



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

SAFFRON PRIMARY SCHOOL

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to:

applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

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

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: 

Print name: 

Date: 25.2.16

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:	<input checked="" type="checkbox"/>
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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
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INTRODUCTION

Saffron Primary School will be a two form entry primary school for children aged 4-11. The school will join the Saffron Academy Trust (SAT), an established outstanding multi-academy trust in Saffron Walden, Essex. The Trust's ultimate vision is to become a local family of outstanding schools; providing local children with an outstanding education from 4 to 18; a unique education developed by local schools, for local children. We want to continue to grow our strong established learning partnership by initially opening a new primary school in Saffron Walden. This will be carefully planned to directly meet the significant, immediate, growing and sustained need for primary school places in the local
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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

area, but most importantly it will be a primary school offering an exceptional standard of education and care.

RATIONALE

Saffron Walden has a shortage of primary school places. We propose opening Saffron Primary School in September 2017 when there is an established shortfall of school places for Reception children. This is due to inward mobility into the town as well as a number of proposed and on-going house building projects. Saffron Primary School will closely mirror the success of our founder 'outstanding' primary schools: Katherine Semar Infant and Junior schools. Both of these schools are extremely popular with local families and are heavily and consistently over-subscribed.

A distinctive and popular feature of our provision is that we provide wrap-around childcare on site which we will emulate in our new school. Through our extensive local experience and recent public consultation, we understand what local parents want and what local families need. From the outset, our plans will be designed to meet these needs. Saffron Primary School will deliver a new primary school with high aspirations for our children with a unique curriculum developed for local children.

Our free school will be built upon five core principles:

1. Our vision to grow our unique local learning partnership

Saffron Academy Trust (SAT) is a multi-academy trust established by an outstanding 11-18 academy, Saffron Walden County High School (SWCHS), and two outstanding founder primary academies, Katherine Semar Infant School and Katherine Semar Junior School (KS). Saffron Walden County High School leads a Teaching School Alliance called The Saffron Alliance (TSA), and [REDACTED]

[REDACTED] The Trust already sponsors Alec Hunter Academy (AHA) in Braintree, which is making strong progress on its journey to become 'outstanding'. The recognised strength of the founder schools' track records of outstanding student outcomes, and their considerable leadership capacity at all levels, puts Saffron Academy Trust in the perfect position to establish an outstanding new school in the town of Saffron Walden.

As a local learning partnership, we value each stage of a child's learning journey and understand that effective collaboration and the sharing of best practice are fundamental to ensuring every child reaches their full potential. We believe that a seamless transition between educational phases and settings is an essential aspect of making children's learning journey as positive as possible. To achieve this we have undertaken extensive work to enhance our transition processes, demonstrating that true partnership between primary and secondary phases is invaluable. As part of our multi-academy trust, Saffron

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

Primary School would join this collaborative approach to transition and be in an excellent position to support children throughout their educational journey.

Opening Saffron Primary School will enable the Trust to realise its vision by broadening its local family of outstanding schools; providing local children with an excellent education from 4 to 18 - a unique provision developed by local schools for local children. In the course of time this bid, to open a two from entry primary school, would be followed by another to open a sister secondary school to SWCHS which is much needed given the growth in the town, and the high demand for places at SWCHS.

2. Our vision for shared values

At the foundation of our new school, we will lay our values, which reflect the way of life, beliefs and cultural context of our town and our country. Our existing schools are characterised by respectful environments where behaviour is exemplary. This is achieved through a set of core values which permeate through every aspect of school life. Our staff exemplify these values and children learn to understand and follow them from the moment they start their journey at our schools. We wish all our children and our community to realise, espouse and promote these values.

We believe in a harmonious society and would like to teach our children to:

Be positive

- Proud to be who they are and positive about their own individual identity
- Positive about other peoples, religions, traditions and lifestyles
- Proud of our common heritage and democratic traditions

Be confident

- Prepared to meet and face challenges, and to create new situations and opportunities for themselves, their family and community
- Able to see beyond what is now, to create what might be
- Have the highest expectations of themselves and of others

Be respectful

- Respectful of the needs of individuals within a social context
- Respectful of the world we live in and how to protect it for future generations
- Aware of the interdependence of all living things

Be curious

- Thirsty for new experiences
- Willing to embrace change, to relish the unusual
- Have the capacity to take calculated risks

Be kind

- Genuinely care for others and know how to be a good friend

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

- Warm hearted and considerate
- Motivated to help and provide support for others

Be resilient

- Be creative in their ideas, resilient and determined in their actions.
- See opportunity in all change
- Able to conceive a unique vision and influence others

These established and effective values will be the foundations from which we build our new school community and its ethos.

3. Our vision for high expectations and aspirations for all children

We set exceptionally high standards for all our pupils which we reinforce constantly as they go through school. We work relentlessly to ensure all children reach their own potential through the very best teaching and support. Our overarching vision is to establish a school which will ignite children's curiosity for the world around them, making learning so irresistible that standards will be inevitably high. The school will exemplify 'outstanding' primary practice, evidenced by outstanding attainment and progress for all children.

We understand that because every week, term and year is so significant in a child's life, consistency is particularly important in their primary education. At Saffron Primary School we will employ exceptional teachers who will ensure every lesson is underpinned by the highest expectations of every learner and our leadership teams will work relentlessly to ensure this consistency runs through every aspect of life at the new school and this consistency continues when they move to the next stage of the journey to SWCHS which is also in our trust.

4. Our vision for a child centred curriculum

At Saffron Academy Trust we work tirelessly to ensure each and every child reaches their full potential. Our new school will follow our unique and established primary curriculum. To achieve this, Katherine Semar Schools have developed the INSPIRE curriculum, which is underpinned by what we believe makes an outstanding curriculum for our children; offering them opportunities to question, be challenged, investigate, experience, communicate, create and understand. Learning is approached in a cross-curricular manner wherever appropriate and the children are given real contexts for their learning which motivate them by creating a genuine purpose.

To enable everyone to achieve the very best they can, in every area of the curriculum, we have developed unique and aspirational skills progressions to focus teaching and learning. These are based upon the requirements of the 2014 National Curriculum but

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

have been further built upon to create a curriculum that meets the needs of *our* children in *our* school. Across the curriculum this has ensured we have raised expectations for all pupils, above and beyond what is expected nationally. We have also researched what makes the teaching and learning in each subject outstanding and have incorporated this into our skills progressions. Our local area and its history are central to the design of our curriculum. Through these processes we have ensured our curriculum is, and remains, relevant to *our* children and as a result *our* children make outstanding progress in all areas.

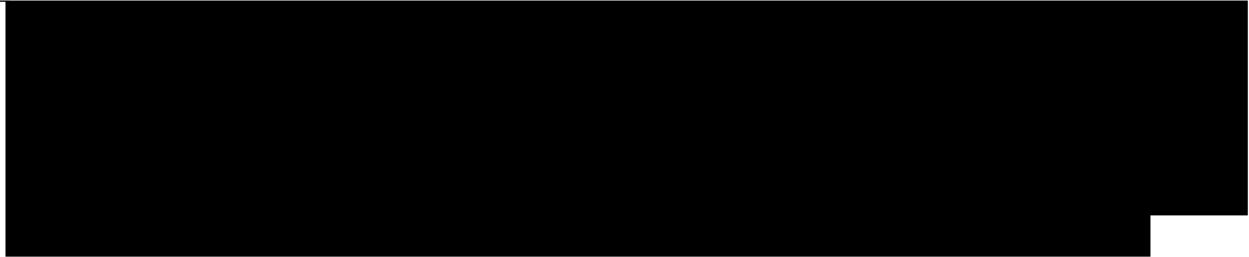
We believe children meet their full potential when they are engaged, motivated and inspired to learn. With a focus on this we have embedded our curriculum in a vast range of child-centered topics and learning contexts. Each half term starts with a topic 'launch' to engage the children and act as a knowledge harvest to inform planning and teaching. Launches include discovering a Gruffalo forest in their classroom, finding a mysterious letter from a Roman soldier and being visited by a WWII evacuee who stayed on the school site. Each topic also has a topic 'land' where children are able to share their newly acquired knowledge and skills with a chosen audience. These include creating their own aquarium or toy museum, raising money for the Woodland Trust or burning their own cardboard city of London to explain why London burnt so quickly in the Great Fire. Mantle of the Expert and Philosophy for Children are other exciting teaching strategies that we incorporate into our curriculum to further engage and inspire our learners.

Our School is a place where children want to be and a place where children want to learn. One way we secure this is through an extensive and stimulating range of enrichment opportunities. Learning is also brought to life through a vast range of day and residential trips, regular forest school experiences, and an extensive range of visitors and workshops. This is an approach that we will embed at Saffron Primary School to ensure the new school is also a place where children want to be and a place where children want to learn.

5. Our vision for a sustainable local school

However compelling the vision, however strong the belief, its efficacy depends on the capacity to deliver high quality education from the outset. The difficulty experienced by many starter schools is generating sufficient income from pupils to maintain an infrastructure beyond the classroom. This is experienced by all small schools, and whatever its ambition, when our school begins it will be a small school. The relationship between the schools, particularly Katherine Semar Schools and our new school will be essential to the school's ability to grow and thrive. In addition to a Headteacher of Saffron Primary School, it is envisaged that the

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



Katherine Semar Infant and Junior schools already have a proven track record of offering school to school support and building capacity for schools requiring additional support. We currently employ four Senior Leaders of Education (SLEs), two County Moderators and the close proximity of the new school, just over a mile away, means all these resources can be shared. The CEO of the Trust, and Headteacher of our founding secondary school, is a National Leader of Education (NLE) and has a great deal of experience in supporting a range of primary and secondary schools on their journey to outstanding.

The Trust has the capacity to manage a number of functions centrally. In addition to the CEO, the Trust has a Finance Director, and centralised HR, ICT, and Premises management functions. In this way Saffron Primary School can focus on leading teaching and learning. The multi-academy Trust maintains financial reserves to provide its schools with financial support and security.

SUMMARY

Saffron Academy Trust will ensure that even from the very first day, with only 60 children on roll, Saffron Primary School will have access to the highest quality specialist support in all areas of leadership and education. It is our ambition not only to meet an immediate and pressing need for school places, but to offer a proven, exciting approach to education and care, offering parents a real choice in the locality.

In summary, we are confident that with the close backing of our immediate family; of Saffron Walden County High school, Katherine Semar Junior School, Katherine Semar Infant School and the wider support of our local family of schools, the difference that we can make will be lasting and fundamental.

Section D – education plan: part 1

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

- use the table below; and

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

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

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

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception	0	60	60	60	60	60	60	60
Year 1	0		60	60	60	60	60	60
Year 2	0			60	60	60	60	60
Year 3	0				60	60	60	60
Year 4	0					60	60	60
Year 5	0						60	60
Year 6	0							60
Totals	0	60	120	180	240	300	360	420

Section D – education plan: part 2

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

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

The school day will run from 8.45am – 3.15pm.

