



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

**WEST BARNSTAPLE FREE 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](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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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:**

\_\_\_\_\_

\_\_\_\_\_

**Date: 25<sup>th</sup> February 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

#### Proposal:

- To establish a 420 place free school (3yrs to 11yrs) with a 39fte nursery provision in West Barnstaple due to local house building and population growth. It is also proposed to support an all year round self funding nursery provision (open 50 weeks), opening 7.00am to 6.00pm.

#### Rationale and Outcomes for Children and Families:

- **To provide ‘outstanding’ places to educate local children and their families to meet the needs of existing and planned housing developments and increase school competition in the area, opening in 2018/19 and reaching capacity within 4 years.**

Devon County Council have highlighted the need for a two form entry school in West Barnstaple with two available sites. Local schools are either over net capacity or almost full, with many families travelling far to achieve a school place. Increased competition amongst primary schools would ensure schools constantly reviewed their provision and pupil outcomes. Newport has two outstanding Ofsted inspections in 2008 and 2015 and in all areas. (see letter 2: Devon County Council)

- **To ensure all pupils attending the new free school gain both KS2 expected outcomes and 5 GCSE A\*- C’s equivalent in an area (North Devon) where outcomes for pupils should be significantly greater than current outcomes for both primary and in particular secondary provision.**

High quality education from 3 years to 11 years based on the current curricular and extra curricular offer at **Newport Community School Primary Academy (N.C.S.P.A)** (N.C.S.P.A. – Outstanding in all areas of the Ofsted Inspection framework in both 2008 and 2015).



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

N.C.S.P.A has a long history of providing high quality education for its own children and in raising standards in other supported schools. Existing outcomes for pupils at N.C.S.P.A have been significantly above national and continuing to rise for the last 10 years. (Raise on line link - section A, Ofsted Data Dashboard: <http://dashboard.ofsted.gov.uk/dash.php?urn=137012>, see below school results section in CV template for Andy Cotton)

The leadership team has been at the focal point of assisting the Local Authority to support schools in North Devon at risk of poor Ofsted outcomes and in Ofsted categories / Requires Improvement. 14 schools in 10 years have been supported by the SLT and all supported out of their Ofsted judgements (Local Authority, NLE reports to NCTL) With 120 pupils leaving the new MAT, it places the MAT in a strong position to work collaboratively with secondary and further education in formulating a plan to raise the expectations and outcomes for children in west Barnstaple. [REDACTED]

There are currently no other outstanding providers of education in Barnstaple.

120 pupils leaving the MAT will ensure considerable leverage on the expected educational outcomes for pupils in KS4. Indeed analysis by Park Community School suggests that GCSE outcomes for Newport pupils are higher than other schools even though many of the schools feeding Park Community School have less disadvantaged pupils. (see letter 1:Park Community School)

**Table 1:** Showing higher outcomes for Newport pupils on leaving local secondary provision: Park Community School 2013-2015

Year		Newport	Other Primaries	Gap
2015	Cohort Size	51	225	-
	5A* - C inc Eng and Maths	62.75%	52.44%	10.31%
2014	Cohort Size	56	225	-
	5A* - C inc Eng and Maths	60.71%	51.56%	9.15%
2013	Cohort Size	57	231	-
	5A* - C inc E and Maths	67.97%	61.90%	6.07%

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

- **To replicate the outstanding provision at Newport to a new school given that the cohort numbers, school size, age range and demographics are very similar.**

Working with the Local Authority, it is clear that the demographics and housing of the local population will be very similar to N.C.S.P.A.. Given that Newport is currently an outstanding school and has been for nearly 10 years, it envisaged that the education values, curriculum, pastoral, safeguarding and intervention provision will be similar with the new MAT staffing and Governance structures reflecting leadership across two schools. An outstanding provision is expected at both schools.

- **To increase the percentage of pupils attaining the necessary qualifications to attend a national or international university.**

Newport has **raised the aspirations** in the local area through the provision of an 'outstanding' school – the only one in the town and immediate surrounding area. The local data reflects a worrying concern that many pupils do not attain the necessary qualifications to attend Russell Group and other universities and that many pupils (Source: Exeter College: 60-80 young people : 15% each cohort of secondary children) make the 100 mile a day journey to Exeter to attend post 16 education because of the concerns over local provision and parent/pupil choice. The new multi academy trust would be, whichever site is used, located near to [REDACTED] and local secondary schools. With a combined 120 pupils leaving the two schools each year, it is anticipated that the Executive Head Teacher will play a more significant role in working collaboratively with education partners including local primary schools and Park Community School to raise attainment and pupil outcomes. Since announcing Newport's intention to bid for a free school, the local secondary school [REDACTED]

**The RSC have identified Barnstaple and North Devon as an area of concern given the below national pupil outcomes in local secondary schools.** Recent developments in the relationships with local secondary schools and their newly formed leadership teams means the above agenda, under discussion at the moment, could be realised if the attainment at primary is improved further with some key primary schools along with secondary schools shaping a plan. 120 pupils leaving the Trust each year with high quality education should raise pupil achievement in the town and the value added targets for both secondary and post 16 education. It is critical to the local area that the setting up of this free school and the MAT contributes to the vision and outcomes of all pupils in the town and the

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

surrounding area. The future development of this MAT must provide a local solution for the outcomes of pupils in both primary and secondary.

- **To meet the needs of local parents who express a ‘first choice’ request for Newport Community School Primary Academy (N.C.S.P.A.) approach to education. (see section E)**
- **To deliver a curriculum/ethos which focuses on the development of the ‘whole child’ (soft skills – personal presentation, resilience etc.) and global learning in a locality which has a high degree of geographic isolation, low aspiration and low numbers attending Russell Group or other universities and going into apprenticeships.**

Parent preference for Newport’s ethos and curriculum is in demand in the area. With 82 first choice Reception class requests for places in 2016 and a PAN of 60 in an area of relatively low population, this is a significant indicator that parents want their children to attend a similar school. Newport has the highest oversubscription rate in the area and by a significant margin. (see section E1:Table 6) The curriculum offer would be similar in the new free school, as parents place a high premium on an outstanding education. Anecdotally we know from parents looking around the school that many now do not put Newport as first choice, as they perceive they will not be successful in gaining a place for their child.

The curriculum vision would be to replicate the present N.C.S.P.A curriculum based on high academic standards in the core curriculum with a broad supporting curriculum to engender interest and support the needs of local children. The global learning principles will underpin the provision to ensure pupils are more ‘worldly’ and that it meets the needs of young people in a relatively geographically isolated area.

- **To create a centre for the newly formed community**

The new school will have resources such as community facilities e.g. school hall, classrooms, field etc. which we would expect to offer to the new community. It was clear from our consultation meetings with the public that there were two main concerns – the presence of traffic in the area and the need for further resources in the area to support community activities. The Roundswell Community Centre and local schools such as Sticklepath are used well throughout the week and weekends with little capacity. The new school will open its doors to all community users including youth, faith based and adult groups as an all-inclusive centre to support



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

the needs of the new community.

The traffic concerned centred on one of the two sites – Tews Lane where careful planning with the local authority and further consultation would help support good community relations. The school would need to consider measures to support traffic management and home-school journeys such as provision for cycles and scooters, healthy life styles etc.

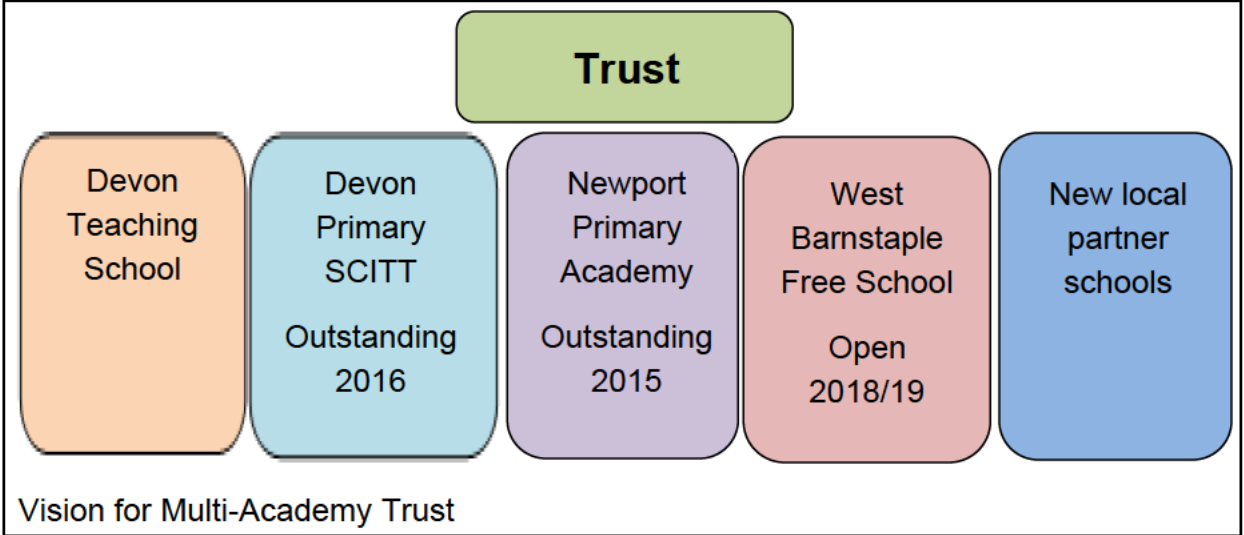
- To meet the needs of local parents in providing full year and day care provision to support the needs of working parents.**

In leading N.C.S.P.A. it is clear from survey data of local parents that there is a distinct lack of high quality day and holiday care provision in Barnstaple. In a survey of parents at Newport in 2015 almost all parents (94%) wanted to use only one provider and would prefer it to be the school. Parents frequently take children to multiple provisions across the town and beyond at the expense of continuity of provision, outcomes for their children and appropriate support for working parents. Newport increased its own Nursery provision in September 2015 from 26fte to 39fte and places are already full. The current Newport nursery is self financing.

The current wrap around care provision for Newport was graded as ‘Outstanding’ in 2012 in all areas. The staff remain largely the same and would have the capacity to advise and support a new group. The group are now led by the Academy and are self financing.

- To establish a high quality MAT in Barnstaple to support the future local development of the town’s education provision and surrounding area by considering the future sponsorship of coasting and underperforming schools and further provision to meet the North Devon District plan.**

[Appendix 1 – MAT Staffing Structure]



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

Devon Teaching School due to close in Aug 2016 following reorganisation to merge with DPSCITT.

Barnstaple has a relatively low proportion of academies (one secondary and three primary academies) and no free schools. To date the drive and energy has been in growing the Teaching School and DPSCITT providing the support for a future MAT. The vision of this application is that the MAT will grow to support the local performance of schools. The staff at Newport have extensive experience in supporting other schools eg. Head Teacher is NLE and has supported local schools out of Ofsted categories for the last 10 yrs (see section F: cv Andy Cotton); the School co-leads the Devon Teaching School Partnership (DTSP) with a 45 strong school partnership across Devon, Torbay and Plymouth which contains 3 NLE's, 12 SLE's, 7 LLE's. The vision would be to use both DPSCITT and DTSP to support the MAT's work in the locality, a process which has been expanding over the last 4 years. The DTSP currently supports 6 underperforming schools working with the Devon Schools Alliance to identify such issues. The MAT has an extensive resource to use to support underperformance and increase the MAT in the future.

- **To provide a base for the continued development of ITT in North Devon through Devon Primary SCITT (Outstanding 2005,2009,2015) in an area where attracting high quality teachers is a considerable challenge.**

In addition N.C.S.P.A. is the lead school hosting Devon Primary SCITT/School Direct places providing outstanding trainees to Devon and the Academy – outstanding for last three Ofsted inspections (2005,2009,2016) and accredited as number one teacher training provider in the National NQT survey for third year running.

