



Department  
for Education

## Free school application form

Mainstream, studio, and 16 to 19 schools

### St. Clements Hill Primary Academy & Nursery



**Published: December 2015**

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

**ST. CLEMENTS HILL PRIMARY ACADEMY &  
NURSERY**

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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](mailto: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](mailto: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](mailto: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?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>

8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : 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?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	<input type="checkbox"/>	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
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 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input type="checkbox"/>	<input type="checkbox"/>

\* 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"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input type="checkbox"/>



## 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: 1<sup>ST</sup> March 2016

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

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

# Completing the application form

## Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

## Section C – vision

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

Please:

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

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

#### **The Vision for St. Clements Hill Primary Academy & Nursery**

##### **Introduction**

At Rightforsuccess we believe passionately that it is the right of every child to have an outstanding education. As a Trust we have grown from the outstanding education provided by Eaton Hall Specialist Academy to Primary Junior and Secondary Academies. All of whom have joined the Trust from Ofsted Inadequate judgements. We have brought about rapid improvement in these academies through a carefully developed strategy of intervention, strategic monitoring and effective governance. We have a clear idea of our expansion strategy and believe that this free school proposal will allow us to start from scratch and establish a Primary School that can meet local needs but be an exemplar of Rightforsuccess' vision of outstanding.

##### **The Context**

Norwich as a city in terms of educational outcomes is not well served by its schools. Despite the introduction of academies and free schools the key performance indicators at key stages 2 and 4 lag behind those of Norfolk which also lag behind the national averages. The growing diversity of provision with Academy groups existing free schools and local authority maintained schools is providing competition between providers to drive up standards. The continued development of academies and free school wil contribute to this competition for achievement leading pupils right for success being realised.

##### **The Rationale for St. Clements Hill Primary Academy & Nursery**

Needs of the children in the area

1. High quality education to develop the skills children need to succeed
  - Open doors for them
  - Prepare them for the next steps stage

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

- Strength in English/Basic skills
2. Co-operative approach to learning where children work together learning the academic and social skills that will enable them to succeed.
  3. An innovative approach to raising children's aspirations
- Using Outdoor Education and Enterprise education to challenge children to achieve more.

### **Vision**

1. Teaching and Learning must be at least Good for all pupils. The school will have a form on continuous improvement and achievement for every child. Pupils have a right for success.
2. Learning and rapid progress are the goal for all pupils. We will work together to make pupils experiences of learning successful and use the Co-operative Learning approach to teaching so that all children are actively engaged in their learning.
3. We will seek to take our children on field trips and residential visits for them to experience a variety of different environments and challenges and will use enterprise education to develop skills they will need to be successful.

### **Ethos**

As a school we will model to our pupils and develop in our pupils the three self statements:

Self respect, self reliance and self discipline as well as raising ambitions and aspirations.

We want our pupils to be the best they can be.

### **Outcomes**

What does success look like?

All pupils will meet age related expectations.

Pupils will work together and Co-operative Learning will be seen in every classroom. Attendance on school trips and residential experiences will involve all children.

### **Trust Vision**

We at the Rightforsuccess Trust believe in outstanding education. We believe passionately that it is the right of every child to have an Outstanding Education. We

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

work very closely with both Norfolk Children's Services and the Department For Education in seeking out new partnership projects. Every school that joins our Trust will become a partner in a family of schools where opportunities exist for the sharing of best practice. Our bespoke services are designed to support every school in fulfilling its potential. We have a strong belief in a co-operative approach to education where schools work better in collaboration than in isolation. This collaborative approach can be demonstrated in our work using Co-operative Learning which has been shared across Primary and Secondary phases within the Academies in the trust.

Our improvement strategy for schools involves direct intervention, strategic monitoring of key performance areas and the development of effective governance.

The success of this approach is best seen at Stalham Academy where the outcomes for pupils have been transformed.

**2015 Academy Outcomes**

Section A	2015 Academy Outcomes			
	YR 6 L4+ R, W, M combined	YR 6 L4+ combined PP	Overall Attendance	Persistent Absence
Academy	81%	75%	96.3%	0.4%
National Average	80.0%	76%	96.1%	1.9%

**2014 School Outcomes**

Section A	2014 School Outcomes			
	YR 6 L4+ R, W, M combined	YR 6 L4+ combined PP	Overall Attendance	Persistent Absence
School	74%	64%	95.9%	3%
National Average	79%	67%	96.1%	2.8%

**2013 School Outcomes**

Section A	2013 Academy Outcomes			
	YR 6 L4+ R, W, M combined	YR 6 L4+ combined PP	Overall Attendance	Persistent Absence
School	70%	65%	95.5%	3.4%
National Average	75%	64%	95.2%	3.6%

The predecessor school was Inadequate in March 2013 and converted to a Academy with Rightforsuccess in May 2014. The Academy at conversion was in a poor state educationally, financially and in an organisational sense. The Academy now has outcomes above the national average with good attendance and is providing a good education for its pupils. The [redacted] – [redacted] ([redacted] for St. Clements Hill Primary Academy & Nursery) has introduced Co-operative Learning

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

to Stalham Academy and has seen an almost instant impact of this pedagogical approach on raising achievement. [REDACTED] has also developed expertise in the monitoring of pupils achievement and age related expectations, the model that Rightforsuccess have used in its Primary Academies. The success of the Stalham [REDACTED] has been recognised by the Norwich Teaching School Alliance and he and his [REDACTED] are Specialist Leaders of Education engaged in school to school support for both Co-operative Learning and the monitoring of pupil achievement.

