Department for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

**PRIMARY DIGITAL ACADEMY–
MONKERTON,EXETER**

Contents

The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

Section I of your application	Yes	No
12. Have you sent: • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	☒	☐

Declaration

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

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

- the requirements outlined in the background information and glossary document;

- the funding agreement with the Secretary of State;

- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from regulated activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current members and directors of the company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a member or director of the company that I or any other member or director are or have been so barred I will notify the Department for Education. I and all other members and directors of the company understand that the company's free school application may be rejected if a member or director of the company is found to have been barred from regulated activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: (please delete as appropriate)

Print name:

Date:

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

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and

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

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

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

- complete the Section B tab in the Excel spread sheet; and

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

Section C – vision

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

Please:

- use the space provided below; and

- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;

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

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

Executive Summary

The Cornerstone Academy Trust is seeking approval to open two new free schools: a free standing Primary Academy (2-11), and ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

The Trustees have developed a clear strategic growth plan to extend a strong, successful Academy Trust with an outward focused Teaching school Alliance to provide outstanding education from ages 2-16 in the Eastern corridor of Exeter.

Building on the highly successful and unique Broadclyst Community Primary School, the Cornerstone Academy Trust, through its experience and expertise, is moving forward with the opening of its Free School (The Digital Primary Academy) in 2017. Our vision is to create a secure learning community of four schools to meet the range of needs for learners to be successful in the global and digital 21st Century world.

In applying to open two new free schools, we seek to complete our initial 3 year development plan, in establishing sustainable and high calibre education for some 3,500 pupils and students in the Eastern corridor of Exeter. Our growth and capacity strategy – reflecting the planned pace of housing developments - projects the new schools to be running at full capacity within 7 years.

The proposed schools for which approval is being sought are: a ▮▮▮ and a Digital Primary Academy at Monkerton, 3.7 miles (towards Exeter) from Broadclyst.

Although distinctive, each new school will be built from the outset as a school in line with our vision, so it will be a key member of the community of schools that are the Cornerstone Academy Trust and Teaching School Alliance. The Primary phases will reflect the high quality we have secured at Broadclyst, and the significance of the

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

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Broadclyst became a National Teaching School in 2013, and leads the Cornerstone Teaching School Alliance which consists of two secondaries and five primaries on the strategic board. We are in the pre-opening phase of the Digital Primary Academy at West Clyst, that is opening in September 2016, 1.8 miles (towards Exeter) from Broadclyst. For several years now, we have built capacity and created a high quality and skilled Senior Leadership Team of 7 senior education leaders and the Executive Business Manager. This expanded capacity has released the Executive Team to focus fully on the strategic development work for delivering on the growing MAT, Teaching School requirements and School to School support locally. As a Teaching School, we have good intelligence about local leadership strength and capacity and will draw on these as we advance.

Additionally, we have developed a strong board of Directors with widespread professional expertise and capability. They are ably led by our Chair who is an NLG and who supports, challenges and validates our planning.

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We set out below, a planned schedule to meet local demand whilst demonstrating a phased and manageable approach to securing these developments.

Key strategic partnerships

We are a Microsoft Showcase School and we are engaged in partnership working with education leaders globally and are running the highly successful GEC (Global Enterprise Challenge). Highly able and talented educators use the latest technology, and draw on the wealth of the innovative global models for deep learning and subject mastery, so as to ensure that innovation is at the heart of both teaching and learning to prepare children for the demands of being a global citizen.

We are engaged with the University of Exeter and the Innovation Exeter Group in a collaborative '*Erasmus Plus*' Strategic Partnership to develop a 'Digital Analytics Skills

Escalator' - plans that link to the further development of the Exeter Science Park, the Met Office, (all within the corridor we refer to above) and the growth of the new super-computer complex as part of its High Performance Computing (HPC) Project, together with plans for setting up a Centre for Data Science, a Degree Apprenticeship in data analytics, and a potential Met Office Academy.

We are a Regional Hub for the SSAT delivering a range of leadership development programmes and models of system leadership. We are also a Centre of Assessment for GL Assessment, leading and developing new systems of assessment and tracking at a time of turbulence as schools with 'life after levels'. We will use this expertise to ensure there are embedded pupil tracking systems to secure learning pathways and coherent cross Key Stage transition.

As a Teaching School, we are also a partner with Babcock Education in their role as School Improvement Partners for Devon County Council. We are a leading member of the Devon School Alliance and, are leading on school to school support initiatives in East Devon in partnership with Babcock and Devon LA. Additionally, the CEO of the Trust is an NLE and an EA for the DfE to support and build leadership capacity for both open academies and new free schools.

We have developed strong regional partnerships through the Teaching School Alliance to train new teachers through School Direct which is providing high quality teachers to work within the growing MAT. The School Direct training programme is growing in line with the proposed growth of the MAT. We have a strong strategic plan for developing future leaders within the MAT and have established a number of accredited programmes for professional development of future leaders through the Teaching School and we have a number of staff on these professional development pathways. These include:
- a Lead Practitioner Programme through the SSAT
- the Outstanding Teacher Programme
- the Beyond Monitoring Leadership Programme

Capacity and potential

We are continuing with the further development of Broadclyst Primary School strengths and innovation and the momentum of our international, local and regional work demonstrates our commitment to this. For example:
- the Microsoft Global Forum, and the Global Enterprise Challenge
- development of our Teaching School Alliance including initiatives to embrace the whole SW region
- the development of the new digitally enabled multi-use training facility
- detailed work for the opening of the first Digital Primary Academy
- the innovative international 'Decoding the Future' Conference at Broadclyst

- leading on the Regional Conference for the SW Teaching Schools Council on *assessment changes impacting on schools and life after levels*
- forthcoming 'Redefining Learning' conference bringing together schools from around the world to explore and discuss school improvement strategies through the power of collaboration.

All this is evidence of our existing capacity and future potential and our plans to extend these are noted below.

Education Advisory Board

We have already developed an international reputation for innovative use of digital media, and through our Teaching School Alliance, we have developed our vision for ███████████████. In order to further develop particular expertise and capacity for our secondary school phase planning, we have created an Education Advisory Board with three further outstanding schools represented, and a group of colleagues with wide ranging expertise:

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

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Vision and ethos

We know that education in the 21st Century is a key to securing economic growth and the social fabric of society. In our ever changing world today's learners will need to be confident, adaptable citizens who are able to take advantage of the many employment opportunities in the ever increasing digital and creative industries.

Each Digital Academy will create and promote a challenging learning environment that inspires children to achieve high standards and become life-long independent learners. The academies will set consistently high expectations, build children's confidence and ensure engagement for all. The academies will develop all pupils as creative thinkers, inquisitive questioners and avid problem solvers and successful communicators with flexible and transferable skills. Children will learn to collaborate effectively at all levels, including working with our international partners, and be equipped to adapt to the needs of a diverse and ever changing society.

By embracing technology as part of everyday teaching, each Academy will be able take a new approach to digital tools, embedding their use within a broad and balanced curriculum. Each Academy will create a challenging computational learning environment where children will be taught from an early age to program, to develop good logical thinking skills, to solve problems and to collaborate effectively with their peers.

Our ethos of being fully inclusive and having unlimited aspirations for all will ensure that all individuals and target groups will be encouraged, supported and inspired – so that everyone achieves and any barrier (potential or real) will be overcome. We work extensively with parents and carers – offering a wealth of enrichment opportunities after schools as well as wrap-around care facilities from 7.30 am to 6.30 pm, and a daily community café for families to use after school. Within school, children will be given opportunities to sing, play musical instruments, sail boats, ride bikes and many other activities, ensuring that the requirements of the national curriculum will be fulfilled in an innovative, relevant and exciting way.

This will involve a fully inclusive approach to all 'groups of learners' as defined in the Ofsted Common Inspection Framework, and most notably but not exclusively, the challenging child, those with English as an additional language, minority ethnic groups, children qualifying for Pupil Premium, and those with special or individual needs – all aspects in which we are greatly experienced and have shown outstanding success. Our experience, expertise and training – backed up by high quality learning resources - and our vision for all pupils to achieve high standards and become lifelong independent learners will ensure that we continue to value and develop personal qualities and that we have outstanding success in these aspects in each Digital Academy.

We will ensure that we maintain the capacity to support all pupils through a high calibre staff of gifted and talented educators led by faculty heads, a Director of Community Partnerships, an experienced SENCo and a range of therapy support and inclusion professionals (e.g. speech and language; educational psychology; community mental health services; health and well-being advisers) all who are all skilled at dealing with children as individuals to ensure the needed pastoral support is provided.

We will also offer highly effective literacy intervention, where standardised assessments identify specific need. We are very effectively deploying Pupil Premium funding to close the gap and our leadership team expertise will make sure that we recruit and train sufficient staff to offer challenge and support to develop in each pupil high aspirations for themselves, and work with parents and family groups to secure success. At Broadclyst Primary Academy, this approach has resulted in standards for Ever6 children being in line with or better than the national average.

Timeline for opening

Responding to local need, and in liaison with Devon LA, we are planning phased openings as follows:

September 2016 – (Approved and in Pre-Opening Phase) Opening of the Digital Primary Academy (Digital Primary Academy 1 -DPA1) at West Clyst (1.8 miles from Broadclyst) in temporary accommodation and **September 2017**, opening in permanent accommodation. Two form entry Primary School (420 places) alongside a 60 place Nursery from age 2 onwards.

September 2017 – ██████████████████████████████████
████████████████████ ███████████████████████████ (7.5 miles from Broadclyst) in temporary accommodation and **September 2018**, opening in permanent accommodation. Two form entry Primary element expanding to 3 form entry (630 places) alongside a 60 place Nursery from age 2 onwards.

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

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September 2018 – ████████████████████████████
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In keeping with our vision and current practice, each school will be a 'Digital Academy' - an innovative and technologically advanced school that will provide a broad, balanced and extensive education specialising in computing. Utilising the latest technology, each Digital Academy will harness the power of innovation to be at the heart of both teaching and learning.

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They will share leadership, curriculum expertise, services and back office functions across the MAT, to create efficient, cost effective successful academies.