N.C.S.P.A. will be the employers of DPSCITT in July 2016 following the Local Authority's decision to reduce their commitments to core services only. The newly formed MAT will host a North Devon hub to provide high quality training for both the MAT and region. The DPSCITT currently works with 40 trainees. The future development and success of any education provision in North Devon will rely in part on the supply, training and development of teachers in the area. There are only a few small providers of Primary ITT in the area. Newport along with three other schools established Devon Primary SCITT in 2001. Newport has played a key part in three highly successful Ofsted inspections. This means that Newport has along with the 45 strong school partnership, the ability to recruit and train new teachers harnessing the skills of local people, as well as attracting new trainees to the area. The MAT would have a high quality SCITT to support future MAT expansion.

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

**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	N/A	-	60	60	60	60	60	60
Year 1		-	30 likely (up to 60)	60	60	60	60	60
Year 2		-	20 likely (up to 60)	30	60	60	60	60

Year 3		-	-	25	30	60	60	60
Year 4		-	-	-	30	35	60	60
Year 5		-	-	-	-	35	40	60
Year 6		-	-	-	-	-	40	50
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		-	110	170	230	290	350	390

### **Rationale for opening**

The Free school would expect to open its doors in 2018/19 unless the LA required an earlier opening and the site became available.

The School would expect to release a full PAN for YR in 2018/19 and provision for Y1 and Y2 to accommodate families in the area and those moving to the area. A key stage two class may be opened if there is sufficient demand to support families moving to the area with older siblings and in accordance with the admissions code.

In addition the nursery and wrap around care would be open from September 2018.

As demand for places is currently high and housing expected to increase rapidly it is reasonable to assume the Academy would be full within 5 years using local authority data (see demand section)

## **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
<p><b>School times: YR to Y6</b> – 8.45am to 3.30pm minus collective worship, registration, break and lunch times = 25.5hrs of teaching time</p> <p>Nursery and YR will follow the EYFS curriculum. Nursery opening times: 8.45am to 11.45pm (lunch time provision made available to parents via fees) and 11.45am to 3.45pm. Wrap around care will be available from 7.00am to 6.00pm excluding school/nursery hours via parent fees. The EYFS team follow an objective led planning system, which means that hours spent on for example, literacy, knowledge of the world are determined specifically by each cohort's skills and abilities.</p> <p><b>Y1 to Y6 will follow as below:- See curriculum model – ( Appendix 2 )</b></p>			
Mathematics	6	Mandatory	The pupils will follow the NC2014 objectives via the Academy's own curriculum and assessment framework
English	8	Mandatory	The pupils will follow the NC2014 objectives via the Academy's own curriculum and assessment framework
Science/Technology	2.25	Mandatory	The pupils will follow the NC2014 objectives via the Academy's own curriculum and assessment framework
Religious Education	1	Mandatory unless parent exercises right to withdraw	The pupils will follow a framework known as Discovery RE, which is an enquiry based scheme looking at 5 world faiths and includes work on humanism and atheism.
Personal, Social and Health Education	0.75	Mandatory	Academy's own curriculum
Primary Languages	0.75	Mandatory	Academy's own curriculum
Physical Education including dance	2	Mandatory	The MAT as NCSPA does now will invest a considerable resource into PE education



			through a specialist teacher.
Music including singing	1	Mandatory	The MAT as NCSPA does now will invest a considerable resource into music education through a specialist teacher.
Humanities – Global Learning, Geography and History	2.25	Mandatory	The curriculum is topic based and authored and published by the N.C.S.P.A. The emphasis will be on the principles of global learning in an area of relative geographical isolation. The N.C.S.P.A has achieved the International Schools award twice – latest 2014 and the ‘Label’ award from the Italian Government for work in promoting European realtionships.
Art	1.5	Mandatory	The N.C.S.P.A is an Artsmark Gold school (4 times 2002,2005.2008,2014) and invests curriculum time in the arts with high outcomes.
IT and computing	-	Mandatory	IT and computing is seen as a tool for learning and is embedded in the topic projects rather than as a stand-a-lone subject. Computing will be taught with maths.

**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**

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

**The MAT will largely replicate curriculum provision given the similarity in cohort size, school size, age range and demographics. (There will be areas such as local study which will be redesigned to reflect the local history and geography)**

**What Ofsted thought of N.C.S.P.A Curriculum and Extra Curricular Offer**

“The innovative curriculum provides rich opportunities for learning across a wide range of subjects. Extra-curricular activities are particularly well attended and augment pupils’ enjoyment of school life.” (N.C.S.P.A : Ofsted 2015)

In order to understand the curriculum offered by N.C.S.P.A. and therefore to the new Free School, it is important to understand the context of North Devon and in particular Barnstaple.

**Context of existing School: N.C.S.P.A.**

**Numbers on roll:** 523 pupils including nursery (February 2016)

**Pupils eligible for free school meals:** 13.5%

**Pupils with EAL :** 7%

**Pupils with SEN support:** 8.5%

**Pupils with a EHCP/Statement of SEN:** 2.6% This reflects pupils on roll who attend a local Authority funded provision for autistic pupils

**Social deprivation factor:** 0.16 Raise on Line; 0.24 National average deprivation factor

**Projected context of Free School (based on planned and actual housing in consultation with Devon County Council):**

**Numbers on roll:** 459 pupils including nursery

**Pupils eligible for free school meals:** 17.5% (projected)

**Pupils with EAL :** 7%

**Pupils with SEN support:** 8.5%

**Pupils with a EHCP/Statement of SEN:** 1%

**Social deprivation factor:** 0.2 Raise on Line; 0.24 National average deprivation factor

As the context of the two communities are similar it is expected that the Free School

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will enjoy a similar curriculum offer.

**North Devon Context**

North Devon is a largely typical coastal area with the following observations from the 2011 Census.

**Barnstaple Education Statistics (2011: Census)**

These statistics are for the highest level education obtained by the residents of Barnstaple and are from the UK Census of 2011. Barnstaple has a high level of residents with either no qualifications or qualifications equal to 1 or more GCSE at grade D or below, than the national average.

**Table 2:** Information the Qualifications held by Barnstaple Residents (2011:Census)

QUALIFICATION	NORTH DEVON	DEVON	ENGLAND
No Qualifications	24.1%	21.1%	22.5%
Level 1	14.4%	13.3%	13.3%
Level 2	17.2%	16.4%	15.2%
Apprenticeship	4.7%	4.2%	3.6%
Level 3	12.4%	12.9%	12.4%
Level 4	22.9%	27.8%	27.4%
Other	4.3%	4.3%	5.7%

**Table 3:** Barnstaple Social Grade & Occupation Statistics (2011: Census)

Social grade is a classification based on occupation and it enables a household and all its members to be classified according to the job of the main income earner. Barnstaple has 20% less Higher and Intermediate managerial, administrative or professional households than the national average.

GRADE	NORTH DEVON	DEVON	ENGLAND
AB	17.71%	21.91%	22.96%
C1	27.86%	29.91%	30.92%
C2	27.83%	25.31%	20.64%
DE	26.59%	22.87%	25.49%

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**Table 4: Barnstaple Age Distribution Statistics (2011: Census)**

The population of Barnstaple as a whole, is older than the national average.

<b>AGE</b>	<b>NORTH DEVON</b>	<b>DEVON</b>	<b>ENGLAND</b>
Age 0 to 4	5.4%	5%	6.3%
Age 5 to 9	5.1%	4.9%	5.6%
Age 10 to 14	5.6%	5.4%	5.8%
Age 15 to 17	3.8%	3.6%	3.7%
Age 18 to 24	7.3%	8.3%	9.4%
Age 25 to 29	4.9%	4.9%	6.9%
Age 30 to 44	17.3%	17%	20.6%
Age 45 to 59	20.7%	20.7%	19.4%
Age 60 to 64	7.7%	7.7%	6%
Age 65 to 74	11.7%	11.6%	8.6%
Age 75 to 84	7.3%	7.5%	5.5%
Age 85 and over	3.2%	3.4%	2.3%
Mean Age	43.3	43.7	39.3
Median Age	45	45	39

These background statistics demonstrate the critical need for a high quality education offer with a challenging broad curriculum, which demands high academic pupil outcomes to ensure children are exposed to the world beyond North Devon and the expectation that they can succeed. Exposure to the arts, sport, ethnic and cultural diversity are all areas of local need, whilst proximity to a wide range of natural environments are easily accessible. These gaps and assets require planning to ensure pupils leave primary school equipped for secondary education and their future lives.

**Rationale for the Curriculum**

Aspiration and high professional/ academic performance role models are generally absent from the children's lives and as a relatively geographically isolated area of the country with an ageing population, the curriculum offer is critical to the future of local children. With the nearest University, sizeable town or city over 100 miles round trip away, the key barrier to a child's education is aspiration. GCSE outcomes in Barnstaple (Park Community School 54% 5 A\*-C; Pilton Academy 51% 5 A\*-C) are below national



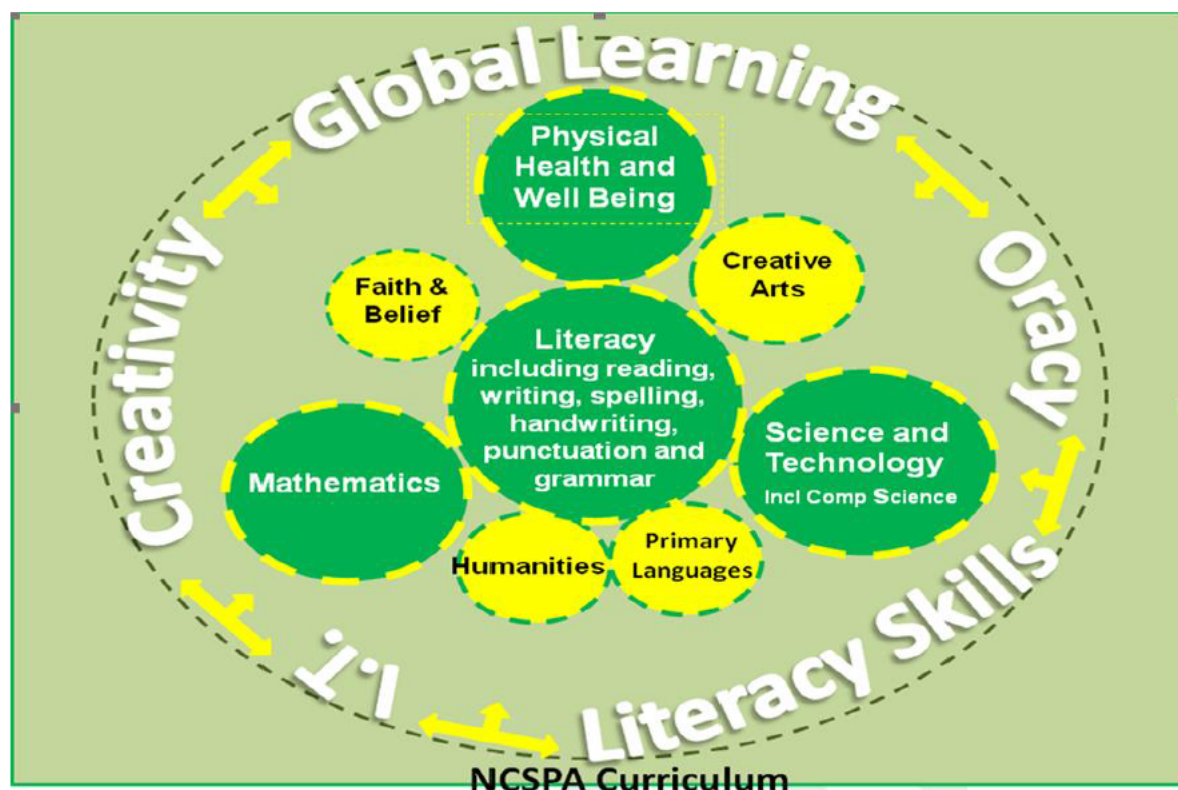
## D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

averages and so core curriculum skills are very important.