### Planned Expansion Strategy

Rightforsuccess currently works with 5 schools:

Eaton Hall Specialist Academy (KS4) Ofsted Outstanding  
Stalham Academy (KS2) Ofsted – Predecessor Inadequate  
Edith Cavell Academy & Nursery – (Nursery/KS1-KS2) – Ofsted - Predecessor Inadequate  
Tuckswood Academy & Nursery – (Nursery/KS1-KS2) – Ofsted – Predecessor Inadequate  
Sewell Park Academy – (KS3/4) – Ofsted – Predecessor Inadequate

These five schools are all located close together within a geographical band between Norwich and Stalham. The Trust approach to expansion envisages a maximum of 10 to 12 schools within the Trust. The reason for this is that the capacity we possess in Leadership, Achievement, Finance, HR and Business/Premises can efficiently service this number of schools. Beyond this number services will need to be scaled up with the additional costs this will involve. The Trust wishes to remain a small highly efficient and highly effective group of schools, built around the development of outstanding practice and co-operative approaches to share and develop outstanding practice.

A local High School (Sprowston Community High) a near neighbour of Sewell Park Academy, has recently voted to join Rightforsuccess. The expectation is that this will happen in the Autumn term of 2016. There are also developments around Nursery and Infant provision in the [REDACTED] which may see further schools join the Trust. We envisage any school that joins the Trust to be within the current geographical area and believe strongly that geographically organised clusters of academies based effective and successful sponsor Trusts is the way forward.

## 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.

	<b>Current number of pupils (if applicable)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Reception		30	30	30	30	30	30	30
Year 1			30	30	30	30	30	30
Year 2				30	30	30	30	30
Year 3					30	30	30	30
Year 4						30	30	30
Year 5							30	30
Year 6								30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
<b>Totals</b>		<b>30</b>	<b>60</b>	<b>90</b>	<b>120</b>	<b>150</b>	<b>180</b>	<b>210</b>

## Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 1 & Key Stage 2			Story-telling underpins most of the curriculum for example in Science there is the story how the world began compared to the big bang. There are stories of day turning to night which can be used to support scientific facts. PE through dance also can use story-telling to solve problems and can visually express a story. The cognitive processes in use in educational gymnastics and educational dance can tell a story. Enterprise education can be used as a tool across the curriculum, making learning exciting and real. Opportunities abound both within the classroom and in the outside opportunities provided through the curriculum.
Literacy	5	M	
Maths	5	M	
PSHE	1.5	M	
Reading	2.5	M	
Phonics (KS 1 only)	2.5	M	
Science (KS1)	1	M	
PE	1.5	M	Swimming is part of the curriculum in Years 3 & 4. This is revisited in Year 6 during the summer term using the opportunity that arises following the conclusion of SATs.



Topic (Geography, History, RE, DT, Art)	3	M	Learning outside the classroom opportunities are in abundance in this area as is the opportunity to work with enterprise education. Whole Academy topics provide good opportunities for cross-curricular learning. Local places of interest in and around Norwich and Norfolk can be visited as well as learning about places further afield. There is a great deal of local history from Norwich Castle and Cathedral, Edith Cavell museum as well as the ruins at Caister St. Edmunds. Engaging in the local area and understanding developments in Britain and then looking further afield help to develop a sense of belonging and British Values.
ICT	1	M	Pupils will be learning coding, via scratch. There are other opportunities for pupils to use chromebooks throughout the day as well as during break, lunch and after school times.
Music	1		The opportunity to learn percussion instruments and to join in choral singing enhance termly performances to parents and visitors.
KS2 MFL	2	M	Learning about diversity across Europe and the wider world expands children's minds and enables them to have an understanding of values in other countries
Science KS2	1.5	M	
Spelling & Grammar (KS2)	1	M	

**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**

The catchment area for St. Clements Hill Primary Academy & Nursery mirrors the catchments of two of the Primary Academies who are already part of the Trust. They serve similar estates and have traditionally these areas have been identified as areas with particular deprivation. However, in line with this, recent re-development of the housing on these estates has led to a rise in the school population. At present these children are catered for in some of the Primary schools out of the area to the north of the [REDACTED]. The local development plan has identified an area to the north of the ring road for a large new village. Therefore the schools currently servicing this area will not have the capacity to accommodate the pupils from the [REDACTED] area. There are three other Primary schools in the vicinity whose numbers will increase slightly to help accommodate the pupils within the catchment. The need for a Primary of this size has been stated by the Local Authority and the accommodation that the Trust can provide as shown in the plans and photographs is ideal to meet the needs of the area.

### **Curriculum Principles**

We plan to have a curriculum that is both creative and imaginative based on the highly successful principles that underline our existing primary schools. This will encompass the innovative characteristics of being a story telling school, underpinned by the practice of co-operative learning. Enriching the curriculum through outdoor education and the recent initiative that the Trust has launched across Norfolk Schools of "Enterprising Schools".

