreed by representatives from each academy within the MAT who serve on the FCAT Quality Improvement Group for assessment.

Assessment in the proposed Free School – will be a strategically planned activity in all subjects. It is an expectation that students are regularly assessed and that the information gathered from these assessments is used to shape the future learning and progression of each student. As such it is expected that all subject (and phase) leaders in FCAT plan carefully for how they will assess students throughout the year.

Assessment of student progress will be seen by all as an ongoing process. There are four key points for formal assessments to take place and be monitored by the FCAT Executive and Academy Councils (LGB). The **Quality Improvement Groups (QIG) at each level and subject area** will ensure that there is commonality of approach and use of benchmarks.

All academies within FCAT – including the Free School - will follow these core non-negotiable principles for assessment:

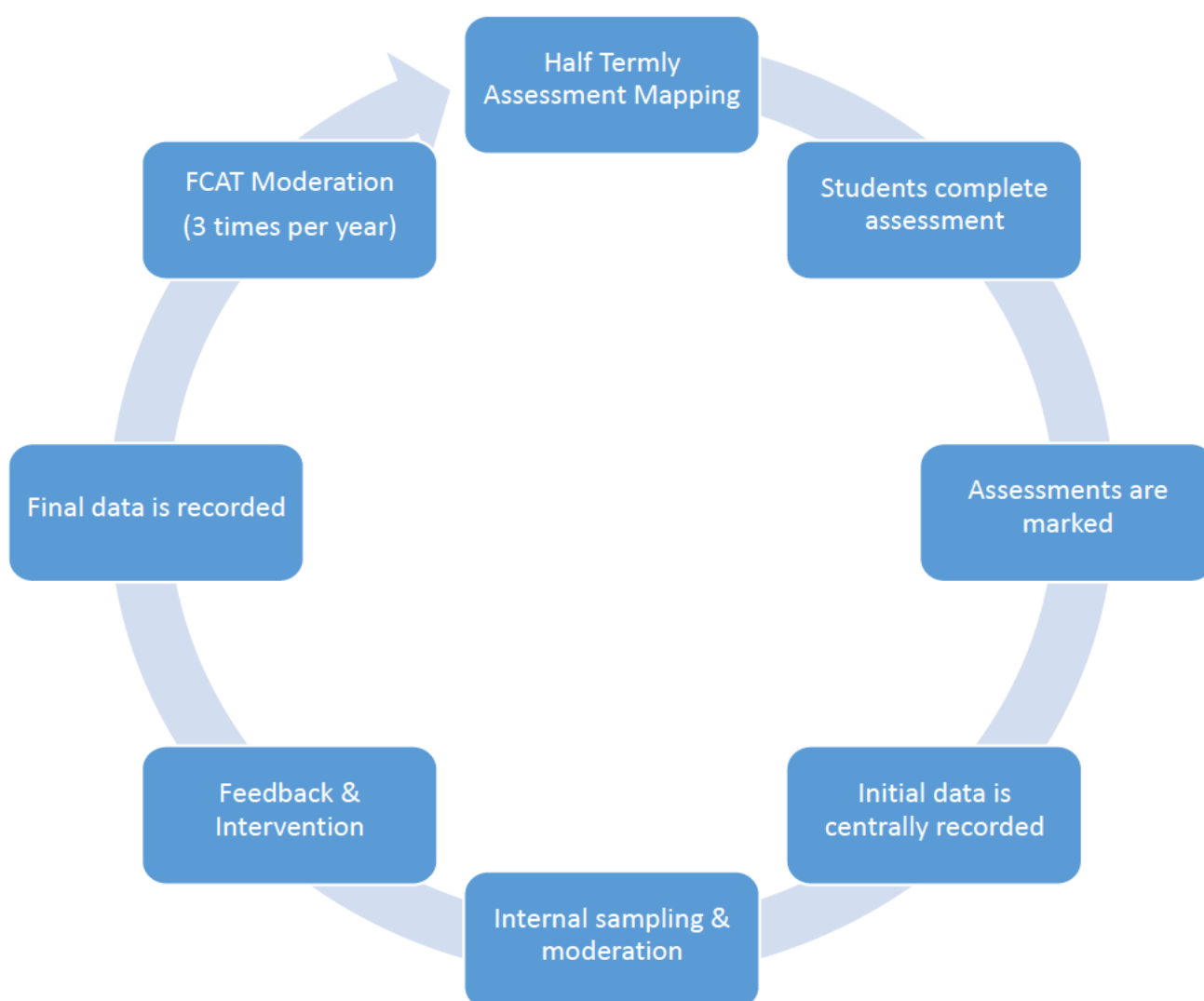
- The Free School will set challenging targets for student performance.
- Assessment will be a planned activity designed to assess where students are and to plan for the next steps in their learning.
- Assessment data will be collected, analysed, shared and acted upon regularly, leading to rapid action where student progress is not at least good.



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

- Assessment data will be current, giving a realistic view of where students are at all times and not a prediction of future performance.
- The collection of current, reliable assessment data will be a priority for senior leaders and staff.
- Assessment data will be reliable. FCAT academies and the Free School will support each other in moderation of current data and by holding each other to account for the assessment data collected.
- Assessment data will be analysed by senior and middle leaders in order to inform the next steps in students learning.

### FCAT Assessment Cycle



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

### Monitoring of Particularly Vulnerable Groups

It is likely that the target cohort of the Free School will include a significant % of pupils eligible to Free School Meals. In order that we will ensure that they make adequate progress and the Free School achieves best value for its pupils, we will monitor the progress of **Pupil Premium** (PP) pupils half termly (**Assessment Cycle Page 44**). Departmental Heads will be responsible for overseeing the assessment, monitoring and reporting of outcomes as part of the assessment cycle and will report on PP performance in their subject. They will be accountable for the Best Value use of Pupil Premium funding in their departments. A similar process of monitoring and accountability will be used to oversee the progress and develop interventions for **Gender, Looked After Children** and **EAL** groups.

Actual progress of **SEND** pupils against expected levels will inform the Heads of Department about the impact of interventions in their subject areas and will also be reported to parents.

Where targets are not being met, the Free School Vice-Principal (assessment and monitoring) will oversee the interventions by the Head of Department and this will be part of their performance management conversations.

### **Attendance**

Attendance monitoring will be a key area of focus for the Free School. The rigorous interventions described in **D1** will be informed by weekly monitoring of attendance and this data will be used to identify 'what works' and to make recommendations for future interventions. Parental engagement will also be a key part of managing attendance.

### **Exemplar Sheet for Monitoring of Progress of Vulnerable Groups**

	<b>Subject:</b>	<b>Year Group:</b>	<b>Data Collection Point (x):</b>	<b>Target:</b>	<b>% Making Expected Progress</b>	<b>% Making greater than expected levels of progress</b>
PP						
Non-PP						
SEND						
Non-SEND						
Girls						
Boys						
EAL						
FLE						
LAC						
Other						

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

### **Visibility of Targets**

Targets will appear on both Interim and Full reports. They will also be available to all staff to inform lesson planning, monitoring, tracking and intervention. Students will be asked to note down targets on the front of exercise books and will keep a record of progress during form time. Staff will include student targets on seating plans, which will be kept confidential.

The FCAT subject Quality Improvement Groups (QIG) will monitor the application of the assessment strategy and outcomes for their subjects across all academies, including the Free School. **The FCAT Assessment and Data QIG** will quality assure assessment arrangements in academies by through progress review meetings with subject leads at academies and by providing 'external' moderation.

A peer review of assessment will take place at least once every term. During this peer review a senior leader from another academy will visit and scrutinise current data and assessment methodology with a range of subject leads. This meeting will be supportive in terms of ensuring that assessment is accurate whilst also holding to account each other in terms of accuracy of predictions. It is anticipated that Hambleton Primary Academy (Phases 1 and 2) and Hodgson Academy (Phases 3 and 4) will support both Unity Academy and the Free School in this moderation process.

The Academy Council (LGB) are responsible for setting whole academy targets; they will agree targets in September of each year for the current year 10 to achieve at the end of year 11, the current year 5 to achieve at the end of year 6 and the current year 1 to achieve at the end of year 2. Phonics screening tests targets will be set in September of each academic year. Whole academy targets will be set for the following (as appropriate to the age range of the Free School/Academy).

### **Free School Development Planning Cycle and its link to Pupil Performance**

Based on thorough self-evaluation the Free School Development Plan will be constructed in two parts which then feed into Department and Key Stage Plans:

- Aligned with the vision and improvement priorities (initially as identified in the Academy Action Plan) the **Three Year Improvement Plan** will specify the direction of strategic travel and clearly define our success criteria.
- An Annual Development Plan which supports these objectives will be based on thorough evaluation of priority and need. The Annual Development Plan will be tightly focused on no more than ten key objectives and will define clear success criteria and measurable targets.

Review and planning will track the following cycle:

#### **Autumn half term1:**

Review of examination results at all Key Stages and in all subjects and completion of SEF 1 Achievement and Standards Review and planning meetings with all subject and Key Stage leads are informed by SEF 1.

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

### **Autumn half term 2:**

Review of quality of Teaching and Learning – completion of SEF 2 Quality of Teaching  
– subject/Key Stage and whole school

### **Spring half term 1:**

Review of leadership at all levels – completion of SEF 3 Quality of Leadership  
- subject / Key Stage / Whole School.

### **Spring half term 2:**

Review of behaviour and safety – completion of SEF4 Quality of the Learning Environment  
-subject/ Key Stage/ Whole school.