In order to promote personal growth and development, the Newport curriculum is made up of the planned learning (skills, knowledge and understanding) opportunities, including a stimulating learning environment and learning how to learn. Integral to the Academy's curriculum is the child's response to the curriculum, which is reflected in child initiated and peer to peer learning. The curriculum includes not only the formal requirements of the Academy's Curriculum, but also the range of extra-curricular activities and experiences, including home-school learning which provide enrichment. It also includes the Academy's ethos, or what the children learn from the relationships both within the school community, the local area and the wider world.

Global learning, oracy, creativity, IT and literacy skills are the threads which weave the curriculum together. These reflect the key needs of pupils i.e. knowledge of the world, presentation and spoken word skills and the ability to be creative across the curriculum. The core curriculum is designed to be very challenging and lies at the heart of the provision to ensure the basics are taught well.

### Proposed Curriculum Model [Appendix 2]



### Aims of the MAT's Curriculum

- To enable all children to achieve or exceed their potential through learning how to learn and developing their skills, knowledge and understanding
- To teach children the basic skills and knowledge of literacy, mathematics, science

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and information technology (IT)

- To learn how to lead a healthy life by making decisions that support their future health
- To enable children to be creative and to develop their own thinking skills
- To help children understand the breadth of Britain's cultural heritage
- To enable children to have a voice and be a positive responsible citizen in their community and wider world
- To foster children's understanding of the importance of truth and fairness, so that they grow up with a commitment to respect and show empathy for all
- To help children to have a respect for themselves and high self-esteem

This curriculum model is based on National Curriculum 2014, the Cambridge Curriculum Review and wholly organised and written by N.C.S.P.A. The curriculum is taught through termly or half-termly themes across Y1 to Y6, including a year long study of one country. A child will study 8 countries from nursery to Y6 from a range of geographical areas and contexts, enhancing a child's understanding of the world.

Children are taught in ability groupings in mathematics, science and English from Y2 with class sizes reduced through the support of other teachers, such as the learning support teacher. The projected new free school budget makes provision for such a teacher. Groupings are an integral part of the curriculum offer where pupils learn at a pace suited to their aptitude. In the first year of the new school groupings won't be such a feature of the school as pupils will generally be younger and class sizes likely to be smaller.

Music and PE are taught through specialist teachers and ultimately the new school will receive a similar offer. The provision for the arts at N.C.S.P.A. has achieved 4 consecutive Artsmark Gold awards, reflecting our commitment to providing a broad and rich curriculum. In the early stages of the new school, the music and PE specialist teachers from N.C.S.P.A will use some of their timetable to support the new school and teacher's PPA. They presently have the capacity to do this.

Global learning is supplemented through termly WOW activities and creative challenges, which further creative skills and include visits to areas beyond North Devon. There will be 5 planned residential visits, which will provide opportunities for the two schools to work together. These visits include opportunities to stay in Italy, London, Hampshire, Bristol, South and North Devon. These visits remain an important part of the offer to take children outside of the locality, to experience life in other parts of the country and Europe. In the new school the residential offer will run in tandem with that of Newport boosting take up and supporting cross-school working.

The extra-curricular offer is also an important part of life at N.C.S.P.A. 30 different clubs are on offer across the age range and the offer would be encouraged at the new

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school. In the early days and beyond, pupils would be transported the short distance to N.C.S.P.A to take part in music concerts, clubs and drama performances whilst the extra curricular offer was grown.

### **Ensuring Consistency of Education Across Two Schools – [Appendix 3 – Leadership Structure of MAT]**

The Executive Head, Heads of School and Deputy Head for Curriculum (see staff organogram) will ensure that there will be regular quality assurance of the curriculum offer across the two schools through regular timetabled work scrutinies, learning walks and reviews of teacher's planning, as well as the tracking of pupil assessment data. The design of the leadership team allows for a high level of focus on the curriculum and quality of teaching at both schools, as the senior leadership team are able to work across the two sites. The academy has also made sure that core curriculum leaders will work across both schools ensuring further quality assurance.

The outcomes of these activities and pupil monitoring will be discussed with the Teaching and Learning Committee and weekly with the SLT team.

In the early stages of the new school much of this monitoring work will fall to the Executive Head and leadership at Newport, who are well versed in the approach to the curriculum. Experienced teachers and leaders will be deployed to support the new school. N.C.S.P.A. will reduce the support of other schools through the NLE programme to allow work to take place at the new Free School.

### **Flexibility of the Y1- 6 Curriculum**

The current N.C.S.P.A. curriculum has been written in a year group format, but easily lends itself to working in mixed year groups if required. The learning skills, knowledge and understanding objectives can easily be redrafted to suit a mixed age class, if required. This includes the assessment processes which are based on Newport's unique curriculum.

### **Nursery and Reception Class Curriculum (EYFS) including baseline**

"There is outstanding provision in the early years. Pupils gain an excellent start to their learning." (N.C.S.P.A: Ofsted 2015)

"Leadership of the early years is very strong and this contributes greatly to children receiving an excellent start to school life. Procedures are in place to assess children's progress regularly and accurately. Staff use these assessments to plan exciting and challenging activities, which invariably further children's learning highly effectively." (N.C.S.P.A: Ofsted 2015)

Pupils will start in the term after their third birthday. The Nursery at N.C.S.P.A. is self funding from both parent fees and their 15 hour entitlement, funded through the local Authority. The staffing and delivery of the curriculum below will flex according to take up



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

and led by the leadership team.

### **The EYFS Curriculum Aims**

In the EYFS setting at N.C.S.P.A. we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential. We aim to support each child's welfare, learning and developmental needs by:-

- Recognising that all children are unique and special
- Understanding that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community
- Teaching them to express and communicate their needs and feelings in appropriate ways
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own
- Understanding the importance of play in children's learning and development
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development
- Providing effective learning opportunities in a range of environments, inside and outside
- Providing opportunities and experiences for children to become responsible and active members of the school community

Teaching in the EYFS setting at N.C.S.P.A. is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates.' At N.C.S.P.A. we provide a carefully structured curriculum based on the 'Early Years Foundation Stage' and will offer provision which takes account of the differing starting points of the children in the Early Years across the seven areas of learning. The Development Statements provide a progression from Nursery through to the end of Reception. Children are provided with activities and experiences that allow them to achieve their full developmental potential. Activities are designed to challenge and extend their skills and knowledge.



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The curriculum is based around Prime and Specific areas of learning, where the three prime areas underpin all of a child's learning experiences.

The teaching within the Early Years takes into account the 'characteristics of learning' of individual learners to ensure that they are supported and taught in ways that suit them best.

The seven areas of learning support, foster, promote and develop children's well being and development.

At N.C.S.P.A. we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play. We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator, encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts. In the EYFS setting at N.C.S.P.A. practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play we understand the central position of play within the EYFS framework. This is essentially a play based curriculum and pedagogy as the provision of play opportunities underpins its delivery within settings.

### **Consideration of 2 year old provision for disadvantaged families**

N.C.S.P.A. is currently examining this provision for disadvantaged families following a recent expansion of the Nursery from 26fte places to 39fte. It is highly likely that provision will be extended to vulnerable families and this offer met at the new free school. Funding for this provision would be found from the funding supporting such provisions via the Local Authority. The new communities have social housing and so some families may qualify for this type of provision.

### **Assessment in EYFS**

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at NCSPA. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to

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

carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. observation forms, whole class grids, photographs). All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children; it informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys and working with parents.

Parents are given the opportunity to complete 'Wow' slips to inform the school of 'new learning' that has happened in the home. We also collect evidence from other adults working within the school and our Extended Schools provision also have input into children's Learning Journeys. Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations. There is continuous monitoring and assessment of each child's development using the new Early Years Foundation Stage Profile (2012). This is updated at least once each half term to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements.

Baseline assessment is carried out using the EYFS Profile during the children's first six weeks upon entering the setting and the new Eexba baseline. Judgments made on children's development in the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

Progress and attainment against the Development Bands is tracked for all children on a whole school tracking system called School Pupil Tracker Online. This is updated half termly and reports on children's development across the 7 areas of learning and the Characteristics of Learning. It is also used to track children's progress in phonics once they enter Reception. Parents have access to their child's profile on SPTO and also have opportunities throughout the year to look through and add to their child's Learning Journey which supports the judgements that are being made by practitioners. Parents meet with Teachers 3 times a year and a written report is created annually and presented to parents in July.

In the early stages of the new school, support will be given to the school via Newport's Assistant Head for early years who was responsible for the Early Years Ofsted outcome above. Capacity will be drawn from directing resources away from the support of other local schools for a period of time to allow development in this new provision.

## **Intervention and vulnerable groups**

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

(see D2)

### **Pupil Premium**

(see D2)

**Using Expertise in Inclusion and ASC** – The structure of the leadership team has been designed to ensure there is ‘expert’ advice and support across the provision for both child safeguarding and inclusion. The Head of Inclusion and Safeguarding will be working across both Academies and currently advises LA Schools, Academies and an ITT provider in inclusion. N.C.S.P.A. has attained two successive awards known as the Enhanced Inclusion award in 2011 and 2015. As Newport also hosts a CAIRB (specialist base for children with Autism) the Head of Inclusion will provide leadership to the new school with a role free of class responsibilities, to ensure that both schools and their pupils receive effective leadership.

“Pupils who are disadvantaged and those who have special educational needs make similarly rapid progress from their starting points and achieve well compared to other pupils nationally. This is because high quality teaching and support meet their needs very well.” (N.C.S.P.A: Ofsted 2015)

The Head of Inclusion and Safeguarding will have responsibility for inclusion staff in both schools ensuring a consistent and effective provision. The achievement of vulnerable groups and suitable curriculum provision will be the role of this post in both schools. Through pupil progress meetings leaders, teachers, teaching assistants, and the learning mentors will shape inclusive provision.

### **Transition from Pre-school and to KS3**

Transition from pre-school and to KS3 will be enhanced through the free school. The Assistant Heads for early years and the Deputies in both schools will be in charge of the processes. They will work to ensure consistency, building on the high quality transitions in both phases. Currently staff visit settings and there is a programme of events with differentiated provision for disadvantaged families and vulnerable pupils and their families.



## **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**

#### **Setting challenging pupil targets and tracking pupil performance across the MAT**

“Any underperformance by pupils is quickly identified, as the school has excellent systems for checking pupils’ progress. For example, the school’s assessment and tracking systems identified a slowing of the progress of disadvantaged pupils several years ago. Pupil premium funding was effectively used to accelerate progress. The gap has now almost closed in the current Year 6 and school predictions show it is on track to have closed completely by 2016.” (Ofsted 2015 N.C.S.P.A)

“Leaders make very good use of information about pupils’ progress to ensure all groups of pupils achieve well.” (Ofsted 2015 N.C.S.P.A)

School Leaders and class teachers/teaching assistants will use the MAT’s assessment policy based on class room assessment strategies, standardised testing and assessment tasks to record end of unit progress and end of term data. These outcomes will be recorded in the MAT’s data tracker. One of the Deputies, initially at Newport, will oversee the management of this system ensuring efficient use of resources with class teachers and subject leaders analysing outcomes and using the system to prepare for pupil progress meetings. These meetings will dovetail individual pupil progress with provision and will be led by the Executive Head, Head of Inclusion and the relevant leaders within each school. Class teachers will be held to account through such meetings detailing the necessary changes needed to strengthen progress of ‘slow moving’ children.