<p>All applicants will need to complete the table of subjects and hours. Please use the table below.</p> <p>Subject/other activity</p>	<p>Hours per week</p>	<p>Mandatory/ Voluntary</p>	<p>Comments</p>
English	5:00-7:30	Mandatory	Reading, writing, speaking and listening will, wherever possible, be taught through a cross-curricular approach and will permeate through every other curriculum area.
Mathematics	5.00	Mandatory	Applied mathematics opportunities will be taught as part of every topic.
Science	1:30	Mandatory	Science will be related to topics where credible links can be made.
Computing	1.00	Mandatory	Computing will be related to topics where credible links can be made.
D and T	1.00	Mandatory	These projects have usually been linked to topics.
History	1.00	Mandatory	History learning will often form the basis of the topic and will be taught in a cross curricular approach. There is a focus on local history.
Geography	1.00	Mandatory	Geography learning will often form the basis of the topic and will be taught in a cross curricular approach. There is a focus on local geography.
Art and Design	1.00	Mandatory	As well as topic related projects, famous artists will be studied.
Music	1.00	Mandatory	Music will be taught using the topics as a basis for learning.

PE	2.00	Mandatory (and voluntary)	Extra-curricular clubs will give every child the opportunity to take part in additional exercise. These will include clubs targeted at any child identified as needing additional opportunities for exercise. Outdoor and adventurous activities will form part of PE curriculum from Early Years in the form of a forest school and residential trips in Year Four and Year Six.
RE	1:00	Mandatory	
Personal, social, citizenship and health education	0.30	Mandatory	
Philosophy for children	0.30	Mandatory	

In addition, we plan to open an after and before school club provision which will also provide holiday care which parents can choose to pay for if they need childcare. This will run from 7.45am – 6.00pm.

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

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

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

Although we currently have an infant and junior school, we run it exactly like a primary school. The schools have one shared site, one governing body, a shared leadership team including SENCO and premises manager, a shared school development plan and a shared curriculum and assessment system that was written by the Senior Leadership Team of both schools. We do not believe there is anything different between running a primary school and running our infant and junior schools. We also have a co-Headteacher who works across both schools ensuring consistency.

The expected cohort of our new school is very similar to that of our current schools. Our existing schools are only 1.6 miles away from the new school, so percentages of children

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

eligible for free school meals, who speak English as an additional language and who have a EHC plan are likely to be similar to those in our present schools. Our curriculum was designed for our local family of schools and will meet the needs of our new expected cohort. One feature of the strength of our curriculum is that we apply it flexibly to meet the needs of each cohort and this would clearly make it ideal to implement in the new school with its own specific cohort.

Schools nearest to the proposed free school location <i>Insert the names of your local schools below</i>	Distance from proposed location of free school in miles	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan
Katherine Semar Infant School	1.6 miles	11.7%	9.7%	1.7%
Katherine Semar Junior School	1.6 miles	5.4%	8.1%	2.7%
R A Butler Infant School	0.7 miles	8.9%	3.3%	1.8%
R A Butler Junior School	0.7 miles	6.8%	4.7%	3%
St Mary's C. of E school	0.9 miles	12.7%	12.4%	0.5%
St Thomas More	0.7 miles	3.8%	6.1%	1.4%

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

Average figures that may be applied to Saffron Primary	<i>Use data about all local schools above to create average figures for the cohort of your free school</i>		% FSM	% EAL	% EHC plan
Local average			8.2%	7.3%	1.9%
National average			26%	19.5%	1.4%

We already have an ‘outstanding’ infant and junior school which have worked together to develop an exceptional curriculum that meets the needs of the children in our local area. The curriculum reflects our philosophy that 'At the heart of the educational process lies the child' (Plowden 1967). ‘Child-centred’ education is not new (it can be traced back to Rousseau in the 18th century), but it has always had, as its central theme, the idea that education must begin with the needs and interests of the child. Our curriculum ensures topics are engaging for children and our record of high achievement testifies that this curriculum works in *our* local area for *our* local children.

Our central focus is on every child achieving high levels of reading, writing and mathematics as it can be the key to unlocking any child’s future potential. Our stimulating curriculum allows children to ignite their curiosity for learning other subjects like science, history and geography and develop positive attitudes to all learning. These themes have been carefully chosen to reflect the needs and interests of the local children in our local area. We believe, as children will be coming from the same locality, our curriculum will also meet the needs of the children in our new school.

How we will ensure a consistent approach to teaching and learning?

Shared staff including leadership

████████████████████ Katherine Semar has been central to the development of the school’s curriculum and systems. Creating a Primary Executive Headteacher role will ensure effective leadership and consistency across all Saffron Academy Trust primary schools. All staff at Katherine Semar will have the opportunity to develop their range of experience by working at Saffron Primary School at points in their career. This will develop consistency across the schools. Similarly as Saffron Primary School develops, staff will be encouraged to teach at Katherine Semar schools. In the early years, all NQTs employed to work at Saffron Primary School will undertake a training year at Katherine Semar schools.

Shared training and planning

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

In the first few years, as the new school establishes itself and grows from small beginnings, its geographical proximity to our strong established schools will be invaluable. Opportunities for Continuing Professional Development and professional networks would be instantly available through collaboration with Katherine Semar Schools. At Katherine Semar, we place a high emphasis on Continuing Professional Development (CPD) and ensure it is of the highest standard. For example, we are currently working on a two year development project with Pie Corbett, a renowned educationalist, to enhance the quality of teaching and learning in writing across the school. Our SLEs have already worked with other local schools to teach this approach and will be able to work with staff in the new school to assimilate best practice. We plan strategically; everything from whole school requirements and cohort needs, down to specific strategies to support individual children. This emphasis on high quality CPD will help secure the best outcomes for children at Saffron Primary School too.

Planning will also be shared and opportunities for shared planning sessions with Katherine Semar staff, especially when the school is initially open (with only two classes) will happen at least one day a week, every half term. This may increase to weekly sessions if required. This will help the curriculum to embed in the new school.

Shared subject leadership

Initially there will not be enough staff to cover subject leadership in the new school for the range of subjects required. At the early stages staff at both Katherine Semar and Saffron Primary School will share the subject leadership at all the primary schools in teams. Senior leaders in both schools will conduct regular learning walks including looking at pupils' books. In writing and mathematics there will be formal work scrutiny on a termly basis as well as planning scrutiny on a weekly basis. In other subjects, work scrutiny will take place on at least an annual basis in line with developing subject development plans which will feed into the school development plan. Annually there will be opportunities for senior leaders and subject leaders to observe learning in core subjects and provide detailed written and verbal feedback. On a three year cycle all foundation subjects will have an in depth focus where subject leaders have the opportunity to conduct research on best practice and share this with the rest of the staff. Using this research to support learning, staff will be observed by the subject leader and written and verbal feedback will be given. Final reports will be written to share whole school areas of strengths and development needs.

Shared infrastructure support

Similarly the Trust provides a wealth of support not only educationally but also in terms of administrative support with a dedicated Finance Director who can ensure senior school staff are released from many of these duties so they can focus on their primary objective of teaching and learning. Similarly there will be shared management through the Trust

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

of human resources, premises matters, health and safety and information technology under the leadership of our CEO. The Multi-Academy Trust has significant financial reserves which would help smooth any initial difficulties. The effective deployment of this capacity across all schools will ensure that even from the very first day, with only 60 children on roll, the school will have access to the highest quality specialist support. It is our ambition not only to meet an immediate and pressing need for school places, but to offer a proven, exciting approach to education and care, offering parents a real choice in the locality.

Before and after school care and holiday club

An essential and successful aspect of our current primary provision is a before school, after school and holiday club. Many of our current parents and the prospective parents from our new cohort in Saffron Primary School, will be working parents and will require before and after school care as well as holiday care for their children. We currently run a successful club which caters for about 70 children on a daily basis from 7.45am – 6.00pm. This runs all year, only shutting for bank holidays. This is a thriving business and runs with an annual profit of [REDACTED] which is used to purchase more equipment for the club and the children in the schools. We intend to open a similar club at the new school to cater for the needs of local parents. In our survey, the need for this club was identified by 80% of respondents.

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

High attainment

Our existing primary schools have an outstanding track record of high attainment, consistently achieving significantly above national averages. The table below shows that we outperform all local schools.

D2 – measuring pupil performance effectively and setting challenging targets

Schools nearest to the proposed free school location <i>Insert the names of your local schools below</i>	Most recent Ofsted rating	Progress Measures relevant to your school type*	Attainment Measures relevant to your school type*	
Katherine Semar Infant School	Outstanding in May 2010	Reading Writing Mathematics	L2c+ 95% 94% 94%	L2b+ 92% 89% 94%
Katherine Semar Junior School	Outstanding in October 2013	Reading Writing Mathematics	L4+ 98% 97% 95%	L5+ 83% 79% 89%
R A Butler Infant School	Good in May 2015	Reading Writing Mathematics	L2c+ 95% 91% 96%	L2b+ 91% 79% 89%

D2 – measuring pupil performance effectively and setting challenging targets

R A Butler Junior School	Good in July 2013	Reading	L4+ 97%	L5+ 77%
		Writing	89%	34%
		Mathematics	96%	55%
St Mary's C. of E school	Good in June 2013	Reading	L4+ 78%	L5+ 56%
		Writing	81%	19%
		Mathematics	70%	33%
St Thomas More Primary School	Good in November 2013	Reading	L4+ 100%	L5+ 67%
		Writing	100%	38%
		Mathematics	100%	55%

High expectations

Saffron Primary School will have a very similar population to our current schools and we believe our consistently high expectations would ensure similar pupil performance in our new school. At Saffron Primary School there will be a commitment to achieving the highest standards in attainment across the children's time at the school, and during statutory assessments reported at the end of Early Years, Year One, Key Stage One and Key Stage Two. Pupil attainment will be significantly above the national averages and, in common with the current primary schools in Saffron Academy Trust, the highest quality education in the local area will be offered. Ambitious targets can only be achieved through 'outstanding teaching' supported by effective and accurate termly tracking in the core subjects. This will be discussed on a half termly basis at regular progress meetings with a senior leader, as well as at termly student conferences where children will develop ownership of their learning by identifying their areas of strengths and areas for development. Saffron Primary School will use effective whole school tracking systems to monitor children's progress. Early identification of children 'not on track' will be followed by immediate action and intervention, this will support children to get 'back on track' without delay.

Performance outcomes to measure the success of the new school are planned to be:

- By the end of Reception over 75% of children will achieve a 'good level of development'.
- Over 85% of children will pass the Year One phonics test.

D2 – measuring pupil performance effectively and setting challenging targets

- By the end of KS1 all children will be working within age related expectations (excluding children identified as having Special Educational Needs).
- By the end of KS2 all children will be working within age related expectations (excluding children identified as having Special Educational Needs).
- Attendance will be consistently above 96.4%.
- Punctuality will be set at 100%.

These targets are ambitious and will be achieved by the implementation of rigorous systems to monitor teaching and learning and efficient systems to track progress. Tracking and assessment procedures will include analysing attainment and progress of individuals, groups and cohorts of children. In Reception we will ensure the children have been assessed within six weeks of arriving at the school (using Early Excellence and our own baseline assessments) - this assessment will act as a baseline. These are moderated with other local schools and we have a trained County Moderator for EYFS on our staff to validate these judgements.

The children will be continually assessed using a wide range of strategies throughout their time at the school to ensure planning is adapted to ensure children achieve mastery at each year of their primary education.

Individual Level

On entry the school tracking and assessment of individuals will take place through:

- Transition visits with parents and carers.
- Liaison with nurseries and playgroups.
- Use of Tapestry online learning journey as well as writing and mathematics learning journey. Then individual children's books with assessment folders.
- Discussing aspirations and sharing targets with children
- Data recorded and entered onto system.
- Regular meetings with SENCO/Inclusion team.
- The completion of a provision map which identifies required support cross referenced with attainment.
- Parents' meetings.
- Children's targets will be regularly assessed by the class teacher through next steps marking and feedback.
- Reporting to parents on the 'Characteristics of Effective Learning'.