These new areas of housing will not simply be housing estates but effectively new villages - requiring a full spectrum of community facilities. We are also planning to develop schools that are able to make full contributions to these developments based on (a) our identification of need and ability to forward-plan to meet those needs; (b) our long experience of forging the most positive and productive relationships between school and parents, carers and their wider families; and (c) our proven ability to offer facilities for adult and community learning; wrap around care and community Café.

RATIONALE

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

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

Primary Digital Academy at Monkerton.

The need here is created mainly by additional new housing developments planned since the approval of the Digital Primary Academy at West Clyst which is expected to fill from the extensive new housing developments under construction in its immediate vicinity.

Some 2,500 dwellings are planned in the Monkerton area, and these, and a planned new school, are part of the Exeter's Strategic plan for the city's growth. The new housing developments relevant to this application are expected to generate 625 pupils of primary age, using the standard calculation of 0.25 pupils per dwelling.

Planning applications have been submitted for the majority of the development area. Section 106 contributions have been secured against those applications that already have planning approval. The need for the new school is solely from new development. Existing schools closest to the development are at, or expected to be at capacity and cannot accommodate the additional pupils from this development. The need for this school and a site has been identified for the new primary school and this is in Devon County Council's ownership. This site is large enough to accommodate an eventual 630 place school, but initial planning is for 420 places with early years provision for pupils from the age of 2.

Additional factors taken into account:

(1) The growing need for educational provision to reflect future employment opportunities and patterns particularly in the creative and digital industries. The UK

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

Commission for Employment and Skills 2015 Report identified a 50% increase in demands for employment in these industries by 2022.

(2) The persistent over-subscription and demand for places at Broadclyst Primary Academy. We are oversubscribed, and over PAN (by 20 children), with waiting lists and having to defend appeals by parents unable to secure a place for their child in the academy. For example, for September 2016, there are 85 applicants for 60 places; In the last application round there were also 85 applications for 60 places, and across the year groups there are currently 26 children waiting for places. This is a pattern that has become consistent over recent times. In total, this is over 70 children more than the 420 places available.

(3) the lack of local 'outstanding' school provision

The area just to the East of Exeter where this proposed free school is needed is an area undergoing one of the fastest rates of growth outside of London. The area forms the Government backed East of Exeter Growth point which is pioneering the Education-led housing initiative. This has been championed by Kris Hopkins MP, Under Secretary of State for Communities and Local Government. The pace of development requires significant ongoing investment to meet the educational needs in a timely manner. The area is projected therefore to have in excess of 10,000 houses built over the next 10 years and the proposed site is within Exeter which is, itself, undergoing substantial urban development, with 11,000 homes planned to be built, rising to 20,000 over the next 15 years. Pupil projections are based on a factor of 0.25 primary children per dwelling. Although an examination of the housing development and pupil yield in the new township of Cranbrook (just 3 miles to the East) indicates an actual pupil yield of some 0.35 primary school aged children per house.

Coupled with the proposed development over the next few years, current provision is already limited and therefore restricting parental choice in seeking the best education for their children. In the light of all these considerations, we believe that our planning for an initial 420 place school, with nursery class, at Monkerton (with planned additional growth capacity) is the most prudent option allowing for these increases in primary population.

Section D – education plan: part 1

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

- use the table below; and

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

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.
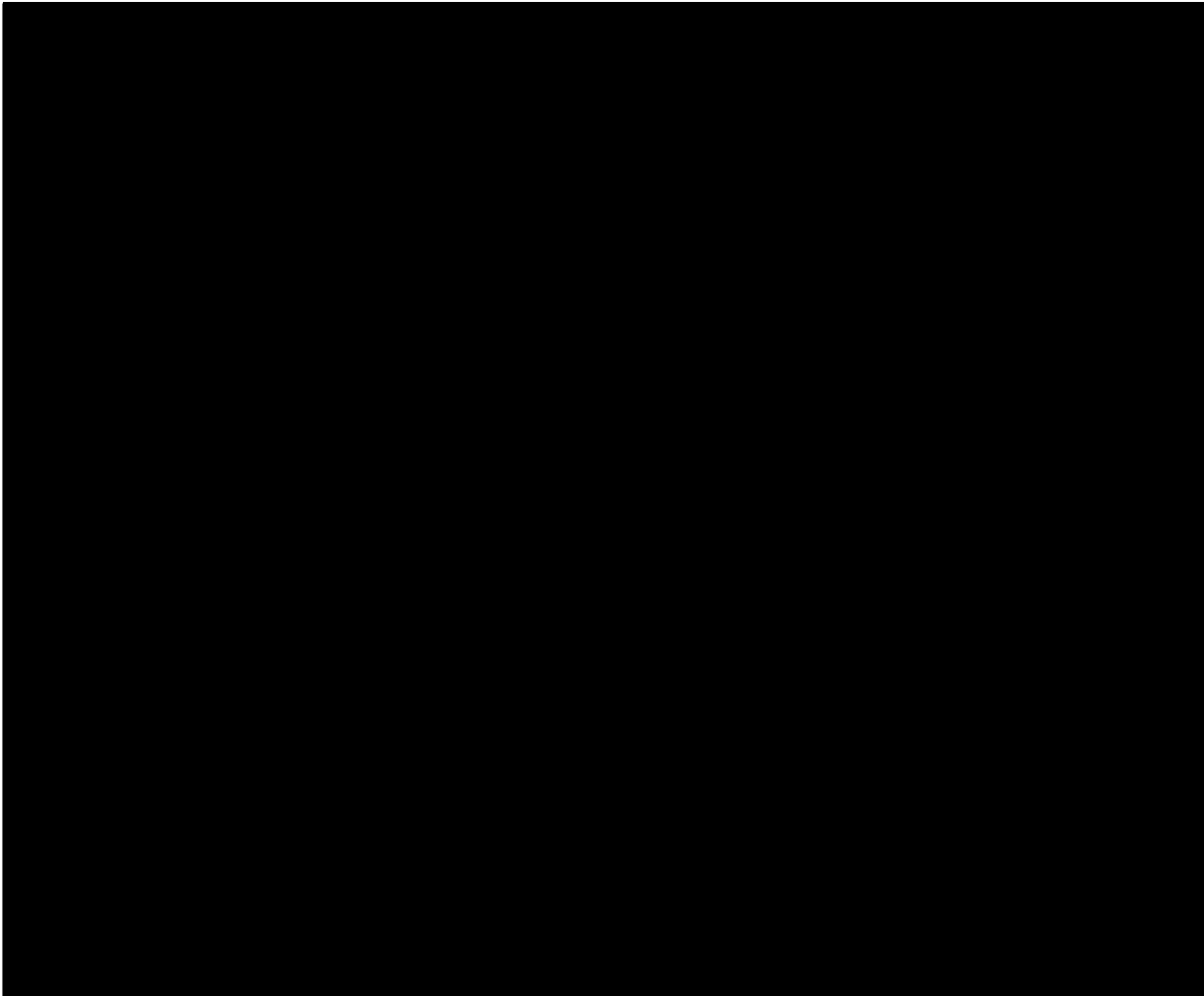
Primary Digital Academy – Monkerton, Exeter.

	2018	2019	2020	2021	2022	2023	2024
Reception	90	90	90	90	90	90	90
Year 1	0	90	90	90	90	90	90
Year 2	0	0	90	90	90	90	90

Year 3	0	0	0	90	90	90	90
Year 4	0	0	0	0	90	90	90
Year 5	0	0	0	0	0	90	90
Year 6	0	0	0	0	0	0	90
Totals	90	180	270	360	450	540	630

Section D – education plan: part 2

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

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

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

**We are applying for two new schools: an ████████████████████████████
████████████████████████, and a free-standing Primary Academy. Both of these will have ambitious and deliverable curriculum arrangements which reflect our existing model at Broadclyst Primary Academy and the approved new Digital Primary Academy at West Clyst.**

We are therefore first setting out this model for both our Primary Phase proposals and will then go on to describe our secondary curriculum plans which specifically build on this existing vision and ethos.

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Phase One: Early Years and Foundation Stage

Early Years and Foundation Stage

Nursery Class: Two sessions: 9.00 am to 12 noon and 12 noon to 3 pm.

Nursery open 8.45 am when children and parents will be welcome to arrive and collection will be possible between 3 pm and 3.30 pm.

Wrap around care (including breakfast club) will be available from 7.30 am to 6.30 pm for the Foundation Stage.

Foundation Stage: Subject lessons = 25 hours.

Lunches per week = 6 hours 15 minutes. Breaks per week = 1 hour 15 minutes.

Additional & optional after School enrichment opportunities 3.30 – 5.30 pm.

All of our Nursery and Reception children (forming the Foundation Stage) will be offered a broad and balanced curriculum guided by the Early Years Foundation Stage (EYFS). This will be based on on-going observation and assessment in seven areas of learning and development. These areas are divided into three prime areas: **Personal, Social and Emotional Development; Communication and Language**; and **Physical Development**.

Specific curriculum will be delivered around the following four areas*: Literacy; Mathematics; Understanding the World; and Expressive Arts and Design.*

We will secure whole curriculum coverage through topic-based work which also allows for continuity and progression. For example, Summer term topics: 'Growing' and 'Minibeasts'. Through these pupils will learn about life cycles, healthy eating and classification. We will grow produce in the school allotment and use it for cooking activities. Our story focuses will accordingly include '*Jack and the Beanstalk*', '*Oliver's Vegetables*' and '*The Tiny Seed*'. We will look at the art work of Eric Carle and create our own pictures, visiting Killerton House to join in with their minibeasts activities.

All the children in the Foundation Stage will have access to a large garden area where a range of educational learning opportunities will be offered. Children in Reception will have PE lessons twice a week, weekly Forest School sessions, and also visit the school library at least every week to share stories and borrow books. Broadclyst was an early Pilot School for the funded programme for two year olds in Nursery and the curriculum will accordingly be adapted to make appropriate provision for this younger age range.

Reception children will also be offered a range of extra-curricular clubs throughout the year including, for example, Rounders, Spanish, Art and Athletics.