As senior school leaders are charged with the responsibility of leading across schools

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

greater consistency can be achieved. These leaders are already working across the school system and have developed skills in working with teams and individuals to raise performance. Recording systems will need to be developed to ensure high quality communication and transparency. MAT leaders will need to attend relevant training to support their own skills in working across two sites.

The advantage of the MAT means that CPD and assessment moderation and standardisation can take place across the MAT. These are currently diaried across the school year, but future meetings could take place across both schools with teachers meeting to strengthen assessments across the schools.

### **Measuring pupil performance**

Pupil achievement and progress will be tracked through the MAT tracker.

The Teaching and Learning Committee and Board of Directors will hold the Executive Head and other school leaders to account for the progress of pupils, including vulnerable groups. Exacting performance targets will be set for each individual school and for the MAT as a whole. The targets set will be significantly above national averages with many pupils reaching targets well above age related expectations.

### **Quality assurance in pupil behaviour**

The Heads of School and Executive Head will be responsible for the behaviour of pupils in both settings. The existing Newport behaviour policy will be reviewed and implemented in both schools with leaders responsible to the Teaching and Learning Committee. Newport places pupil behaviour, including learning behaviours, at the very heart of an outstanding school. Without high expectations of behaviour, teaching and learning will not be on the agenda. These principles and the actions taken to deliver this strategy are non-negotiable. A MAT code of conduct will be established and Heads of School responsible for monitoring and reporting, with the Executive Head holding Heads of School to account, as well as supporting and advising. It is expected that some experienced teachers who currently work in Newport will transfer to the new school to help establish expectation levels, whilst leaders in Newport focus on supporting new employees.

The behaviours of pupils with additional needs and emotional needs will be led by the Head of Inclusion working with the CAIRB and other support staff to implement specialist programmes.

### **Quality assurance in teaching and learning**

As with behaviour of pupils, the quality assurance of teaching and learning will fall to the Executive Head with the support of the Heads of School and their respective Deputies and Assistant Heads. The Heads of School, Deputies and Assistant Heads will be trained (where necessary) by the Executive Head to observe Teachers and Teaching

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

Assistants and lead the 'learning conversation.' (coaching style approach to improving classroom practice.) Data from these observations, learning walks, teacher appraisal, review of planning, pupil tracking and scrutinies of work will form a picture of each member of staff which will be tracked across the academic year and from year to year.

The above Newport system will be extended to the new school. The role of the Executive Head will be to:-

- Lead the induction and training of new leaders
- QA the lesson observations and learning conversations to ensure leaders are consistent and supporting teachers to perform highly
- To monitor the quality of teaching across the Academy and report to the Teaching and Learning Committee.
- To challenge school leaders to take effective action to support a teacher
- To manage weak teacher or leader performance

### **Quality assurance of assessment**

#### **EYFS**

Internal moderation of children's Learning Journeys is undertaken 3 times a year and issues arising are fed back to the SLT. In the MAT, moderation will take place across the MAT ending the relative isolation of early years teachers and leaders.

The Senior Leadership team meet with teachers 3 times a year to analyse pupil progress. During this meeting cohorts are discussed and particular groups of children are tracked. The progress of children with Special Educational Needs, children in receipt of Pupil Premium Funding, EAL, CiC, ethnicity and those who are seen to be 'very able' are scrutinised.

#### **Communicating to Directors**

Directors will receive termly updates on the performance of pupils from Nursery to Y6. The Executive Head Teacher will collect in MAT performance reports covering all areas of the Ofsted framework via subject leader reports, Heads of School reports and the Head of Inclusion and Safeguarding report into the performance of vulnerable groups, including more able children. This information will be collated by the Executive Head Teacher and presented to the Board of Directors, who in turn will be expected to question and challenge the information. Director visits to the MAT sites will be arranged to investigate and substantiate progress, thus informing debate and challenge.

#### **Reporting to Parents**

Parents can speak informally at any time to a member of staff and formally through pre-arranged meetings. Parents will receive an annual report on their child's progress with the opportunity to meet with teachers 3 times a year. Parents will also have access to their child's progress and current attainment assessments on line through the MAT's



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

tracking systems. Curriculum newsletters and home learning letters will keep parents informed on the provision for their child.

Parents will have access to annual induction meetings and opportunities to work with their child and teacher in class and in special events which focus on learning in specific curriculum areas. All these systems are currently running in Newport.

### **Pupil Premium Strategy**

“Any underperformance by pupils is quickly identified, as the school has excellent systems for checking pupils’ progress. For example, the school’s assessment and tracking systems identified a slowing of the progress of disadvantaged pupils several years ago. Pupil premium funding was effectively used to accelerate progress. The gap has now almost closed in the current Year 6 and school predictions show it is on track to have closed completely by 2016. “ (N.C.S.P.A. Ofsted: 2015)

The Head of Inclusion will be responsible for planning and implementing the provision for disadvantaged pupils. The current plans for Newport have been highly successful in closing the gap and have centred on a flexible support provision led by teachers which targets children with booster intervention and in particular in the early years. Pupil progress meetings and the evaluation of provision monitor this work with the Teaching and Learning Committee responsible for challenging performance. The Head of Inclusion will be responsible for reporting termly to the Board of Directors.

### **SEN/EAL/More Able and Talented Strategy - aims**

- to identify such pupils using a range of criteria
- to further develop the skills, attitudes and abilities of all pupils through offering a range of opportunities and a high level of challenge to all
- to monitor the progress of such pupils

The new MAT, as Newport currently do, will monitor the performance of such children following identification.

### **Provision for the Very Able and Talented/SEN/EAL pupils**

- Leadership that is determined to improve standards for all pupils
- High expectations for all pupils, their families and teachers
- Learning Mentor and Deputy Head provision of pastoral support for vulnerable pupils and families.
- The staff recognise that their role is to encourage an ethos of celebrating ability and

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

to consider the impact of each cohort on the attitude of peers towards all pupils, looking for opportunities to celebrate achievement and attainment in a way that is valued by pupils' peers.

- Effective transition arrangements that supports a pupil's move from primary to secondary school, ensuring that the most able sustained the progress they had made and maintained the pace of learning.
- Head Teacher and Assistant Head Teacher for KS2 working with a local secondary school to support transition arrangements for all pupils and specifically vulnerable groups.
- Early identification of all pupils, so that teaching is adapted and extended
- KS1 grouping for Letters and Sounds, Year 2 for maths (autumn term) and literacy (spring term), KS2 year group ability classes for literacy and maths and guided reading in Year 6. Intervention provision for all vulnerable groups is monitored to ensure that children access first teaching as a priority.
- Expert teaching, supported by effective formative assessment and purposeful homework, that stimulated the pupils' enjoyment of the subject
- Specialist teachers for PE and Music providing effective weekly opportunities for children to access specialist teaching. Project Homework encourages links with children's subject specialisms and talents, topics of interest, building upon curriculum topics for greater extension of learning.
- Provision meeting need e.g. referral to external clubs, Y5/6 Talented art residential visit, KS3 maths club, booster classes for Y6, music concerts for talented musicians, support groups for EAL groups and SEN etc.
- Effective training and cooperative practice, ensuring that teachers learnt from one another.
- Opportunities for observing colleagues, specialist teachers working alongside colleagues.
- Tight checks on the progress of all children, so that any slippage is identified early and acted on.
- Systems in place to monitor progress; Pupil Progress Meetings, teachers' termly appraisal analysis of data, leaders termly analysis of data in maths, English, science and inclusion.



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

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

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

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- 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

### Appendices

The delivery and support for the curriculum, especially the quality of teaching are critical to any new school and we have used the following principles to support our plan :-

- a **phased increase in staffing** in the new school to ensure that resources are efficiently used. [Appendix 4 – Time line of Leadership & Staffing. Appendix 5 Overview of Teaching & Learning]
- a **vision of one school on two sites with local differences** - The SLT and other staff will be expected to work across both sites ensuring equality of opportunity, outcomes and quality. In practice, school leaders such as Executive Head Teacher, Head of Inclusion and Safeguarding and School Business Manager will be leading staff across both sites making efficient use of valuable resources and ensuring quality. These posts will have shared offices across both sites and will be present in both schools each day unless planned activities such as interviews or curriculum monitoring require a full day.
- **early use of a range of existing senior leaders** to lead, monitor and evaluate the curriculum and the quality of teaching in both schools. This capacity can be released by reducing the support for other local schools and drawing on

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

expertise within DPSCITT (CPD offer) The N.C.S.P.A. does not rely on proceeds from S2S support to run the Academy.

- **collaboration** between schools for both staff and children as a positive process e.g. joint curriculum opportunities for children, joint moderation of pupil's work.
- **recognition of the expertise and capacity** that lies within Newport, DPSCITT and the Teaching School. Some class based Newport staff will be deployed to the new free school to ensure the right level of expectation and quality of education.
- **access to high quality training from NQT's to Headship** currently DPSCITT train 40 teachers per year, support the development of 63 NQT's, 25 teachers on the Developing Future Leaders course, 20 teachers on NPQML and a variety of Senior Leader courses including NPQSL & OfSTED training.
- **provide greater leadership opportunities** for existing Newport staff and Governors.

**Nursery staffing** – The Nursery in the new school would be staffed, if possible (funds allowing), by a teacher bringing the ratios of 1:13. Support staffing will be added according to numbers on roll. As the nursery expands so the support staffing will. Newport currently fund the nursery from parent fees and early years entitlement. Newport have a wealth of experience in moving a new nursery from scratch to outstanding provision as the nursery at Newport was added in 2006/07.

### **What would happen if income dropped for the new school?**

The Academy would mitigate risk of a fall in income by using the following strategies:-

- Have a risk register (existing Newport register reviewed in light of MAT risks) to articulate the necessary measures needed to minimise risk. The identified measures would be acted upon, which would include financial risks.
- Prudent and careful budget planning is critical in the early stages of a school opening because growth of pupil numbers can be difficult to guarantee. High quality budget planning, successful marketing and careful decision making should be highest on the agenda in both preopening and in the early years of opening. Measures taken here will have an impact on future school development.
- The MAT would adopt a Balances & Reserves policy to ensure short term falls in income could be managed without affecting the smooth running of the Academy and quality of outcomes. An 'in year' contingency fund of approx 1.5% of total income would be established to offset unexpected changes in income and

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

expenditure.

- Staffing commitments would be managed prudently. At a point at which a post becomes vacant a review would be undertaken to ensure the MAT was not overcommitting itself and would consider carefully options, such as fixed term contracts.
- The MAT will need to share resources across the two schools and think prudently before committing to larger school improvement projects.

**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**

**Inclusion**

All pupils regardless of ethnic, cultural, faith including no faith, age and additional needs will be fully included in the school's curriculum and have full access to all provision and opportunities.

"A small number of ethnic minority pupils and pupils who speak English as an additional language achieve well." (N.C.S.P.A: Ofsted 2015)

Newport is a very inclusive school because it actively pursues a fully inclusive agenda, for example expenditure on a significant leader for inclusion, the provision for a CAIRB – special provision for ASC children and a curriculum which recognises all major world faiths.

"Every pupil is provided with an equal opportunity, as good relationships are fostered



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

and discrimination of any kind is not tolerated.” (N.C.S.P.A: Ofsted 2015)

#### **Provision for British Values and SMSC**

“There are many opportunities for pupils to develop through their spiritual, moral, social and cultural education. This helps to sustain a nurturing environment in which pupils can thrive and prepares them well for life in modern Britain.” (N.C.S.P.A: Ofsted 2015)

“The school provides an exciting and broad range of subjects within which pupils can apply the literacy and numeracy skills which they have learned. Music provision is very strong, with over half of all pupils receiving tuition; a modern foreign language is taught in all years. The school promotes traditional British values well and, to illustrate this, a governor who is a magistrate has helped to teach pupils about democracy and the rule of law”. (N.C.S.P.A: Ofsted 2015)

The current Newport curriculum was written with British values running through it via the global dimensions to learning. The approach taken by Newport:-

The aims of our curriculum contribute to the Academy’s ethos of being outward looking, active, responsible citizens, which we feel to be key in promoting the values defined in the government document as ‘British values’.