### **Summer half Term 1:**

Based on thorough self-evaluation and outcomes of the previous Academy Plan -  
completion of the new Academy Plan – develop the Three Year Improvement Plan and  
finalise detail for Annual Improvement Plan

### **Summer half term 2:**

Departmental and Key Stage Plans completed in line with Annual Improvement Plan.

### **Roles within the Free School’s Development Cycle and Performance Monitoring**

The Fylde Coast Academy Trust is mindful of the urgent need within the Free School for clear, responsive and distributed leadership throughout the school with clear lines of responsibility, to ensure that teacher and pupil performance is effectively monitored and evaluated;

#### **Executive Principal**

- The Executive Principal will provide additional leadership capacity to the Free School;
- He/she will lead on the development of strategy and external reporting;
- He/she will report on student progress to the Trust Directors and CEO;
- He/she will support the newly appointed principal to acquire relevant CPD for staff and act as critical friend in the development of performance management.

#### **Principal**

- The Principal will ensure that the Free School follows the multi-academy trust vision



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

- They will set the objectives and targets by which the school's progress and performance will be measured by ensuring a consistent and continuous school-wide focus on pupil achievement using data and benchmarks to monitor progress in every child's learning;
- They will ensure that the school creates a robust data system to enable analysis of progress towards school targets and performance of staff and students and challenge underperformance robustly at all levels;
- They will identify staff development needs.
- Ensuring that behaviour and attendance strategies are rigorously implemented.
- They will support the implementation of joint curriculum planning with Hodgson Academy
- They will lead the Academy's drive to create a step change in aspiration and achievement.
- Provide strong innovative leadership that results in equality of access to a high quality and flexible, teaching, learning and social environment.

### **Vice Principal Curriculum**

- This post will eventually line manage two Assistant Principals and will have oversight of all curriculum quality assurance arrangements e.g. SEF, teaching staff performance.
- Provision of training and development for Heads of Department ranging from personal CPD programmes in leadership and management to individual coaching plans, in order to keep these roles focused on quality subject provision.

### **Vice Principal Student Support and Inclusion**

- This post will line manage two Assistant Principals and will have oversight of the Academy's pastoral structure including behaviour, attendance and safeguarding. **(D1)**

### **Assistant Principals**

- There will be two curriculum Assistant Principals, contributing substantial expertise to the strategic leadership of the Free School and taking specific responsibility for the following key areas of the life of the school:
- Teaching and Learning Staff Development
- Assessment, Data and Narrowing the gap

### **SENCO**

- The SENCO will manage the deployment of support to pupils with additional needs and monitor the impact of this support on the progress of SEND pupils towards targets.



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

### **Heads of Department**

- Heads of department for English, Maths, Science, Humanities, Technology and Art, Performing Arts and PE, and MfL are pivotal to the development of the Free School;
- They will be responsible for provision and outcomes in their subject areas across all phases including achievement/attainment, quality of teaching (under the guidance of senior line managers and in compliance with strategies to improve teaching and learning), and aspects of behaviour that are to be managed in classrooms;

### **Form Tutors**

- Ensuring that all students feel known, valued and wanted as individuals, having at least one adult member of the Academy with whom they can build up a strong and meaningful relationship;
- Oversight of each pupil's pastoral and academic progress in the Free School.

### **Academy Council (Local Governing Body)**

- Set, support and review the vision and direction of the Free School;
- Approve the Free School budget and oversee financial monitoring arrangements;
- Hold the Academy Executive Principal to account for standards at the school, challenge SLT for any slippage and report annually to the Directors of FCAT;
- Act as a critical professional friend to the Academy Principal and Executive Principal;
- Approval of capital programmes before submission to the FCAT Board of Directors.

### **FCAT Monitoring and Quality Assurance**

With the engagement of the two support schools, Hambleton Primary Academy and Hodgson Academy, the Free School will ensure that every student and teacher reaches their full potential through provision in the Free School of:

- a management strategy outlining the high expectations of leadership responsibilities;
- high quality line management that holds staff accountable for student progress;
- regular line management meetings;
- teaching and Learning audit weeks based on Ofsted criteria each academic year that will include:
  - quality assurance of planning
  - quality assurance of marking, assessment and feedback

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

- lesson drop-ins throughout the school
- student consultation with SLT (random sample)
- staff consultation with SLT (random sample)
- regular lesson observations (termly on average, but with more or less regular observations as appropriate to teachers' experience and performance requirements) will include formal appraisal observations, coaching observations, peer observations, learning walks with feedback;
- moderation of lesson observation judgments by SLT and external validation;
- scrutiny of work by coaching observers and trained Ofsted accredited inspectors;
- regular work scrutiny by designated SLT member to complement the monitoring of work by Curriculum Leads;
- regular data tracking and monitoring to support student progress

The Free School will take full advantage of its unique position as an all-through school to influence the development and progress of learners through:

- an emphasis on literacy and numeracy throughout the school
- sharing of best practice across the key stages
- observation of outstanding practice whenever possible
- engagement with new technologies across all year groups to enhance classroom practice
- use of Ofsted trained accredited advisors
- access to and engagement with Fylde Coast Teaching School staff development and initiatives such as: Shadow teaching, Leadership exchange programmes, Specialist Leaders in Education subject support, National Professional Qualifications in Leadership
- peer review of assessment will take place at least once every term. During this peer review a senior leader from another academy will visit and scrutinise current data and assessment methodology with a range of subject leads. This meeting will be supportive in terms of ensuring that assessment is accurate whilst also holding to account each other in terms of accuracy of predictions.

### **Monitoring of Progress in the First Years of the Free School**

During the first years of opening of the Free School and before all staffing roles are filled, the Principal and Vice Principal and Heads of Department will be supported in their roles in the following ways:

- They will be supported by the Executive Principal of the Free School;

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

- Monitoring and assessment support will be provided by the two supporting academies, Hambleton and Hodgson;
- With oversight of the **Quality Improvement Group (Assessment)** the partner academies within FCAT will offer additional expertise in this area from their staff.

### **Reporting on Pupil Progress**

A half termly data update will show at a glance the student's target, attainment and progression since the last assessment. These data updates will be purely based on current data. A summary of attendance and behaviour will also be provided. At one point during the year parents will receive a written update for each subject which will cover progress, behaviour, communication skills and next step advice.

Parents will be invited into the academy at one point during the year to meet with class teachers. Students will prepare for these reviews by noting down what they think they have done well and how they think they need to improve. Parents, Students and Teacher will then agree a target for improvement on the evening. Student Progress Review Evenings with Form Tutor (Phase 3 and 4 only) will take place early in the year for year 7 and will allow students and parents to meet with the form tutor to discuss general progress concerns or pastoral issues. A year 7 progress evening will take place as a minimum expectation.

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

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

#### Rationale for the Staff Structure

There are a number of significant advantages for the new school in being part of a MAT. This is particularly the case in terms of curriculum planning and appointments to the staff structure. There are opportunities for sharing expertise between the MAT academies and comparator schools and across phases within this school. The all-through structure of this school brings its own advantages. The curriculum phases that have been outlined in **Section D1** allow for more effective management of transition points for pupils. These transition points have been shown statistically at both national and local levels to impact negatively on pupil outcomes. The following principles have therefore been applied in compiling the structure:

- There will be an Executive Principal across two schools who will be recruited from existing NLEs in FCAT. **(Section F)** They will work 0.5 FTE in this school.
- The Academy Principal will be recruited from experienced senior leaders within FCAT.
- There will be sharing of expertise across transition points and in the early years of opening of the Free School and across the MAT. Teachers will share specialisms across Phases 2 and 3 – particularly in the literacy curriculum and subjects such as PE, Music and MfL. This will address some of the transition issues that pertain in separate primary and secondary schools and will bring continuity of focus on closing gaps in performance. **(Table 17)**
- There will be two parallel bands for the majority of each secondary year groups until the third year of operation at which setting across the year groups will take place. SEND students will be placed in one of the bands only until the third year. This will enable both effective and economical deployment of staff in the secondary year in the first two years of the Academy.
- The Academy Principal would be required to teach at least 10 lessons in phase 1 and 3 until Year 3 of opening. In the opening 2 years of the Free School, when it may not be financially viable to appoint to all specialist posts, the Senior Leaders within the school will also teach. There are existing Principals and Senior Leaders in the FCAT academies with specialisms in English, Maths and Science. There are other opportunities for sharing of staff specialisms between the MAT academies and the supporting primary and secondary academies. This process already happens within the FCAT MAT.



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

- Specialist staff in the Secondary Phases of the school will share teaching in Year 6 with the Class Teachers, in order to maximise expertise in particular curriculum areas and to prepare the pupils for access to the curriculum at Key Stage 3;
- The SENCO would be shared between Primary and Secondary phases. The HLTA will manage Teaching Assistants across all phases.
- 4 Behaviour Managers will each oversee delivery of The Behaviour Code across the 4 phases of the school, to ensure its full implementation and will make suggestions to develop appropriate interventions so that pupils develop appropriate behaviour for learning;
- A Mentor will be appointed to support pupils whose vulnerability – whether long or short term – is preventing full access to learning;
- There are appropriate numbers of staff to deliver effective performance management across the school **(See D1 & D2)**
- Engagement with parents and home school liaison will be overseen by Form Tutors who will either meet with parents or refer to senior leaders, departmental heads and pastoral staff as appropriate to the pupil's needs.
- Non-teaching staff (Administrative Site supervision, cleaning) will be shared across phases.
- Catering and grounds/property maintenance services will be bought in.