Class Level

- Class teachers maintain benchmarking assessments following regular half termly standardisation and moderation of children's work with colleagues, assessment for learning activities and questioning.

D2 – measuring pupil performance effectively and setting challenging targets

- Class teachers decide on appropriate groupings on a daily basis to best suit individual and group needs. This is then evidenced by the differentiation of activities in planning and intervention sessions.
- At the end of each half term class teachers carry out a review of attainment and progress against original targets set and update data systems.

Whole school Level

The Senior Leadership team will use:

- An assessment management system which can compare children at our existing and new schools. These levels of attainment will also be compared to national and local data to check standards to benchmark assessment data with other schools.
- Analysis and discussion as well as target setting and target review documentation to highlight successes and areas for improvement.
- Pupil progress meetings to discuss each child, looking at their individual barriers to learning and what is required to remove these barriers.
- Evidence collected to decide on deployment of resources
- Whole cohort's attainment/progress at the end of the school year to make decisions about provision and what might need to change to positively affect future learning.
- Regular dialogue and moderation of quality of teaching via team/staff/leadership meetings. Throughout the term concerns about pupil progress is a standing item on the agenda.
- Continue to organise standardisation and moderation meetings with other local schools to support accurate teacher assessment.
- Monitoring learning in the classroom and triangulation with books and data.

Attendance

Currently both of our primary schools have outstanding records for attendance and punctuality. There is a rigorous system for monitoring attendance and punctuality which rewards excellent attendance as well as identifying and supporting parents and children who need to improve their attendance or punctuality. This system works well and will be easily transferred to Saffron Primary School.

Monitoring and improving the quality of teaching

In the new school all teachers would expect to receive regular, constructive feedback on their performance and will be subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. Judgements of performance are made against the extent to which teachers have met their individual objectives and the relevant teaching standards relating to our career expectation grid.

D2 – measuring pupil performance effectively and setting challenging targets

Decisions regarding pay progression are made with reference to the teachers' appraisal reports and the pay recommendations they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. We will ensure fairness by requiring all appraisers to be members of the Leadership Team, to receive appropriate training, and to be appraised on the quality of their work. The evidence used to evaluate teaching will include progress data including termly tracking data, lesson observations, planning documentation, work in books, action plans, CPD, as well as daily knowledge of the teacher's practice.

Reporting to parents and carers

The Saffron Primary School will produce an annual report for each pupil in line with its statutory requirements which describes:

- The views of the pupil
- The pupil's attainment and progress in the subjects at the end of the year
- The pupil's attainment in comparison to national expectations
- The pupil's effort in all areas of curriculum
- The pupil's attitude to learning
- The pupil's expected next steps (targets)
- The pupil's social and emotional development

In addition, all children in KS1 & KS2 will receive annual reports which describe:

- The pupil's attainment and progress in the core subjects
- The pupil's attainment in comparison to national expectations
- The pupil's effort in all areas of curriculum
- The pupil's expected next steps (targets)

At two set points during the course of the year, teachers will meet with parents to report on attitude, attainment and progress. These meetings will be supplemented by the opportunity for parents to make "out of hours" appointments with teachers if they have areas of concern which require further discussion. If parents continue to have cause for concern, the Leadership Team will be available to address issues related to pupil performance.

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.

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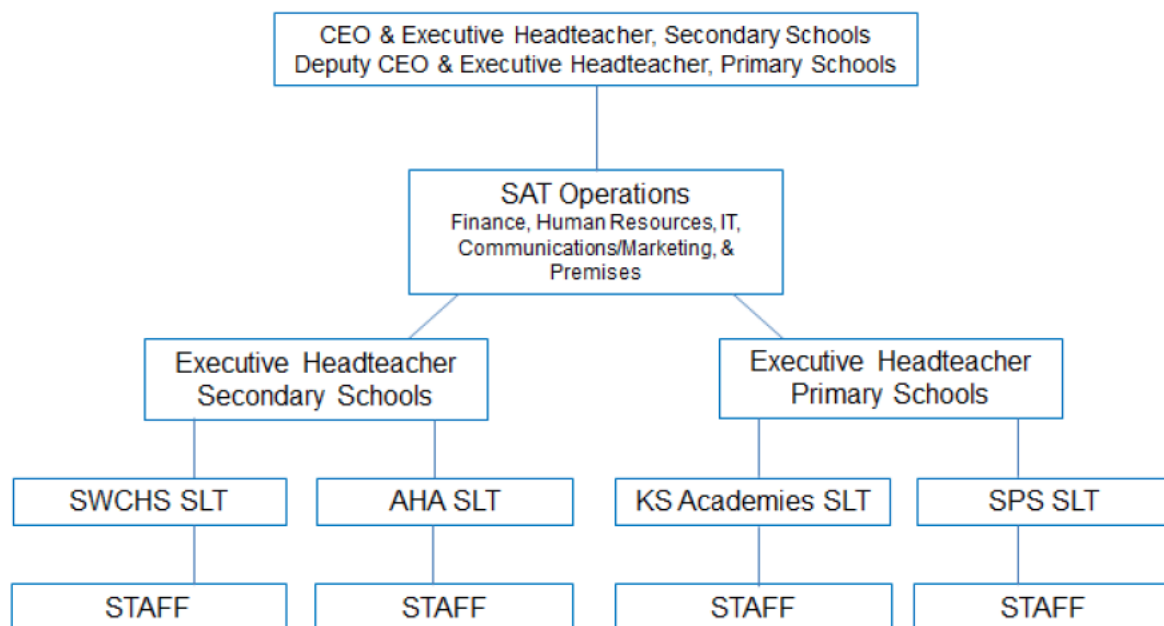
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Staffing vision

The staffing structure proposed for Saffron Primary School is in line with best practice in terms of a balance between class-based practitioners, and those who can provide dynamic leadership at both middle and senior levels. It builds capacity, allows skills to grow from within the organisation, and ensures that ‘cover’ for PPA is delivered through a combination of specialist teachers and experienced senior staff.

The organogram below shows the clear staffing structure which will be in place for Saffron Primary School:

Saffron Academy Trust Staffing Structure



Leadership

We plan to advertise and recruit a Headteacher for Saffron Primary School two terms before opening. However, if this is not possible due to lack of quality candidates or lack of financial resources the pre-opening and possibly post opening Headship will be covered by the existing Headteachers at Katherine Semar schools. (See Section E for more details)

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

Current expertise

Katherine Semar employs a team of highly skilled and experienced staff, covering leadership and management, policy development including responding to and researching new educational legislation and best practice, and curriculum development with a particularly strong focus on creative provision. The school has a strong relationship with Cambridge University and trains PGCE trainees as well as SCITT students. We have also recruited many NQTs and have an excellent record of teacher training and staff development. We are also a strategic partner in the Saffron Teaching School Alliance and we have a four Specialist Leaders in Education (SLEs) who have supported teachers in developing best practice. The school will continue to work in strong partnership with teacher training agencies and would wish to cultivate continuing partnerships in developing and training the teachers of tomorrow. Four of the current members of staff have successfully passed the 'Outstanding Teachers Facilitators' programme, developing best practice at training outstanding teachers.

Training staff at Katherine Semar and maintaining links with training institutions will give us the option of using trainees or high quality newly qualified teachers at Saffron Primary School. Our Assistant Headteacher is a lecturer at Cambridge University Education department which also gives us the opportunity to identify and recruit high-quality applicants. Any newly qualified teacher would work and train in their NQT year at Katherine Semar and then work alongside other outstanding staff either newly recruited or from the existing staff at Katherine Semar schools. We would only employ NQTs at Saffron Primary School from 2020 when we expect to admit two forms of entry to ensure they have a year group partner to support planning. All staff will have opportunities to work on planning with existing Katherine Semar staff already delivering the exceptional curriculum.

In addition we have a huge range of skills and experience – financial, buildings development, legislative and personnel management within Saffron Academy Trust but also amongst our governors, which clearly are essential to the development of a new school.

Proposed staffing	2017	2018	2019	2020	2021	2022	2023
Proposed number on roll	60	120	180	240	300	360	420
Total number of staff	12	19	27	33	39	46	50
Leadership including class teachers	1 x Executive	1 x (EHT) 1 x Head	1 x (EHT) 1 x Head	1 x (EHT) 1 x Head	1 x (EHT) 1 x Head	1 x (EHT) 1 x Head	1 x (EHT) 1 x Head

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels							
	Headteacher (EHT) 1 x Head covers PPA 1 x TLR leader of learning 1 x SENCO shared	1 x TLR leader of learning 1 x SENCO shared	1 x Deputy headteacher (DHT) 1 x TLR leader of learning 1 x SENCO shared	1 x Deputy headteacher (DHT) 2 x TLR leader of learning / assessment 1 x SENCO shared	1 x Deputy headteacher (DHT) 2 x TLR leader of learning / assessment 1 x SENCO shared	1 x Deputy headteacher (DHT) 2 x TLR leader of learning / assessment 1 x SENCO shared	1 x Deputy headteacher (DHT) 2 x TLR leader of learning / assessment 1 x SENCO shared
Teachers	1 x class teacher (phase leader) 1 x class teacher (CT)	1 x class teacher (phase leader) 3 x class teacher (CT)	1 x class teacher (DHT) 1 x class teacher (phase leader) 4 x CT 1 x specialist teacher 1 x sports coach	1 x class teacher (DHT) 2 x class teacher (phase leader) 5 x CT 1 x specialist teacher 1 x sports coach	1 x class teacher (DHT) 2 x class teacher (phase leader) 7 x CT 1 x specialist teacher 1 x sports coach	1 x class teacher (DHT) 2 x class teacher (phase leader) 9 x CT 1 x specialist teacher 2 x sports coach	1 x class teacher (DHT) 2 x class teacher (phase leader) 11 x CT 1 x specialist teacher 2 x sports coach
Teaching Assistants and midday supervisors	1 HLTA 3 TA MDA duties will be covered by TAs	1 HLTA 5 TA MDA duties will be covered by TAs	1 HLTA 7 TA MDA duties will be covered by TAs	2 HLTA 9 TA MDA duties will be covered by TAs	2 HLTA 11 TA MDA duties will be covered by TAs	2 HLTA 13 TA MDA duties will be covered by TAs	2 HLTA 15 TA MDA duties will be covered by TAs

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

Administration	1 x office manager (OM)	1 x OM 1 admin assistant (AA)	1 x OM 1x AA	1 x OM 2 x AA	1 x OM 2 x AA	1 x OM 3 x AA	1 x OM 3 x AA
Premises	1 x caretaker (CT) Shared 1 x cleaner (CI)	1 CT 1 x CI	1 CT 2 x CI	1 CT 2 x CI	1 CT 3x CI	1 CT 3x CI	1 CT 3x CI
Catering	1 x catering manager (CM)	1 x CM 1 kitchen assistant (KA)	1 x CM 1 cook 1 kitchen assistant (KA)	1 x CM 1 cook 1 kitchen assistant (KA)	1 x CM 2 cooks 1 kitchen assistant (KA)	1 x CM 2 cooks 2 kitchen assistants (KA)	1 x CM 2 cooks 2 kitchen assistants (KA)

In the first three years the school will grow from two to six class teachers gradually building in numbers to fourteen class teachers, plus fourteen teaching assistants until a full pupil number is reached in 2023, when it is anticipated that twenty teaching staff will be employed: fourteen as class teachers, and six part time specialist teachers or sports coaches e.g. Music, Art, and P.E. With the exception of qualified sports coaches, we would only use qualified teachers to teach the children at Saffron Primary School.