Some of the published aims of the Academy’s curriculum which are key to this are:

- To enable children to be creative and to develop their own thinking skills
- To help children understand the breadth of Britain’s cultural heritage
- To enable children to have a voice and be a positive responsible citizen in their community and wider world
- To foster children’s understanding of the importance of truth and fairness, so that they grow up with a commitment to respect and show empathy for all
- To help children to have a respect for themselves and high self-esteem

The School Council at Newport also contributes to the children’s understanding of the British values of democracy and the rule of law. Children from Reception to Year 6 participate in democratic elections for the position of Chairperson on School Council. School Council is run according to a charter, written by and signed up to January 2016 by the School Council members themselves. The School Council also writes the Code of Conduct for the school, which every child is expected to abide by.

The supporting documents (listed below and available on the Academy’s website) highlight areas where, through our curriculum, the Academy enables students to:

- develop self-esteem and self-confidence
- distinguish between right and wrong
- understand freedom of choice, especially in regards to religion, and knowing that this is protected in law
- learn tolerance of and respect for others from both their own and other cultures, faith and belief systems
- learn about and participate in democracy and democratic processes
- appreciate and the rule of law and how it benefits individual citizens and society



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

- identify and combat discrimination

Supporting Documents on web site:

- British Values – Year 1; British Values – Year 2; British Values – Year 3; British Values – Year 4; British Values – Year 5; British Values – Year 6; Discovery RE British Values Mapping Grid

#### **Prevent Duty**

The new free school would be expected to implement and enforce the current Newport policy known as 'Preventing Radicalisation'. All staff have a shared responsibility to monitor pupils for signs of radicalisation and across the MAT. This responsibility would fall to the Teaching and Learning Committee for strategy and to the Head of Inclusion and Safeguarding for day to day enforcement.

At Newport Community School Primary Academy we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare. We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

#### **Safeguarding and Pupil Welfare Policies**

All pupil welfare policies including child safeguarding, inclusion and access to services lie at the heart of Newport and at the centre of a future MAT. Newport currently invests a significant resource into the employment of a Deputy Head for Inclusion, who would be expected to move to the post of Head of Inclusion and Safeguarding. High outcomes for pupils and consistency across the MAT are the driving force behind this investment. This support allows leaders across the MAT to drive teaching and learning, breaking down barriers to learning. The MAT, from its early stages, would be able to support this post by redefining the post's job description and reducing this person's commitment to supporting other schools.

- "Pupils who are disadvantaged and those who have special educational needs make similarly rapid progress from their starting points and achieve well compared to other pupils nationally. This is because high quality teaching and support meet their needs very well". (N.C.S.P.A: Ofsted 2015)
- "Pupils who attend the communication and interaction resource base, where excellent support develops confidence in the pupils that they can achieve well, make rapid progress." (N.C.S.P.A: Ofsted 2015)

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

- “The most able pupils are challenged successfully and teachers provide numerous opportunities for them to discover things for themselves. The proportion of pupils reaching Level 5 has been above average for the last two years. The challenging curriculum followed by a number of high achieving pupils helps an increasing number to attain Level 6, especially in mathematics.”

(N.C.S.P.A: Ofsted 2015)

#### **Different faiths, backgrounds and communities**

Newport currently has a 7% EAL population with 80% of this figure coming from outside the catchment area reflecting an open and supportive ethos. Pupils in the new school would be supported by the Head of Inclusion with Teaching Assistant and Teacher support available for pupils with additional or language needs. Engagement with parents and families at Newport is also a key factor on impacting on inclusion of pupils with EAL.

The ethos, written curriculum (global learning) including the investigative approach to religious education encourages tolerance of faiths, different backgrounds and communities. This is critical in North Devon where children and their families are often isolated.

The MAT will have a clear collective worship policy with a right to withdraw and fulfil its requirement for a daily act of collective worship.

#### **How would we encourage children of different faiths and backgrounds to work together?**

The community of North Devon is largely white UK, which means that it is important that pupils are educated about the world beyond North Devon and that pupils and families with faith, no faith and ethnic backgrounds are supported. The Newport approach to it's curriculum allows for major world faiths to be taught with values such as tolerance at the heart of the school's ethos. The principles of global learning lie at the centre of our curriculum and promote understanding. The collective worship policy also recognises diversity of faith and background and the school makes every attempt to include families by targeting families for additional provision including encouraging children to be fully included in the work of the school e.g attending extra curricular clubs, residential visits etc. The Head of Inclusion would be responsible for overseeing this inclusion and monitoring Academy performance.

The full inclusive ethos would support the above work and an example of how this works in practice is found below:-

The school also supports a 15 year old cultural/pupil exchange with schools in Italy where all ages are exposed to a range of religions, faiths and backgrounds spending one week a year with children from the Susa valley. The new school would be expected

**D4 – the school will be welcoming to pupils of all faiths/world views and none**  
to play a part in this work, which promotes inter European relationships.

## 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

**Evidence of the need for a **primary mainstream**, non faith based, non hybrid provision including a nursery:-**

- Local authority (LA) provided data (see table below) illustrates a basic need for a school in west Barnstaple. The LA have identified the need and have two sites available to meet the needs of the area.
- Existing local schools are largely full

**Table 5:** PAN's and Intake for schools local to the free school site 2015/16

(Source:Robert Money Admissions Officer Devon County Council: Feb 2015)

School	NET Capacity	PAN (SCAP 2015)	Total NOR including Nursery From October 2015	Intake 05/10/15) YR
Pilton The Bluecoat C of E Junior	240	66	251	59
Ashleigh Church of England (VC) Primary	315	45	242	38
Bishops Tawton Primary School	166	21	138	20



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

Forches Cross Community Primary	205	30	174	19
Fremington Community Primary & Nursery	323	50	303	37
Goodleigh Church Of England Primary	70	10	99	14
Holywell Church Of England Primary	98	14	107	24
Landkey Primary School	210	30	190	30
<b>Newport Community School Primary</b>	<b>420</b>	<b>60</b>	<b>496</b>	<b>60</b>
Orchard Vale Community School	315	45	348	58
Our Lady's Catholic Primary School	210	30	188	29
Pilton Infants' School	177	60	169	53
Shirwell Community Primary School	56	8	51	8
Sticklepath Community School	420	60	361	59
Yeo Valley Primary School	330	50	274	29

- The numbers on roll at faith based schools show plenty of spare capacity for families wishing to make this choice. Ashleigh C. of E. Primary School has 73 places available to the community of Barnstaple – NOR October 2015: 242 Net capacity 315 (Source: Local Authority admissions – Robert Money)
- First choice parent applications for places in Reception classes show that most faith based schools are undersubscribed. Ashleigh C.E. Primary has 25 spare places available in 2016 (PAN: 45); Goodleigh has 5 spare places available in 2016 (PAN 10); Holywell C of E School: 3 spare places available (PAN:14) – see below. Total spare spaces for YR places in Sept 2016 - 33 places

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

**Table 6:** Parent preference for a Reception class place in 2013 to 2016

(Source: Robert Money – Admission Officer, Devon County Council: Parent preference for Reception places 2013-2016 near location of new Free School)

School	2016	2015	2014	2013
Ashleigh C of E Primary	1 <sup>st</sup> preference – 20 PAN 45	1 <sup>st</sup> preference – 38 PAN 45	1 <sup>st</sup> preference 23 PAN 45	1 <sup>st</sup> preference 37 PAN 45
Bishop Tawton Primary	1 <sup>st</sup> preference – 19 PAN 21	1 <sup>st</sup> preference – 19 PAN 21	1 <sup>st</sup> preference – 23 PAN 21	1 <sup>st</sup> preference – 10 PAN 21
Fremington Primary	1 <sup>st</sup> preference – 33 PAN 50	1 <sup>st</sup> preference – 33 PAN 50	1 <sup>st</sup> preference – 27 PAN 50	1 <sup>st</sup> preference – 37 PAN 50
Goodleigh C of E Primary	1 <sup>st</sup> preference – 5 PAN 10	1 <sup>st</sup> preference – 14 PAN 10	1 <sup>st</sup> preference – 9 PAN 10	1 <sup>st</sup> preference – 14 PAN 10
Holywell C.of E. Primary	1 <sup>st</sup> preference – 11 PAN 14	1 <sup>st</sup> preference – 23 PAN 14	1 <sup>st</sup> preference – 21 PAN 14	1 <sup>st</sup> preference – 11 PAN 14
Horwood and Newton Tracey Primary	1 <sup>st</sup> preference – 17 PAN 14	1 <sup>st</sup> preference – 14 PAN 14	1 <sup>st</sup> preference – 15 PAN 14	1 <sup>st</sup> preference – 16 PAN 14
<b>Newport Community School Primary Academy</b>	<b>1<sup>st</sup> preference – 82 PAN 60</b>	<b>1<sup>st</sup> preference – 69 PAN 60</b>	<b>1<sup>st</sup> preference – 67 PAN 60</b>	<b>1<sup>st</sup> preference – 74 PAN 60</b>
Our Lady's Catholic Primary	1 <sup>st</sup> preference – 36 PAN 30	1 <sup>st</sup> preference – 32 PAN 30	1 <sup>st</sup> preference – 33 PAN 30	1 <sup>st</sup> preference – 39 PAN 30
Sticklepath Primary	1 <sup>st</sup> preference – 56 PAN 60	1 <sup>st</sup> preference – 62 PAN 60	1 <sup>st</sup> preference – 49 PAN 50	1 <sup>st</sup> preference – 45 PAN 50

- First choice parent applications for mainstream non faith based provision is outstripping supply. Newport Community School Primary Academy (PAN:60) applications 82. Sticklepath Primary School (PAN:60) 56 applications rising from 45 requests 3 years ago. Indeed we understand that Sticklepath's PAN was

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

raised from 50 to 60 in 2015. [REDACTED]  
 [REDACTED]  
 [REDACTED]

- Parent requests for places at Newport have consistently been over PAN for many years and continue to rise. 82 applications for 60 places is significantly higher than any school in Barnstaple. It is clear from parents viewing Newport prior to application to reception classes that families from the west Barnstaple area do not perceive any chance of getting into the school and do not apply.
- Waiting lists at Newport in all year groups reflect the desire for parents to obtain a place at the school.
- With approximately 2200+ houses to be erected and a local authority calculation of an additional 574 pupils in the area there is a clear case for additional provision. (as below)

Source Simon Niles:LA Planning Devon County Council)

**FREMINGTON DEVELOPMENT**

**Draft Local Plan: 426 dwellings ( 106 primary / 64 secondary pupils)**

**Major sites Approved:**

<b>App</b>	<b>Development</b>	<b>No of dwgs / primary pupil</b>	<b>Developer</b>	<b>Status</b>
53147	Fremington Army Camp	277 / 69	Fremington Developments LLP	Commenced
58335	Land @ Allenstyle**	70 / 18		S106 signed July'15
50265	Land South of Yelland Rd	37 / 9		S106 instructed Nov'15
57663	Land adj to West Yelland	135 / 34		Approved at Appeal Oct'15
	<b>Totals</b>	519 dwellings / 130 pupils		

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

**WEST BARNSTAPLE DEVELOPMENT (approx. 1777 dwellings)**

**Major sites approved:**

<b>App</b>	<b>Development</b>	<b>No of dwgs / primary pupils</b>	<b>Developer</b>	<b>Status</b>
54762 O	Larkbear	820 / 205	Persimmons	S106 instructed
53881 RM 60291	Tews Lane	350 / 88	Split site Linden & Cavanna Homes	Linden has submitted RM app for 264 / Cavanna pre-app for 86
55809 RM 60406	Anchorwood Bank	350 / 88		RM app submitted for 166 dwgs Dec'15
55479	Glenwood Farm	92 / 23	Redrow	On site. Being marketed as Glenwood Park
56492	Mead Park Bickington	55 / 14		Approved @ Appeal. Revised app submitted Dec'15 for 61 dwgs
57304	St Johns Garden Centre	43 / 11		UU in place
56232	Brynhyfyd Old Torrington Road	47 / 12	Chichester Homes	On site. Being marketed as Sandringham Gdns
49652	Woodville Sticklepath	20 / 5		On site & properties occupied
	<b>Totals</b>	1,777 dwgs / 444 pupils		



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

- The Governors have considered an all through school and hybrid school but have been confirmed that these provisions are not suitable. The local authority are currently working with secondary schools and special schools to look at extending provision using existing providers.
- **Nursery provision** - The basic need for places for children due to house building will clearly extend to 3- 4year old provision. Of the additional 524 projected places and with the 30 hour offer from 2017, it is expected that demand will be high for such provision. On contacting the Local Authority the data for the area is largely irrelevant as the community has not been built. Currently local provision is meeting need. The local authority have been consulted and have supported the Newport bid. **[see letter 3: Early Years and Child Care Sufficiency Lead]**

The nursery at Newport is oversubscribed. Having just raised the number of places from 26fte to 39fte places in September 2015 we are full with a waiting list of 12 pupils.