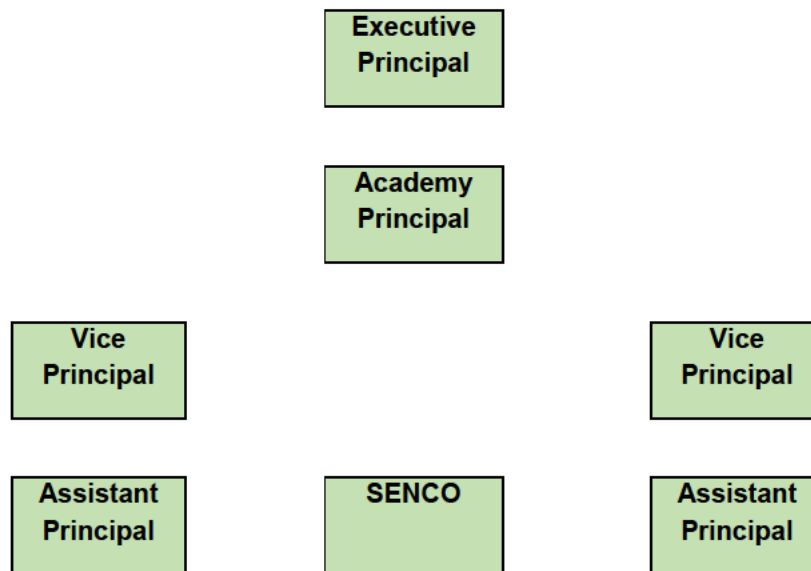
In the event of a 70% actual admission to PAN in year 1 of opening of the Free School, we would find savings in the following ways:

- We already have the opportunity to share specialist and support staff across the FCAT MAT academies and this would enable us to build to our staffing structure viably. We already anticipate sharing staff across the MAT academies in certain subjects such as Music, PE and Computing and this can be extended.
- Senior Leaders within the Free School will also be expected to teach to their specialisms and their % teaching time can be increased incrementally according to pupil numbers, thus reducing the requirement to recruit to teaching posts.
- Teaching Support staff and other non-teaching staff are already being shared across the phases of the Free School and further economies can be secured.
- As there will be a reduced requirement from a smaller Free School for back-office charges, FCAT's charges can be reduced from 5% to 4% in the early years of opening.
- There will be a qualified Nursery Teacher.



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

**Table 14: Staff Structure 2023**



Nursery	Recept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	English	Maths	Science	Human	MfL	Tech/Art	Perf Ar
1 FTE	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE	HOD + 6	HOD + 6	HOD + 6	HOD + 4	HOD+2	HOD + 4	HOD+ 4

Nurs N	TA
7	12

Beh	TA	Mentor	Attend	Data/Ex	Tech
4	8	1	1	1	5

Recep	Sites	Ad Man	Admin
3	2	1	5

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

**Table 15: Recruitment to Posts in The Staff Structure**

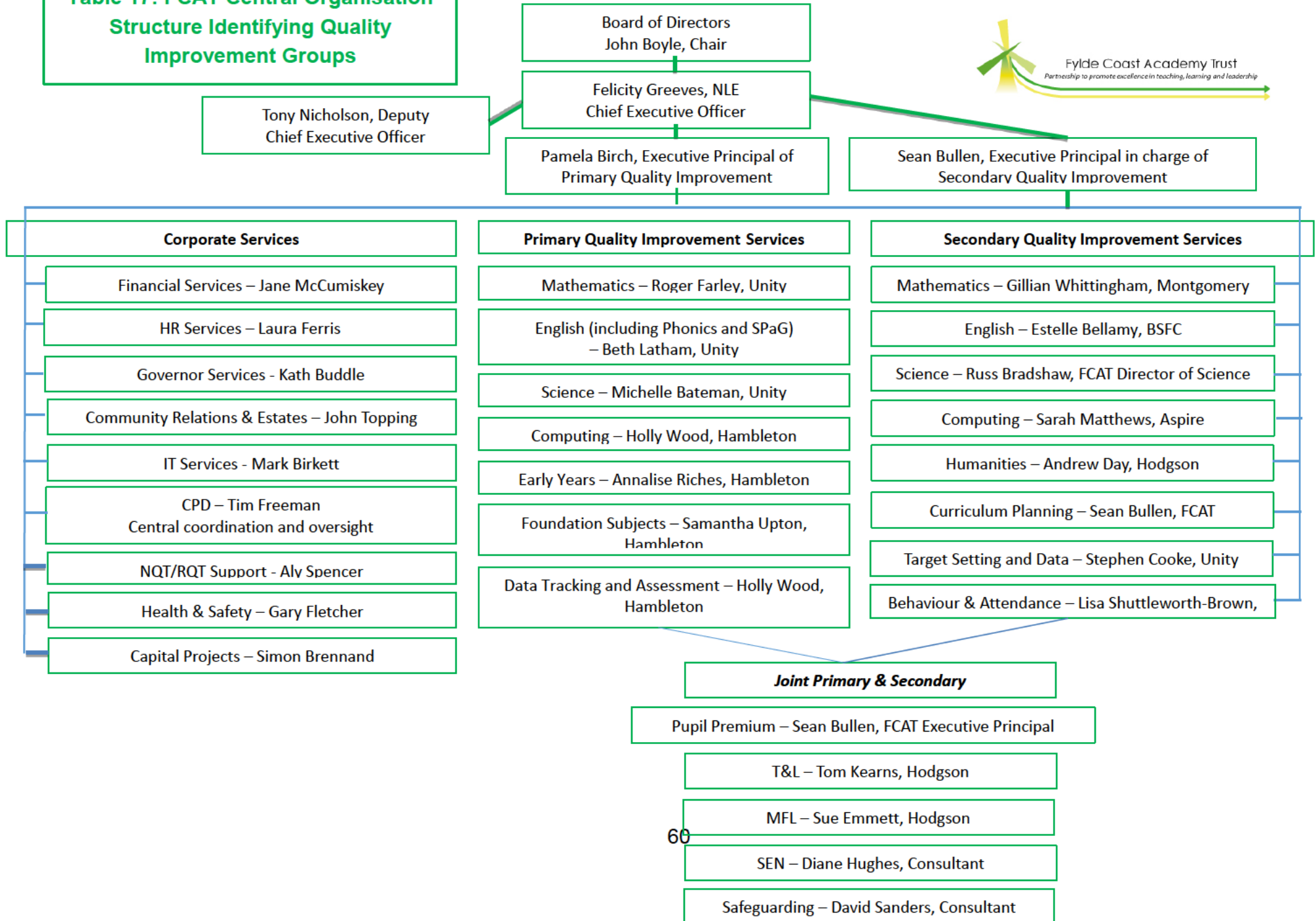
Staff Appointments						
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Executive Principal	Vice Principal	Year 2 Teacher X 2	Year 3 Teacher X 2	Deputy Head of Prim	Year 5 Teacher X 2	Year 6 Teacher x 2
Academy Principal	SENCO	TA x 2	TA X 2	Year 4 Teacher X 2	TA X 2	
Nursery Teacher	Year 1 Teacher X 2	Vice Principal	Admin Assistant	TA X 2	Assistant Principal	
Recept Teacher X 2	TA X 2	Receptionist	Assistant Principal	Admin Assistant	Receptionist	
Nursery Nurse X 7	Teacher of English	Admin Assistant	Teacher of English	Teacher of English	Admin Assistant	
TA X 2	Teacher of Maths	Teacher of English X 3	Teacher of Maths	Teacher of Maths		
Head of English	Head of Science	Teacher of Maths X 3	Teacher of Science	Teacher of Science		
Head of Maths	Head of Humanities	Teacher of Science X 3	Teacher of Humanities	Teacher of PE		
Teacher of Science	Teacher of Art/Tech	Teacher of Humanities	Teacher of Art/Tech	Teacher of MfL		
Teacher of Humanities	Teacher of Computing	Head of Art/Tech	Head of Perf Arts	Teacher of Humanities		
Teacher of Art/Tech	Teacher of PE X 2	Head of MfL		Behaviour Man X 3		
Teacher of MfL	Teacher of Music	Behaviour Manager				
Receptionist	TA	ICT Technician				
Site Supervisor X 2	Exams/Data Manager	Science Technician				
Admin Manager						
Admin Assistant						
HLTA X 2				Key to Tables 10&11		
ICT Technician					Shared Staff	
Science Technician					Phase 3 & 4	These staff can also be shared
Tech Technician					Phase 1 & 2	