### **Curriculum: Projects Inspired from Stories**

Our Curriculum supports us to becoming a Storytelling school. We are passionate about children developing a love of books and see all these types as 'natural companions' as we do. Language is hard wired to develop in the brain, providing the environment encourages this. The process of reading and writing is not hard wired, reading and writing has to be taught. We know reading and writing depend on language to get going (as it were) and they piggyback onto language as they develop. Therefore, in our teaching we use stories, real and imaginary as a context for learning, even in maths. Our curriculum learning starting points, stem from a story context. Humans are hardwired to remember stories. A brilliant story encourages the listener to be continually making small inferences, working out how the narrative is going to develop and resolve, thus keeping their attention throughout. Children need to possess rich language as a base on which to build their literacy development. Storytelling stretches children's vocabularies, widens their imagination, and extends their ability to learn. The importance of language in education cannot be exaggerated. It is the bedrock on which all formal learning takes place. We all know to access a maths test we need to be able to read the question first! So, we base our cross curricular lessons on reading and real, non-fiction texts link to our stories.

### **Staff Teams to support the Structure**

We promote team working at all levels and we have replaced sole standalone subject co-ordination roles in our school. Instead, our Teaching staff are divided into, 'Curriculum Teams' where we take a collaborative approach to leading and auditing the subjects, with a lead teacher to navigate the Team. We have two Teams and

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

phase teachers are spread between the two. The Analytical Team has Mathematics and Science at its core. The Creative Development Team has English as its core subject. All other foundations subjects are split between the two teams. Within the teams, there is not one Teacher responsible for one standalone subject, but all teachers are responsible for the subjects. For example, all teachers in the team have knowledge of breadth and coverage of subjects across the primary phases. All monitoring and evaluation of subjects are measured by all the team members who work collaboratively to develop a monitoring schedule and an action plan. The Team allocates book scrutiny, pupil voice, pupil progress, moderation and observations for example, within their team. Thus, at team meetings, where the information is shared, the team are then accountable for the subjects across the school, they all have knowledge of their subjects across each year groups. This shared approach contributes rapid improvements in school as everyone understands their key role in the process, their responsibility and accountability.

The benefits of our curriculum teams are not just for school accountability but lend to a better work balance for teachers too. As for example, English is not a standalone subject for one teacher to co-ordinate and measure across the school by themselves, the workload is shared and teachers learn from each other. Additionally, our less experienced teachers feel supported working in a team remit and it adds to their professional development. It is current practice in many schools for an experienced teacher to hold onto a subject coordinator role for years often at the expense of others never getting this opportunity. This doesn't happen in our school. Our lesser experienced teachers feel they too can have a look in on subject leadership and participate towards whole school development. It's a collaborative working model that supports whole school development.

### **Independent Learning through Co-operative Learning**

A Cooperative Learning approach is the chosen pedagogical approach across the Rightforsuccess Trust.

Stalham Academy developed and sought out Cooperative Learning strategies following a meeting on the best way to spend Pupil Premium Money to enhance outcomes. A report from the Sutton Trust, researched and followed through, noted that Cooperative Learning was very effective at improving pupils' progress for Pupil Premium children in terms of both cost effectiveness and impact. As the CLIPS are very structured in nature they are also very good for children on the SEND register. Since the initial [REDACTED] has developed the structured approach to Cooperative Learning and has begun to develop the nature and delivery of the Cooperative Learning in wider-practise.

Cooperative Learning is an approach to teaching. Knowledge and skills are modelled by the teacher and then learners are able to practise these skills in a series of structured activities. These structured activities are called CLIPS. CLIP means **C**ooperative **L**earning **I**nteractive **P**attern. Each CLIP is designed to encourage certain elements of listening, speaking, questioning and response. The teacher will use the CLIP they feel best supports the learning of the groups of learners in their class. Cooperative learning is very interactive with pupils moving around the class, speaking to each other and answering questions. CLIPS are content free – this

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

means they can be used in any subject. We are currently using 9 CLIPS to assist learning.

As far as possible children will work in groups of 4, an adult (Teachers or Support Staff) may make up the fourth person if there is an odd number. These groups can be in ability groups or mixed ability depending on how the teacher wishes to differentiate. These groups are not set in stone and children will find themselves working alongside a variety of people in their class. This encourages and installs respect and positive Behaviours for learning.

This is paramount to our ethos for young people across our Academies. A “typical” lesson may look like this:

Teacher Models then uses a CLIP to practise. Then the teacher will Model the next step or focus of the lesson followed by another CLIP. After that the children will show what they know independently. This work is then marked in the book and tracked as evidence to show your child’s progress.

Cooperative Learning gives young people confidence it is a way of ensuring that children develop communication skills and an acknowledgment that working together is an effective way of building skills vital for their future in the workplace. It also assists in building confidence before independent work is undertaken. From this young people are encouraged to develop deeper and more critical thinking skills. The application of these skills is essential to the development needed for pupils to work within an Enterprising School.