Key Stage 1

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 1 **9.00 am to 3.30 pm.** **Subject lessons = 25 hours.**			

Lunches per week = 6 hours 15 minutes. Breaks per week = 1 hour 15 minutes. Additional & optional after School enrichment opportunities 3.30 – 5.30 pm. Wrap around care (including breakfast club) will be available from 7.30 am to 6.30 pm.			
English	5 hours.	Mandatory	Daily focus (1 hour) with additional enrichment work as part of the special theme and topic work. (See also Curriculum content below.)
Additional daily reading focus	2 hours 30 minutes.	Mandatory	Daily half hour – range of activities including individual and reading, book reviewing, assessment quizzes and comprehension work. Use of 'Accelerated Reader'
Mathematics	5 hours.	Mandatory	Daily focus (1 hour) with additional enrichment work as part of the special theme and topic work. (See also Curriculum content below.)
Additional daily mathematics focus	1 hour 15 minutes.	Mandatory	Daily morning 15 minute focus – on-line quizzes – mental arithmetic, maths tests etc. Use of 'Accelerated Maths.', 'Mathletics' etc. Focused activity while class registration is undertaken.
Science, Computing, Humanities, Foreign Languages (Spanish as a core subject with opportunities for others), Art, Music and Drama.	8 hours.	Mandatory	Combination of: **Special focus** - e.g. Science, Computing (Digital Specialism structured round the teaching of programming), Geography, History, Spanish, Art, Music, Dance and Drama; and h **Learning outcome-driven Projects and Project based activities e.g.** - History and Geography field studies - Community Projects - Global Communities

			• Harvest Festival Performances • Musical Theatre Performances • Forest School projects which provide opportunities for enrichment and exploration across the Curriculum and beyond.
Physical Education	2 hours.	Mandatory	PE including swimming and competitive games – and also in scope are a wide range of enrichment activities – lunch time and after school: e.g. ball games, football, netball, basketball, cricket, running, tag rugby and Infants Sports.
Assemblies	1 hour 15 minutes.	Mandatory	
Morning Break	1 hour 15 Minutes.	Mandatory	Information provided to complete the school day.
Lunch	6 hours 15 minutes.	Mandatory	Information provided to complete the school day.
Residential trips and school journeys			
Life skills, Team building, Cycling.		Voluntary but fully inclusive	Provided as examples of opportunities to be offered.
Enrichment Activities and School Clubs			
Animation, Art, Chess, Board Games, Cooking, Choir, Creative writing, Design and Technology, Music Makers, Musical Theatre, Photography, Poetry, Radio Broadcasting, Science, Additional Spanish		Voluntary but fully inclusive	In all, based on current experience, we shall offer between 20 and 30 after school clubs – some to run at lunch time and after school – expecting to engage over 200 pupils every night.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments

| Taiko drumming, Textiles, Wildlife and Allotment. | | |

Key Stage 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 2 **9.00 am to 3.30 pm.** **Subject lessons = 25 hours.** **Lunches per week= 6 hours 15 minutes. Breaks per week = 1 hour 15 minutes.** **Additional & optional after School enrichment opportunities 3.30 – 5.30 pm.** **Wrap around care (including breakfast club) will be available from 7.30 am to 6.30 pm.**			
English	5 hours.	Mandatory	Daily focus (1 hour) with additional enrichment work as part of the special theme and topic work. (See also Curriculum content below.)
Additional daily reading focus	2 hours 30 minutes.	Mandatory	Daily half hour – range of activities including individual and reading, book reviewing, assessment quizzes and comprehension work. Use of 'Accelerated Reader'
Mathematics	5 hours.	Mandatory	Daily focus (1 hour) with additional enrichment work as part of the special theme and topic work. (See also Curriculum content below.)
Additional daily mathematics focus	1 hour 15 minutes.	Mandatory	Daily morning 15 minute focus – on-line quizzes – mental arithmetic, maths tests etc. Use of 'Accelerated Maths.', 'Mathletics' etc. Focused activity while class registration is undertaken.

Science, Computing (Digital Specialism structured round the teaching of programming), Humanities, Foreign Languages (Spanish & Latin), Art, Music and Drama.	8 hours.	Mandatory	Combination of: **Special focus discrete teaching-** e.g. Science, Computing, Geography, History, Spanish (as a core subject in Key Stages 1 & 2), Latin, Art, Music, Dance and Drama; and **Learning outcome-driven Projects and Project based activities e.g.** • Enterprise Project • Eggy Challenge • Outdoor pursuits • History and Geography field studies • Community Projects • Global Communities • Harvest Festival Performances • Musical Theatre Performances • Kingfisher Mini-beast projects • Forest School projects which provide opportunities for enrichment and exploration across the Curriculum and beyond.
Physical Education	2 hours.	Mandatory	PE including swimming and competitive games – and also in scope are a wide range of enrichment activities – lunch time and after school: e.g. ball games, football, netball, basketball, cricket, running, tag rugby and athletics.
Assemblies	1 hour 15 minutes.	Mandatory	

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Morning Break	1 hour 15 Minutes.	Mandatory	Information provided to complete the school day.
Lunch	6 hours 15 minutes.	Mandatory	Information provided to complete the school day.
Residential trips and school journeys			
Life skills, Team building, Sailing, Mountain-biking, Climbing, Kayak, Archery, Caving, Orienteering.	Voluntary but fully inclusive	Provided as examples of opportunities to be offered.	
Enrichment Activities and School Clubs			
Animation, Art, Chess, Board Games, Cooking, Choir & Chamber Choir, Creative writing, Design and Technology, Music Makers, Musical Theatre, Photography, Poetry, Radio Broadcasting, Science, Additional Spanish and Spanish conversation, Taiko drumming, Textiles, Wildlife and Allotment.	Voluntary but fully inclusive	In all, based on current experience, we shall offer between 20 and 30 after school clubs – some to run at lunch time and after school – expecting to engage over 200 pupils every night.	

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

At Broadclyst, our personalised approach has resulted in standards for disadvantaged and vulnerable children being higher than national average.

Inclusion will be at the heart of the shared ethos between all our four schools, and we recognise that although we shall serve the local community, a much wider community will want to bring children to the school because of the opportunities we offer to every child. We recognise that there will be different challenges for our secondary aged students that reflect those in other secondary schools across Devon. These include high levels of exclusions and persistent absenteeism. We believe that some of the reasons why this is the case stem from the curriculum failing to engage learners and there are insufficient support mechanisms in place for students at risk. We believe that a personalised, and challenging curriculum, coupled with our outstanding teaching, will do much to address these issues.

Our community of schools will focus on the full engagement of both the student and parent community in the spirit of genuine partnership. To that end, we will engage the pupil voice at all ages from Year One onwards, and hold a student council with a budget and real decision making powers as appropriate. In addition, our vertical house and pastoral system will provide excellent opportunities for students to take responsibility for themselves and others through schemes such as peer mentoring and *Hype*.

In addition, the breadth of the curriculum will ensure all learners are able to access and be successful in a range of subjects. Catch-up programmes and interventions will also be introduced for pupils who need additional support, particularly in the core subjects. Our record in narrowing attainment gaps for disadvantaged and vulnerable pupils provides a strong foundation for all the schools in our community.

Curriculum aims

Our curriculum aims are driven by our vision.

As we have described in the previous section, our vision is to deliver a broad, balanced and engaging curriculum so that our learners are able to access a core curriculum, the full range of national curriculum and EBacc subjects and a personalised entitlement

that focuses on individual talents, interests and skills. Pupils will be given opportunities to sing, play a musical instrument, sail a boat, ride a bike and many other activities, ensuring that the requirements of the national curriculum will be fulfilled in an innovative, relevant and exciting way.

In addition, by embracing technology as part of everyday teaching, each Academy will be able take a new approach to digital tools, embedding their use within the curriculum. Each Academy will create a challenging computational learning environment where children will be taught from an early age to program, to develop good logical thinking skills, to solve problems and to collaborate effectively with their peers.

Reading, writing and mathematics will be the core skills at the heart of our curriculum, but this will be extended with the use of technology. Children will learn to program computers, edit video, speak confidently in front of TV cameras, and communicate effectively across a wide range of genres. Pupils will be able to use and apply the knowledge they learn to solve real problems. We will develop well rounded children who have not just good knowledge, but also excellent skills that will allow them to become able citizens of a future generation

We will provide a curriculum that inspires and engages children so that they want to come to school every morning, because they love the opportunities and they are engrossed in learning – that's what every parent wants.

We are going to deliver an outstanding education that is built on all the skills and experiences of Broadclyst Community Primary School and its track record. But it's not just about that outstanding education. It's also about meeting the individual needs of every child, giving them the best opportunities across the whole curriculum. The common thread will be digital media- the classrooms will be packed with opportunity, including voting buttons, 1:1 access to IT, a television studio and a music recording studio.

There will also be a range of mobile technology to facilitate their work in outdoor situations. The children will be using all this technology to hone their skills. We will ensure that by the time they leave the Digital Primary Academies, they will be programming in at least one computer language and using their IT skills in a real-life context. They will leave as well-rounded, highly educated children who have loved every moment of their experience in school.

Each Digital Academy will be built upon the successes and experiences of Broadclyst Primary Academy and will share leadership, curriculum expertise, services and back office functions with the Cornerstone Academy Trust, to create an efficient, cost effective and equally successful academy. We give practical examples in the '**Curriculum Models'** and '**Content of the Curriculum**' sections (below) of how we will develop children's confidence and expertise – including in digital tools - and how our special learning environment will give everyone the ability to review, communicate

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

and collaborate at any time. This is very exciting and represents a practical working example of the expression **'anytime, anywhere learning – for all'**,

 To achieve all this, each Digital Academy will be led and staffed by highly able and talented educators and will be an innovative and technologically advanced school that will provide a broad, balanced, enriched and extensive education specialising in computing. Utilising the latest technology, and the wealth of the Microsoft global models for deep learning and subject mastery, each will harness the power of innovation to be at the heart of both teaching and learning.

Curriculum Principles

We identify 4 key themes underpinning our Curriculum principles. We set them out here and give further explanation below to show how we will secure them and how they effectively link together in delivering our vision.