**Table 16: Calculation of Costs of Recruitment to the Teaching Staff Structure**

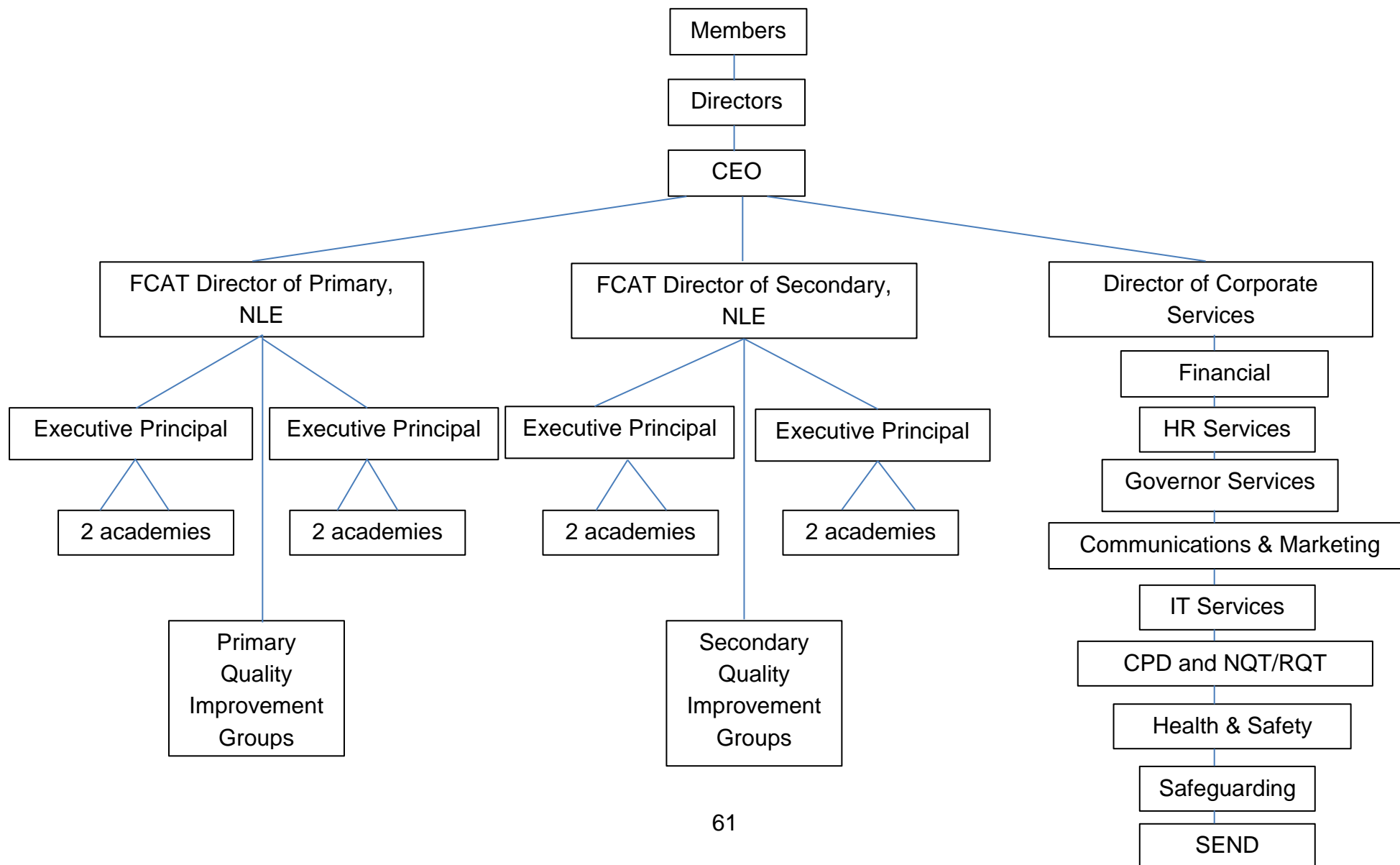
2017	Year 7					2018	Year 8					2019	Year 9				
	P/5 days	Sets	Total	Totality	FTE		P/5 days	Sets	Total	Totality	FTE		P/5 days	Sets	Total	Totality	FTE
English	4	6	24	24	1.00		4	6	24	48	1.00		5	6	30	78	3.00
Maths	4	6	24	24	1.00		4	6	24	48	1.00		5	6	30	78	3.00
Science	3	6	18	18	1.00		3	6	18	36	1.00		5 (M+O)	7	35	71	3.00
Humanities	5	6	30	30	1.00		5	6	30	60	1.00		2(O)	3	6	66	1.00
Tech/Art	3	6	18	18	1.00		3	6	18	36	1.00		2(O)	4	8	44	1.00
Perf Arts	1	6	6	6	0.00		1	6	6	12	1.00		1	2	2	14	0.00
MFL	2	6	12	12	1.00		2	6	12	24	0.00		2	6	12	36	1.00
Computing	1	6	6	6	0.00		1	6	6	12	1.00		1(O)	2	2	14	0.00
P.S.H.E.	1	6	6	6	0.00		1	6	6	12	0.00		1	1	1	13	0.00
P.E.	2	6	12	12	0.00		2	6	12	24	2.00		2(M+O)	7	14	38	0.00
<b>Total</b>	<b>26</b>		<b>156</b>	<b>156</b>	<b>6</b>		<b>26</b>		<b>156</b>	<b>312</b>	<b>9</b>		<b>26</b>		<b>140</b>	<b>452</b>	<b>12</b>
			<b>Total FTE</b>		<b>6</b>				<b>Total FTE</b>		<b>15</b>				<b>Total FTE</b>		<b>27</b>

	2020	Year 10					2021	Year 11					Totals	HoD Add	TOTAL
		P/5 days	Sets	Total	Totality	FTE		P/5 days	Sets	Total	Totality	FTE			
English		5	6	30	108	1.00		5	6	30	138	1.00	6.00	0.20	7.20
Maths		5	6	30	108	1.00		5	6	30	138	1.00	6.00	0.20	7.20
Science		5 (M+O)	7	35	106	1.00		5 (M+O)	7	35	141	1.00	6.00	0.20	7.20
Humanities		2(O)	3	6	72	1.00		2(O)	3	6	78	1.00	5.00	0.20	5.20
Tech/Art		2(O)	4	8	52	1.00		2(O)	4	8	60	0.00	4.00	0.00	4.00
Perf Arts		1	2	2	16	1.00		1	2	2	18	0.00	2.00	0.00	2.00
MFL		2	6	12	48	0.00		2	6	12	60	1.00	3.00	0.20	3.20
Computing		1(O)	2	2	16	0.00		1(O)	2	2	18	0.00	1.00	0.00	1.00
P.S.H.E.		1	1	1	13	0.00		1	1	1	14	0.00	0.00	0.00	0.00
P.E.		2(M+O)	7	14	52	0.00		2(M+O)	7	14	64	1.00	3.00	0.00	3.00
<b>Total</b>		<b>26</b>		<b>140</b>	<b>591</b>	<b>6</b>		<b>14</b>		<b>140</b>	<b>729</b>	<b>6</b>	<b>39</b>	<b>1.00</b>	<b>40.00</b>
				<b>Total FTE</b>		<b>33</b>				<b>Total FTE</b>		<b>39</b>			

**Table 17: FCAT Central Organisation Structure Identifying Quality Improvement Groups**



**Table 18: The future governance and management of a mature FCAT (12 academies) 2017-20**





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

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

#### **Principles**

The FCAT Free School will be a non-faith, all-through mainstream school which – as we have stated in our vision – will be an *‘inclusive non-denominational school which will welcome children from the full spectrum of ability’* **Section C**. Blackpool is one of the most socially deprived areas in the UK and our target area of Central/South Blackpool is an area of particularly significant deprivation. We will ensure that the Free School will be welcoming to pupils of all faiths and views and none and will address the needs of all pupils and parents. The core values and principles incorporated in the Education Plan in each of FCAT’s academies of:

**Ambition**

**Respect**

**Resilience**

**Integrity**

**Pride**

**Excellence**

will pertain within the Free School.

As we state in our vision,

*‘It will be a school for all children irrespective of culture, ethnicity, background and ability and will have an ethos based on the traditional British family values which underpin each of FCAT’s academies.’* **Section C**.

#### **How we will deliver this**

We will give due regard to the principles and guidance expressed in the DfE document, *Promoting Fundamental British Values as part of SMSC in Schools’* (DfE 2014):

- PSHE will be taught as a discrete subject across the curriculum in the school delivered as a floating period across periods 1-4 over 38 weeks. Citizenship will be a key focus across both the core and para-curriculum and will incorporate promotion of 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 school will develop ways of monitoring whether or not pupils have understood and reached the Standards described within the Spiritual, Moral, Social and Cultural curriculum and of designing classroom resources to improve progress in these areas;

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

- The school will have a clear policy for developing, delivering and monitoring their SMSC programme and will have clear procedures for dealing with behaviour which is outside of its accepted values and norms;
- We will offer a broad and balanced curriculum based on the National Curriculum and this will include a discrete RE curriculum in Phases 3 and 4 in which a range of religious, spiritual, moral, social and cultural beliefs and codes will be explored. The curriculum will be based on the agreed SACRE syllabus as followed by other FCAT academies. Children will therefore have the opportunities at all phases to learn about the customs and beliefs of others through the use teaching resources from a wide variety of sources to help pupils understand a range of faiths;
- We will adhere to the legal requirements to provide collective daily worship;
- FCAT has stated that each of its academies – including the Free School - should develop in its students, an acceptance of their individual and collective responsibilities as members of various local, national and international communities and create a strong sense of the importance of working together for the common good;
- The school will follow the FCAT safeguarding policy, which has been externally audited and will include training for all staff in safeguarding procedures and the Prevent Strategy;
- The Free school will play its full part in the community of Blackpool and will offer places to children from different communities and from the full range of the ability spectrum;
- The school's ethos will encourage tolerance and respect for others irrespective of background, gender, faith, ability or age. All staff will act as role models for these behaviours;
- The school's behaviour policy will set a standard for respect for all that will be rigorously enforced in the Free School;
- The Free School will use the Early Years Provision to provide parenting education, and to support the Academy's values and objectives by helping parents understand and reinforce our framework for respect with their children;
- The Trust is conscious of its commitment to inculcating in the students in its academies, employability skills of the highest order and thereby preparing pupils for success in the workplace. Such skills include punctuality, attendance, dress and presentation skills, team working and strong interpersonal skills;
- Positive management of behaviour will be exercised and exclusion from school will be used as a last resort;
- Collaborative CPD will be delivered for staff in the Free School, using the strength of the Fylde Coast Teaching Alliance for support in areas such as coaching, peer mentoring or training delivered to all staff;
- The school will aim to attract pupils from different backgrounds and different communities and ensure that they all feel welcome and play a full and active role in the school.