### **Independent Focus**

Ofsted highlights the best learning comes from rich tasks where pupils have independence and choice. Our role is to find out what learners can do and make them exceed their potential and needs. We provide for pupils to self-assess and act on their teachers marking. We timetable self-improvement time for pupils to act on feedback, practise examples of correcting/improving their own work, use a dictionary to correct spellings for example, all this brings about independent learning skills for them. Peer and self-assessment happen and target setting is owned by the children themselves. Our children manage their own behaviour and use our whole school behaviour model which has sanctions and rewards built into it. The children move their own name across the model. If they place themselves on the thinking cloud, we know they need take up time and when they are ready, they place themselves back on the sun- which are the agreed expected behaviours. Parents exclaim they like our model for behaviour and they have copied this for home use too. For our older children we provide Learning to Learn sessions, where all the staff offer 1:1 guidance with unpicking exam questions. This context is not to give the answers but to support the pupil to unpick what the question is actually asking. We promote independent skills with the goal in mind that changing the way learners assess themselves, takes learner commitment to excellence and develops personal responsibility.

### **Enterprising Schools**

As the majority of educational establishments focus upon entrepreneurial skills at Secondary age range there is a fundamental gap that is not being addressed at an earlier age.

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

Linking with Hethel Engineering and ( ), Stalham Academy piloted an approach to Enterprise that addressed this gap. Through Cooperative Learning the entrepreneurial skills of presenting, analysis, communicating and decision making are encouraged on a daily basis across the curriculum. In addition to this, specialist days were planned and delivered in which children put these skills, including their own creativity and innovation, to the test. Practical and applied situations where success and failure were analysed and assessed through a self-assessment skills audit were identified through this project. With British Values in mind, children were encouraged to understand the basics of an economic system and the skills required to make their way in such a system using Cooperative Learning.

The outcomes of this approach enabled children to move to secondary school with a knowledge of the business world and its varying facets and also a set of skills that are transferable. These skills are based around communication, team work and social interaction – the fundamentals of Co-operative Learning.

The rationale for this programme is simple: by creating a supply of highly employable, enterprising young people, schools can:

- Fulfil their ultimate goal of preparing young people for the outside world;
- Mitigate Norfolk and Suffolk’s economic, educational and reputational challenges;
- Enable Norfolk and Suffolk to exploit current opportunities and build world-leading industry.
- 

We are proposing a model and a framework for embedding enterprise within schools that includes a suite of resources and services, as well as an online platform, assessment tools and training modules.

The programme for Enterprising Schools comprises of several components, including assessment tools, the Framework and Enterprise-centricity process. By gradually implementing these components, schools can build their offer as enterprise and innovative specialists.

The Rightforsuccess’s Schools excellence Framework provides a structure that students, teachers and leaders can use to understand how this school can embed a process of continuous improvement and move towards a school experience that supports children and young people’s whole development.

The Rightforsuccess Excellence framework can be broken down into seven parts;

Leadership	Why schools should be run as a business, how to build business excellence in a school setting and the critical importance of leadership
Community	The advantages of a school taking its place in the wider community and incorporating that in its strategy and everyday teaching

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

Autonomy	Why parents must be able to hold a school to account, and to work with leaders to make improvements best suited to their children and the local context
Relevance	Making the connection between students' classroom learning and real-world applications
Value	Ensuring that a school delivers the best possible value for money per pupil, and delivers an efficient and focussed service
Performance	Benchmarking, evaluating and auditing the school's teaching, learning and student outcomes, and why a culture of continuous improvement must be adopted
Foundations	Safeguarding and a personal approach are necessary foundations for any excellent school

**Parental Involvement in St. Clements Hill Primary Academy & Nursery**

It is our intention to build positive relationships with parents. We lead on strengthening whole school parental involvement in children's learning and school life. We take steps to improve communication with parents by introducing; 'Drop-ins'. These are Family friendly open classroom times where parents can come in and share their children's learning. For example, add to the Learning Journeys in EYFS, listen to their child read in class, and look through learning together in books. These sessions will happen weekly in every class. We will provide half termly curriculum maps for parents. We have various story sacks on loan and we deliver story cafes and learning workshops to engage parents in their children's learning.

**The Curriculum Outline – EYFS (Nursery & Reception)**

Reception teach English and Maths every day across the week. Children in Reception follow Development Matters. Each English lesson begins with an appropriate starter and each Maths lesson begins with an oral and mental starter. Phonics is a major aspect of this foundation stage.

**Outdoor Education**

- Forest schools – establishing a well-resourced and well planned approach to outdoor learning that fosters a relationship between the learner and the outside world. During forest schools learners are encouraged to make calculated risks and which allows children to be confident, creative and independent.
- Enabling environments – ensuring children have access to a range of materials that promote development in fine and gross motor skills. Large scale construction such as, types, milk crates and boxes can allow children to work co-operatively and safely to make large scale structures. Outdoor environments can provide children with different opportunities for language development, for example, climbing frames and trim trails to pose challenging questions and words to describe movement.
- Climbing equipment, structured activities, and large construction can build physical strength which is important for small scale movements in writing.
- Understanding the outside world – a garden area for children to grow their own vegetables and produce. (This can be linked to enterprise – selling own

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

produce.) This can be linked to questioning and language development. Having access to chickens or ducks to be looked after by the children, this can promote language caring skills and again can be linked to enterprise. (creating a farm shop to sell produce)

- Residential sports – developing rule setting and following, developing strength and physical needs. Sports days can be linked to enterprise and tickets, booklets and sports trails can be established by the learners.