1. **A Personalised Learning Approach**
2. **An outstanding teaching team**
3. **A challenging learning environment**
4. **An enriched curriculum.**

A personalised learning approach

By this, we mean that pupils <u>will not be learning individually, but we will be meeting their individual learning needs.</u>

- We will extend current Broadclyst assessment processes to track both progress and achievement so that we are identifying individual needs on a continuing basis;
- We will construct and keep refining an individual programme for each pupil;
- We will also analyse target groups, so that in addition to individual monitoring, we shall track and monitor progress by pupils with a free school meal entitlement (at any time in the last 6 years), with English as an additional language; with special educational needs or disability, as well as comparing boys' and girls' progress and achievement.

- We will ensure curriculum freedoms for teachers in the design of learning programmes to meet individual needs - facilitating:
  - Key skills that need to be taught through the context of open-ended problems solving tasks.
  - Literacy, Numeracy skills, communication, collaboration, IT and problem solving skills

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- Skills being embedded and further enriched through a broad and balanced curriculum delivering all subjects

- Our focus on inclusion will ensure:
  - Clear success criteria
  - Engagement in relevant learning tasks
  - High aspirations & expectations for achievement
  - No barriers to learning.

- We shall provide a range of learning support services such as:
  - Educational psychology, speech and language, health and well-being advice, and pastoral support and care
  - Throughout we shall make sure that parents and wider family circles are fully engaged and supported – through specialist support where needed, and through high quality, relevant information and communication.

An outstanding teaching team

We recognise that our success is built on a team of outstanding teachers who are able to maximise opportunities and deliver our vision. We will use our expertise in recruitment, induction, professional learning and development and performance management to recruit and develop a cadre of outstanding teachers for each Digital Primary Academy. We will be assisted in this process by our experience as a National Teaching School and through the School Direct Programme which we have especially developed to secure through recruitment and training, an ongoing pool of outstanding teaching talent. One of the advantages in this process is the ability to select trainee teachers and develop their expertise so that they become highly enabled educators with a commitment to this learning environment and the wider community.

In this way, we will ensure that all our teachers will have the expertise to deploy a wide range of teaching styles – including whole class delivery, targeted intervention, team teaching, and able to take a part in subject specialisms and leadership.

As an SSAT Hub school, we follow the Framework for Exceptional Education: A journey to world class.

There are three main strands to the Framework.
Professional knowledge of the classroom
- Effective learning behaviours
- Climate for learning
- Variety of teaching approaches
- Culture of reflection

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Professional disciplines
- Principled curriculum design
- Engaging with evidence and research
- Engagement with key stakeholders

Strategic leadership of learning
- Leadership through moral purpose
- Professional learning
- Systems: use of assessment, data, policies and monitoring to support teaching and learning.

We use these strands to train and develop our teachers.

A Challenging Learning environment

The learning environment in which our teachers will deploy these skills will be crucial to the success of each Digital Academy. The design and development of the learning environment will be informed by our Broadclyst experience and the key features we will secure are:

- Advanced digital tools
    - Interactive Teaching Tools embedded into the design of rooms will include use of Touch Screens, Media content, Sound systems and control systems, Visualizers, Reponses systems, Digital Ink, and Shared access to content.
    - Use of a suite of integrated Microsoft features - Office 365, Surfaces, Lync, OneNote and Digital Ink will be the key means by which we secure our aims of delivering genuine **"Anywhere, Anytime Learning for all".**
    - Shared workspaces, online assignments through a learning platform, cloud based learning resources
    - Flipped learning principles will enable pupils to prepare for and follow up lessons in their own time to enhance the impact of their class-based time. Our expertise so far in these principles will enable the DPA to secure the effective introduction and deployment of these same principles.
    - Collaborative Learning will be greatly enhanced by the learning environment – supporting social networking in a wide range of activities – e.g. in enterprise education settings, including discussion forums, instant communications, video calling, shared desktops etc.
    - There will be a wide range of devices mapped to pupil needs – from desktop power to tablet mobility, cameras to TV studio facilities, and recording and editing suite kit.

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- High calibre facilities will allow for a wide range of Teaching Styles – so that:
  - teachers will be able to adopt the style of activity to suit the learning they have planned – ranging from lecture style with digital input – videos, photos, web links etc.; to small group discussion opportunities.
  - The development of thinking skills will have high priority and this will be facilitated by teacher support for the range of learning styles that children display
  - Pupils will therefore be actively engaged in their learning through problem solving and overall, their learning will be enhanced by ease of access through digital means in order to extend their learning

- The opportunities offered by all these features of the learning environment will be maximised by the group of outstanding digitally skilled teachers that we will be deploying in the school.
  - Learning beyond the classroom will have high priority, and we will ensure an appropriate blend of actual visits and first hand experiences. The staff team will be skilled in securing all learning possibilities from actual visits and experiences, and also from enjoying a far wider experience through further on-line and digital exploration, connecting pupils to a wider world without physical constraints.

- Creativity and exploration will at all times be to the fore with a persistent focus on imaginative learning opportunities and outcomes – supported by all the above – as well as well-resourced specialised areas for art, music, advanced studio work.

- Overall, we shall make sure that this whole package gives life to learning, making it relevant, personal, and fun.

An Enriched Curriculum

A broad, balanced and highly enriched curriculum will be a key part of the engine room driving the success of each Digital Academy – just as it is in Broadclyst.

- Considerable effort and imagination will be devoted to developing and enriching the curriculum within the school day – and indeed extending the day significantly through a wide spectrum of further enrichment and extension activities. Full advantage will be taken of accessible local opportunities and technology used liberally to link to those where distance might otherwise be a barrier.
- The core basics will ensure the following:
  - Arrangements will fully meet National Curriculum Year group level expectations

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- There will be a key focus on English, Mathematics, Science and Computing.
- All these provisions link closely with our Digital Learning arrangements and Thinking Skills to deliver '21st century learning'.
- All the core basics will be put into appropriate contexts that will create purposeful, engaged learning which in turn will -
  - Be personalised and tracked to ensure needs are met and progression is secured
  - Foster independent learning.
  - Develop skills in context so that they are fully understood and readily transferable.
- The curriculum will be broadened and balanced by securing the following features-
  - Learning through the outdoors - including forest school & field studies.
  - High quality sporting opportunities for both personal skills and team competitiveness.
  - Modern Foreign Languages – throughout the school – with a core thread throughout on Spanish to maintain continuity and progression from KS1 to KS2.
  - Latin taught in Key Stage 2 to support the development of English language for grammar and content.
  - High quality creative arts - art, music, drama, dance, performance, recitals
  - Presentations, speaking opportunities.
  - Entrepreneurial skills.
- Ethos
  - Our ethos of being fully inclusive and having unlimited aspirations for all will ensure that all individuals and target groups will be encouraged, supported and inspired to achieve.
  - This will involve a fully inclusive approach to the challenging child – an aspect in which we greatly experienced and have shown outstanding success.

Type of curriculum

In order to fulfil our vision and honour our curriculum principles, which include making the curriculum broad and balanced, we are planning to deliver the national curriculum in an exciting, innovative and creative way with significant enrichment. There will be a combination of focused, subject-based teaching, investigations and project-based activity focused on learning outcomes.

Why have we chosen this approach to the Curriculum?

1. In order to make sure that all pupils have a thorough and secure grasp of all the national curriculum which has been intensively revised, updated and adapted through

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several years of national experience. However, and significantly, we shall adopt this approach in a culture of curriculum freedom so that all teachers are free to design and adopt the right individual programme for each child to meet his or her individual needs.

2. For example, some key skills might best be delivered through a subject-based approach.

3. Others might best be approached through the context of an open-ended problem-solving task which the teacher will design and support.

4.In this way, the challenging nature and open-endedness of work set and the constant questioning by teachers will encourage pupils to go deeper and further into the subject with high, in fact unlimited, aspirations.

5. Our approach may be termed 'flexible' but 'dynamic' perhaps conveys the approach more accurately.

6. We have found over many years at Broadclyst Primary School and Academy, that pupils respond extremely well to learning outcome-driven projects. These set the learning into a meaningful context for pupils, and secure an extremely high level of engagement by them. The results are clearly seen in terms of impact and outcome. This approach also gives the very best value in terms of the ability to secure high calibre focused learning across a wide range of subjects in a limited number of hours in the week. **An excellent example is the Enterprise Project and we summarise this in a separate highlighted section below**.

7. Specific purpose-driven investigations will also be used as part of the mix. Again, based on successful experience at Broadclyst, these will be designed by the teachers to make sure that pupils are fully engaged and understand the various contexts in which knowledge, information and skills can be used.

8. As we explain more fully below, we shall embrace technology as part of everyday teaching, so that it is deeply embedded as a tool to create a challenging and media-rich environment which will help to deliver a broad, balanced and enriched curriculum.

Curriculum Models

Please refer also to the Curriculum Tables at the start of Section D

Within this Curriculum, teachers will have the freedom to respond quickly to secure powerful learning opportunities from current events. [For example,

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debate about a Luis Suarez biting incident, and the ethics of responses and appropriate punishments]

There will also be significant cross-fertilisation between the elements shown in the Table. However, this table does give the basic framework around which the teachers will be able to be flexible to achieve all relevant learning outcomes.

The Enterprise Project.

The Enterprise Project provides an excellent example of the way an outcome-driven project can fully engage pupils whilst also allowing for high calibre learning and successful curriculum outcomes. The following section describes the key features and learning outcomes to be secured.

This will operate in Years 5 & 6 and embrace an extremely wide range of subject areas and skills such as: science, geography, history, maths, English including report writing, biography writing, advertising, marketing texts, scripting and logos, budget preparation and financial literacy, entrepreneurial skills, product development, prototype development and refinement, inter-personal skills, team building, drama, role play and 'Dragon's Den' presentations.

The project is to design, develop, refine and produce a business product and market it successfully, reporting throughout and making a final presentation to the 'Dragons Den' Panel who will decide on the winning project.

The project has an extended life so maintains motivation and purpose throughout, and helps develop self-motivation and pro-activity amongst the teams.

The following key elements make up the structure of the project and indicate the outcomes to be secured.