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

##### **Objectives of the strategy**

We will measure the success of this strategy by using the following performance indicators:

- In our school, pupils from different communities, faiths and backgrounds work together, learn about each other's customs, beliefs and ideas and respect each other's views;
- Children in the Free School demonstrate an understanding of and respect for the Free School's behaviour policy;
- The school can demonstrate that all staff understand and implement the school's Safeguarding Policy;
- Pupils can explain the difference between the law of the land and religious law;
- Pupils and staff have the confidence to challenge intolerance throughout the school community;
- The vast majority of pupils accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the life of the school and to society more widely;
- Pupils and staff in the school express the view that they feel safe in the school community;
- Pupils, staff and parents express the view that their voice is heard and responded to by the school.
- Ofsted reports that the SMSC curriculum of the Free School is having a significantly positive effect on the culture and ethos of the school;
- The school's leadership – including governance – takes effective action to prevent and tackle discriminatory and derogatory language and bullying;
- Pupils of all ages throughout the school are able to understand, respond to and calculate risk effectively.

##### **Roles and Responsibilities**

- The school's Local Governing Body (Academy Council) will work with the Principal to develop strategy to meet the school's responsibilities for addressing British Values;
- The Executive Principal and Leadership Team will be responsible for ensuring the full delivery of this approach across the curriculum;
- The school's Local Governing Body (Academy Council) will monitor the effectiveness of its delivery;
- The FCAT Board of Directors will hold the Executive Principal and Governors accountable for the delivery of this policy and its effectiveness in practice.



## Section E – evidence of need

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

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

##### Rationale for Developing a Free School in this Area

###### 1. Increased School Capacity

DfE capacity data (*Local Authority Basic Needs Scorecards, DfE 2014*) shows that there are currently 11,472 primary school places in Blackpool in 2015 and the LA has forecast that by 2018, there will be 11,963 children of primary school age. This is a potential shortfall of 491 places.

Within a 3 mile radius of the central point of our chosen locations for the Free School, are 17 primary schools. Projections from Blackpool LA, (*Primary Pupil Forecasts Blackpool LA 2015-24*) demonstrate that - even taking into account a projected significant surplus capacity at one of these schools - there will remain a net shortage of 125 places for 5 year olds in this area by 2023. As there are pressures on school places across the boundary in Lancashire LA, up to 6% of parents in Lytham St Anne's (Lancashire LA) are also allocated places at more popular primary schools in Blackpool South Shore. This issue will only be exacerbated as pupil forecasts in Lancashire LA also project a shortage of primary places in this area. **(Annexe A)**

The national data on actual and projected live births (*Subnational Population Projections 2011*) demonstrates a similar increasing profile for children aged 0-5 in Blackpool. There was an increase in live births in Blackpool between 2011 and 2015 of 185. By 2015, there were 457 more children aged 0-3 in Blackpool than in 2011 and there is a projection of a similar increase by 2017. We are therefore confident that there will be parental demand for high quality nursery provision in our target location.

Secondary school forecasts by the DfE (*Local Authority Basic Needs Scorecards, DfE 2014*) state that there are 6,828 secondary places currently available across the town and forecasts of 7,732 pupils of secondary age by 2020. This potential shortfall of 904 secondary places has prompted Blackpool Council to discuss the need for a new secondary school to meet the changing demographic. This also shows that by 2023, there will be a net shortage of 579 places for Year 7 pupils in the Central/South area of Blackpool.

The relatively small geographical area of the potential location will incorporate Central Blackpool through to the Airport boundary with Lancashire. **(Map: Annexe)** Parents are already demonstrating their willingness to travel quite significant distances to access good or improving schools. Currently almost all of the pupils in Unity Academy in the North of the town travel from an area between the school and Central Blackpool. A high quality school in the Central/South

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

area of the town would attract pupils from the Central Blackpool area and reduce pressure on schools in the Central/North area of the town.

As with primary capacity, when considering secondary school capacity in Blackpool an important factor in assessing need is the geographical location of Blackpool as a unitary authority surrounded on all sides by Lancashire County Council. With the exception of Fleetwood in the North of the Fylde Coast, the Lancashire areas which abut Blackpool are largely more prosperous and much sought-after areas for families to live. As a consequence, their schools are already over-subscribed and Lancashire County Council has had to take steps to address these capacity issues.

Fylde Borough Council (Lytham St Anne's) has set out its local plan up to 2032 (*Fylde Local Plan to 2032, Dec 2015*) and has identified as a priority addressing the shortage in school places. It particularly focuses on the area which includes the Blackpool Airport Corridor and Whitehills Business Park. Whilst this is located in Fylde Borough, it is adjacent to the boundary with Blackpool and Fylde Borough Council has recognised that this area has greater connections with Blackpool in terms of character and geographical location. It is therefore likely that existing residents and businesses within this area will continue to rely on Blackpool's infrastructure and services – including its schools. There is evidence that Blackpool benefits from a net inward migration to this area of 2% of its primary age pupils and with additional primary school places within a high quality school, would attract more inward migration.

Lancashire County Council's Strategy for providing additional capacity due to the rise in demand for school places, meant that the County Council has already commissioned permanent additional primary and secondary school places since 2011 in Lytham St Anne's. However, even this has proved to be insufficient and by 2020 Lancashire will require an increase in its school places of approximately 5%. (*DfE School Capacity data 2015*). With its only mainstream non-faith secondary school in Lytham St Anne's having a pupil roll for its secondary phase (excluding 6<sup>th</sup> Form) already exceeding 1,600, it is hard to see how this will meet demand from its local population and demand from parents across the Blackpool boundary who will seek a high quality secondary school.

Blackpool Council has also supplied information about planned housing development in the town. Blackpool is one of the most densely populated areas in the North West and as there is little or no green space in the North and Central areas of the town, building a new school in these areas is proving not to be an option. Large housing developments for family housing, are concentrated in the South/Central areas.

The South Shore area of Blackpool – particularly on its boundary with Fylde Borough Council - is currently undergoing major family housing development, including a 1,400 home estate at Whyndyke Farm, which has just received County Council planning approval. (*Blackpool Council Planning Committee October 2015*) There will also be a 350 family house development close to Blackpool Airport on the former Pontin's site. The LA formula for assessing school-age demand from such developments is to attach a value of 0.25 children per household, which



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

leads to a rough calculation that these developments alone could bring demand from 438 additional school age children. Good transport links between Lytham St Anne's and Blackpool and within the Blackpool Borough itself mean that a school in Central/South Blackpool becomes accessible for all of these families. **(Map: Annexe)**

### **2. Parental Demand for High Quality School Places**

Of the 17 primary schools within the radius of the South/Central area (postcodes FY1, FY3, FY4) there are currently 12 schools judged to be 'Good' by Ofsted, 2 'Require Improvement', 2 are judged to be 'Inadequate' and 1 new academy with no current Ofsted judgement. The data in **Table 3** shows that outcomes at KS2 in Blackpool's primary schools are at the average for Blackpool and just below the national average, despite their high levels of Free School Meal entitlement. The data supports the view that while the quality of the primary schools in this target area is in most cases deemed to be good, there are no primary age children educated in 'Outstanding' schools in any area of Blackpool and at least 4 of the schools in the Central/South area require significant improvement. Blackpool is a slight beneficiary of inward migration to its primary schools which also places pressure on capacity.

Parental choice of high quality secondary schools in Blackpool is very limited. Value added (VA) scores for performance at KS4 in secondary schools in Blackpool are the second lowest in England and educational outcomes for disadvantaged children in Blackpool as a whole and within the secondary cohort in our target area in particular, are extremely poor. *(DfE Performance Tables 2014)* The average VA score for all pupils in the 3 local schools (less 2 new academies) is 977, well below the national average. For disadvantaged pupils in these schools, the average VA score is 938.9, which represents a significant gap in performance. The educational performance in secondary schools is generally unsatisfactory and in the South/Central area of the town, this is particularly evident. **(Table 4)**

Dot maps of pupil postcodes for secondary schools in the North of the town show that there is a drift of pupils from the Central area of the town to the North as parents seek improving educational provision for their children. We feel that placing a high quality free school within an area of South/Central Blackpool will enable pupils from the densely populated central area of the town to travel to the school and will draw back to Blackpool, those families who seek schools across the boundary between Blackpool and Lytham St Anne's. **(Map: Annexe)**

In 2013, Blackpool Local Authority's arrangements for school improvement were judged to be ineffective by Ofsted. *(Blackpool Local Authority Ofsted Report 2103)* A further visit in 2014 found that the pace of improvement continued to be too slow. By 2014, fewer than three in ten disadvantaged pupils obtained five GCSEs, including English and mathematics, at grade C or above, putting Blackpool in the lowest three local authorities in England for attainment. In terms of value-added progress made by pupils in Blackpool secondary schools at Key Stage 4, Blackpool was the second lowest performing authority in England. *(DfE Performance Tables)*

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

Within a 3-mile radius of the identified area of need in South/Central Blackpool, there are 5 secondary schools. 2 of the secondary schools in the chosen radius are faith schools, which reduces choice for parents wanting non-faith schooling. 2 of the 5 secondary schools are in a category of 'inadequate' for Ofsted. one other (a faith school) had a 'good' inspection report in 2011 and the remaining 2 secondary schools (in 2014) are new academies.