Any new school opening without a nursery provision in the Barnstaple area will put the school at a serious disadvantage, as nearly all schools in Barnstaple have a school run nursery. It is critical to the development of pupils that a high quality nursery is developed.

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

In preparing for this bid Newport has undertaken the following activities:-

- Held four public meetings on 11<sup>th</sup> and 12<sup>th</sup> February in Newport and the Community Hall in West Barnstaple, known as Roundswell. These meetings were advertised in the local press, with substantial local press interest including front page articles. **51** people attended the meetings. A presentation with an opportunity to ask questions took place for over an hour. **[see appendix 7: Presentation to the public]**
- Letters of consultation were sent out to the local MP, District Council, Town Council, Staff Unions, Local Authority, local Churches, local community groups, local Pre-school groups, local Schools including secondary, Newport parents, local residents groups, Babcock Education and Newport staff. **[see appendix 8: Fact Sheet and appendix 9 Example letter of consultation]**
- A special email address [consultation@newportprimary.devon.sch.uk](mailto:consultation@newportprimary.devon.sch.uk) and web page ( <http://www.newportprimary.devon.sch.uk/free-school/>) were opened for the public to send their views to. **[see appendix 10: Examples of consultation response forms]**
- [REDACTED]
- Being sensitive to local schools, we chose not to leaflet the local area providing a chance to comment through the other activities listed, remembering that the community has not been built.
- The Head Teacher of Newport contacted all schools by telephone in West Barnstaple to discuss the proposal (8 in total) with only one school against the application.
- **Staff Consultation** – Newport Staff were consulted in writing and attending 2 formal meetings with supporting paperwork with **52** in favour of this proposal and **0** against out of a possible 71 possible replies.
- [REDACTED]

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

- [REDACTED]
- The consultation processes were significantly in favour of the proposal with little concern expressed. The main outcomes were that:-
  - a) the public saw Newport as a quality education provider and welcomed the opportunity for their child or children to attend an outstanding school.
  - b) [REDACTED]  
[REDACTED]  
[REDACTED]
  - c) members of the public wanted the new school to have community facilities available after school hours to support a newly formed community
  - d) one of the allocated sites attracted public concern over traffic management and it would be important to manage this in both supporting the design of the school in liaison with the Local Authority and in working with members of the local community in the pre-opening stage.

## 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.











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

As an **existing academy with a strong track record** our capacity to manage the preopening phase comes from a team of people who already have firmly established positive working relationships. A committed team who possess a high degree of competency, skills and experience from a range of backgrounds as demonstrated in table F1a and their supporting CV's.

The pre-opening team consists of:-

- Existing Head Teacher of Newport (Principal Designate)
- Existing Members of Senior Leadership Team and key school staff at NCSPA.
- Members of the existing SAT who have made a firm commitment to the transition to forming a MAT.
- Trustees who have relevant skills and experience to hold key positions on the Board of Directors, such as the Chair of Directors, Chair of Resources Committee & Chair of Teaching & Learning Committee and are trustees of the existing SAT.

The preopening team recognise that the process of opening a free school and making the transition from SAT to MAT is complex and requires a thoroughly planned approach. We seek to ensure a successful transition through specific focus on the following:-

### **Time Management:**

As an existing SAT with a strong track record there is a wealth of **in-house experience** and skills to draw upon within the pre-opening team. To ensure sufficient time can be given to the project during the pre-opening phase without detrimental impact to the pupils already attending N.C.S.P.A., the school will use the **project development grant**. This will enable new staff to be employed or existing staff paid responsibility awards to back-fill. This will give **time capacity** for key staff to focus on the preopening phase for the free school.

The non-staff members of the preopening team have already demonstrated through their existing involvement as Members & Trustees of the SAT, their capacity to meet and work within committee structures and working parties. They have pledged their support and made a time commitment to this project.

The leadership team will reduce their commitment to external school improvement in favour of supporting the free school's development. Currently this external work takes 2 days a week for Head Teacher, 1 day a week for Deputy Head and one day a fortnight for Assistant Heads.

### **Working Party:**

The preopening phase would be managed through a working party structure, working

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

to an overarching plan in liaison with the DfE (and the LA if required.) The plan will be broken down into tasks and areas of responsibility allocated according to the skill set of the individuals. Regular meetings, that are minuted, would ensure that lines of communication and direction are clear. Regular feedback, monitoring of progress and a review of the tasks that need to be undertaken will ensure that the work is focussed and the best use of available resources is made. Accountability of the project is clear through the minutes of the working party and a scheme of delegation agreed with initially the Newport Governing Body and at the relevant time the new Trust and Board of Directors for the MAT.

### **Change Management: Engaging the support of staff and community**

We recognise that it is vitally important to have the support of staff and as much of the wider community as possible. There is a wealth of experience within the preopening team of leading and managing change, within both the existing staff element of the pre-opening team & members and trustees.

The transition process in terms of forming a MAT and working with other settings has been in progress for the past year with briefings, information sharing and consultation meetings with staff. It has also been an agenda item at Governing Body Meetings & the Members meeting. The vision & ethos for change has been well debated and considered and has the full backing of the Members, Trustees and staff at NCSPA. **All staff voted in favour of this application.**

The communities of N.C.S.P.A. & West Barnstaple have also been consulted through information giving and a series of public meetings. As have other local schools and child care providers.

To ensure all stakeholders are kept informed of progress and have the ability to engage with the project the preopening team will ensure that there are clear lines of communication and continued opportunities for staff and members of both communities to meet with the preopening team as the project develops.

Time will be given to working openly with local schools and early years providers to ensure that they are treated with respect at what could be a difficult time for them. An open approach and regular communication will give the best possible chance of successful inter-school working relationships going forward. The new MAT will communicate with local Teaching Schools, the Local Learning Community and schools to ensure they have a full understanding of progress with the free school.

### **Developing the Site:**

There are four members of the preopening team, including the premises manager who have proven experience of facilities management, and managing a number of building

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

projects, achieving 100% in all areas in the latest external premises & Health & Safety audit. The most recent building project being a 7 classroom extension of £1.4 million, with ancillary space, alterations to the school grounds & substantial remedial works to the drainage system belonging to South West Water which added complexity to the project. Working with architects and quantity surveyors to design and plan a school building and site from concept to completion; the project was completed on time, within a budget of 1.1 million whilst also managing the continuous education and welfare of the 500 pupils attending the school.

The site for the free school has yet to be confirmed, but strong indications are that it will be a new build on a previously undeveloped site. The team will work in liaison with the DfE & LA during the procurement of the site. In terms of development of the site itself the preopening team would welcome as much input into the development of the site as possible in order to achieve an innate understanding of the school site & buildings. This will enable effective and efficient on-going site management with a sensitivity to any issues which may have arisen during the planning & build processes so they can be effectively managed to ensure positive relationships with the community are maintained.

### **Finance:**

The Principal Designate has 5 years Accounting Officer experience in his current role. The Finance Manager has 18 years experience managing school budgets, including 4 years managing academy finances and has recognised accountancy qualification and the ADSBM qualification awarded by the NTCL. This is backed up by Trustees with strong financial expertise. The existing SAT has a strong track record of financial processes and internal control procedures, with all 8 areas tested by an external auditor graded as '**high standard**' .

The preopening team will develop policies and procedures across the MAT to ensure a continuation of this high standard into the new organisation. The preopening team has the experience and breadth of personnel to ensure separation of duties and robust tendering processes to ensure that there are fair and open procurement processes that achieve value for money.

Declarations of Pecuniary Interests are held for all members of the preopening team to avoid of conflicts of interest. There are no declared interests of a financial nature.

The **project development grant** will be used to upgrade the finance system to a MAT platform and purchase accountancy advice if it is required.

### **Marketing:**

The preopening team consists of two people who have specific skills and experience of working within marketing and who, through the working party can support the marketing



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

campaign and pupil recruitment strategy. There is already a page on our existing website for the free school and as we enter the preopening phase the strategy and marketing plan will be reviewed and developed in line with the progress towards the opening date. Using the **project development grant** a member of support staff can be appointed to work in support of the marketing team and manage the resulting enquiries. We hope to use a dedicated web site, open days, leaflets, an online prospectus and local media to establish the free school.

### **Recruitment of Staff:**

The established SLT team at NCSPA have proven skills that are currently being utilised beyond their own setting in providing training and building capacity in others. These skills will be utilised during pre & post opening to build a strong team of teachers and support staff for the new school. The ITT provision within the MAT will further extend the capacity to bring high quality teachers into both schools.

### **Risk Management, Safeguarding & Health & Safety: Readiness to open**

There is a breadth of experience on the SLT preopening team in these areas, to ensure that the new school is legally compliant, has staff in post on opening day with the relevant training & qualifications in key areas (Child Protection L3, SENCO), and a complete Central Register and risk register. Trustees on the preopening team have skills and experience in risk management and facilities management to support and input into the risk management process. Policies such as safeguarding and Prevent will, of course, be in place as part of recruitment and well before the school opens. These risks will be managed as part of the risk register.

### **Skills gaps**

**As an existing academy with a strong track record** there is a wide range of embedded skills and experiences to draw upon amongst the existing SLT, Members and Trustees who make up the preopening team and presently there are **no skills gaps** to fill within this team.

The Local Governing Bodies do have provision for a Community Governor who are appointed by the Trust. Whilst this is likely to happen in the term post opening there would be a desire to appoint an individual with the appropriate people management and communication skills to liaise across the demographic of their community and this has been shown in F1b.

In the event of a vacancy arising which creates a skills gap on the Board of Directors it is important to adopt a policy for Recruitment of Trust Appointed Directors and Governors which details the desired person specification and the protocol for recruiting and selecting directors of the required calibre. This will form part of the work of the



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

preopening team. The necessary safeguarding checks will be carried out.

### **External Advice**

Whilst there are no skills gaps in the preopening team, the team plan to use the **project development grant** to seek external advice in the following areas:-

**HR** - during the process of TUPE from SAT to MAT.

**Solicitors** – on matters relating to the Articles of Association

**Accountants** – if required on Financial Accounting requirements for a MAT

**Digital Primary Free School** – advice from a free school who have been through the process.

The support from the **New Schools Network** has been highly valued during the application process. During the preopening phase, the preopening team will continually review and monitor its own work in liaison with the DfE and is open to seeking the advice and support of others during the process.