- **Company formation** – Agreeing company groups, choosing products, setting up biographies on company sites, setting up the learning gateway on line, meeting link school group members and emailing biographies to start a blog. *Outcomes*: Companies formed and agreed, biographies written, friends made, emails sent and blogging commenced. *Link school(s) action:* Introducing each other.
- **Logo & Slogan design** – Designing logos and slogans, posting to 'Picture Library' on company site. *Outcomes:* Word document produced with logo and slogan design. *Link school(s) action:* Reviewing each other's logos and slogans.
- **Product Research** – Researching ideas online, sketching ideas and designs, working out how to build, find recipes etc., agreeing materials needed and costing product build. *Outcomes:* Word document with ideas, designs,

materials and costings posted on company site. *Link School(s) action:* Discussing designs.

- **Prototype** – Developing and refining the prototype. *Outcomes: Photos of prototype posted on company site. Link School(s) action:* Viewing and discussion each other's prototypes.
- **Market Research** – Creating questionnaires, undertaking surveys of children in school using questionnaire and prototype and analysing results. *Outcomes*: Questionnaires designed and results of work documented in Word on company site. *Link school(s) action:* Reviewing and deciding on any changes based on results.
- **Company Report** - Completing a summary report using all the information from the stages above. *Outcomes*: Written report completed in Word and posted to company site.
- **Dragon's Den** - Preparing presentations and presenting to the Panel in order to acquire funding. *Outcomes*: Group presentation completed. *Link school(s) action:* Agreeing main points for presentation.
- **Advertising** - Designing posters, writing letters, creating film commercials, creating a website *Outcomes*: Advertising posted, played and site live for potential buyers to view. *Link school(s) action:* Commenting on each other's advertising outcomes.
- **Production and sales** - Ordering materials and manufacturing, photographing the process, posting links on where to purchase materials, and keeping accounts in spreadsheet form. *Outcomes*: Products made, photos posted on company site, links shared on site, accounts posted on site. *Link school(s) action:* Discussions on selling techniques.
- **Final Reporting** - At the end of trading, producing individual written reports and preparing presentations. *Outcomes*: Reports posted on company site. Presentations made to each other and invitations to Dragons. *Link school(s) action:* Presentations to each other via video conferencing.

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Each company group will have access to a Teacher mentor, although under the project rules, the company will have to pay for this time and record it in the accounts. Similarly, any support gleaned from Admin or Teaching Assistants will have to be paid for, as will letters and emailing. The Dragon's Den panels will involve School staff as well as outside entrepreneurs from local and regional businesses. Links are currently made with a Dutch school and a local Devon School, and next year, there will be links with several more countries.

The final assessments will be based on a range of factors and not solely profitability. For example, the following will be taken into account:

- The final written report

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- Profitability
- Team working skills and pro-activity
- Ability to resolve disputes
- The quality of accounts
- Marketing and advertising including studio work
- Presentation skills.

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Key features of the Curriculum

Project themes:

In addition to focused subject work, we will deploy project themes to challenge the pupils to bring together the full range of their learning in tackling problems and designing and implementing solutions.

Other examples throughout the school will be:

- History and Geography Field studies on communities.
- Global communities project.
- Microsoft Global Challenge – working with schools in Columbia, Jamaica, Kenya, the Netherlands, Norway and the USA.
- Project work to lead to the Kingfisher Award – field work on mini-beasts and habitats.
- Forest School projects – led by staff trained to lead Forest School Programmes - enabling hands-on learning in a woodland environment to build independence and self-esteem
- Residential trips to, for example, the Yurt Village on the Escot Estate in East Devon – exploring outdoor environment in a safe but adventure-filled environment, led by qualified and professional staff.
- Focus on Macbeth – including e.g. English, Geography, and History.
- River project work on the River Lemon (Dartmoor) – e.g. geography, science, mathematics), flow rates, data handling, graphs, wild-life environments.
- Shelter-building – design and technology.
- Killerton House and Estate - living history projects – linking history with performance of speeches, drama sketches, audience encounters, deploying collaborative script-writing, character development, historical exploration and contexts for writing, filmed documentaries.
- Inventors and inventions – visiting Exeter Airport, experiencing e.g. flight simulators and related science.

Computing and digital skills

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Whilst committing to the basics of reading, writing and arithmetic as the core skills at the heart of any good primary curriculum, we shall significantly extend the national curriculum with the use of technology. We have stated above that, in line with our vision, children will learn to program computers, edit video, speak confidently in front of a TV camera and communicate effectively across a variety of different genres. The common thread will be digital media and we will use our Microsoft expertise (we are the only UK primary school recognised as a Microsoft Mentor School) to benefit both schools:

There will be:

- 1:1 access to digital devices including large screen desktop machines for media editing, tablets for ease of use in a variety of school, home, and outdoor settings and other mobile digital devices to help recording, filming, measuring, photographing etc.
- An exciting taught curriculum of computer science from Foundation to Year 9.
- The development of advanced digital literacy – using a range of digital tools to support their learning across the curriculum
- Optimised use of 'Flipped learning' principles so that pupils can prepare for and follow up lessons in their own time to enhance the impact of their class-based time. Our expertise so far in these principles will enable the DPA to secure the effective introduction and deployment of these same principles.
- Full access to cutting edge Microsoft products – including 'Surfaces' – both a powerful laptop and tablet – lightweight – with a Windows 8.1 touchscreen and a long battery life, ability to use Digital Ink, and integrating tightly with other Microsoft applications such as the cloud-based Office 365, Lync and OneNote.
- All these facilities will be standard in the Digital Primary Academy.

There are many advantages of such an advanced and integrated system:

This ability to review, communicate and collaborate at any time is very exciting and represents genuine **'anytime, anywhere learning – for all'.**

These computing systems will enable collaborative work between groups of children to work together on documents – e.g. presentations.

Widespread use of visual media

There will be widespread use of visual media – for example, videoing of lessons will also help teachers in their self-evaluation and action to become fully reflective practitioners. Also, lesson evaluation by peers and leadership team will be facilitated by these processes, as will real-time conference calling to support planning.

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Using video as a common tool will enable children to communicate across and beyond the school and be especially useful with our links to distant schools in this country and globally.

Features which are notably supported by computing technology include:

- Accelerated Reader – choosing books, developing comprehension and tracking progress
- Accelerated Maths – understanding what pupils don't know, assigning personal programmes and tracking progress and understanding.
- Mathletics – developing rapid and accurate numeracy skills – developing quick mental recall
- Developing skill in tackling mathematical challenges
- Developing new Mathematical skills
- Spellodrome – online challenges to develop and re-inforce learning
- Library on-line – helping pupils choose books, and review books they have read
- A bank of diagnostic on-line facilities – allowing careful and precise planning of individual pupil programmes – including checking on – cognitive ability, reading age, self-esteem and well-being - PASS [Pupil Attitude to Self and School], dyslexia and dyscalculia screening.

Widespread use of creative tools

Creative tools will be in widespread use, supported by able and talented staff. Pupils will become adept at using first rate music recording studio facilities, and high calibre TV studio recording facilities. This will support their creative writing - script writing, story-boarding, and performing, as well as photo-editing, and manipulating images as part of their project work.

Enrichment activities

We will provide specialist teachers in a range of creative disciplines such as drama, music and art. All students will have the opportunity to learn a musical instrument and sing on a choir. Three choirs currently sing at Broadclyst and these take part in a number of competitions throughout the year.

Information technology to support parental and family engagement

Pupils will, as described above, be able to store their notes in **Microsoft OneNote**

> **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**
>
> Information technology will also be used to support parental and family engagement – and enable parents to track achievement, attendance, progress on assignments and pupil attitude and perception.
>
> In addition, information technology will support school organisation, reducing workloads, and providing supportive tools for collaborative work, effective planning, efficient delivery, accurate tracking and communicating widely.
>
> **Pupil Transition**
>
> Transition is and will be given extremely high priority. There is shared planning and resources across the Early Years and Foundation Stage to ensure good transition and progression. Prior to any entry to the School, there will be a home visit by a teacher. These arrangements will be maintained in the new schools. Currently, visits can be booked on line or by personal contact.
>
> Typically, a home visit will take place in the term before the child starts in the Nursery. If a child is not entering the Nursery, but is new to Reception, there will be a home visit arranged as soon as possible following admission being arranged. These visits provide excellent opportunities for parents, school and child to explore practical details and expectations. Staff can find out about any relevant family circumstances and special requirements. They also provide an opportunity for staff to meet the child in a secure place and talk about their welcome to school, and talk with the family about the early learning goals, communication and language. These meetings give an early alert for any practical family circumstances that need to be addressed – or developmental issues that the school could begin to address at the earliest stage. We have developed a range of video material about the school and at the home visit, some of these can be shown to parent(s) and child, and the teacher will leave a DVD so that the family can view these and other clips at their leisure.
>
> For transition to post 16 provision, we will employ a 14-19 Co-ordinator who will liaise with the range of post-16 providers including Employers to ensure that there is a secure learning journey from 16-19 and beyond.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

- use the space provided below; and

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

D2 – measuring pupil performance effectively and setting challenging targets

Securing high standards of achievement and outcomes

Our vision and curriculum principles mean that we aim to secure an outstanding education for every pupil.

Translating this into key performance indicators, we expect pupils across our community of schools to demonstrate performance significantly above average levels compared with all schools nationally, similar schools and all Devon schools. At each phase of education we will have a range of measures;

- KS1 attainment in phonics, reading and writing;
- Attainment for those pupils with SEN, entitled to pupil premium or looked after are attaining above nationally and show good progress
- KS2 attainment in Maths, Reading, Punctuation and Spelling
- 100% of pupils achieving at or above national expectations for KS2 maths, reading and writing;
- 100% of pupils achieving competence in programming and computing skills
- 10% above national average for the English, Spelling, Grammar and Punctuation test in KS2;
- 100% of KS2 pupils making good progress
- Year 9 outcomes in core subjects demonstrate better than expected progress
- 10% above national performance in Attainment 8
- Progress 8 is demonstrably higher than similar schools ███████████
████████████
- Pupil attendance targeted at 95%+
- No permanent exclusions and fixed term exclusions are in the bottom quartile for all schools

Across the trust, we will identify other outcomes relating to the extended curriculum and the use of digital technology. Other qualifications and expectations that pupils will be able to achieve are;

- Pupil participation in enrichment and voluntary activities. Every pupil is required to commit to two 'out of school' enrichment activities, and we achieve this 100% target. We support this by having 'wrap-around' child care available from 7.30 in the morning and after school until 6.30 pm. This will continue in the new academies.