One of the priorities for opening a Free School in this area must be to offer parents a choice of high quality secondary education for their children in an outstanding school. The average of provisional % KS4 outcomes in 2015 for 5 GCSEs + English and Maths for the cohort of 4 secondary schools (now including only one recent academy converter) is 38.75%. If neither of the faith secondary schools is included in this calculation, the average declines further to 28.0%.

There is net outward migration of 13% of secondary age pupils from Blackpool to schools in a neighbouring LA and the data in Table 2 supports the view that parents are willing for their children to travel to a high quality school.

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





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

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

#### Marketing and Communication Strategy

As part of our project management approach to developing this proposal to open a Free School, FCAT agreed a Marketing and Communication Plan. The main objective of this strategy was to ensure a coordinated and joined up approach to communications activity for the project. This will achieve the following:

- Ensure key internal stakeholders are consulted, informed and updated about the vision for the project;
- Assist the Project Board in communicating the vision for the new school;
- Drive interest from potential parents for the new school;
- Share the potential value and benefits of the new school by effective and timely communication;
- Encourage feedback by providing effective and accessible communication channels;
- Positively promote the programme by clearly communicating the benefits of any proposed changes/improvements;
- Ensure that all key stakeholders are actively and regularly engaged via regular communications and consultation to reinforce their acceptance of the project objectives;
- Help to minimise/counter negative press coverage'

The analysis of who the key stakeholders are enabled the project team to use different methods of engagement at different project stages and to tailor messages effectively. The Project Lead will be responsible for managing stakeholders throughout the project lifecycle to ensure the right stakeholders are engaged at the right time. The Project Lead will also report to the Board on any risks and issues associated with stakeholder management. The Project Manager will work closely with the Project Lead to ensure that the relevant stakeholders are involved at the right time.



**E2 – successful engagement with parents and the local community****Key Stakeholders and Process for Communication**

<b>Key Stakeholder Group</b>	<b>Method of Communication</b>
Local Authorities	<ul style="list-style-type: none"><li>• Meetings with LA Schools' Admission Teams in Blackpool and Lancashire</li></ul>
FCAT Academies and Teaching Schools	<ul style="list-style-type: none"><li>• Presentation to Headteachers</li><li>• Meeting with individual Headteachers</li></ul>
Other Blackpool Schools	<ul style="list-style-type: none"><li>• Representation at Headteacher forum and Blackpool Challenge</li></ul>
Local Nurseries	<ul style="list-style-type: none"><li>• Discussion with nursery managers and leafleting of parents</li></ul>
Community of Blackpool and Lytham St Anne's	<ul style="list-style-type: none"><li>• Leafleting, billboards and discussion in local shops and schools</li><li>• Website and Social Media</li><li>• Local Radio</li><li>• Advertising in local community areas e.g. nurseries, shops, gyms</li></ul>
Councillors and MP	<ul style="list-style-type: none"><li>• Meetings between the Project Lead and local Councillors and Paul Maynard MP.</li></ul>

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

**Section E2**

**Table 19: Consultation Responses**

Community Group	Date of Consultation	Type of Consultation	Total Potential Respondents	Feedback
Local Authorities	12.11.15	[REDACTED]	3 senior officers of Blackpool LA	Strong support for the development of a Free School in Blackpool and in particular an all-through school
	09.12.15	[REDACTED]	1 LA officer	Supportive of a Free School Development. Would prefer it to be in the Blackpool Town Centre, but had looked for a suitable site and this was unavailable.
	12.01.16	[REDACTED]	Planning Team at Lancashire LA	Lancashire LA requested this meeting. There are issues of potential under-capacity in Lancashire schools on the Blackpool boundary. LCC have no objection to the Free School. Blackpool very concerned about meeting secondary need. More cautious about primary need.
FCAT and Teaching Schools	01.12.15	[REDACTED]	20 schools	[REDACTED] Some concern expressed by Primary Headteachers about turbulence in the south of Blackpool caused by under-performing secondary schools. Primary schools currently losing admissions to other schools and neighbouring LA because of this.

<b>E2 – successful engagement with parents and the local community</b>				
<b>Community Group</b>	<b>Date of Consultation</b>	<b>Type of Consultation</b>	<b>Total Potential Respondents</b>	<b>Feedback</b>
<b>FCAT and Teaching Schools</b>	December 2015		12	Very positive and have offered support
	03.12.15	Consultation with all Teaching school strategic partners	16 schools	Some concern from primaries, support from secondary schools
	10.12.15	Visioning event for academy principals in MAT and TSA	8	Developed the vision, curriculum and staffing structure for the Free School
	16.12.15		2 schools	
	12.12.15		6 <sup>th</sup> Form College	Very supportive. The college is losing numbers from underperforming schools in South Blackpool.
<b>Local Media</b>	Dec 2015		Public of Blackpool	Various responses on website and social media (see below)
	Dec 2015	Press release regarding the Free School Development published in the Blackpool Evening Gazette	Public of Blackpool	Various responses on website and social media (see below)
	Jan 2016	20 second commercials (TV and Radio) running across a number of sites in Blackpool and St Anne's	Public of the Fylde Coast	

<b>E2 – successful engagement with parents and the local community</b>				
<b>Community Group</b>	<b>Date of Consultation</b>	<b>Type of Consultation</b>	<b>Total Potential Respondents</b>	<b>Feedback</b>
<b>Local Nurseries and schools</b>	15.01.16	<p>Leaflet drop and discussion at various Nurseries in South Blackpool and St Anne's:</p> <ul style="list-style-type: none"> <li>• Oak Tree Children's Centre, St. Annes</li> <li>• Moorvilla Nursery, Midgeland Road Marton Moss, S Blackpool</li> <li>• Bluebell Lodge Nursery, St. Annes Rd, Blackpool</li> <li>• Marshmallows Nursery, Boscombe Rd, Blackpool</li> <li>• Highfield Nursery, S Blackpool</li> </ul>	240 parents and children	Nursery staff keen to distribute information, except for Highfield Nursery Manager who saw the free school as unwanted competition
	2 Letters of response	<ul style="list-style-type: none"> <li>• Bright Futures Secondary and Primary MAT</li> </ul>	Headteachers	Opposing Bid
<b>Website and Social Media</b>	14.12.15	Website response	Unnamed	Good idea – Harmony Academy could be a good name
	15,12,15	Website response	L Barker	This is a very good idea and I do hope that the old Arnold site will be used - it is looking very run-down but would be ideal. .My son went to a school where the nursery, infants, juniors and seniors were on the same campus and it worked really well - especially at Year 6 when it made transition to Year 7 a lot easier and less frightening for the students. They also shared the use of facilities, playing fields etc. Great idea if implemented and controlled properly.

<b>E2 – successful engagement with parents and the local community</b>				
<b>Community Group</b>	<b>Date of Consultation</b>	<b>Type of Consultation</b>	<b>Total Potential Respondents</b>	<b>Feedback</b>
<b>Website and Social Media</b>	16,12,15	Website response	J Taylor	This idea of an all-through school has proved very popular with Unity families in North Blackpool. I am sure this proposed new school will be well received in the south of our town. Can the name be linked to a part of south Blackpool e.g. Squires Gate Academy or Starr Gate ?
	16.12.15	Website response	Linda	A much needed addition to the educational offering in Blackpool. The idea of a "through" School would be beneficial to so many families in Blackpool. It would be nice to see more "joint" schools offering a complete primary and secondary education in one location.
	17.12.15	Website response	Chris	Name suggestions: Progress Academy Blackpool Inspire Academy Blackpool Kindle Academy Blackpool Will pass on other ideas as and when
	17.12.15	Website response	Unnamed	Ideas for School Name  Blackpool Progress Academy Blackpool Momentum Academy Blackpool Illuminate Academy Blackpool Enlighten Academy
	18.12.15	Website response	Unnamed	Are you able to provide more detail as to where this new site/school will be? More detail than South Blackpool?



<b>E2 – successful engagement with parents and the local community</b>				
<b>Community Group</b>	<b>Date of Consultation</b>	<b>Type of Consultation</b>	<b>Total Potential Respondents</b>	<b>Feedback</b>
<b>Website and Social Media</b>	20.12.15	Website response	G Jewell	I believe the new school is essential to the Fylde Coast's educational requirements and the sooner the plans are in place, the better. Too often, in many aspects, Blackpool waits until it is too late and is forced to play "catch-up" regarding its services. For once, the planning is matching the forecasted demand for school places and the education of our future generations will not be punished.
	21.12.15	Website response	T Newman	Absolutely brilliant idea, there is a big need for increased places at school. If we don't do something now then class sizes will be a massive issue in our current schools and that will start to cause difficulty and make it more difficult to teach. Let's ensure everyone gets the best chance at a quality education ...Get it built !!!!
	21.12.15	Website response	J Galler	With the increased demand for places in school in the near future, this is the best time to start building a school. This school brings new opportunity for children to get a quality education and ensures that everyone gets a chance at education. there is also increased benefit for the area and will aid in the work to better education across the Fylde Coast. It should be called Hope Academy
	23.12.15	Website response	R Bradley	Suggested Names: Eureka High Southside High
	28.12.15	Website response	Unnamed	Fantastic news for the Fylde Coast for both job prospects and the education of our children.