### Co-operative Learning

- Topic based learning that comes from the children's interest. Developing relationships with the children and using observations to really focus on children's individual learning and interests.
- Group based learning – structured circle time with a group of peers to discuss ideas and concepts with the teacher as the facilitator to scaffold questions and conversations.
- Differentiation – the teacher or key workers focus on the children's learning styles and use this to plan.
- Reflective planning – planning is flexible and based on where the children are on a daily basis. It is linked to conversations, observations and play situations.
- Target setting – children use their peers and adults in the classroom to be a partner in setting their own targets and goals.

### Enterprise

- Using outdoor learning to promote enterprise. Using growing own produce and chickens and hens to make a farm shop.
- Looking at resourcing and wants of the classroom and creating own fundraising ideas, for example, writing own books and stories and then selling them to parents to buy new books for the classroom.
- Real life learning – visits to shops, post offices parent's places of work to link to learning which will allow children to understand about different places. Then link this to role play areas so children are able to role play their own scenarios and take turns at playing in different roles.
- Linking to global festivals – link product making and design to different festivals throughout the world so promoting an awareness of global celebrations, such as bread making for harvest festival, diva making for Diwali etc.

### Reception:

**English** - planning is based on a 'topic' taken from the Academy's Long Term Curriculum Map. Books are chosen by class Teacher and planning is based upon that, e.g. a book a week. Throughout the week, children take part in reading, listening and speaking activities (based on EYFS framework and ELGs - taken from Development Matters) leading to a writing piece towards the end of the week. Writing opportunities are also rich during continuous provision - writing opportunities are available in all areas within the classroom. Planning documents are completed on a weekly basis and include differentiation (but not capped learning) based on children's abilities. Activities are based on the EYFS framework and how children can achieve their ELG.

Spontaneous planning is also utilised. Children show a particular interest in something (ie, superheroes, pirates, etc.) and teaching and learning is adapted by

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

the Teacher to follow their interests. Adults use this to promote writing, reading and listening opportunities from children's interests.

Teaching inputs are delivered as a whole class where the Teacher introduces the learning point to the children and uses effective questioning, modelling and shared writing to demonstrate to the children how to achieve the learning objective.

Following this children work one to one with the Teacher to complete a piece of writing.

**Maths** - planning is taken from Development Matters and Early Learning Goals and is delivered to the children where it ties in with the 'topic' as and where it suits.

Mathematical opportunities are provided to the children in continuous provision areas both inside and outside.

The class Teacher shares the learning intention with children and demonstrates/models to the children.

Children work in small groups with adult support. Resources are available within the classroom for children to access independently.

Differentiation is addressed in planning and children are extended throughout lessons by questioning and further activities to challenge and stretch..

### **The Curriculum Outline – KS1**

Year 1 and Year 2 teach English and Maths every day across the week. Children in Year 1 and 2 are following the National Curriculum and use Pupil Asset to obtain Learning Objectives. Each English lesson begins with an appropriate starter and each Maths lesson begins with an oral and mental starter. There is also a strong emphasis on phonics at this Key Stage. These are the foundations to build on and we will ensure that every opportunity is taken to engage with our aspects of the wider curriculum, engaging in wider activities, residential trips and enterprise education to add further value to add content to the teaching and learning experience.

Year 1:

**English** - planning is based on either stories or a Talk For Writing style book chosen by the class Teacher. Talk for Writing style books enable children to orally retell a story and enable them to achieve the Year 1 objective: To write sentences to form short narratives. Stories are chosen to engage children and to give a purpose for learning.

Learning objectives are initially taken from Development Matters when children are working on their Early Learning Goals and when they are ready for Year 1 objectives these are obtained from the National Curriculum and Pupil Asset. The Teacher links learning objectives to stories. Planning shows the learning objective, teaching input, main lesson and outcomes/AfL.

The lesson is delivered as a whole class with the Teacher delivering the learning intention and uses talking partners, modelling, demonstrating and shared writing to explicitly show children how they can achieve the learning objective. Children then work either with an adult (two groups of children work with an adult each) or they are working in continuous provision activities. Continuous provision is rich in speaking and listening, reading and writing opportunities to scaffold children's learning and to extend.



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

Misconceptions are noted by the Teacher and written onto plans to ensure these are covered the following lesson. Interventions are put in place depending on children's specific needs.

**Maths** - objectives for Mathematics are taken from Development Matters and Early Learning Goals at the beginning of the Year and then when the children are working at Year 1 level, learning objectives are obtained from the National Curriculum and Pupil Asset.

The class Teacher usually has a theme for each week - which has been set out in a Year overview to ensure coverage of Mathematical skills and objectives are covered. For example, a week's focus might be on 2D shapes and children cover different learning objectives and are challenged throughout the week.

Like English, lessons are delivered with the Teacher having a whole class Teacher input. Following this children then work either with an adult (two groups of children work with an adult each) or they are working in continuous provision activities. Continuous provision is rich in Mathematical opportunities to scaffold children's learning and to extend both inside and outside of the classroom.