D2 – measuring pupil performance effectively and setting challenging targets

- LAMDA (London Academy of Music and Dramatic Art) Communications and Performance Examinations – delivered to all pupils through our curriculum programme of music, dance and drama - to help improve communication skills, improve self-confidence and develop strong social skills.

- Parallel qualifications in Art, Sports and Computing:

- Arts Award (including Music)

- Association for Physical Education: Quality Mark for Physical Education and Sport – 'afPE'

- Awards to recognise competence as well as excellence in programming and computing skills – these are currently being planned in discussion with our partners Microsoft, to align with the new computing curriculum.

Assessing pupil's attainment and progress

Assessment, both summative and formative, are key aspects of our teaching and learning offer and our experience to date shows that effective assessment processes will secure consistent progress and ensure pupils achieve expectations and are supported when they need additional help.

Much of the work across our community of schools will be informed by our teaching, learning and assessment policy. This sets out our annual assessment programme so that we are able to be clear about what information is gathered and how this informs our planning and provision.

Pupils are actively engaged in assessing their own performance and that of others. In this way we help develop pupil's ownership of their own learning journey whilst at the same time being able to give and receive feedback from their peers.

Baseline and other assessment processes

50

D2 – measuring pupil performance effectively and setting challenging targets

EYFS and Primary age range
- All pupils will have an individual assessment and profile developed on entry to the school
- A personal plan will be developed and frequently refined so that individual pupils have the appropriate work and objectives with personal feedback on progress
- Technology support and multi-media will be used if writing is a barrier
- Speech and language support will be quickly arranged if assessment deems that to be advisable
- Educational psychologist intervention will be used when appropriate for diagnostic assessment and for advice in relevant cases
- Read & Write Gold will be used when appropriate for pupils who require extra assistance when reading or composing text.
- Using the full digital suite of assessments from GL Assessment, we will triangulate the needs of each child to assess their level of achievement, identify any barriers to learning, and ascertain their perceptions and attitudes towards self and school. We will use these assessments to plan to meet their specific needs and to track their progress. Assessments will be termly – and more frequently if teachers consider necessary. Pupils will be assessed in the following areas:

On entry to Reception (Base Line) and tracked through the Reception Year:
- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In the Primary Phase:
- Phonics screening checks for all Year 1 pupils and any in Year 2 who did not previously meet the standard of the check in Year 1
- Cognitive ability tests
- Spelling checks
- Reading testing
- Pupils' self-evaluation of their attitudes to school and to themselves – PASS (Pupils' Attitude to Self and School)- Carried out annually with all Key Stage 2 pupils
- A range of diagnostic and support techniques such as **Accelerated Reader; Read, Write, Inc; Accelerated Maths; Mathletics, and all supported by astute diagnostic assessment by highly trained staff**
- Statutory end of Key Stage tests (formerly SATS)

D2 – measuring pupil performance effectively and setting challenging targets

Following the individual assessment and profile developed on entry to the school, a personal education plan will be created for each child and throughout their time in school, assessment will be made with respect to their progress and related to their ability to acquire intellectual, academic and physical skills and to apply them successfully in a variety of learning situations that demand their use.

This will be revised and refined by the class teacher annually, termly, and more frequently as they think right.

KS3 assessment

We will implement a 5 year scheme of work for English and Maths across KS3 and 4 to secure continuity and progression throughout these phases of education. Our assessment strategies for KS3 mirror those for KS2 and are a combination of formative and summative assessment which provide standardised scores for each pupil and track individual progress. All core subjects will be assessed at the start of KS3 and a grade recorded to each student. These are in line with the new end of KS2 assessments;

- A/A* - Exceeding national expectations
- B,C – in line with national expectations
- D,E – working towards national expectations

Three times per year teachers are required to formally grade each pupil in each Core subject. This grade may be based on a piece of project work, an assessed piece of classwork or homework, or a formal assessment.

Other subjects such as music, art and PE will be assessed by teachers using a range of evidence that have been developed within the different faculties. All subjects will be assessed using subject related criteria that reflect what students know, understand and can do in that subject.

A continuum of skills and abilities in the use of digital technology will be created across the school and pupils assessed against this using real life problems and projects. All pupils from Year 5 onwards will be required to peer assess against these learning outcomes.

Parents and students will be able to access curriculum materials, teacher feedback, personalised targets, and assessment standardised scores digitally through an on-line collaborative work area. This, combined with Flipped learning opportunities to extend the learning beyond the school day and the school walls, will set high expectations for pupil engagement and parental support, and as such, will accelerate student progress.

D2 – measuring pupil performance effectively and setting challenging targets

KS4 assessment

Students will be encouraged to select coherent and broad curriculum choices and will have a teacher assessment task or test to establish a baseline. The end of KS3 tests will help inform grades and student groupings. Other assessment strategies include;

- Mock exams
- Controlled assessments
- Task related assessments
- Public exams

We will build on existing IT and on-line tracking systems to ensure that the information is secure and supportive for leaders, teachers and parents. This will help inform precise targets for each pupil which are regularly reviewed. As the assessment and testing system is changing nationally, it will be important for our IT system to be flexible, reliable and effective for both teachers and parents alike.

In order to ensure we are achieving our aspirations across the school, we will use comparative data such as that provided by the Fischer Family Trust, the DfE and ASCL. The Multi-Academy Trust is developing, with support from its national partners, a dynamic dashboard of assessment data within *Office 365* and powered by *PowerBI* which will bring together the school's internal assessment data from the GL assessment suite, along with the above external data sources to provide a powerful tracking and analysis system. This will ensure that the Leadership Team can use assessment data critically to intervene swiftly to ensure the aspirational targets we have set are achieved.

As there are a number of new assessment and testing arrangements being implemented at present we would work closely with local secondary partner schools through the Teaching School Alliance to moderate and ensure robust teacher assessments.

Engaging parents

Communication with parents is given high priority. Parents are partners in their children's learning and are kept informed of their child's progress throughout the year with a full written report presented to each parent during the summer term. This report currently notes the pupil's achievements within each subject over the course of the year and within English, maths and science, their performance in relation to the National Curriculum assessment compared with the grades achieved in the previous year. Graphs are included to show the teacher assessments in detail, the progress made over the past year, and also reflect the pupil's sustained performance within each subject.

D2 – measuring pupil performance effectively and setting challenging targets

Parents will be offered a continuous choice of on-line feedback arrangements and we shall, additionally, ensure a ready listening ear for any parental concerns, feedback or suggestions. Our early home visiting, the relationships formed, and our open, welcoming and engaging atmosphere around the school will ensure good lines of communication.

Pupils' attendance is also reported on and a summary attendance figure given. Parents are offered further discussion on the report at parent's evenings where they can see examples of their child's work which has informed the teachers' judgements in making the assessments of the levels.

These are also available through the class notebooks in *Office 365* and the annual process provides a further opportunity to glean parents' comments and feedback through direct comment, discussion, and an online questionnaire about the school and the child's experience for the year.

Pupils will be expected to provide parents and their teacher with a digital presentation of their learning once a year and identify any target areas for support in the following year. Parents have the chance to meet with staff whenever they need to and our IT systems will provide opportunities for teachers, pupils and parents to communicate with each other on an ongoing basis. Virtual attendance at parents' information evenings and individual parents' evenings ensure more parents are involved in the education process of their children.

Parents' opinions are gathered through several processes including tailored Kirkland Rowall Surveys.

We currently have comprehensive arrangements for marking and feedback to pupils, and we will ensure that these are maintained and further enhanced in the ▮▮▮▮▮ ▮▮▮▮ and across the Trust. We will use teacher/pupil conferencing arrangements to ensure a meaningful dialogue takes place with appropriate targets set for next steps in learning. This is to make sure they understand and are clear about how to progress and what to do next. We also have a Marking and Feedback pro-forma to guide the process and ensure consistency and rigour. This will be maintained across all schools in the Trust.. Through this, there will be a continuing check that;

- marking is up to date in exercise books, and that it is clear and initialled
- feedback is linked to learning objectives
- comments include praise and guidance for improvement
- targets are set
- spelling, grammar and punctuation are dealt with
- there is consistency of feedback across a year group in terms of systems and regularity

D2 – measuring pupil performance effectively and setting challenging targets

- there is evidence that pupils have had time and opportunity to respond to the teacher's comments
- there is evidence that pupils have corrected, repeated or improved their work as a result of the teacher's feedback.

Securing high quality teaching and learning

- Quality of Teaching - Excellent teaching will be the norm, underpinned by high quality professional development. We aspire to have 100% of teaching to be good or outstanding, so anything less than this is specifically worked at. We also include in our high expectations all School Direct trainees and Newly Qualified Teachers. However, in recognition of the fact that not all colleagues can achieve this immediately, or all the time, we regard an important target to be a minimum of 90% of lessons good or outstanding, with a minimum of 60% to be outstanding. [Evaluated and monitored by frequent classroom observations and work scrutinies – both announced and unannounced - by the Leadership Team]

- Monitoring and evaluation – we shall make intelligent and appropriate use of data to improve teaching and the curriculum and to ensure that every child succeeds and achieves excellent outcomes

- Pupil behaviour - this will be exemplary – allowing for uninterrupted teaching and learning to make our exceptional achievement possible. Our focus is on behaviour for learning which pupils understand to be the purpose of their attendance. We monitor through staff observation, and intervene promptly when required. We build an on-line profile to capture achievements and highlight successes. This can be accessed by pupils and parents as well as attendance records so that we are all the time working with children and their parents. Because of the high profile given to specific initiatives such as Forest School, the focus on developing self-awareness and emotional intelligence is high, and pupils are given the strategies to deal positively with life issues. In addition, we regularly survey pupils' attitude to self and school, and are therefore able to pick up issues promptly and effectively.