<b>E2 – successful engagement with parents and the local community</b>				
<b>Community Group</b>	<b>Date of Consultation</b>	<b>Type of Consultation</b>	<b>Total Potential Respondents</b>	<b>Feedback</b>
<b>Website and Social Media</b>	05.01.16	Website Response	K Montanaro	This is a really exciting project. For many students, the transition from nursery to primary and then from primary to secondary school can be very daunting. The advantages of knowing the students from nursery right the way through their education must surely have huge benefits.
	12.01.16	Website Response	Unnamed	Suggested names: Gateway Academy Blackpool Free School I assume this new school will not affect student numbers for other Blackpool Schools (thus making them not full and possibly affecting the future of these schools).
	12.01.16	Website Response	C Westhead	As the new school may be situated over the Blackpool border in St. Anne's, but will attract pupils located broadly from the Clifton area of Blackpool (and accessed via Clifton Drive), perhaps the title should incorporate these factors, such as: the FYLDE CLIFTON COLLEGE or the FYLDE CLIFTON ACADEMY the FYLDE CLIFTON HIGH SCHOOL or simply the CLIFTON ACADEMY
	15.01.16	Website Response	R Stirzaker	Have you managed to find a suitable location for this new all through school ? This will assist in generating an appropriate name.
	15.01.16	Website Response	David	Excellent news for the South Shore area. Name suggestion:- Pennington Academy
	15.01.16	Website Response	J McAllister	I picked up a leaflet at YMCA and think its a good idea.my child will be ready for reception in 2017

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

	16.01.16	Website Response	S Sinclair	Very interested – where will the school be located?
	18.01.16	Website response	L O'Brien	Will it be near Hawes Side School?
	22.01.16	Social Media	R Shaw	Saw the Education page in Gazette last night. We think it is a good idea for the new developments in St Anne's and South end of Blackpool.
	22.01.16	Website	CP	I think it would be fantastic to have another all-through school for the south side of Blackpool. One that currently functions being Unity Academy in North Shore is already massively improving and the seamless transition between Nursery > Primary & Primary > Secondary is brilliant. The younger primary students also gain access to high school facilities and specialist subject teachers, thus making their learning experience even better."
	03.02.16	Website	A Crewdson	Hi - have you decided where the new school will be built? I am very interested to hear about this as we are buying a house on the old Pontin's site, thank you.

<b>E2 – successful engagement with parents and the local community</b>				
<b>Community Group</b>	<b>Date of Consultation</b>	<b>Target Population Postcode (See Annexe for Map)</b>	<b>Total Potential Respondents</b>	<b>Examples of Feedback</b>
<b>Community of Target Area (Billboard and leafleting at Tesco Store FY4)</b>	22 January 2016  And ongoing dialogue with parents from website	FY1	2	All positive: <i>Excellent Idea, Needed</i>
		FY2	1	All positive: <i>All-through school welcome</i>
		FY3	22	21 positive 1 negative: <i>Not needed, Great Idea</i>
		FY4	19	All positive: <i>Excellent idea, All- through school will help children settle</i>
		FY5	8	All positive: <i>I want my child to attend a school like this</i>
		FY6	6	All positive: <i>Blackpool needs a good school</i>
		FY8	12	All positive: <i>Schools full in St Anne's – this is needed</i>
		PR4	3	All positive: <i>Excellent idea</i>
		Total	73	
<b>Community Group</b>	<b>Date of Consultation</b>	<b>Type of Consultation</b>	<b>Total Potential Respondents</b>	<b>Feedback</b>
<b>Paul Maynard MP for Blackpool</b>	22 January 2016	Meeting with MP to outline project	1	Informative meeting



## Section F: Capacity and Capability

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

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

##### Leadership and Management

- [REDACTED]
- The Executive Principal will be recruited from the pool of existing Academy Principals within FCAT, all of whom are National Leaders of Education. This process will begin in the Pre-Opening phase;
- The Academy (Free School) Principal will be recruited from the existing pool of skilled and experienced leaders in FCAT Academies.
- The FCAT Board of Directors have endorsed the appointment of the Chair of Governors for the Local Governing Body (Academy Council) of the Free school. This is an existing chair at an FCAT Academy with extensive skills and experience in governance (**CV Attached : Annexe**). There is a recognition that opening a new school is a complex development, therefore, over the first years of its opening, the Chair of the FCAT Board of Directors will support the recruitment and training of the Local Governing Body (Academy Council) of the Free School;
- The project will be fully supported at all stages of development by other academies within the FCAT MAT and the Teaching Schools Alliance. One of the objectives of developing FCAT was to grow our own leaders and teachers across the MAT so that Blackpool no longer continues to lose excellent practitioners to other areas, or fails to recruit to vacant posts.

##### Support for Free School Development

- The pre-opening phase of development of the Free School will be undertaken within a project management approach, with workstream leaders reporting to a Project Team and decisions ratified by a Project Board.

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

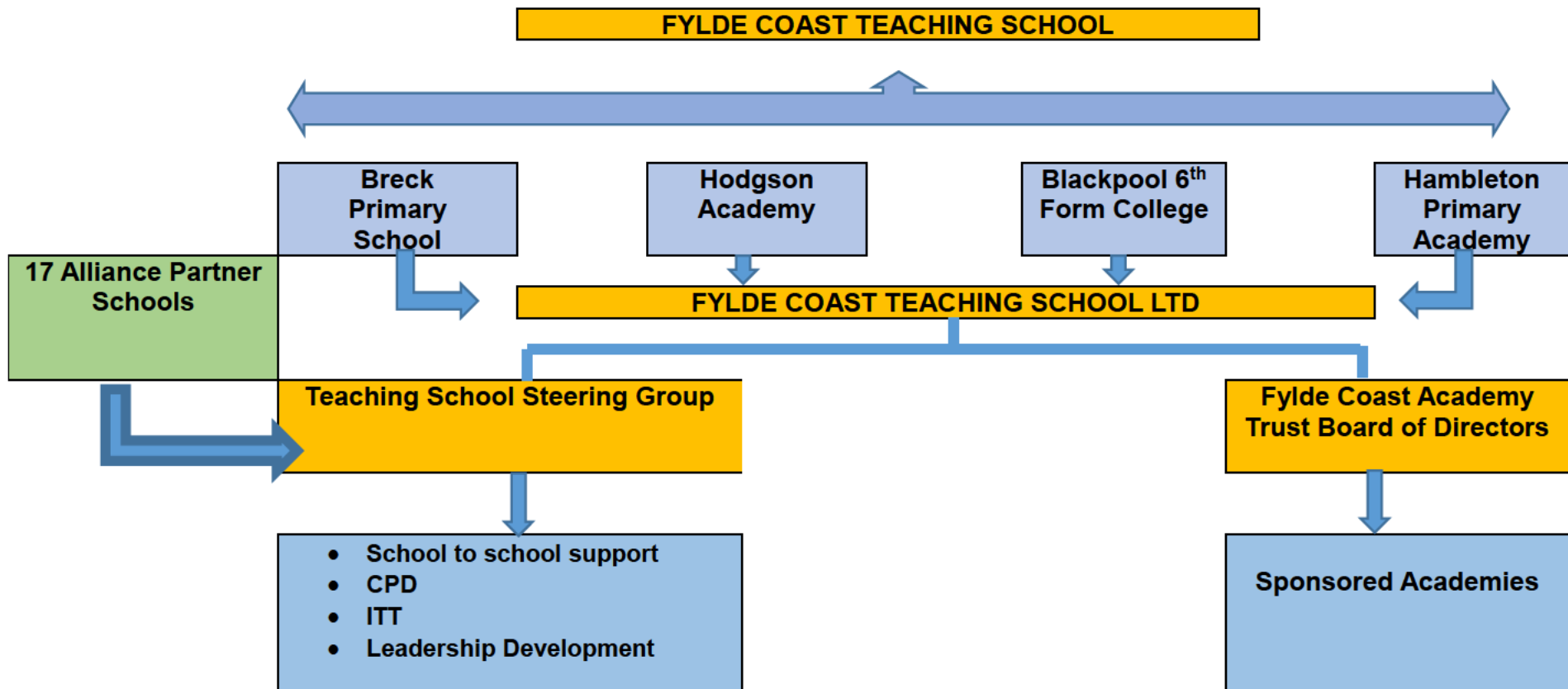
- There is a skilled and experienced back office support service already in place within FCAT which will support the pre-opening phase.
- Hambleton Primary Academy (Outstanding) and Hodgson Academy (Outstanding) will continue to offer expertise, advice and support to the Free School. The FCAT academies – including its existing all-through school – are beginning to improve incrementally (**Table 9**) and will also share expertise, leadership, staff and resources with the Free school where appropriate.
- The MAT within the Fylde Coast Academy Trust is well supported by the Fylde Coast Teaching School and its alliance partners:

Fylde Coast Teaching School Alliance: Ofsted Grading		
Outstanding		Good
Blackpool Sixth Form College	2009	Flakefleet Primary School
Breck Primary School	2014	Garstang Community Academy
Hambleton Primary Academy	2013	Lytham Hall Park Primary
Highfurlong School	2014	Mereside Primary School
Hodgson Academy	2008	Millfield Science and Performing Arts College
Red Marsh School	2015	Norbreck Primary Academy
<i>St Mary's Catholic College - recent Academy</i>		Roseacre Primary School
<i>University of Cumbria</i>		St George's CE High School
		Westciff Primary School

- There is strong and efficient business support and governance arrangements across the MAT and its TSA, which is organised into Quality Improvement Groups to support leadership, assessment and curriculum areas (**see below**)