## 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>
Community liaison	Local Governing Body	The post is likely to be filled in the term after opening following the MAT's policy for recruiting Trust Appointed Directors and Governors.

[Add more lines as appropriate]

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

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

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

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

#### **Rationale for Governance in a two school MAT [Appendix 6 – Governance of MAT]**

The Governance of N.C.S.P.A was rated as outstanding by Ofsted in both 2008 and 2015. In 2015 the Ofsted team concluded that,

*“Governors have an excellent understanding of the performance of the school. They have a good knowledge of the use and analysis of data and are very well informed about the quality of teaching and how this is linked to pupil achievement. Consequently, they have a clear understanding of the school’s performance and are able to challenge leaders on a frequent and regular basis. Governors are fully involved in strategic and financial planning and their decisions demonstrate expertise.”*

Governing a MAT means that how we have worked in the past has to be challenged and new ways of working jointly created and understood, learning from existing MAT’s. We have been in discussion with the new Digital Free School, South Devon to take advice and the New Schools Network.

A MAT requires a higher calibre of Director to offer specialist advice and challenge the MAT’s leadership team and for Directors to be strategic in terms of both the individual academy and the MAT. Governors need to be able to dig deep, ask probing questions and have the confidence to challenge. Essential skills include an ability to analyse data and measure school improvement, and to be able to work as part of a team, accepting shared responsibility and accountability. It is important for governors to be advocates of the academy model and to buy into the values, ethos and philosophy of both the school and the trust.

#### **Why the proposed model of Governance ?**

As the proposal is centred on the formation of a two school MAT with one school being a new free school, there is a strong desire to keep governance simple and effective. This approach would allow the MAT to focus on:-

- Striving for the MAT vision
- Raising the aspiration of young people in the Barnstaple area

## **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**

- A relentless quest for high quality teaching and pupil outcomes across the MAT
- Ensure a high quality consistent approach to teaching and learning and child safeguarding where school location does not compromise pupil outcomes

Keeping decision making to 9 people to ensure that everyone's voice is heard and passengers are not carried is central. Trust appointed Directors will form the majority of appointments on the Board. Each Director will be expected to know each school, including Parent Governors to ensure decision making is fully informed and objective. Most Directors will bring a specific expertise from their own careers to the group, giving them ability to challenge MAT leaders.

At this early stage of the MAT's development, it is important that the focus for MAT governance is based on 'one school on two sites' whilst also reflecting differences between the two communities and the different stages of development as an academy. Two local governing bodies (LGB's) made up of 7 members including Directors one of whom will chair, parents and staff as well as a community Governor will have a detailed terms of reference. The LGB's will chiefly monitor the progress of aspects of the MAT's annual improvement plan, which specifically relate to the individual Academy. This will ensure that the Board of Directors maintains its strategic outlook, whilst holding to account the individual LGB. The LGB will specifically monitor the implementation of this plan and report to the Board on progress.

### **The Future**

As the MAT develops beyond this proposed point, then Governance will need to alter accordingly, either because the new free school is performing highly and/or the MAT decides to expand the number of schools involved. Governance should remain flexible and adjust to the MAT's vision and circumstances.

### **How Governance will work in the MAT**

#### **The Trust**

The Trust would be made up of 5 members. The Chair of Directors will sit on the Trust to ensure the clear communication to and from the Trust and the ability for other Trust Members to hold the Chair to account. The Company Secretary will attend.

#### **Overall purpose of the Trust**

Members have an overarching responsibility for the viability and performance of the Academy Trust through the appointment of trustees and approval of the annual report. They have the power to amend the Articles of Association that govern the way the Trust is constituted and managed.

#### **Main Duties and Responsibilities of the Trust**



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

1. To appoint trustees to the Trust Board bearing in mind the Articles of Association and the need for a balanced skill set to manage the Trust effectively. The Trust will appoint 5 Directors to the Board of Directors, with specific skill bases (see Governance organogram) unless otherwise represented on the Board of Directors following a skills gap analysis. This will ensure an appropriate level of expertise to which to hold the Executive Head Teacher and others to account.
2. To remove any Director who is not considered to be acting in the best interests of the Trust.
3. From time to time to review the Articles of Association and to make changes where deemed necessary after taking advice from the Board of Directors
4. To appoint other Members as necessary in line with the provisions of the Articles of Association
5. If deemed appropriate Members have the authority to change the name of the company
6. To approve the annual report and accounts prior to submission to Companies House
7. Members have the power to wind up the company and pledge the sum of £10 towards any debts in the event that the Trust is wound up

### **The Board of Directors**

The Board will be made up of 9 Directors who will be an 'expert' group of people who can challenge on all matters related to the MAT. The make up of the proposed Board reflects the need for greater expertise particularly in education/child safeguarding, finance and premises/health and safety and communication including marketing with Governors selected by the Trust on the basis of their skills in this area. Elected parents and staff will bring the voices of each school community, ensuring they put across their perspective, challenging any preconceived ideas which do not reflect reality.

The Governors will bi-annually seek external advice and support to challenge their own work, in particular the success in carrying out the duties below. In the south-west there are providers who undertake such work such as Babcock. An audit of performance will be mandatory.

### **Main duties and responsibilities of the Board of Directors**

- To set the strategic direction of the MAT.
- To be accountable for the quality of educational provision.
- To challenge and monitor the performance of the Executive Head Teacher, the Leadership Team, the educational performance of each school and the management of the Academy Trust's finances and property.
- Ensure that the Academy Trust complies with charity and company law.



## **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**

- Operate the academy in accordance with the Funding Agreement that has been signed with the secretary of state.
- To review the expertise of Governance and to review its own performance in light of external support.

### **The Committee Structure**

**Purpose:** The Committee structure will allow the Board of Directors to carry out the above duties and allow time for purposeful debate, recommendations and decisions through a delegated scheme of responsibilities known as terms of reference.

There is one committee across both schools to drive quality and consistency in pupil outcomes, as well as supporting efficient use of resources.

### **Resources Committee**

This Committee will focus primarily on the performance of the MAT: finance, personnel, audit, premises, health and safety, premises, risk management, relevant sections of the MAT evaluation form, the performance of DPSCITT and wrap around care of pupils. The committee will comprise of the Executive Head, 'expert' Directors, other directors with support and advice non-voting observers - for example, the MAT Business Manager, external auditors. This committee will be held to account by the Board of Directors. There will be a scheme of delegation outlining specific limits to decision making.

### **Teaching and Learning Committee**

This Committee will focus primarily on the performance of the MAT: curriculum, child safeguarding, inclusion, quality of teaching, pupil achievement, pupil behaviour, relevant sections of the MAT evaluation form, pupil attendance, admissions and the nursery provision. The committee will comprise of the Executive Head, 'expert' Directors, other directors with support and advice from non-voting observers - for example, Heads of School, Head of Safeguarding and Inclusion. This committee will be held to account by the Board of Governors. There will be a scheme of delegation outlining specific limits to decision making.

### **Local Governing Bodies**

These two committees would be attended by the Executive Head Teacher, Directors (one of whom chairs) elected parents, staff, a community representative and observers such as the Heads of School. The prime purpose of this body is to hold to account both the Executive Head Teacher and Head of School for the performance of each school and in particular progress to the set detailed targets for each school, as outlined in the individual Academy Improvement plans. These bodies would in the early stages of the MAT reflect the differences between the two schools, with a review of governance structures after time to examine the appropriateness of separate LGB's.

### **First and Appeals Committee**

**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**

These two committees would hear staff discipline, pupil discipline, grievances etc. and made up of Directors.

**The Role of the Executive Head Teacher**

**Job Purpose including Main Duties and Responsibilities:**

**To provide strategic leadership and hold overall accountability for direction, standards achieved and quality in order to:**

- with Directors (individual and collective), provide the leadership and management which enables the MAT to give every pupil high quality education and which promotes the highest possible standards of achievement and well being
- Secure the long-term success of the schools within the MAT by maximising potential through the skills and resources held within the schools
- Build system-wide leadership capacity at all levels through actively developing strategic governance, staffing structures and roles and responsibilities

**Key Accountabilities:**

**1. Creating the Future of the Federation**

- a. working with Directors to create the strategic vision for the MAT
- b. motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals
- c. translate the vision into agreed objectives and operational plans
- d. use the MAT structure to maximise and deploy both resources and expertise to raise achievement across the MAT

**2. Leading Teaching and Learning/outcomes and standards**

**Working through Other Leaders to:**

- a. ensure a continuous and consistent MAT - wide focus on pupils' achievement, using data and benchmarks to monitor progress
- b. establish creative, responsive and effective approaches to learning and teaching
- c. set high expectations and set aspirational targets for the each school community
- d. monitor, evaluate and review school practice and promote improvement strategies
- e. tackle under-performance at all levels

**3. Developing Self and Working with Others**

- a. ensure the development of, and maintaining effective strategies and procedures for, staff induction, professional development and performance review
- b. promote and maintain a culture of high expectations for self and others
- c. ensure effective planning, allocation, support and evaluation of work of teams and individuals

**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**

- d. regularly review own practice, set personal targets and take responsibility for own development
- e. play a role(s) within the school system to ensure the MAT is informed about national policy and national best practice.

**4. Managing the Organisation**

- a. ensuring the ongoing development of an organisational structure which reflects the MAT's values and enables effective and efficient operations
- b. ensure evidence-based improvement plans and policies promote continuous school improvement
- c. effectively strategically manage the MAT's human, financial and physical resources
- d. recruit, retain and deploy staff appropriately

**5. Securing Accountability**

- a. develop a MAT ethos which enables everyone to work collaboratively
- b. ensure individual staff accountabilities are clearly defined, understood, agreed and recorded
- c. work with the Board of Directors to enable it to meet its statutory responsibilities
- d. ensure every individual child has access to high quality teaching and learning

**6. Strengthening Community**

- a. create and promote positive strategies for challenging racial and other prejudice
- b. ensure a range of community-based learning experiences
- c. collaborate with other agencies to ensure pupil and community needs are met
- d. use the MAT to promote community cohesion and the MAT Framework to promote extended services and work with other partners.

**Conflicts of interest**

**Conflicts of interest need to be managed effectively through:-**

- A clear MAT policy on pecuniary and other interests.
- Declarations of interest – standing item on each committee and Board/Trust agenda with monitoring by the Clerk/Company Secretary during the meeting.
- Signed Director /Trust Member declaration of interests undertaken periodically and updated as and when a change arises.
- A culture of challenge at all levels of governance where Directors feel comfortable in raising any concerns about a conflict of interests.
- A clear whistleblowing policy for all employees and Directors/Board Members.



## **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**

- Role of Audit in picking up conflicts of interest.

### **Known Conflicts of Interest**

The only known conflicts of interest based on this submission are current Governors / Trust Members who are Governors at other local schools. These conflicts have been declared through Newport's policy and declared at the start of all such relevant meetings. The Clerk monitors the meetings for any such conflict and will challenge any concerns. There are no known financial transactions which create a conflict of interest.

### **Recruitment and training of 'expert' Governors**

From the skills audit and the skill set of the preopening team there are no significant skills gap. (see audit.) The most significant area for support is in leading and governing a MAT. School leaders have already attended training in this area and it will be necessary to further examine Governance prior to the opening of the new free school in order to take account of the experiences of others thorough external advice and CPD. The preopening team have worked with New Schools Network and taken advice from the Digital Free School near Exeter.

In future if the Trust lost an 'expert' Director, then the Trust would consider advertising for such a role. The Trust would, in any case, adopt a selection process to support the recruitment of the right person with the relevant skills set. The Trust would expect a newly appointed Director to attend relevant CPD to become a more effective Director and fill their own skills gap. The Trust can use a variety of local and national providers of training, as well as approaching the NLG's within the Devon Teaching School Partnership.