- Pupil and parental satisfaction. We use the Kirkland Rowell system of parental surveying to measure the levels of satisfaction among the pupils' parents for a range of criteria and overall. Overall responses in the July 2015 report were 96% Good or very good (breakdown: Very good-71%; Good-26%)

- Staff morale, development and retention (Investors in People benchmarking)

- Pastoral support and pupil health and well-being.

Monitoring and improving the quality of teaching

D2 – measuring pupil performance effectively and setting challenging targets

We shall operate continuous, rigorous, yet light touch monitoring regimes that give us high calibre management information on how our staff are performing and how the children and parents are responding to their leadership and guidance. Teacher observation and feedback will be carried out by the leadership team, faculty and phase leaders and by peer colleagues as part of our professional learning and development ethos.

Teacher performance is regularly monitored by the Leadership Team. Lesson observations take place 4 times every half term and peer assessment is well embedded. Lesson Study Research is used throughout.

Newly Qualified Teachers are given support and direction by the Leadership Team and their own Mentor.

Performance Management will be carried out throughout the school. We will make sure that all team leaders are well trained in performance management and coaching for performance.

Pupil performance is closely tracked and data tracking will be part of performance management. Each teacher is asked to make predictions on pupil performance each year and outcomes are analysed alongside predictions as part of the performance management process.

There will be a wealth of training and development. The Leadership Team and Subject leaders will provide training days and all training will be bespoke to the school and its context.

We are investing in IRIS – a video-based system that empowers teachers to reflect on, analyse and share lessons. Advantages include:

- Provides a tool for value added lesson observation
- Supports contextualised self-reflection and peer review
- Supports precise and cost-effective coaching and mentoring
- Camera systems are designed for classroom use
- Can be used in real time or in time-shifted lesson observations.

Staff opinions are gathered through several processes including tailored Kirkland Rowall Surveys.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

- use space provided below; and

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

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels
The standalone Primary Academy at Monkerton will operate with the same structure as our approved Digital Primary Academy at West Clyst.

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

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

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

- use the space provided below; and

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

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

Our approach will be informed and strengthened by our overall vision that we shall develop **all** pupils as successful and resilient citizens in a diverse and ever changing global society.

The work we do in school is enhanced by our extensive supportive work with parents and carers, and these aspects, coupled with the capacity of our leadership teams, our partnership working, and the knowledge, skills and capabilities of our front line staff, together with our expertise in digital media, all mean that we are we are well placed to be appropriately welcoming, properly vigilant and pro-active in teaching and promoting British values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs whilst being careful to identify and act with other agencies regarding any potential threats from radical, extremist or terrorism sources.

We have a proud history of full inclusion, and of building tolerance and respect. Our collaborative work across the UK and internationally – both with staff and pupils - gives a practical daily context to this which we use to enhance the long history of the school in Broadclyst which was founded over 205 years ago in 1810.

Our open and welcoming approach to pupils of all faiths, world views and none is secured by our practical approach to meeting the needs of each individual pupil. We have successfully accommodated a vast range of challenging situations and are constantly setting our work in a global context to re-enforce our persistent message that we are preparing pupils to thrive in a changing global context. For example, Sing Up Day in February 2016 prompted us to collaborate with our global partners in truly international practising and performance – pupils collaborating with their peers around the world.

The spiritual, moral, social and cultural (SMSC) development standards will guide our teaching and the overall life of the schools. Our vision and the standards will be maintained whilst ensuring relevance and coherence, as well as adjusting expectations and contexts for the age and abilities of pupils.

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

We shall continue to be pro-active in encouraging pupils to respect specified fundamental British values; and our curriculum work already provides a strong base for this aspect. In addition, we shall ensure that no-one, staff or visitor, promotes any extremist views, or partisan political views, and that students are offered a balanced presentation of views when political issues are brought to their attention.

Our curriculum planning provides for our students to become literate in a several key areas. As well as teaching **academic literacy**, we shall ensure that pupils and students become genuinely skilled in **emotional literacy** and **literacy for learning**, so that they have an inbuilt resilience to meet and assess new challenges from a secure basis of both tolerance and respect, as well as real rigour in mounting robust challenges to anything that threatens these fundamental tenets.

Everyone in our schools will have a fundamental but also practical approach to inclusivity. In responding to the question: "Who looks after Inclusivity here?" everyone will first think; "we all do." Ownership of these concepts.

As well as being at the heart of our ethos and values, much of the practical teaching will be carried by our Programme of **Personal, Social, Health, Citizenship and Economic Education** (as part of preparation for working life) which will feature strongly in our ▮▮▮▮▮▮▮▮ and in our new Primary.

Issues and themes will also be taught and addressed in literature and drama, science, technology, and computing, all the studies of human culture including RE, understanding global issues, geography, history, British values and assembly themes, as well as film, health and wellbeing.

Section E – evidence of need

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

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

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

- use the space provided below;

- include evidence as annexes; and

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

E1 – provide valid evidence that there is a need for this school in the area
RATIONALE Our rationale for the new schools is built upon the following: ████████████████████████ ██ ██ ██ ██ ██ ██ ██ ██ ██ ██ ██ ██████████████ ██ ██ ██ ██ ██ ██

[redacted]

Primary Digital Academy at Monkerton.

The need here is created mainly by additional new housing developments planned since the approval of the Digital Primary Academy at West Clyst which is expected to fill from the extensive new housing developments under construction in its immediate vicinity.

Some 2,500 dwellings are planned in the Monkerton area, and these, and a planned new school, are part of the Exeter's Strategic plan for the city's growth. The new housing developments relevant to this application are expected to generate 625 pupils of primary age, using the standard calculation of 0.25 pupils per dwelling.

Planning applications have been submitted for the majority of the development area, with a number of applications pending and awaiting submission. Contributions have been secured against those applications that already have planning approval, and requests have been made or will be made in respect of further planning applications for the area.

A site has been identified for the new primary school and this is in Devon County Council's ownership.

The need for the new school is solely from new development. Existing schools closest to the development are at, or expected to be at capacity and cannot accommodate the additional pupils from this development.

Our planning is therefore for a 630 place school with an intake of 90 with early years provision for pupils from the age of 2.

Additional factors taken into account:

(1) The persistent over-subscription and demand for places at Broadclyst Primary Academy. We are oversubscribed, and over PAN (by 20 children), with waiting lists and having to defend appeals by parents unable to secure a place for their child in the academy. For example, for September 2016, there are 85 applicants for 60 places; In the last application round there were also 85 applications for 60 places, and across the year groups there are currently 26 children waiting for places. This is a pattern that has become consistent over recent times. In total, this is over 70 children more than the 420 places available.

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

(2) the lack of local 'outstanding' school provision (other than our own); and

(3) our belief that we can meet this total increase in local demand through Broadclyst, through the approved new Digital Primary Academy at West Clyst, and by this new proposed Digital Academy at Monkerton - thereby provide an outstanding education for every pupil based on our innovative curriculum, our track record of delivery, and our ability to maximise academy and free school freedoms for the good of the pupils and the community.

We are therefore seeking to solve a basic need for places but to make sure that they are in outstanding provision, adding to choice and diversity, and therefore making provision for our distinctive curriculum and ethos, and responding to parental demand for a proven type of education that is highly successful and popular.

The area just to the East of Exeter is an area undergoing one of the fastest rates of growth outside of London. The area forms the Government backed East of Exeter Growth point which is pioneering the Education-led housing initiative. This has been championed by Kris Hopkins MP, Under Secretary of State for Communities and Local Government, as well as his predecessor, Mark Prisk, MP. Both have visited the area and have been instrumental in providing a £20m loan to kick start infrastructure development in the area. Development within the area is seen nationally as an exemplar of good practice although the pace of development requires significant ongoing investment to meet the educational needs in a timely manner.

The nearby area is projected to have in excess of 10,000 houses built over the next 10 years. The proposed site is also within Exeter which is, itself, undergoing substantial urban development, with 11,000 homes planned to be built, rising to 20,000 over the next 15 years. Between 1991 and 2001 the population growth in Exeter was over four times the national average. Pupil projections are based on a factor of 0.25 primary children per dwelling.

An examination of the housing development and pupil yield in the new township of Cranbrook (just 3 miles to the East) indicates an actual pupil yield of some 0.35 primary school aged children per house. The first families moved into houses two years ago and the primary school (two form entry) became full by July 2015 and with another (all-through) school already being built.

The need for a new school has been recognised by the Local Authority who acknowledge the need for these additional places. They note that there is no current available capacity at the nearest Primary Schools in Broadclyst and Pinhoe, and that these schools have little scope for expansion.

Coupled with the proposed development over the next few years, current provision is already limited and therefore restricting parental choice in seeking the best education for their children.

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

In the light of all these considerations, we believe that our planning for a 630 place school, with nursery class, at Monkerton is the most prudent option allowing for these increases in primary population.

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

E2 – successful engagement with parents and the local community

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

- use the space provided below;

- include evidence as annexes; and

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

E2 – successful engagement with parents and the local community

We have a very strong track record of successful community engagement and our initiatives in the past have included:

- comprehensive programme of community engagement

- publicity across Exeter and surrounding area

- personal contact with individual parents and parental groupings e.g. at nursery and early years settings

- fully inclusive approach that embraces families from the wide variety of backgrounds, faiths and abilities that Exeter City and the surrounding areas produce.

With so much of the proposed areas for housing development being at a green field state, we are not able to have discussions with future residents but, as we did with our new Digital Academy at West Clyst, we shall develop events as follows, aligned with the timing of the new village development.

- Open days hosted at Broadclyst Academy – opportunities to see the education on offer at Broadclyst and also hear about plans for the new Digital Academies

- Widespread advertising and feature articles in relevant publications e.g. *Exeter Living* Magazine.

E2 – successful engagement with parents and the local community

- Publicity and phone-in discussions on local radio e.g. **Radio Devon** and **Radio Exe** conveying the positivity and excitement about the proposed new Digital Academies.
- The Academy Team operated a Marketing and Exhibition Stand at the **Heart Radio** <u>Mother and Baby Show</u> at the **West Point** Exhibition and Events Centre just outside Exeter (the largest exhibition & entertainment venue in the South West).
- The Academy Team operated Marketing Stands in the Exeter Shopping Centres to highlight the proposals and raise awareness
- Academy Choir performances in the Exeter Shopping Malls to entertain the public, and attract attention to our publicity and marketing stands about the Digital Academies.