The Education Plan consists of delivery of a broad and balanced National Curriculum, and the growth in staff numbers over time will allow for effective coverage of all subjects. Through the proposed staffing structure, opportunities have been created to differentiate and personalise the curriculum to achieve maximum progress for all pupils at all abilities, using teaching assistants to both support in class and deliver effective intervention teaching programmes.

Premises and administration staff

The premises and administration team will grow in line with pupil numbers, and is essential to being able to offer a highly organised and efficient infrastructure. From current experience, a school can only offer a wide range of additional services including breakfast and after school care, a broad range of after school clubs, and music and drama lessons, if there is the administrative and ICT support to cater for over four hundred children. Equally, a school environment requires constant maintenance of its fabric, and a full complement of premises staff will allow the school building to deliver an optimum working environment.

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

Support, while the school is growing, will be offered by the existing staff at Katherine Semar. In addition, SAT already has an infrastructure which will manage many aspects of the school. There is a dedicated Finance Director who leads a very able team of finance staff who will deal with that aspect of school management. Similarly there will be a premises manager for SAT who will deal with CIF and other capital projects, as well as having an overview of health and safety.

Recruitment

Prior to September 2017 (from January 2017 onwards) the following recruitment will occur, with advertisements appearing in the Times Educational Supplement:

Headteacher of School, who will then be part of the recruitment process for,
1 Leader of learning (TLR), will also need knowledge and experience of EYs and KS1

- 1 Class teacher (not a NQT)
- 1 HLTA (20 hours a week)
- 3 Teaching Assistants (15 hours a week)
- 1 Office Manager
- 1 SENCO (shared)
- 1 caretaker
- 1 catering manager

A recruitment panel will be put together made up of members of the Core Application Group and Director(s) of the Board, including those with Safer Recruitment Training and personnel experience.

The Leader of Learning will ideally be employed from May 2017 onwards, in order to have a half term to prepare the school's resources and provide thorough inductions for all children due to start in September 2017. Admissions to the school will be handled by Essex Local Authority and the Office Manager, in conjunction with the experienced admissions team at Katherine Semar and Saffron Walden County High Schools.

How will staff be trained, appraised and rewarded?

All teaching staff will be paid in line with the Essex performance management policy. This policy rewards staff according to appraisal data collected during the course of the year. In addition, staff will be evaluated against the schools' career expectation grid which relates to teacher standards. All local schools have agreed the expectations for different teachers at different stages of their career. During the first three years of a teacher's career, they are expected to focus on developing outstanding practice in the classroom. Then they are expected to take on subject leadership. At Saffron Primary School this will be within a team of existing subject leaders from Katherine Semar to provide support which will help them to develop middle management skills. The next

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

stage of their career is to progress to the Upper Pay Scale, when they are expected to support other staff in their own school and other schools. The performance management policy also encompasses on-going Continuous Professional Development (CPD) as an expected part of staff development. In the early days much of this will be provided in partnership with Katherine Semar School and the local small schools' consortium. This CPD is sourced from a variety of providers, in house and via The Saffron Alliance, as well as from external providers including the LA and national trainers.

Teacher Appraisal is intrinsically linked to the School Development Plan which in turn is linked to the four Ofsted Judgements: Effectiveness of leadership and management, Quality of teaching, learning and assessment, personal development, behaviour and welfare and outcomes for pupils.

The following Trust wide HR policies are in place;

- Disciplinary Policy & Procedure
- Grievance Policy & Procedure
- Leave of Absence Policy & Procedure
- Sickness Policy & Procedure
- Recruitment Policy & Procedure
- Redundancy & Restructuring Policy

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

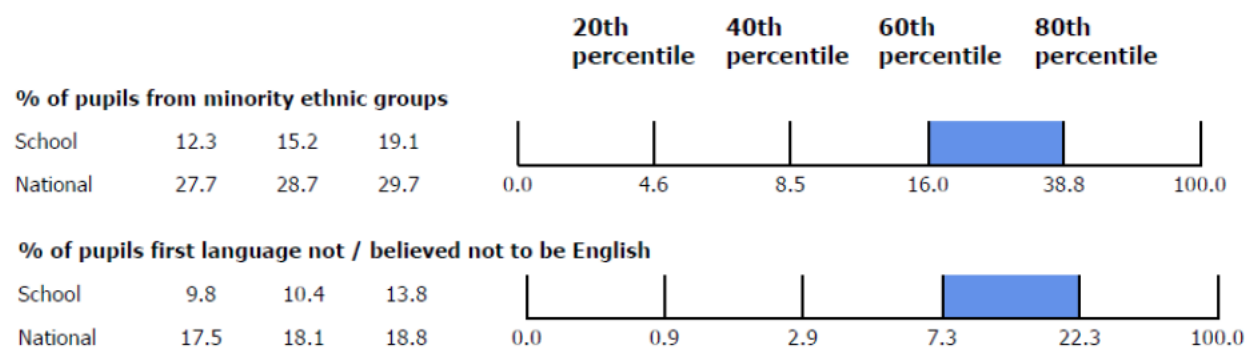
A welcoming, inclusive school

The free school will be a non-selective, fully inclusive school. Children will be welcomed from all faiths/world views as well as children who have none. Pupils will be drawn from the local community of Saffron Walden, and with the exception of looked after children and siblings, admission will be by distance between home and school.

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

All schools in the Trust have extensive experience as their own admissions authorities, administering admissions in conjunction with the Local authority and in compliance with the Admissions Code.

Saffron Walden has continued to become increasingly diverse in terms of ethnicity' although the majority of pupils come from white British heritage. This graphic shows the current pattern of children from ethnic minority groups and those who speak English as an additional language in our current school.



A community that values the individual

Our current primary schools include children of over 18 different nationalities, who speak 12 different languages. Staff are highly knowledgeable about teaching children with English as an additional language (EAL) and work closely with specialist staff. We believe, however, that a truly inclusive school is about more than just counting nationalities, languages and religions. Instead, the strength of our inclusive ethos lies in our belief that everyone is different and everyone is special. We understand that every member of a school community needs to feel valued and good about themselves in order to fully contribute. Similarly we appreciate that no two learners are the same and our curriculum and all of our educational approaches reflect this. This individualised approach to inclusion and diversity would be central to our ethos at Saffron Primary School, ensuring we welcome all faiths and world views.

Primarily, we know that to be genuinely inclusive we have to truly know and understand our families. The strong drive to promote and cater for all forms of diversity will begin even before children take up their places at the school. Staff will visit children in their pre-school settings and meet individually with each family. This will mean that we can ensure we understand what is needed for each family and member of our new school community to be genuinely included. Due to this personalised approach, the range of approaches and strategies we will employ to ensure we value each individual will be extensive and evolving, but what will remain consistent will be the belief that everyone in school benefits from a culture where each individual is valued for who they are.

The belief that a school is a community that extends beyond the children themselves and out to their families and the wider community continues right throughout our primary

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

school age range. We recognise the benefits of involving parents at every stage of their child's education and create many opportunities for parents to come into school and share their child's experiences. We find opportunities for parents to spend time working and engaging with their children work particularly well e.g. forest schools, art workshops, maths challenges etc.

A broad and balanced curriculum

The existing INSPIRE curriculum created by Katherine Semar for its children is broad and balanced, with the themes of diversity and inclusion threaded throughout. It is designed to prepare children for life in modern Britain with an emphasis on our core values. We believe education influences and reflects the values of society, and the kind of society we want to be. Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being of an individual. Education is also a route to equality of opportunity for all, a healthy and just democracy, a productive democracy and sustainable development. Saffron Primary School will reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

The INSPIRE curriculum develops children as responsible citizens who show respect for others; who understand different beliefs and cultures; and who are developing informed, ethical views of complex issues. Children and young people need to know why discrimination is unacceptable and how to challenge it. They need to understand the importance of celebrating diversity and promoting equality.

Our celebration of diversity will permeate all that we do through the curriculum we teach. It will be overtly evident in some of the topics we explore and visits we make such as visiting a Buddhist temple or celebrating Diwali. It will also be evident in the subtle curriculum choices we make such as ensuring celebration of diversity through the range of authors, characters and settings we promote through our developing literature spine. Our curriculum will ensure children at Saffron Primary School will learn about the religions and cultures of the world, but crucially, they will learn about their own cultures, those of their peers and the issues which affect those who come to live in Great Britain.

As a further celebration of diversity in our inclusive school we will celebrate 'Great Britain and our World' across our whole school in a theme week once a year. The themes will be: The Olympics and its values; Science week; Creative Arts week; and Maths week with a focus on economics and career choices. These weeks will focus on how a range of different individuals shaped Great Britain and our World. It will focus on our core values and how they can shape future history.

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

At every level, the INSPIRE curriculum is embedded with topics and strategies designed to educate our children about the world in which they live, with the aim of celebrating diversity and securing genuine inclusion. These successful strategies will be embedded in every aspect of the development of Saffron Primary School to create a robust culture which respects the unique worth of every individual.

Religious Education (RE)

In developing an understanding of, and respect for, people of different faiths, RE has an important contribution to make to schools and to the local and national community. Our RE curriculum content, which is in line with the Essex agreed syllabus for teaching RE, relates to all the major world faiths and the exploration of secular as well as religious world views is included. Our agreed syllabus reflects the fact that religious traditions in Great Britain (and our local town) are in the main Christian, while taking into account the teachings and practices of the other principal religions represented in Great Britain. The syllabus has in no way been designed to convert pupils or to urge a particular religion or religious belief on pupils.

The main aims for our RE curriculum are to provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. The RE curriculum also encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics, and to express their responses. This also builds resilience to anti-democratic or extremist narratives for their future lives.

Our RE teaching will enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. Our core value of 'respect' is taught in RE lessons where pupils are taught to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. We will also prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

RE will be taught as a discreet subject but also as a weekly assembly where we explore core themes, firstly through Christianity and then by comparing these themes in other world faiths.

Personal, Social, Health, Citizenship Education (PSHCE)

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

We define PSHCE education as the planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of the whole school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The benefits to pupils of such an approach are numerous as PSHCE prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. Although discreet PSHCE lessons and assemblies will be planned and delivered, we believe PSHCE education cannot and should not exist in isolation; it will be part of a whole school approach. The relationship between PSHCE education provision and our school ethos will be hugely important.

Fundamental British values

Saffron Primary School will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting these values means we will challenge opinions or behaviours in school that are contrary to fundamental British values.

Through effective provision of Spiritual, Moral, Social & Cultural education (SMSC), Saffron Academy will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- encourage further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in democratic processes, including respect for the basis on which the law is made and applied in England.

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

The following is not designed to be exhaustive, but provides a list of different actions the school will take:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes, such as a school council whose members are voted for by the pupils, and
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths and cultures.

The two existing Headteachers of Katherine Semar have attended WRAP training and understand Prevent's aims, including identifying who may be vulnerable to terrorism as well as what we need to do to support people in this position. All staff have been trained in how to adhere to the Prevent duty. We would ensure this training is disseminated to all staff and Governors in our new school.