### **How the Trust would deal with a serious concern?**

By constructing the Governance structure in the manner described above and in the organogram, the Trust, in the early stages, is expecting to lead 'one school on two sites.' A significant part of the leadership team and the Board of Directors are working across both schools to ensure a common clear vision, provide quality assurance and challenge where issues may arise. In working in this way it is hoped to keep to a minimum the incidence of serious concerns.

If a serious concern of any nature is observed by SLT, Directors, staff, children or parents, then it will be fully investigated through the relevant policy depending on the nature of the concern. In most cases the Executive Head Teacher will lead this process using MAT policies.

### **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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[Add text here. Table expands]
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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>
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[Add text here. Table expands]
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#### **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>
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[Add text here. Table expands]
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## Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### G1 – budget planning and affordability

We are an **open state funded school with a strong track record opening the same type of school with a similar age range**. Whilst there is no requirement to complete the financial template in this particular situation, we felt it was prudent to test our assumptions on how the free school could be managed during the years of transition to a position of full capacity with salary rates that are competitive to attract the right calibre of people into the roles.

High quality provision comes from high quality personnel in place to deliver it. It is therefore important, to support our vision, that key leaders are involved in the new setting from the outset to work with children & the community to engage parents with their children's learning at an early stage, building confidence in both the free school and the newly formed MAT. High quality existing key personnel will provide quality assurance over both settings and support & develop new leaders into the free school. This can be achieved with a reliance on the leadership grant during the first 3 years of opening and a reduction in the commitment of leaders to external school improvement work.

**Sensitivity Analysis** - The sensitivity analysis figures show high levels of expenditure on staffing in relation to income, particularly during the first 3 years where there is particular reliance on the POG, this reduces over time.

The percentage of total income allocated to payroll reduces by between 1.9% - 1.4% across the years if all income & expenditure relating to the Nursery is removed.

The template has been completed with leadership & support staff salaries at mid-point and a range of experience within the teaching team so as not to create an over-reliance on the use of newly qualified teachers in order to set a balance budget and ensures there is sufficient capacity within the teaching team to support and develop NQT's whilst maintaining high quality outcomes.

NCSPA has many years of experience in managing budgets at this level of sensitivity and works hard to ensure that staffing needs are carefully monitored and reviewed at a

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

point where there is a natural change of staffing to ensure that sustainable decisions are made. In NCSPA's history, all reductions of staffing have been successfully managed without the need for redundancy payments to be made.

**Contingency** – It is NCSPA's existing policy to set a budget with a 1.4% - 1.5% in-year contingency to manage unforeseen circumstances e.g maternity costs or in-year admission of high needs children. Past experience has shown that this has been more than sufficient to manage these costs and in each year funds have been released into the carry forward to support planned expenditure in the following years budget.

The free school budget includes a contingency of between 1.12% - 1.58% each year, except in the first year of opening where the contingency is .83%. However salary mid-points have been used in the template for the purposes of building a picture across the years. In the early years of opening it would be likely that a higher percentage of support & leadership staff would be on a lower scale point, therefore increasing the funds available for contingency and other expenditure.

**Financial Resilience** – Budget management is an integral part of the schools leadership and management structures and early intervention and management where particular pressures are identified is key to achieving a balanced budget whilst ensuring high quality outcomes. During all stages of the transition from opening to steady state capacity (and beyond) expenditure will be under regular review in line with projected NOR and any local or national factors that impact upon income/expenditure levels. For example in the event of fewer pupils being recruited, a review of the class structures would be undertaken, together with the amount of time allocated to leadership within the setting or the Head of school may start on MPS/UPS + TLR instead of proposed leadership pay scale until the role become more substantive in terms of NOR and /or may spend more time with a class commitment.

Assumptions have been made on the numbers of children eligible for pupil premium/FSM funding based on the socio economic indicators at NCSPA, analysis on the type of housing planned in the new area and the existing percentage of FSM in a school near the existing area. It is recognised that the actual pupils on role may not be reflective of the figures used to prepare the budget and the impact of the adjustment of pupil premium funding & deprivation factors will be taken into account at an early stage.

**Professional/Central services** – The professional services section of the template includes expenditure relating to bought in services to support learning outcomes such as behaviour support & educational psychology, EAL as well as subscription to mandatory LA data service. This accounts for between 0.6% - 0.8% of the red-rated figures in relation to the percentage of income allocated to professional services and the levels of subscription would be reviewed in light of the needs of the pupils on roll.

The percentage of professional/central services spending relating to audit, legal and other governance costs are within tolerances, 0.9% reducing to 0.6% from 2020 onwards, being red-rated at 1.3% in 2018 % 1% in 2019. This is a reflection of the



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

charging mechanism for these services which tend to be based on a lump sum only, or lump sum + per pupil charge. The services become more economic as NOR increase.

**Repair & Replacement:** Whilst accounting for depreciation take places existingly, depreciation has not been shown separately in the budget template. For simplification an assumption has been made that assets such as ICT or mini buses would be leased and there is provision within the revenue budget for this, with amounts also available within the premises lines for repairs and replacement.

**Nursery Provision:** NCSPA has a 10 year history of providing on-site nursery education. It is proven in terms of popularity of the educational offer and financial sustainability. The income figures for the nursery, used in the template, reflect a prudent budget with only 55% occupancy during the autumn term (where intake is impacted by allocation of places to pupils who are unable to start until January) and a 90% occupancy during the spring & summer term (we expect actual occupancy rates to be higher) and includes the LA lump sum & deprivation funding relating to nursery provision.

The expenditure has been calculated based on the nursery at full capacity, with a full time teacher who is paid on the leadership scale. This recognises that in a 39fte nursery provision, in the region of 70 children & families are likely to access it across the course of a week. In the event that occupancy is lower than budgeted, staffing levels would be reduced in line with recommended ratios to ensure that the provision is not being supported by GAG funding.

Many parents at NCSPA access nursery provision in excess of their entitlement to funded places and we expect this to be replicated in the free school. The funding generated by nursery pupils allows for the employment of administrative staff to manage the admission process into the nursery and invoicing and collection of payments for additional sessions using the MIS & financial software of the academy.

There are robust procedures for admissions & financial management in relation to the nursery provision that the Local Authority have recognised as good practice within the existing NCSPA setting and have been used as exemplar models. This would be replicated within the free school to ensure that we have picture of the whole child and their attendance at any other settings where they may be also be accessing their some of their funding entitlement. Where parents are charged for sessions taken over and above their funded entitlement we have adopted a charging policy which states that the rate charged will be equal to the hourly rate at which a child who is attending within their funded entitlements attracts. This ensures there is transparency in the arrangements with no incentive for a bias towards either category of attendance.

**[Appendices 1, 3, 4 & 5 – demonstrate the proposed staffing structures and timelines upon which the budget is based.]**

## 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.











































5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <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 per student for level 3 qualifications</li> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	<table border="1"> <thead> <tr> <th>Level 4+</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>79%</td> <td>66%</td> <td>66%</td> <td>84%</td> <td>91%</td> <td>92%</td> <td>95%</td> <td>97%</td> </tr> <tr> <td>GAPS</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>82%</td> <td>90%</td> <td>97%</td> </tr> <tr> <td>Reading</td> <td>94%</td> <td>94%</td> <td>90%</td> <td>88%</td> <td>95%</td> <td>92%</td> <td>95%</td> <td>100%</td> </tr> <tr> <td>English</td> <td></td> <td></td> <td></td> <td>88%</td> <td>92%</td> <td>97%</td> <td>95%</td> <td>97%</td> </tr> <tr> <td>Maths</td> <td>97%</td> <td>92%</td> <td>87%</td> <td>90%</td> <td>88%</td> <td>90%</td> <td>92%</td> <td>94%</td> </tr> <tr> <td>Level 5+</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>7%</td> <td>28%</td> <td>20%</td> <td>47%</td> <td>51%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>GAPS</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>59%</td> <td>83%</td> <td>88%</td> </tr> <tr> <td>Reading</td> <td>58%</td> <td>56%</td> <td>57%</td> <td>64%</td> <td>72%</td> <td>56%</td> <td>73%</td> <td>80%</td> </tr> <tr> <td>English</td> <td></td> <td></td> <td></td> <td>43%</td> <td>58%</td> <td>61%</td> <td>69%</td> <td>73%</td> </tr> <tr> <td>Maths</td> <td>38%</td> <td>62%</td> <td>50%</td> <td>53%</td> <td>52%</td> <td>60%</td> <td>70%</td> <td>73%</td> </tr> <tr> <td>Level 6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>3%</td> <td>0%</td> <td>6%</td> </tr> <tr> <td>GAPS</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>7%</td> <td>10%</td> <td>13%</td> </tr> <tr> <td>Reading</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>8%</td> <td>0%</td> <td>1%</td> </tr> <tr> <td>Maths</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>6%</td> <td>12%</td> <td>14%</td> <td>7%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">RAISEonline</th> </tr> <tr> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>100.1</td> <td>100.6</td> <td>100.9</td> <td>100.7</td> <td>101.1</td> </tr> </tbody> </table>	Level 4+	2008	2009	2010	2011	2012	2013	2014	2015	Writing	79%	66%	66%	84%	91%	92%	95%	97%	GAPS	n/a	n/a	n/a	n/a	n/a	82%	90%	97%	Reading	94%	94%	90%	88%	95%	92%	95%	100%	English				88%	92%	97%	95%	97%	Maths	97%	92%	87%	90%	88%	90%	92%	94%	Level 5+									Writing	17%	7%	28%	20%	47%	51%	65%	70%	GAPS	n/a	n/a	n/a	n/a	n/a	59%	83%	88%	Reading	58%	56%	57%	64%	72%	56%	73%	80%	English				43%	58%	61%	69%	73%	Maths	38%	62%	50%	53%	52%	60%	70%	73%	Level 6									Writing	-	-	-	-	-	3%	0%	6%	GAPS	n/a	n/a	n/a	n/a	n/a	7%	10%	13%	Reading	-	-	-	-	-	8%	0%	1%	Maths	-	-	-	-	6%	12%	14%	7%	RAISEonline					2011	2012	2013	2014	2015	100.1	100.6	100.9	100.7	101.1
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6	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> <li>Within Assistant Head role, working alongside and supporting teachers and classes to ensure high quality of teaching and learning.</li> <li>Supporting and developing teachers through appraisal, lesson observations and professional dialogue, coaching, school based tutor for trainees and NQT mentoring.</li> <li>Assessment coordinator – establishing assessment systems to match the schools needs, supporting moderation; providing training for assessment within the new curriculum for KS1/KS2 and requirements for SATs 2016 at KS1 and KS2; updating assessment systems to reflect new government guidelines; data analysis across KS1/KS2 to support identifying key areas for development and sustain high expectations; data analysis reporting to governors; updating parents and governors on assessment systems and criteria; whole school reporting to parents and</li> </ul>																																																																																																																																																																								

		<p>home learning developed.</p> <ul style="list-style-type: none"> <li>• Establishing residential educational visits (Y3- Y6) to broaden learning opportunities for all children.</li> <li>• Working with secondary schools to provide a supportive transition into year seven</li> </ul> <p>I feel that these are areas that have been established and continue to be developed through my leadership and would be relevant within the new school setting.</p>
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>During Assistant Head's role for both KS1 and KS2, the high standards have been maintained and further developed (see above data) through:</p> <ul style="list-style-type: none"> <li>• supporting and coaching teachers to develop outstanding teaching across the key stages; modelling high levels of expectation and challenge within in teaching</li> <li>• providing clear direction for teaching and assessment for learning ensuring a consistency across the year groups.</li> <li>• monitoring pupil progress and supporting/ challenging teaching and pupils</li> </ul>
8	<p>Reference names(s) and contact details</p>	







































Department  
for Education

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