F1 (a) Skills and experience of your team

Table 20: Teaching School Business and Governance Arrangements



## F1 (b) Skills gap analysis

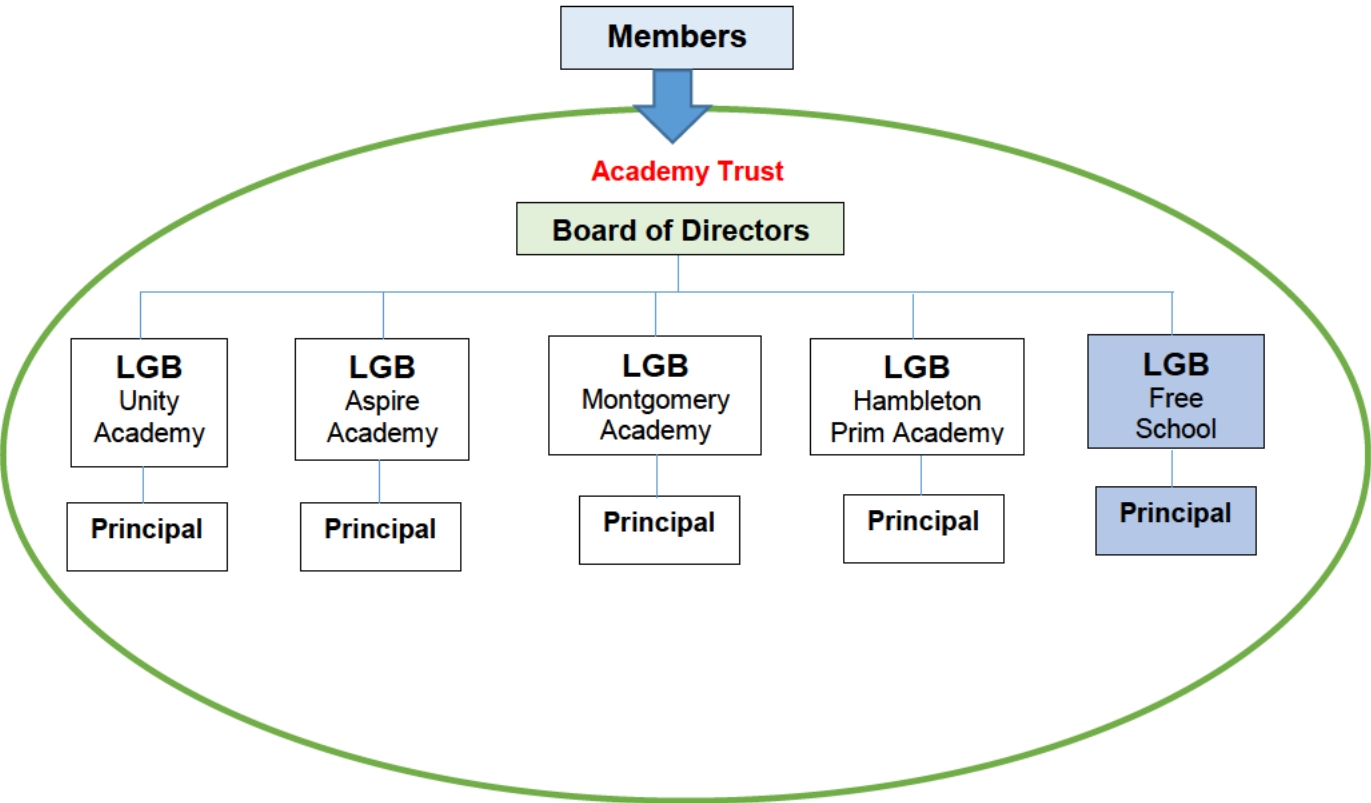
<b>Skills/experience missing</b>	<b>Where is the gap?</b> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Governors for the Free School Academy Council	Local Governing Body	The FCAT governor recruitment process will be followed
Legal Support	Pre-opening Team	This will be a bought-in service



**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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**Changes in Governance of FCAT to accommodate the Free School**



The only change to the existing FCAT Governance structure is the establishment of a Local Governing Body (known as an Academy Council in FCAT) to oversee the progress of the Free School – which will be incorporated into the Academy Trust. This LGB will have the same delegated powers as apply currently to all FCAT Academy Councils.

Whilst the Local Governing Body shall be responsible for ensuring that the Academy is conducted in accordance with its ethos and values, the determination of the Academy’s guiding principles and key objectives shall be the responsibility of the Directors. Where performance in the Academy is of concern, the Chair of the LGB will act as an important communication link between the Local Governing Body and the Board of Directors making sure key messages reach all governors. This will apply to the Free School. This will ensure that where there are concerns about progress, intervention will be effected at as early a stage as possible.

## **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**

There is an agreed Scheme of Delegation for governance of all academies within FCAT and this will also apply to the Free School. There will be no committees in the Governance structure and all reports will be presented to the full Local Governing Body. The Local Governing Body will meet 6 times per year and will carry out the three main functions of:

1. Setting the strategic direction for the Free School.
2. Holding the Principal to account for progress within the school.
3. Ensuring that there is effective management of financial procedures.

### **Avoiding Conflict of Interest**

Since September 2014, governors within academies have been required to declare any pecuniary and other interests. The overriding concern in making this requirement is to ensure that Governors' decisions are both taken and seen to be taken without any possibility of the influence of external or private interest.

In the FCAT Free School we will follow the FCAT governance policy which makes the following requirements:

- (1) That Members and Governors declare any pecuniary interests at meetings;
- (2) That the academy maintains and publishes a Register of Governors' Interests.

This will ensure that governors or the organisations that they represent, who stand to make any direct pecuniary benefit from decisions made by the governing body should declare this at the meeting and say what the benefit may be.

The purpose of the Register is to allow Governors who do have personal and private interests which may cause a conflict of interest between their positions outside the Governing Body to notify those interests in advance of decision being made.

In the case of there being a potential conflict of interest, the relevant governor may need to be outside of the meeting when the decision is made. Governors who are subsequently found to have failed to declare interests will be asked to leave the governing body.

An example of the implementation of this policy is the resignation as a full member from the Board of Directors of FCAT, of the Chair of Aspire Academy. This person will undertake payment as a consultant project manager during the application and pre-opening phases of the development of the FCAT Free School.

## Section G – budget planning and affordability

### G1 – budget planning and affordability

#### School Staffing Factors

- The financial overview is based on the staffing structure **(D3)**
- The staffing structure for the Free School and staff grades and costs are benchmarked against an existing all-through academy within FCAT.
- Grades and salaries are placed at the mid-range within each salary level.
- We intend making savings on shared services across all phases of the Free School and between existing FCAT academies. The following staff are shared across all Phases for the foreseeable future:
  - Executive Principal
  - SENCO
  - Receptionists
  - Administrative staff
  - Site Supervisory staff
- In 2017-18, PE, Music and Computing teaching will be bought in from other FCAT academies;
- There is an assumption that in the opening years of the Free School, Heads of Department will manage more than one department until the school is full.
- The Higher Level Teaching Assistant (HLTA) will manage all Teaching Assistants across all Phases.
- The following services will be bought in:
  - Financial Management (for 2018-19) from FCAT
  - Grounds Maintenance
  - Catering
  - Cleaning

#### Income

- Funding for pre 16 students has been kept at the LA average, until the location of the school is known we cannot supply sufficient evidence to override the figures included in the model.
- Similarly, Pupil Premium funding is based on the average LA percentages.
- The number of empty year groups is capped at a maximum of 6, primary and secondary empty year groups have been included in this number (row 54).

## G1 – budget planning and affordability

- Nursery income has been included on line 43, this plus the ESG grant, is matched against expenditure to ensure the nursery is budgeted as cost neutral.
- Nursery staff costs, included in other pay (line 75) = ██████████, other nursery costs (line 133) ██████████, total costs ██████████ Nursery ESG = ██████████0, other nursery income (line 43) ██████████ total income ██████████
- No other income has been included in the model.

### Expenditure - Pay

- Staffing based on curriculum model (D3)
- TPS modelled 19%, current rate of 16.5% plus 2.5% expected inflation
- LGPS modelled at 12.5% based on existing academy, actual figure will depend on age range of new staff and whether any deficit will be inherited from previous positions.
- National insurance calculated using 2015/16 rates, varies with earnings.
- The spine point for the pay range used has been increased for staff that join in later years, this is to build performance pay increases into the model. In reality the new staff will likely join on lower grades and existing staff move up the pay scale but the model does not allow for this.
- Supply teachers included at ██████████ per pupil per North West average. The current FCAT schools are running below this figure and this is spend that could be reduced if pupil numbers are lower than expected.
- Expenses allowed at ██████████ per teacher per annum.
- Staff Training at ██████████ per teacher plus additional monies in early years for new staff
- Recruitment – Trust HR will be used. ██████████ per place budgeted to cover advertising, DBS and medical checks.
- Buildings maintenance – very difficult to budget without knowing if the school will occupy a new build or an existing refurbished old building. The North West average of ██████████ per pupil has been used when at capacity, as maintenance has a relatively high fixed element and will not always vary with pupil, 35% of total cost has been assumed in year 1.
- Grounds maintenance will not vary by pupil number and will depend on the site occupied, current cost based on FCAT schools.
- Cleaning and caretaking, includes an allowance for contract cleaning (no cleaners included in staffing), therefore ██████████ per pupil used at capacity and 30% of this in year 1
- Water and sewerage based on ██████████ per pupil at capacity, 60% in year 1.

### **G1 – budget planning and affordability**

- Energy, █████ per pupil based on existing FCAT schools, 75% in year 1. Will be dependent on the type of build.
- Rates, based on existing FCAT academies.
- Learning resources, will depend on pupil premium numbers. █████ per pupil used.
- Administrative supplies, █████ per pupil based on existing FCAT schools.
- Legal Fees, unknown, have assumed █████ in first year
- Marketing, high initial costs to market new school. Personnel covered by Central Trust.





Department  
for Education

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