Safeguarding

One of the underlying principles in our new school will be keeping children safe and we will make sure:

- leaders, governors and supervisory bodies fulfil legislative requirements, such as those for disability, safeguarding, and health and safety
- safeguarding policies and procedures are in place and regularly reviewed to keep all children and learners safe
- children and learners feel safe
- staff, leaders, governors and supervisory bodies and volunteers receive appropriate training on safeguarding that is updated regularly and know their responsibilities with respect to the protection of children, young people and vulnerable adults
- staff are supported to have a good awareness of the signs that a child or learner is being neglected or abused
- there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level and understands their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners; for designated members of staff in schools and colleges this training should take place every two years
- the setting identifies children or learners who may be at risk
- appropriate action is taken when children and learners stop attending the setting; for schools, this includes informing the local authority when a pupil is going to be deleted from the register

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

- there is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism
- the setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language
- staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe
- appropriate arrangements are made with regards to health and safety to protect staff and learners from harm
- the setting's premises provide a safe learning environment with secure access

Summary

Saffron Primary School will be a fully inclusive primary school, welcoming to all faiths and world views. More importantly, it will be a school where every individual is valued, celebrated and genuinely included in our school community. Every aspect of our curriculum, aims and values will be designed to secure this as a central aspect of the school's ethos.

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

Saffron Walden needs a new school; this need is immediate and growing. The significant pressure on local schools is caused by two dominant factors. Firstly, Saffron Walden is a highly attractive place to raise a family and inward mobility is extremely high. On top of this, the town is growing fast with substantial new housing planned and already underway. The following information sets out the evidence for this.

Pupil forecasts

Pupil numbers in Saffron Walden, and the surrounding villages, have been rising over recent years, predominantly due to the new housing in the area. The following projections demonstrate the immediate, growing and sustained need for additional places.

Academic year	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Surplus/Deficit of Reception places	-16	-24	-20	-25	-35	-42	-46	-53	-59	-37	-42

This forecast information (planning and admissions) indicates that the high demand for Reception places is not going to abate. Our Free School would provide these vital primary school places in the area to ensure that local children have the opportunity to access a local school. However there is **additional** pressure on school places with the increased proposed building in Saffron Walden.

Longer term forecast

Saffron Walden is growing significantly and rapidly. The following chart details the building works which have both been approved as well as those still pending in Saffron Walden.

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

Saffron Walden Local Plan 2011-2031 Development Numbers							Cumulative		
Site	UDC Planning Application Number	Decision Status	New Homes	New Cars	School Places Needed	New Homes	New Cars	School Places Needed	
Catons Lane (Persimmon)	UTT/15/2008/FUL	Live Application	36	58	22	1,451	2,792	942	
Kier	UTT/13/2060/OP	Refused; Appeal	301	482	176	1,415	2,734	920	
Additional Policy Area 1 on East	None yet	UDC Promoted	280	448	292	1,114	2,252	744	
Approved	Manor Oak	UTT/13/3467/OP	Approved (2014)	200	320	118	834	1,804	452
	Ridgeons	UTT/13/2423/OP	Approved (2014)	167	808	97	634	1,484	334
	Wills & Gambier	UTT/13/3406/FUL	Approved (2014)	52	84	30	467	676	237
	Wills & Gambier (Extra Care Units)	UTT/13/1981/OP	Approved (2013)	60	20	-	415	592	207
	Kilns Thaxted Rd	UTT/13/1937/OP	Approved (2013)	52	84	30	355	572	207
	Goddards/Paxtons Yard	UTT/13/0669/FUL	Approved (2013)	14	23	8	303	488	177
	Tudor Park (Persimmon)	UTT/1572/12/DFO	Approved (2012)	130	208	76	289	465	169
	Mullberry Place/LPA Debden Rd	UTT/1252/12/OP	Approved (2012)	24	39	14	159	257	93
	Lime Avenue (Persimmon)	UTT/1576/12/DFO	Approved (2012)	15	24	9	135	218	79
	Kings Street	UTT/0280/12/REN	Approved (2012)	8	13	5	120	194	70
	Emson Close	UTT/0609/11/REN	Approved (2011)	9	15	5	112	181	65
	The Avenue/Friends School	UTT/0188/10/FUL	Approved (2011)	76	122	44	103	166	60
	Bell South Rd Part 3	UTT/1981/10/FUL	Approved (2011)	27	44	16	27	44	16
				Growth: +22%					
			Total:	1,451	2,792	942	1,451	2,792	942
			Current size of Saffron Walden: 6,685			Updated: 9-Jul-2015			

In the most recent Uttlesford Local Plan (July 2015), Uttlesford District Council stated that Saffron Walden is to get a minimum of 1050 extra new homes in addition to the 550 that they have recently approved. This means Saffron Walden will grow by a minimum of 20% which represents 1,600 more houses than today – increasing the town by about a fifth of its current size. This is obviously unsustainable without an additional primary school.

In this local plan, Uttlesford District Council only quoted the minimum possible number of houses per site and thus for the major 81 hectare estate in Saffron Walden they are currently indicating that 860 new houses will be built. That is 10.6 houses per hectare. At that density there would be no provision for affordable housing but Uttlesford District Council claim they will provide 40% affordable housing in all new developments. Therefore, it is likely that these predictions presently significantly underestimate the number of houses which will be built. Uttlesford District Council's recommended housing densities for Saffron Walden are 35-67 per hectare (not 10.6). Thus it can be suggested that a more realistic prediction is between 2500 and 3500 new houses, not 860. These figures indicate, without question, that the town will not be able to provide quality primary school education without the addition of a new school.

Essex County Council calculations suggest that each new home gives rise to roughly 0.3 primary school age children. 167 new homes on the approved Ridgeons site (where building commenced in Autumn 2015) would be expected therefore to give rise to the need for an additional 55 primary school places. The Essex County Council education response to other planning applications states clearly that there is no capacity at either

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

pre-school, primary school or secondary school levels. The recent planning applications (Kilns 50 homes, Willis & Gambier 52 homes, Kier 300 homes) coupled with the current application (167 homes) would bring a total requirement for 171 primary school places. As further evidence of the dire state of classroom places in the town, Essex County Council has recently started contacting the primary schools in adjacent villages to plan places for future town children, and that is without allowing for any of the new proposed developments listed above. It is very clear that a new primary school is urgently needed for Saffron Walden.

Inward mobility

These figures for increased house building do not take into account additional children moving into the existing housing in the area, as the town is increasingly popular with young families. The town was voted in the top ten of the Sunday Times 101 Best Places to live in the UK. The town enjoys great transport links with its close proximity to Stansted airport, and superb train and road links into London. There is also a low crime rate; Uttlesford has the fourth lowest crime rate in the whole of the UK. All these factors mean that these predictions are likely to under-estimate the true deficit of places in the town's schools as existing housing provision attracts high numbers of families looking to raise their children in this popular town. Certainly previous predictions for the past five years have always been inaccurate with more places required than predicted.

Currently, increasing inward mobility to the town means all local schools have had to admit additional children, over and above their pupil admission number, due to the fair access protocol. Additionally, every school in Saffron Walden has a waiting list and some children who are resident in Saffron Walden currently have to travel to surrounding villages to be educated. This is a serious issue and the chart below shows the extent of the problem just caused by inward mobility which is unlikely to change - if anything, new family housing will only exacerbate the issue. Even without additional housing, these figures show we would be able to currently fill a two form entry primary building.

Year group	Y6	Y5	Y4	Y3	Y2	Y1	YR
Year born	04-05	05-06	06-07	07-08	08-09	09-00	00-01
Year	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Reception							
Katherine Semar	86	75	74	68	64	67	75
R A Butler	73	89	88	77	83	85	86
St Marys	60	56	62	55	60	65	61
Total places needed	219	220	224	200	207	217	222
Total places available	-54	-56	-59	-35	-42	-52	-57

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

In our consultation period we spoke to at least five parents who explained they had moved to Saffron Walden only to be told that all local primary schools were full and were now having to pay to educate their children in private schools.

Popularity of Saffron Academy Trust in the local area

Katherine Semar is a founder member of Saffron Academy Trust alongside Saffron Walden County High School. All of the Academy Trust's founder schools are currently judged as 'outstanding' by Ofsted. We believe all children should have the entitlement to attend an outstanding school. Katherine Semar schools are the *only* primary schools in Saffron Walden to be judged 'outstanding' and as a result we are significantly oversubscribed year on year. Our aim is to emulate this 'outstanding' model for primary education and give parents a real alternative to current provision in the town. The schools have an exceptional reputation locally and the combination of high standards and a unique curriculum makes the schools extremely popular. We continue to have more applications than we can accommodate with the 60 places we have to offer, and this popularity is increasing every year. Unfortunately this leaves increasing numbers of families disappointed.

Parent Preferences for Katherine Semar schools

For entry in;	PAN	No of Applications received
September 2013	60	151
September 2014	60	146
September 2015	60	185
September 2016	60	165

Parent preferences for SWCHS

For entry in;	PAN	No of Applications received
September 2014	290	558
September 2015	290	613
September 2016	290	638

The above evidence clearly demonstrates that as a result of inward mobility, due to the popularity of the town for young families, combined with significant and immediate house

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

building, the existing primary school provision, which is already stretched to capacity, will not be sufficient and Saffron Walden will urgently need a new school.

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**Engagement with LEA and community**

We have already gained support from [REDACTED]
[REDACTED] has confirmed that there is a shortage of school places in Saffron Walden from September 2017 and has actively encouraged our Free School application (see letter in annex). As a significant indicator of support, the LEA has shared information on their identified potential site for a new school in Saffron Walden; the site our Free School will be built upon. [REDACTED]
[REDACTED] has also offered his support to the school (see attached letter of endorsement in annex). Finally, our local MP Sir Alan Haselhurst is in full support of our application and has outlined his support in writing (see letter in annex).

Engagement with other local schools and Early Years settings

We already have an excellent relationship with other local schools and nurseries in the area, working closely alongside them in a wide range of roles and activities. We have made contact with all our local schools and shown them written proposals about the new Free School. They have offered their support for this venture (see letters in annex). Similarly we have contacted all local nurseries, which are extremely well positioned to understand the need for a new school and parental choice in Saffron Walden. They have been openly supportive of our application (see letters in annex).

Outreach - promotional material

E2 – successful engagement with parents and the local community

We have distributed 14,000 A5 colour flyers, and 50 A4 posters (see annex) throughout the locality. We targeted local public services including children's centres, local nurseries, local libraries, soft play areas, as well as GP surgeries, all within a 2 mile target of the admissions zone. Leaflets were also distributed to local businesses and an advert for the school was placed in the Walden Local newspaper, including details of the first consultation event.

Face-to-face engagement

Members of staff and volunteers from our Academy Trust gave out leaflets and made enquirers aware of the proposals at a wide variety of locations, including children's centres, nurseries, the town library, the town leisure centres, soft play areas, toddler groups and the town market within the target admissions zone. All local parents at nurseries have been written to, encouraging them to support the proposal. In total 1000 leaflets were distributed using this method. During Katherine Semar's annual open morning for perspective parents next term we will also showcase the new Free School.

Press

Saffron Academy Trust has an excellent relationship with the local press and there has been positive, supportive articles written about our proposals for the new school (please see annex).