Misconceptions are noted by the Teacher and written onto plans to ensure these are covered the following lesson. Interventions are put in place depending on children's specific needs.

Year 2:

**English** - Children in Year 2 have written English, Spelling, Phonics and Handwriting lessons. These are delivered whole class. Children also have opportunities in a continuous provision style to access the areas of the curriculum - for example, a writing and role play area within the classroom. The Year 2 Teacher plans lessons looking at National Curriculum expectations and uses objectives set out on Pupil Asset. Alongside writing objectives, the Year 2 teacher uses objectives to cover the Year 2 grammar expectations. Misconceptions are noted at the end of year lesson to help planning across a given week. Wherever possible, the teaching of writing and grammar skills is delivered from a story or text to grab interest and give a "real life" example. While planning a unit of writing in Year 2, the class Teacher uses a Pie Corbett map which shows expectations of Year 2 writing. For example, language, text types and SPaG.

**Maths** - children learn Maths through real life experiences. The Teacher takes objectives for Maths coverage from the National Curriculum and Pupil Asset to create learning objectives for the class. Wherever possible, the children use mathematical resources, such as 2D, 3D shapes to aid learning. The class teacher provides a Maths area in the classroom for children to explore during continuous provision. Pupil Asset is used as an AfL technique and for the Teacher to help plan for the following lesson. Misconceptions are addressed following lessons and this is reflected through planning documents.

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

St. Clements Primary Academy & Nursery is committed to meeting the individual needs of all children and a range of flexible responses to these needs will be available to accommodate and value their diversity. One of the particular strengths of the Rightforsuccess Trust is that following the outstanding performance of Eaton Hall Specialist Academy, outstanding practice is shared across the Academies in the Trust, thus ensuring that the different groups identified in schools show no significant gaps in their learning.

On entry to the Academies in this Trust, pupils are baselined-assessed ensuring that the schools have a clear knowledge of childrens capabilities and any gaps are identified at the earliest possible opportunity. This ensures that programmes can be put in place immediately to support pupils particular needs.

**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**

At SCHPA the commitment by Rightforsuccess will be to achieve the highest standards at both Key Stage 1 and Key Stage 2. Attainment will be above national average by the end of the Key Stage 1 and Key Stage 2. For this to occur SCHPA will use the tracking and monitoring system developed by the [REDACTED] at Stalham for the post levels age related expectation system. This involves a half termly based tracking system at pupil and class levels to monitor children's progress. As soon as any child falls behind in their reading and writing or maths the school will identify in which area of age related expectations the child needs additional support in. This will be followed by immediate intervention by the Class Teacher and support staff to get the pupil up to age related expectatons as soon as possible. This system is in palce at Stalham Academy and the other Rightforsuccess Primaries and involves Trust progress monitoring meetings, half termly by the [REDACTED] and [REDACTED]. Rightforsuccess believe that in its vision for SCHPA outstanding achievement from an outstanding educaton is essential. Key Performance Outcomes.

By the end of Reception 70% of pupisl will achieve the Early Years Foundation Stage Good level of development.

By the end of Key Stage 1 all children will be working at age related expectations with an above national percentage workin at exceeding age related expectatons.

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

By the end of Key Stage 2 all children will be working at age related expectations with an above national percentage working at exceeding age related expectations.

- All children will make expected progress as determined by Stalham Academy Assessment Policy – (see Annex D1).
- Higher achieving pupils in line with the new national curriculum will develop and embed a mastery of the curriculum at the relevant age related band. This will deepen pupils understanding to ensure a mastery of that particular stage of the child's education. A target for this will be to have at least 1/3 of pupils making progress exceeding age related expectations.
- Attendance will be above 96.5%
- Persistent absence will be below the national averages (15% threshold 2.7%)
- Punctuality will be 100% target
- Exclusions will be zero.

The above targets set the Trust's ambition that SCHPA will aim for outstanding achievement and progress. This will only be achieved by the use of strong systems to monitor teaching and learning, a rigorous approach to tracking progress half termly and the use of best practice from across the Trust Primary phase schools to accelerate pupil learning.

### **Reporting to Parents and Carers**

SCHPA will produce an Annual report for each pupil in line with its statutory requirements which describes:

- The pupil's attainment and progress in the Reading, Writing and Maths during and at the end of the year.
- The pupil's attainment in age related expectations
- The pupil's attitude to learning
- The pupil's expected next steps (targets)
- The pupil's social and emotional development
- The pupil's involvement in the wider and extra-curricular activities.

At set points during the course of the year, teachers will meet the 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. At SCHPA we will want to involve parents in their child's learning as much as possible.

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

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

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

- use space provided below; and

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

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

See Annex D 3 for Structure

The Academy will be supported by the Trust so therefore the specialists provided who also support other Primary Academies, are available. For example, the PE Specialist on the Structure works across the Academies in the Trust, as does the IT support team. These members of staff are paid through the Trust's overheads. The support for the SENCO is provided from the [REDACTED] working out of Eaton Hall Specialist Academy thus school support team meetings include [REDACTED], [REDACTED], [REDACTED], [REDACTED] and a [REDACTED] with 10 years experience supporting children with a vast range of disabilities and difficulties. The TA & LSA support team will enable the Academy to have breakfast and after-school clubs so that children and parents can benefit from the advantages that these clubs provide.