In addition, a further programme as follows:

- Information and discussion opportunities offered to parents at local early years settings - feeder Nurseries, Surestarts etc – particularly welcomed by first time Mums and Dads who haven't yet developed any school allegiance.
- Follow up liaison with registered supporters – emailing those who have signed – letting them know of progress – and helping them promote the DPA to friends and relatives for whom the DPA would be an appropriate setting.
- Continuing to secure promotional opportunities in media outlets and including social media.

Through all of this, we shall high profile the Digital opportunities that we offer including our expertise as the first UK Primary School awarded Microsoft Mentor-School status, and profiling the opportunities afforded by our recent 'Global Challenge' Award funding – all of which will be offered in full to the Academies.

Prospective parents have been very keen to help their children to digital literacy so that they become highly accomplished and competitive in our fast-changing world The other feature that has really excited prospective parents is our offer of 'Anywhere, Anytime Learning – for All' which we explore at length in Section D.

We include below the text of a typical communication and offer for prospective parents to register their interest with us for a place or places for their child/children at proposed Academies.

We include below the text of our communication and offer for prospective parents to register their interest with us for a place or places for their child/children at the DPA from September 2016.

Digital Primary Academy

School Support Survey

We are currently seeking support from local people for a new school in the Westclyst area, due to open in September 2016.

Please register your interest in sending your child to this school by completing the form below. *If you provide us with your contact details we will keep you updated on the progress of the campaign.*

Please be aware that we may share the information we receive from you with the Department for Education as part of our application to build and run a new school.

The new school, called the *Digital Primary Academy*, will be part of a multi-academy trust which already runs Broadclyst Community Primary School, a school that has a proven track record in delivering 'Outstanding' and innovative education. This new free school will:

- Address the demand for local school places arising from current and future housing developments;
- Help to address the lack of local schools rated as 'Outstanding' by Ofsted;
- Offer parents a wider choice of local primary education.

By embracing technology as part of everyday teaching, this school will be able to take a new approach to ICT, embedding it as a tool to deliver a broad and balanced curriculum, delivering the National Curriculum but in an exciting, innovative and creative way. The school will create and promote a challenging media-rich learning environment where the children will learn to collaborate effectively at all levels, from within the local community to working with international partners such as Microsoft. Through such an approach the children will be equipped for a diverse and ever-changing society.

As a pupil of the *Digital Primary Academy* your child will:

- be taught not only the core subjects and key skills but also to use and embed that knowledge and those skills in real-world problem-solving situations;
- not only have the opportunity to sing as part of a successful choir but also to then record songs in a recording studio;
- develop key literacy, numeracy and communication skills and could then go on to use these skills in creating scripts for use within a TV studio;
- have an opportunity to learn a musical instrument and then perform as part of a school orchestra;
- use the latest technology within modern classrooms and as well as learning outside using the latest mobile devices;
- develop the skills for independent learning and also learn to collaborate with children from other schools locally, nationally and across the world;
- have the opportunity for self-expression through a range of creative arts and exhibit and perform the resulting work;
- not only participate in traditional team sports such as football, but will also have an opportunity to learn a range of other sports including climbing, sailing and bike riding;
- be taught to use language effectively to express ideas and also to communicate through other modern foreign languages;
- not only use IT as a tool to support learning but will also be taught to program and utilise technology for practical purposes.

In partnership with Microsoft, the school will implement an innovative, personalised curriculum, harnessing the power of IT to include and meet the needs of all learners.

The **Digital Primary Academy** will ensure high academic achievement and outstanding progress for all pupils and develop the infrastructure to provide "anywhere anytime learning" for all.

The key benefits are:

- Personalised curriculum
- Outstanding teaching
- IT-rich curriculum
- Part of a global network of other innovative schools
- The sharing of existing quality services with Broadclyst Community Primary School

The proposed age range for the new school is 4 to 11 years old, with a nursery for 2 to 4 year olds.

Each year group will have places for 60 children alongside the 30-place nursery. This will mean, in time, a school of 420 children plus the Nursery..

If you think that the proposed school is right for your child or children, please complete the accompanying form.

website: digitalprimary.academy

School Support Survey

Name:

Postcode:

Child(ren)'s date(s) of birth:

I would select DPA as first choice for my child(ren)   Yes/No

I am interested in finding out more information   Yes/No

Email address:

Any comments?

Thank you for your support

E2 – successful engagement with parents and the local community
website: digitalprimary.academy

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

- complete the table below; and

- provide a short commentary on your plans to manage the pre-opening project.

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

The Cornerstone Academy Trust

The Regional Schools Commissisoner for the South West has provided a letter (copied below) for the Trust indicating that he is satisfied that our Trust has capacity to open two new Free Schools (one proposed to open in 2017 and one in 2018) and that we are therefore eligible to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form.

This view is predicated on seeing maintenance of performance at Broadclyst Community Primary School in 2016 – which we would expect - and the successful development of the Digital Primary Academy – again, which we fully understand.

He has asked us also to explain in the capacity and capability section any planned changes to our governance arrangements to accommodate the new schools, and we do this below in F2.

As requested above, we set out in the following table the details of the **named individual** who will be charge during pre-opening and his CV is also provided.

F1 (b) Skills gap analysis

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

- complete the table below; and

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

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		As noted above, the Regional Schools Commissioner is satisfied that our trust has capacity to open two new Free Schools (one proposed to open in 2017 and one in 2018) and that we are therefore eligible to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form This is predicated on maintenance of performance at Broadclyst in 2016 and the successful development of the Digital Primary Academy. We are still to explain any planned changes to our governance arrangements to accommodate the new schools and this is done in F2 below.

[Add more lines as appropriate]

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

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

- use the space provided below; and

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

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

Governance

Alongside our leadership team, our Directors and Governors are very much about setting clear professional standards for all staff. There is a clear unwillingness to accept substandard teaching. Aside from performance management processes, which include regular lesson observation, governors are heavily involved in 'Health of the Subject' reviews which take place on a very regular basis. They meet with leadership colleagues and the teacher(s) responsible for each subject area to review progress made as well as planning future curriculum delivery targets. There is a clear determination to monitor progress at all levels.

Currently the governing body comprises people who are experienced governors with wide ranging experiences that add value to the school at a strategic level. This includes

███

███

███

████████████

Creating a good strategic governing structure for the MAT will be key to the success of our Free School proposal.

Governance Structure

Broadclyst Primary Academy has been approved by the DfE to convert to a Multi Academy Trust, with that conversion due to take place imminently. As part of this process, we have put together a structure to allow effective management of the schools within the MAT, of which the DPA will form one.

There will be 5 members who will have a largely 'hands off' role. Their role will include:

- Overseeing the achievement of the objectives of the Trust
- Taking part in annual and extraordinary general meetings
- Appointing some of the directors

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

- Signing off the company's financial accounts and annual report
- Power to amend the Articles of the company and, ultimately, to remove the governors/directors

All other responsibilities will be delegated to the board of directors.

The board of directors will comprise of up to 12 individuals who will have responsibility across the MAT. The Directors are selected based on skills and knowledge required in the successful delivery of the trust vision with their makeup being similar to our existing board of directors. They will have full strategic responsibility across the MAT, with operational curriculum, teaching and learning delegated to a local governing body for each school.

The local governing body will comprise of the chair of board of directors, the executive head, the head of school, three further directors, 2 staff and 2 parents. The parents will be elected on an annual basis by ballot within the school. As the local governing body has representation from the board of directors, communication between the two levels would be streamlined, with any issues arising from the local governing body reported back to the board of directors.

The Executive Head is a director of the trust, but is also employed by the trust and managed by the board of directors as a whole. His performance review will be undertaken on an annual basis (as it is now) by 4 representatives of the board of directors with assistance from an external freelance leadership consultant, who is also a Teaching & Leadership Adviser with the National College, NCTL.

There is already a high level of stakeholder engagement which we shall maintain. Governors and directors are already present at most school events. We would seek to offer further opportunities for staff, parents and other stakeholders to further engage with the governors and directors through regular and ongoing contact sessions.

Leadership

The Board of Directors decided that to mitigate the risk of having too much retained knowledge within an individual, and to allow flexibility and capacity in bringing about the Trust's vision, a leadership team should be formed. This has been expanded over the last four years to allow the successful delivery of the Multi-Academy Trust. It comprises of five senior teachers – none of whom has any teaching commitments- as well as the Business Manager. Although not part of the leadership team, the rest of the directors regularly attend leadership meetings with the Chair being kept updated on a regular weekly basis.

- ██████████████████████
- ████████████████████

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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The experience and breadth of skills within the team means that it has the capacity to extend leadership across the schools in the MAT to create an expanded leadership to deliver the objectives outlined above.

Whether it be via a robust performance management and target setting process or through simple, clear and purposeful leadership, we always look to create high and appropriate expectations for all staff to ensure that children's needs are always at the centre of what is provided.

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

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

- use the space provided below ; and

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

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

Not applicable.

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

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

- use the space provided below; and

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

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

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

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

- use the space provided below; and

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

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

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);

- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and

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

G1 – budget planning and affordability
Having an open state-funded school with a strong track record we have not included the Section G spreadsheet for the primary school at Monkerton. We have completed the spreadsheet and will be more than willing to share and discuss it at any interview.   ██   ███████████████████████████████ This is for the same reason as above as well as the practical reason of the spreadsheet not allowing enough lines to enter every staff member across the school.   Some key points to note: • ████████████████████████   • The school grows by a year group at a time;   • Each year shows a balanced bottom line;   • ███████████████████████████████████████ ██████████████████   • There is a 4% "top-slice" in each year to contribute towards the central MAT functions including the MAT executive, back-office administration as well as some site services and shared service provision;   • The budget plan is not dependent on borrowing or third party income;   • The staffing structure grows appropriately over the life of the plan, with the school being at capacity in year 5 of the 7 year plan;   • Staff across the five faculty organisation have been costed at a mix of UPS and main scale, as well as an appropriate level of TLR points.   Certain roles are either introduced later or grow in FTE as the school grows in size.

Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and

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

Annexes

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

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

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

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

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