Word of mouth

Many of the staff involved live or work in the local community and as such can act as 'local ambassadors' for our Free School. Wherever possible, they will encourage others to engage with our proposal and spread the word to friends, family and neighbours.

Digital and social media

News about the proposals have been placed Facebook. There is a popular 'Yummy Mummies' Facebook group which is extremely popular within the town and has been used to distribute information about our proposal. There have been 43 'likes' for this post already.

Future plans to engage with the whole community

A close relationship with nurseries and the children's centre means that we have identified potential parents who may be more difficult to engage with e.g. disadvantaged pupils and EAL children. We predict that 8.2 per cent of our pupils will be disadvantaged and 7.3 per cent will speak English as an additional language. We have set up meetings with nurseries to facilitate working with parents to share and consult on these plans. The meetings will be focused on the needs of families, and will usually involve members of staff from the nursery as they are the people that prospective parents currently know and trust. As you can see from the letters of support in the annexes, our main feeder nurseries are prepared to support us to help engage the wider community. Where necessary, we

E2 – successful engagement with parents and the local community

will ask current parents at our existing school who speak specific languages to support other parents who speak the same language and may need support in understanding our proposals.

Our future engagement strategy will centre on potential parents in order to understand the uniqueness of their demand and to shape the school in response to local needs. We will continue this throughout the pre-opening phase to involve local people in our enrichment activity and ensure that our free school is at the heart of the community.

In the next phase of our community engagement work we will continue to engage with parents, to increase sign ups and to maintain support from those who have previously completed the survey. We will work with parents and the wider community to inform them of our plans as they evolve, and engage them in how the ethos of the school will be realised. We will ensure we consult with the widest possible demographic on key decisions relating to the school's character.

Consultation

Following this phase of work, we will hold a consultation evening on 29th February 2016 where stakeholders will be invited to attend. This will focus on sharing our vision for our new school and give stakeholders an opportunity to share their ideas to shape the new school. Names and emails will be collected during this event so we can continue to engage with interested parties. At the time of sending the application we do not know the current level of attendance at the event but indications show at least 56 prospective parents will attend. Parent surveys will continue to be distributed and analysed to shape the future of our school as well as other public consultation events.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

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

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

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

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

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

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

				[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]

F1 (a) Skills and experience of your team

Leadership

Katherine Semar schools are in a unique and advantageous position, in terms of leadership capacity, as we are currently fortunate enough to have two Headteachers leading our infant and junior schools. In the near future, our succession plan is that one [REDACTED]. Until recently there was also a plan in place for Katherine Semar schools to expand by an additional 30 pupils. However, recently the LEA took the decision that the town needs a two form entry school and no school in the town has enough land to accommodate the additional classrooms needed for the expected increase in pupil numbers. At this meeting they expressed their interest in us becoming the potential new sponsor of the much needed new primary school. A new school is their only planned option to tackle this shortage of school places as they have explored all other alternatives and have previously expanded the only school in Saffron Walden which had the facilities to do this.

The plans to expand our school by one form of entry were at a developed stage when the decision was reversed. Thus Katherine Semar have already built up leadership capacity in preparation for this, e.g. a non-teaching Deputy and two Assistant Headteachers which have already been successfully recruited. Our Deputy has been in post for ten years and our Assistant Headteachers have been in post for four and two years respectively.

The prospect of opening a new school means that [REDACTED] [REDACTED] required. Our aim will be to recruit a Headteacher designate for the new school two terms before opening. However, if we are not successful, or if there is any doubt about the financial viability of the school (e.g. the numbers of the first cohort are not as high as predicted), we will share the leadership (and the related costs) of the three schools between the two existing Headteachers. This is more easily achieved as our infant and junior schools are on a shared site and we already operate as if we are a standard primary school. Whatever the outcome of the bid, the plan remains to run these two schools as a primary model, based on evidence of its current success. This means that from September 2016 we have significant additional leadership capacity. The new primary school site is in the same town and within close geographical proximity to our existing schools, which make these plans very manageable.

The Headteachers have experience of running three schools between them as, for the last eight months, [REDACTED] [REDACTED] effectively shared management responsibilities between them on a daily basis. The most recent HMI of this school reported significant and rapid improvements in the school under their leadership and so the Headteachers are clear that they could manage this process again if required. [REDACTED]

F1 (a) Skills and experience of your team

[REDACTED]

As well as a dedicated [REDACTED] will take a lead role on [REDACTED] [REDACTED] will dedicate the equivalent of three days a week to the new school. [REDACTED] will be flexible in her approach and this may equate to five mornings if necessary depending on site visits etc. [REDACTED]

[REDACTED] will dedicate whatever time is necessary [REDACTED] (models). If we still do not have a dedicated Headteacher upon opening, [REDACTED]

Once a dedicated Headteacher is appointed to Saffron Primary School [REDACTED] and will offer full support to ensure the curriculum is delivered and assessment continues to mirror the outstanding strategies used in the existing schools.

[REDACTED], also has a great deal of experience in managing change including extensive building projects. [REDACTED]

[REDACTED] as built and then opened in Linton.

[REDACTED] with weekly meetings with the core membership group in the pre-opening phase.

[REDACTED] has significant leadership experience gained in [REDACTED].

[REDACTED] will offer the benefit of his vast experience through monthly monitoring meetings in the pre-opening stage.

[REDACTED] for our new school and allow other members of the core group to focus on the new provision.

F1 (a) Skills and experience of your team

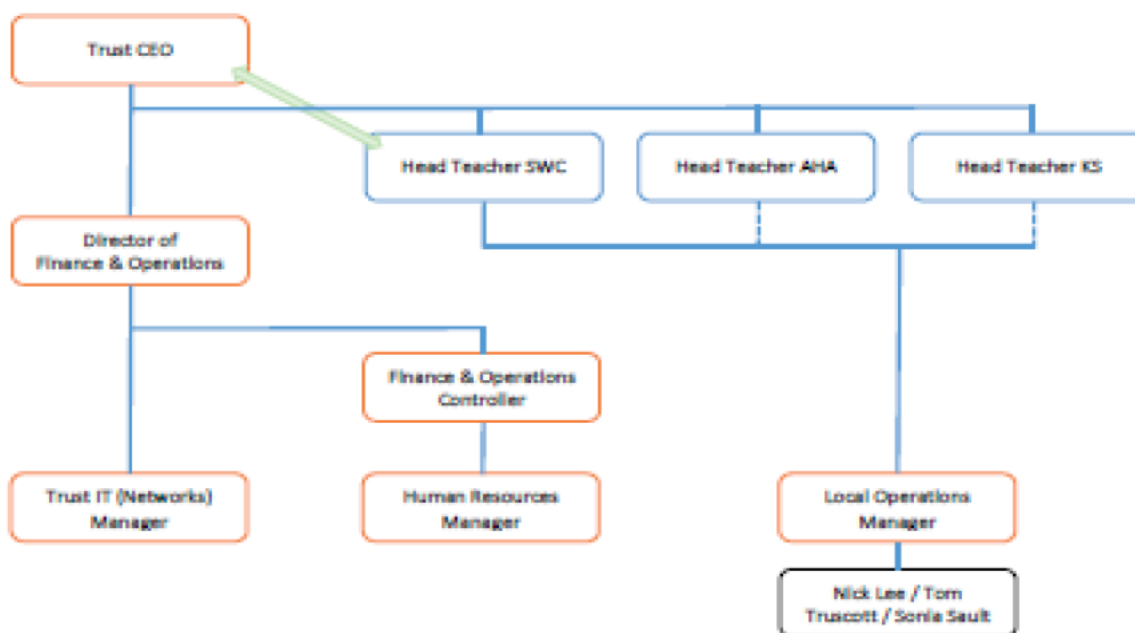
We are currently in the process of restructuring to co-ordinate ICT, HR and Premises Management across the schools in Saffron Academy Trust. We are currently advertising for the following posts:

- Local Operations Manager, supporting the Headteachers and managing the site staff in each school
- Finance & Operations Controller, reporting to the Director of Finance & Operations and managing the Human Resources Manager who will standardise HR policies, procedures and processes across the schools.
- Trust IT (Networks) Manager, reporting to the Director of Finance & Operations.

It is anticipated that these posts will commence in September 2016 so will be established by the time the free school opens in September 2017.

The organisation chart below shows the proposed structure:

F1 (a) Skills and experience of your team



Position	Responsibilities
Dir. Finance & Operations	Finance / HR / Payroll / IT (Whole Trust)
Finance & Operations Cont.	Finance / HR / Payroll (Whole Trust)
Trust IT Manager	Trust wide IT – (Networks)
Human resources Manager	Trust wide HR – (Recruitment remains local)
Local Operations Manager	Premises / Administration / H&S / Catering at each location the Trust operates in

Responsibilities detailed

<p>Local Operations Manager</p> <ul style="list-style-type: none"> • Estates • Lettings • Licencing / Copyright • Contracts • Catering • Saffron Screen / Saffron Hall • Cleaning • Statutory Testing (Legionnaires/PAT) • Asset Management • Transport • Onsite Safeguarding • Crocus Nursery • Health & Safety <p>Central HR Function</p> <ul style="list-style-type: none"> • Issue of SAT employment contracts • Coordination of local record keeping • Internal legal advice • Support to Senior managers for grievance and disciplinary processes 	<p>Trust IT Manager</p> <ul style="list-style-type: none"> • Networks - strategy • Hardware strategy/procurement • Non educational software procurement • Reprographics <p>Local Administration per School</p> <ul style="list-style-type: none"> • Data returns • Exams • Reception • Administration Office • Recruitment <ul style="list-style-type: none"> ○ Interviews ○ Letter to preferred candidate ○ DBS and References • Safeguarding • Parent Communications • Commercial signoff in purchasing process <p>Other</p> <ul style="list-style-type: none"> • Social Media / Website content
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The Trust already has centrally sourced legal advice as well as marketing and recruitment expertise within its existing organisation.

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
Project Manager (2 days a week)	Pre-opening stage	If we are successful with our bid, we will recruit a project manager to manage the building project.
Temporary Local Governing Body	Pre-opening stage and local governing body	We expect to use expertise from the existing trust, local governing body, local community including prospective parents to create a temporary local governing body from the pre-opening phase.