The premises staff will also work under the Trust's [REDACTED] who runs a team of these staff who work, not only in their own Academies but across the group, therefore reducing the need to employ external workers to do most remedial work within the buildings. These teams from the Trust work so that standardisation of high calibre work is maintained across all Academies in the Trust. Compliance with Health and Safety standards and monitoring of this is the role of the [REDACTED], working under the [REDACTED].

Trust is governed by the Trustees who place a Local Governing Body in each Academy. These Local Governing Body meetings are held half-terminly with two sub committees – Personal Development, Behaviour & Welfare and Outcomes for Students, Teaching and Learning which are also held half-terminly. The Trust runs monitoring meetings for its Trustees and the reports are presented at Trustees meetings terminly. These monitoring meetings consist of Finance, HR, Sites & Premises, Health & Safety and Progress.

The [REDACTED] will be the present [REDACTED] from Stalham Academy and his [REDACTED] will replace him as [REDACTED]. The [REDACTED] will be supported by the [REDACTED] of the Trust and this role will eventually be taken over by the current [REDACTED] of Sewell Park Academy.

As is common in all our Academies we have the luxury of being able to seek specialist support as appropriate from our own Teaching School Alliance (The Norwich Teaching School Alliance) led by the [REDACTED] of Rightforsuccess.

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

The staffing structure has placed all teachers from the very start at M6 for the purpose of the calculation, although it is very clear that all teachers will not be at this grade. This has been used as an average. In the same way, HLTAs/TAs and LSAs have been placed at the top of their grade for the purpose of this calculation.

**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**

SCHPA will welcome pupils of all denominations and through RE will teach the 6 major religions to help children have open minds with an understanding of peoples beliefs and values. Throughout the year the Academy will celebrate a variety of religious festivals to ensure it is inclusive for all religions. British Values will underpin the schools cultures and will be taught through PSHE and through celebrating both culture and society.

These values will also be part of Topic lessons and school assemblies taking news worthy items that occur daily throughout the year.

The outdoor education and curriculum enhancement provided partly by residential experiences will enable the Academy to promote mutual respect, tolerance and the further promotion of British Values. The programme will also include visiting the places of worship for different religions, available to the Academy.

The Academy will take all opportunities to mirror the process of democracy that are important throughout the year in Britain. Elections for Members of Parliament and Local Councils as well as understanding how these events can and will affect the society the children are growing up in. The Academy will have an elected school council who will hold ½ termly meetings representing the issues raised by form groups in tutorial time and PSHE.

## Section E – evidence of need

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

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

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

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

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

There are four reasons why the Rightforsuccess Trust wish to open a free school on [REDACTED] in the north of Norwich. These are, firstly a lack of places in existing provision; secondly, housing growth is creating additional demand; thirdly existing schools are currently below the National Average and there is room for improvement. The final reason is the addition of the St. Clements Hill Primary Academy which will offer local parents a greater choice of provision with a focus by the Trust on developing outstanding education and entrepreneurial opportunities.

**Table 1 - Number of Roll on Feeder School to Sewell Park Academy**

		PAN	NOR 2015	NOR 2014	COHORT % 2015	COHORT % 2014
1.	Angel Road Junior	90	90	90	100	100
2.	Catton Grove Primary	90	90	81	100	90
3.	Magdalen Gates Primary	30	29	30	97	100
4.	Mile Cross Primary	60	60	59	100	98
5.	Mousehold Infant	90	89	83	99	92

**E1 – provide valid evidence that there is a need for this school in the area****Table 2 - Attainment Data – Ofsted Outcomes and Value Added**

Sewell Park Academy Catchment Schools		% Achieving KS2 L4 or Above in RWM 2015	% Achieving KS2 L4 or Above in RWM 2014	Ofsted Rating	2015 Overall Value Added
1.	Angel Road Junior	67	76	RI	98.6
2.	Catton Grove Primary	63	65	Good	99.6
3.	Magdalen Gates Primary	72	71	Good	100.4
4.	Mile Cross Primary	76	77	Good	101.8
5.	Mousehold Infant	X	X	Outstanding	N/A

**Table 3 - Number of Pupils in each School Catchment area**

	Primary 12/13	Primary 15/16	Primary 20/21
Magdalen Gates Primary	280	362	585
Mile Cross Primary	837	951	1002
Mousehold Infant	449	525	738
Angel Road	467	494	636
Catton Grove	743	916	1036

There is a basic need for additional school places within the catchment area of Sewell Park Academy. This is shown by Table 1 where the five feeder schools are all nearly full. The lowest cohort % for 2015 is 97%. The current intake data for the five catchment schools shows considerable drift by pupils out of catchment to the northern suburbs of Norwich. This movement of pupils is not occurring for reasons of education outcomes, but simply for reasons of lack of primary places. The opening of an additional provision therefore could meet local demand for places and enable some parents to reduce distance travelled.