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

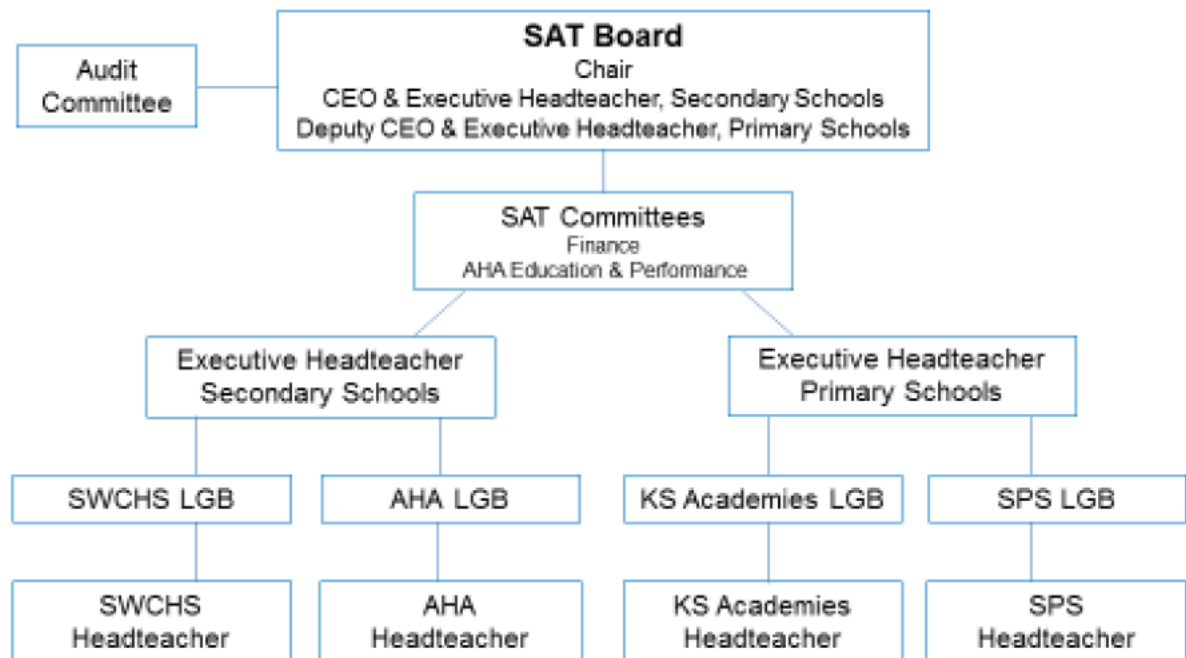
All applicants will need to complete this section in full for each school they wish to open. Please:

- 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

We will not need to make any changes to our governance structure, roles and resources or schemes of delegation. We will recruit a new local governing body specifically for Saffron Primary School from the pre-opening phase. Please see the organogram below for details.

Saffron Academy Trust Governance Structure



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

Strong accountability is at the heart of our governance structure at Saffron Academy Trust and maintaining this for our free school has been a focus of our application from the very beginning. This will continue to be central to our plans throughout the pre-opening phase and into the future of our new school.

Managing conflicts of interest and maintaining independent challenge

The Articles of Association of Saffron Academy Trust identify the objects of the company.

It clearly states at 6.6 that no Trustee may;

- buy any goods or services from the company
- sell goods, services or any interest in land to the company
- be employed by, or receive any remuneration from the company (other than the Chief Executive Officer, or a Headteacher whose employment and/or remuneration is subject to the procedure and conditions in Article 6.8)
- receive any other financial benefit from the company unless;
- the payment is permitted by Article 6.7, and the Trustees follow the procedure and observe the conditions set out in Article 6.8, or
- the Trustees obtain the prior written approval of the Charity Commission and fully comply with any procedures it prescribes

At 6.8 b) it makes quite clear that a trustee must be absent from any meeting at which there is discussion of any matter at which their own employment, remuneration or contract, payment or benefit is discussed.

In this way conflicts of interest are managed appropriately. Article 97 summarises this point;

Any Trustee who has or can have any direct or indirect duty or personal interest (including, but not limited to, any personal financial interest) which conflicts or may conflict with his duties as a Trustee shall disclose that fact to the Trustees as soon as he becomes aware of it. A Trustee must absent himself from any discussions of the Trustees in which it is possible that a conflict will arise between his duty to act solely in the interests of the company, and any duty or personal interest (including, but not limited to, any personal financial interest).

If a Trustee acts in a way that is inconsistent with the professional ethos of the board of Trustees, or does not adhere to the expectations listed in the Articles of Association, this would be regarded as misconduct and the Trustee would be removed from office.

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

Accounting officer and principal finance officer

The Headteacher and finance director will be taking personal responsibility for assuring the Accounting Officer that there is compliance with the Academies Financial Handbook, the EFA and all relevant aspects of company and charitable law. Delivery of the detailed accounting processes will be delegated to the finance team.

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

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

[Add text here. Table expands]

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

[Add text here. Table expands]

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
[Add text here. Table expands]

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

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

Annex One – Letter of support from RSC



Ross Close
Saffron Walden
Essex
CB11 4DU

1 February 2016

Dear 

APPLICATIONS FOR FREE SCHOOLS

We met with colleagues on 15 January 2016 to discuss your plans to [open one or more free schools](#). This conversation took into account your growth as an approved sponsor and multi-academy trust. Hopefully you are aware of the DfE guidance document, "Background information and glossary" including page 7 which reads:

"If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information. If you already have such an email, you do not need another one."

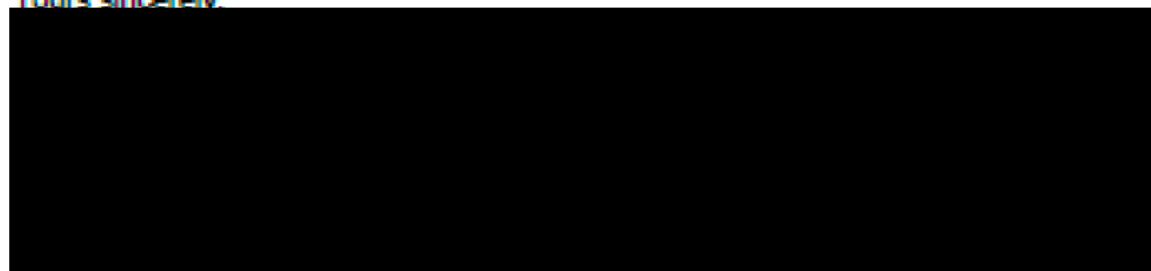
I am happy to confirm that I believe you have the capacity to apply for a free school in the 'wave 11' window (27 January to midday on 2 March 2016). You plan to establish a 4-11 primary school in Saffron Walden, Essex to open in 2017. I know you are in conversation with the local authority about this proposal and a possible site on Radwinter road.

I would also support a proposal in the 'wave 12' window (this will be around September 2016) for a secondary school to open in 2018 or 2019. It would be useful if you could update me as your plans progress.

I know that since our conversation, you have been in touch with my colleague, Dan Cooke. Please feel free to continue doing so. He will be happy to assist.

Of course this letter does not guarantee any successful applications. Still, I wish you the best of luck with your proposals.

Yours sincerely



Annex Two – Letter of support from Meadows nursery



01799 513858

meadows.montessori3@gmail.com

Dear [REDACTED]

At the Meadows, a private nursery school situated on the grounds of Katherine Bemar, we work each year with cohorts of families and they make the exciting but daunting transition to primary school. Unfortunately our experience is that over the past few years this is increasingly becoming a time of great anxiety for parents due to the current, well publicised, lack of school places and abundant house building in Saffron Walden. Parents are not only worried that their child will not get into their first choice of primary school but that their child, due to lack of places, may not be allocated a school place within Saffron Walden at all, and would instead have to travel to surrounding villages. We believe this is an unacceptable situation for families in the local area.

As we are located on the school site at Katherine Bemar, we work with lots of parents who desperately wish their child could attend Katherine Bemar School, with its outstanding OFSTED grading and excellent reputation. In fact, we get many enquiries from parents who mistakenly hope that attending our nursery may help secure them a place at Katherine Bemar. For so many parents, Katherine Bemar is their first choice of primary school, but due to its significant oversubscription, their power as a parent to make the choice to send their child to their preferred school is removed. In fact, we know that even living within the school's catchment area no longer secures them a place and witness first-hand the disappointment of these families who have to send their children to other local schools, allocated to them by the local authority.

We unequivocally support the Saffron Academy Trust's application to open a new school in Saffron Walden which will help ensure all local families are able to choose to attend a local outstanding school. The Saffron Academy Trust has an excellent reputation locally and our considerable work with Katherine Bemar Schools, in particular, suggest they have high quality education and every individual child at the centre of all they do. We believe this makes them the ideal body to lead the development of Saffron Walden's children's new school.

Yours Sincerely

[REDACTED]

Annex Three – Letter of support from Bell Nursery



Bell Day Nursery
Community Interest Company
Beaslands Road
Saffron Walden
Essex
CB11 3ED

Dear [REDACTED]

At the Bell Day Nursery, a local nursery school, which itself has currently reached capacity and has a substantial waiting list, we are very well placed to understand the current high levels of anxiety amongst parents in regards to school places. Parents are understandably greatly concerned about where their child will go to school and the current, well publicised, lack of school places and abundant house building in Saffron Walden are clearly adding to these fears. Parents are not only worried that their child will not get into their first choice of primary school but that their child, due to lack of places, may not be allocated a school place within Saffron Walden at all, and would instead have to travel to surrounding villages. We believe this is an unacceptable situation for families in the local area.

Due to our nursery's geographical proximity to Katherine Semar we work with many, many parents who desperately wish their child could attend Katherine Semar School, with its outstanding OFSTED grading and excellent reputation. For so many parents, Katherine Semar is their first choice of primary school, but due to its significant oversubscription, their power as a parent to make the choice to send their child to their preferred school is removed. In fact, we know that even living within the school's catchment area no longer secures them a place and witness first-hand the disappointment of these families who have to send their children to other local schools, allocated to them by the local authority.

We wholeheartedly support the Saffron Academy Trust's application to open a new school in Saffron Walden which will not only meet the increasing demand for school places but undoubtedly, based on the Trust's exemplary record, allow parents to choose to send their children to an outstanding local school. We believe that every child should be entitled to a school place local to their home, every child should be entitled to access an outstanding education and every family should have a choice about where they send their child to school. The Saffron Academy Trust's excellent record and local presence make it the ideal body to establish a new school for the families of Saffron Walden.

Yours Sincerely,

[REDACTED]

Annex Four - Letter of support from St Thomas More Primary



St. Thomas More Catholic Primary School

South Road, Saffron Walden, Essex, CB11 3DW

Email: admin@st-thomasmore.essex.sch.uk

HEADTEACHER: Mrs. M.J. Hall M.Phil

Telephone: 01799 523248

12th February 2016

Saffron Academy Trust

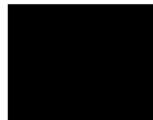


I am writing in support of Saffron Academy Trust's bid to sponsor a new primary school in Saffron Walden. The schools within the Trust have an excellent reputation among the residents of Saffron Walden and I believe they have the capacity to lead another much needed primary school. Saffron Walden County High School and Katherine Semar Infant and Junior Schools are rated Outstanding by Ofsted and therefore have the external validation to take on this project.

A new school is needed in Saffron Walden as the existing schools are full to capacity and have waiting lists. The town is growing and the current situation means that parents and children can no longer assume they will be able to attend their catchment school. The planned housing will mean that some children will not even be able to attend any school within the town and will have to be transported out to surrounding villages. This is not the answer as the village schools are also full and therefore displacement will happen there.

The idea of a new school lead by an Outstanding Academy Trust is very exciting and will restore the confidence in local families that their children will receive high quality, local education.

Yours sincerely,



Annex Five – Letter of support from Debden Primary school



Debden C of E Primary School

High Street, Debden, Saffron Walden, Essex, CB11 3LE
Tel: 01799 540302 Fax: 01799 540845
admin@debden.essex.sch.uk head@debden.essex.sch.uk
www.debden.essex.sch.uk

Dear [REDACTED]

I am writing in support of the Saffron Academy Trust's application to open a Free School, as the new Headteacher at Debden Church of England Primary School. Our school received an inadequate judgement following an OFSTED inspection in May 2015. Shortly afterwards the school's Headteacher left her post. The inspection had identified a series of areas requiring significant improvement as well as an urgent need to improve safeguarding practices.

In June 2015 the Local Authority appointed the Headteachers at Katherine Semar Infant and Junior Schools, initially as leadership coaches, but subsequently as acting Headteachers at Debden. Their leadership has been instrumental in securing both immediate changes and sustained quality development planning to ensure the school reaches the good, and eventually outstanding, ratings the children at Debden deserve.

The impact of [REDACTED] work has been significant and wide-ranging. The latest HMI inspection found the leadership team are taking effective action towards removing the serious weaknesses at the school. They particularly noted that the leadership responded quickly to make the necessary safeguarding improvements and acted swiftly to address issues with Early Years assessment. These developments were a direct result of the leadership from Katherine Semar's Headteachers.

[REDACTED] were also instrumental in my appointment and induction as the [REDACTED]. They have offered significant support and coaching related to all areas of school leadership and have been constantly available to me and my staff.

In addition to this leadership provision, Katherine Semar Schools have also supported Debden Primary School through use of their three Specialist Leaders of Education (SLEs). The school has received specialist and sustained support in Early Years, Data, Phonics, Reading and Writing. SLEs have, for example, re-banded the school's reading scheme, improved phonics teaching, implemented new data tracking systems in Early Years and supported reading and writing interventions throughout the school.

All of my work with The Saffron Academy Trust, and in particular Katherine Semar Schools, leads me to believe they have the staff, knowledge, skills, capacity and desire to extend the outstanding provision they offer at their own school to other settings and more importantly to more children. I have no doubt they would be a fantastic team to open a new school in Saffron Walden, offering exceptional education to local children.

Yours sincerely

[REDACTED]

Annex Six – Letter of support from Claire Kershaw

Essex County Council
School Organisation Team
County Hall
Chelmsford
Essex, CM1 1GS



[Redacted]

Katherine Semar Infant School
Ross Close
Saffron Walden
CB11 4DU

Friday, 12 February 2016

[Redacted]

Primary Free School Proposal – Saffron Walden

Thank you for alerting me to the Saffron Academy Trust's intention to open a primary free school in Saffron Walden.

Saffron Walden is an area of growing demand for school places, which is particularly acute in the primary phase. Essex County Council's latest forecast information indicates a permanent deficit of Reception places in Saffron Walden from 2017/18 academic year. The decision has been taken by the local authority not to expand an existing primary school as no local school has the capacity to meet the demand for the two forms entry that will be required.

While recent expansions at local schools have provided part of the long term solution to meet local demand, further primary capacity is required (please see attached strategic information). This growing demand would be best met by provision of a new school in the town.

Given that Katherine Semar Infant School and Katherine Semar Junior School are both outstanding schools with a strong track record of school improvement I support your intention to open a free school, which would meet a significant and growing basic need for primary school places in Saffron Walden.

Yours sincerely,

[Redacted signature block]

Saffron Walden – School Places Strategic Summary (provided by Claire Kershaw)

Reception Place Forecast for Saffron Walden Planning Group

- The latest ECC produced forecast for Reception places in Saffron Walden indicates a permanent need for additional Reception places from September 2017. This additional demand is being driven by new housing Saffron Walden.
- As this is a permanent need, permanent expansion of an existing school or a new provision will be required to meet the forecast growth in demand.
- The above long term forecast indicates the need for two forms of entry of additional primary school capacity in Saffron Walden.
- The new housing will also cause demand to build in other year groups (see table below).
 - If a new school opened in 2017, there is forecast to be pressure on Year 2, which could be accommodated at the new school.
 - If a new school opened in 2018, there is forecast to be pressure on year groups 2 and 3 and 4, which could be accommodated at the new school. (Year 1 shows pressure, but this would have been accommodated by a bulge cohort in September 2017)

All year groups Forecast for Saffron Walden Planning Group (with impact of new housing)

Year	R	1	2	3	4	5	6	Primary Potential Total
2014 / 2015	197	194	189	198	193	197	199	1,367
2015 / 2016	211	202	198	193	202	197	202	1,408
2016 / 2017	203	214	205	201	196	205	200	1,425
2017 / 2018	234	207	218	209	205	200	209	1,482
2018 / 2019	212	239	212	223	214	210	205	1,512
2019 /	225	216	243	216	227	218	214	1,559

Housing in Saffron Walden

- There are a number of housing allocations in Saffron Walden, with new housing development both ongoing and planned.
- There is a major allocation site (MAS) of up to 800 dwellings to the east of Saffron Walden, between Thaxted Road and Radwinter Road.
- Education sites to enable a new primary school have been included in planning applications on the MAS.
- Recently, a S106 agreement was signed, which secures (subject to reserved matters and progress of the housing development), a school site large enough for a 1fe school, central to this new housing. The adjacent parcel of land included in the MAS will include additional education land that would expand the education site; making it large enough to accommodate a two form entry primary school.

Annex Seven – Letter of support from Sir Alan Haslehurst



THE RT. HON. SIR ALAN HASELHURST, M.P.
Member of Parliament for Saffron Walden

House of Commons
London SW1A 0AA

8th February, 2016

The Rt. Hon. Nicky Morgan, MP,
Department for Education
Sanctuary Buildings,
Great Smith Street,
London SW1P 3BT

Dear Nicky,

Subject: **SAFFRON ACADEMY TRUST**

In response to population growth in Saffron Walden, it is planned to provide a new primary school which is likely to be sited on the eastern side of the town.

I understand that the favoured course of action would be for the Saffron Academy Trust to bid to establish a Free School to fit this purpose. This means that the new school would be very much under the aegis of Saffron Walden County High School which is the predominant member of the Trust and is an outstanding school.

I would very much favour this outcome and I hope that it will have your support.

Yours ever,

Alan

Annex Eight – Leaflet distributed in local area



Saffron Primary School

A new primary school for Saffron Walden



Katherine Semar and Saffron Walden County High School, the founder members of Saffron Academy Trust, plan to create an addition to our local family of outstanding schools by opening a new 4-11 primary school, Saffron Primary School, in the town. Our overarching aim is for there to be seamless transition between primary, secondary and sixth form settings in the area.

There will be a deficit of Reception places in 2017. The new school will increase parental choice in an area where there is a pressing and an increasing need for additional primary school places. This primary school, if approved, will open in September 2017 with an initial intake of up to 30 reception children, increasing to 60 as the population of the town grows. It will reach its full complement of 420 children by 2027.

Please contact us to register an interest in sending your child to the school for a September 2017 or 2018 start in Reception by phone 01799 521720 or email: admin@katherinesemar-inf.essex.sch.uk



Where will it be located?
Saffron Primary School is a new school to be located on the east side of Saffron Walden. It will provide a new building designed around our values and the needs of the children.

Saffron Primary School Values

- To be a local primary school of exceptional quality
- To exemplify outstanding primary practice in every respect
- To achieve excellent attainment and outstanding progress for all children
- To ignite curiosity about the world in order to make learning irresistible
- To share the way of life, beliefs and cultural context of our town and of our country.

Local Consultation
This plan will particularly affect you if you have children under three years old.
We would like to invite you to come and hear more about the proposed school and have your say on the plans at 7.00pm on Monday 29th February 2016 at Katherine Semar Infant School Hall, Ross Close, Saffron Walden, Essex CB11 4DU.

Designed and printed by: HARTS Design & Print
T: 01799 510101 www.hartsdirect.co.uk

No school places for children moving into town

THERE IS NO CHANCE of a school place, no waiting list available and not much point calling back.

That, a family has told the Walden Local was the reply given when they enquired into school places at Saffron Walden County High School shortly before Christmas.

The family, who have children aged 5, 7 and 11 and have been applying to schools in the town ahead of their move to the area, added that five primary schools also said there were no places available and that friends were suggesting they try surrounding villages or fee paying schools instead.

With housing developments such as Tudor Park on Ashdon Road comprising of 93 houses, Mandeville Place on Radwinter Road 52 homes and Mulberry Place on Debdon Road 24, families are being encouraged to move into the area but without the security of knowing that their children's education will be catered for.

During the 2015 elections **Report by Lauren Edwards** of up to 30 reception children and an increase to full capacity of 420 children by 2027. However, it appears that no plans have been proposed to solve the demand for school places for September 2016 or for senior school places at SWCHS.

Meet demand
Cllr Ray Gooding, Essex County Council's Cabinet Member for Education and Lifelong Learning, said: "The demand for school places in Saffron Walden, like many parts of the county, is continuing to rise. We are committed to ensuring we have the spaces needed to meet that demand and are planning to spend £364-million over the next three years on creating new school places across Essex."

"RA Butler Infant and Junior Academies have recently been expanded and a new primary school is planned for Saffron Walden. Subject to consultation and necessary permissions, Joyce Frankland Academy, Newport, will also expand to increase secondary school places in the area. While it is not always possible to offer a school place of preference I would like to reassure parents that every child will be offered a school place."

A new Saffron Primary School
In November this paper published a letter from five primary school head teachers in Saffron Walden becoming increasingly concerned about the lack of school places. RA Butler have since been able to extend their year groups to provide 15 more primary places but overall the town is looking at a deficit of 140 primary school places and 112 secondary school places by 2018 with more families moving into the area.

The Saffron Academy Trust is planning to create a new Saffron Primary School which will be situated on the east side of the town. If it is given approval it will open in September 2017 with an initial intake

that if you would like a school place in Saffron Walden, and are applying outside of the usual application times for entry into Reception or Year 7, then you need to be prepared to pay for it either at Dame Bradbury's or Friends. We desperately need more state school places and sooner rather than later."

A consultation for the proposed Saffron Primary School will take place on Monday February 29 at 7pm in Katherine Semar Infant School Hall.

Members of the public are invited to attend and make any comments on the proposed plans.



JPS MOTORS
MOT & SERVICE CENTRE
01799 528443

e: info@jpsmotors.co.uk

ISSN 2041-6393



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Annex Ten – Parent questionnaire distributed in local area



Parent Questionnaire



A NEW SCHOOL FOR SAFFRON WALDEN

As you are likely aware, there is currently a shortage of school places in Saffron Walden. This is a problem that is being exacerbated by the new housing in both Saffron Walden and the surrounding areas. Saffron Academy Trust, led by Saffron Walden County High School and Katherine Semar Schools, want to use this opportunity to open a new school. This will provide the additional school places as well as allow you, as a parent, to send your children to a school of your choice.

Your views are essential for us to ensure the new school meets the needs of families and children in Saffron Walden. We would greatly appreciate your feedback to the following questions as well as any further comments on our plans to open a new outstanding school, in Saffron Walden, as part of the Saffron Academy Trust.

Thank you in advance for your time.

1. Do you know which school in Saffron Walden you would like to send your child to?

Yes

No

2. If you do, which school is your first choice?

2. Are you in this school's catchment area?

Yes

No

3. Would you be interested in your child attending a new primary school in Saffron Walden run by Katherine Semar Schools and Saffron Walden County High school?

Yes

No

4. If not, why not?

5. What is most important to you when choosing your child's first school:

Location		Leadership	
OFSTED grading		Facilities	
Ethos		Curriculum	

7. What are the most important things you would look for in a curriculum for your child?

High attainment in English and Maths		Personal and social development	
Performing arts opportunities		Musical opportunities	
Competitive sports opportunities		Artistic opportunities	
Strengths in Modern Foreign Languages		Computing opportunities	
Enrichment opportunities eg trips/forest school		Opportunities to become a global citizen	

8. Would you be interested in the school providing a nursery on site as well?

Yes

No

9. Would you want the school to provide before and after school care as well as holiday care?

Yes

No

Any other comments:

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