The outcomes data for the five catchment areas school (Table 2) shows that all the existing schools are below the national average for the combined KS2 measure for Reading, Writing and Maths. One of the schools, Angel Road Junior, is currently

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

judged by Ofsted as underperforming at Requires Improvement. The number of places at Angel Road Junior exceeds the proposed capacity of this Free School application.

As the St. Clements Hill Primary Academy will be part of the Rightforsuccess Trust, a key part of its ethos will be around developing the enterprise skills of its young people and this work will be continued through Trust programmes from Primary through to Secondary and into Post 16 at the nearby Sprowston High School 16-19 Provision.

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

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

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

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

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

We have designed a flyer and A4 posters to be used with the local community in the near future. We will aim to target the local public services including children centres, local Nurseries, Libraries as well as the nearby shopping area.

The context of the flyer is shown below.

The [REDACTED] of Sewell Park Academy has spoken to the staff at te Academy about the proposal and has written to Rightforsuccess to express her support (letter included within the Annex.) In the next phase of community engagement the Principal designate will work with parents and and the wider community to inform them of our developing plans and gather their feedback about our proposals. We also intend to have a digital and social media engagement strategy organised by the Rightforsuccess Trust's ICT Strategy Manager/

**Consultation**

A consultation event about the proposed Free School and the plans will be held from 4.00 – 6.00 p.m. on 12<sup>th</sup> April 2016. Details of attendees will be collected.



## 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)
██████████	██████████	Y	██████████	██████████ & ██████████ ██████████ ██████████ ██████████	As required
██████████	██████████ ██████████	Y	████████████████████		All Week

[Add lines as appropriate]

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

Rightforsuccess have received from [REDACTED] the [REDACTED] [REDACTED] a letter confirming Rightforsuccess's capacity to open a free school (see Annex F1). The application therefore follows the less information route.

The names individual in charge during pre-opening will be [REDACTED] Rightforsuccess (See Annex F2). The [REDACTED] will be [REDACTED] (see Annex F3) who has experience of the establishment of a Free School.

There will be a core group will manage the pre-opening project. This will consist of the [REDACTED] who will project manage and [REDACTED], the [REDACTED] and [REDACTED]. The project will be overseen by the [REDACTED] and the [REDACTED] who is [REDACTED] [REDACTED] who are constantly developing new industries.

This group has the skills to ensure that the academy delivers a high quality education from day one. Key policies and practice from Trust Common Policies will be used by SCHPA during the pre-opening phase and throughout.

A skills gap that did exist was HR capacity. However this has now been filled with the addition of an experience [REDACTED] recruited to the Trust. This has enabled the trust to ensure that our policies are all compliant to regulations and fully consulted with Unions.

[REDACTED] are our Solicitors and they handle all our business acquisitions and are used to working alongside the DfE and the Local Authority.

One of the Members has extensive experience in Marketing and will therefore lead on this area.

The project management will have sub groups covering the following areas:

- Finance – Principal Finance Manager
- Community Engagement – Member with Marketing expertise
- Premises – Business Manager and Sites Manager
- Catering & Office – Business Manager
- HR – HR Business Partner
- ICT – Trust ICT Manager
- Curriculum & Staffing – Performance Director

## 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.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>

[Add more lines as appropriate]

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

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

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

<b>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</b>
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Trust is governed by the Trustees who place a Local Governing Body in each Academy. These Local Governing Body meetings are held half-termly with two sub committees – Personal Development, Behaviour & Welfare and Outcomes for Students, Teaching and Learning which are also held half-termly. The Trust runs monitoring meetings for its Trustees and the reports are presented at Trustees meetings termly. These monitoring meetings consist of Finance, HR, Sites & Premises, Health & Safety and Progress.
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## **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.

<b>F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector</b>
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N/A
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- 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.

<b>F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector</b>
N/A

### **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.

<b>F5 – Independent schools have an appropriate, well-maintained, and secure site</b>
N/A

## 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.

<b>G1 – budget planning and affordability</b>
See Excel Spreadsheet



## 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.

## CV template

CV template		
1	Name	
2	Area of expertise (ie education or finance)	
3	Details of your last three roles including: <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	Name: Position: Dates:
		Name: Position: Dates:
		Name: Position: Dates:
4	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	
5a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and</li> </ul>	

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

## Self-assessment form for independent schools

<b>Name of school</b>						
<b>Girls/Boys/ Co-educational</b>		<b>% Special Educational Needs</b>	<b>% Free School Meals (or pupils on bursaries)</b>	<b>% English as an Additional Language</b>	<b>% Persistent Absence</b>	<b>% Attendance</b>
<b>Name of principal</b>		<b>Additional information about the school</b>				
<b>Chair of governors</b>		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
<b>Number of pupils currently on roll</b>						
<b>Capacity</b>						

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
<b>Achievement of pupils at your school</b>	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p><b>Quality of teaching in your school</b></p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p><b>Quality of leadership in, and management of, your school</b></p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p><b>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all  - progress on financial planning and cash management systems, including appointment of finance director  - budget predictions and resource for ongoing budget management  - trust's plans for ensuring funding agreement compliance  - ensuring adequate systems and controls in place, including accounting software package  please delete this guidance before submitting this form]</p>		
<p><b>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</b></p>			

## Governance self-assessment

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

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



Department  
for Education

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