



Department  
for Education

# Free school application form

Mainstream, studio, and 16 to 19  
schools

**Published: July 2016**

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

**ACE Sky Academy and Eden Project Nursery**

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## The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) 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 on page 8 of this 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 *how to apply to set up a free school guidance document* and the *criteria for assessment*, 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. The form is available [here](#).

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. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

## **Data protection**

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

## Application checklist

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

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

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

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

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



## Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

**Signed:**

**Position:** [REDACTED] / [REDACTED] (please delete as appropriate)

**Print name:**

**Date:**

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

# 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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**

#### **Rational for ACE Sky Academy and Eden Project Nursery**

We propose to open a 420 place primary school with a 60 place nursery on the outskirts of [REDACTED] within the former china clay workings of [REDACTED]. The land is owned, and to be developed, by [REDACTED] who plan to transform this area into a vibrant new eco-community. The plan to build 1,500 homes on this site is currently being considered for outline planning permission and it is anticipated that the first phase of the build will commence in Spring 2017. As a result of feedback from the consultation process, [REDACTED] have pledged to build the school alongside the first phase of housing to facilitate educational provision for new families. We anticipate that the earliest the school will be ready to open would be September 2018 starting with two foundation stage classes, however this is dependent on variable factors e.g. DfE approval, planning and building consent and agreement of school building design.

On opening in September 2018, there will be ? houses yielding ? primary school aged children. The data provided by the local authority (see E1) forecasts that in 2018 there will be a need for an additional 60 pupil places, predominantly from the [REDACTED] area which is only 2 miles from the proposed development. The [REDACTED] [REDACTED] is an integral part of the Cornwall Local Plan, the Trust are therefore confident that the development will be realised, however if this is not the case then we would consider relocating to [REDACTED].

Our vision for ACE Sky Academy and Eden Project Nursery is to deliver a unique and innovative curriculum leading to outstanding education to all pupils aged 3-11. The proposed school will have a curriculum based on the national curriculum, enriched with learning about sustainability and global citizenship. It will be a sustainable school in the true sense of the word as identified in the Defra UK sustainable development strategy "Securing the Future" (HM Government 2005). The school will have the green and sustainable agenda woven into all aspects of curriculum, practice, ethos and the very fabric of the building. The children will pro-actively be engaged in a sustainable education for the future through a curriculum that goes beyond recycling and conserving energy. We believe in children understanding who

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

they are, where they are from and what impact they will have on the world in which they live and learn.

The school will have outdoor classrooms to; maximise learning through doing; build independence and promote self-esteem; creativity and a positive attitude towards learning. There will be a strong focus on numeracy and literacy and, above all, maintain consistently high standards across all subjects and ages whilst developing independent and resilient citizens of the future who can question, reason and make significantly positive contributions to their communities.

Our proposal begins at the very roots of children's education with -a nature-inspired nursery based on outdoor learning through play and led by the Eden Project. A growing body of evidence supports the claim that play and learning in the outdoors leads to significant benefits for children's health, happiness, well-being, development and learning. We anticipate that the majority of ACE Sky Academy's children will enter their reception year having attended the nursery and that this grounding will enable us to achieve the outstanding education and associated high levels of attainment to which we aspire.

Creating a nursery setting where around 80% of children's time is spent outside is a key first step for the youngest children of the new [REDACTED] in becoming globally and environmentally aware and fully prepared for life and learning in the 21<sup>st</sup> Century.

The parent school, St Columb Minor ACE Academy, is an International School at the highest level. Children at this school have worked with communities in countries such as Peru and India to compare the impact each school has on its environment and in 2010 the school part funded the installation of solar thermal and solar cookers in a school in Peru. The staff at this school and St Columb Major have also been working for the last 8 years with a group of rural schools in a remote area of India on projects such as sustainability and recycling. This work has been formally recognised by the British Council.

### Key features of the ACE Sky Academy and Eden Project Nursery

- An outstanding school with an international and sustainability education ethos
- An outstanding school that supports the cohesion of a large new community using the underpinning vision of the [REDACTED] and the new school
- An outstanding school with a clear focus on preparing pupils to be global citizens of the future

The Atlantic Centre of Excellence and Eden Project advocate the outdoor learning approach which we believe leads to significant benefits for children's health, happiness, well-being and development; in their relationship to nature and each other; and that it is a better start to formal education. The Eden Project will work with other partners such as Cornwall College, Plymouth University and the global network

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

of outdoor nurseries to evidence this belief as currently no substantiating research has been published.

Key Features of the ACE Sky Academy and Eden Project Nursery are to promote sustainability in the broadest sense by:

- Partnership working with the Eden Project for Nursery provision (See D1)
- Educating the children in terms of global citizenship and ownership of the sustainability agenda (See D1)
- Working with the Eden Project to provide an extended learning environment facilitated by the Sustainability Lead.
- Extra-curricular activities with subjects around environmental sustainability and sustainable living (see Enrichment activities in D1). Maximise links and visits to the Eden Project.
- Promote outdoor education best practice and facilitate cross-curricular links across the Trust through the Sustainability Lead
- Promoting the work of the school to become a South West Hub for sustainability which will involve training teachers from across the country
- Hosting seminars and events at evenings and weekends for the community

### **Reasons for Choosing the [REDACTED] Area**

The area identified for the new school is part of a new development which has 350 acres of green space for recreation and enjoyment (owned by a local land trust). We will access the following facilities at the new development to support our focus on sustainability and to enhance the curriculum and provide hands on experiential learning that is real and relevant, (See D1):

- Key facilities such a community centre (integrated with the primary school),
- Wide range of outdoor spaces including: green streets, lakeside greens, open heathland, woodland, public squares, parks and allotments (link to D1)
- [REDACTED] with extensive trails, heathland, lakes and wildlife habitats
- Exceptional recreation facilities including: rambling, cycling, horse riding, fishing, field sports, water sports

The school will be positioned in the heart of this new community with a designated area of no less than 2.5 hectares. This environmental sustainability ethos that is shared with the vision and ethos of Eden Project and the [REDACTED] development is in line with initiatives such as the Cornwall Local Plan, the Local Enterprise Partnership Strategic Economic Plan and Future Cornwall Sustainable Communities Strategy.

### **Why is an outstanding school needed in this area?**

In addition to the basic need, there is a recognised educational, social and basic need in the [REDACTED] and [REDACTED] that supports the development of a new and innovative school. Of the 12 closest schools, 25% are judged by OFSTED (between 2011 – 2016) as requires improvement, these include the two closest schools to [REDACTED] of which, results show that the percentage of children achieving level 4 in reading, writing and maths are consistently below the national average. These

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schools have pupils who have very low starting points on entry, well below those expected nationally. To address this, we aim to offer a curriculum that, from an earlier age, aims to promote independence, creativity, resilience and self-esteem.

The reasons for disengagement and apathy towards learning are deep rooted and often generational. We will therefore engage with parents at the earliest possible age and be a hub for the new community. We explore this in E1 and give examples of how we will address these factors. We believe that the curriculum that we are proposing will make a positive difference to standards in the [REDACTED] and [REDACTED] both within the school itself and within neighbouring schools through the sharing of best practice and expertise.

### **Vision for Atlantic Centre of Excellence Trust**

The Atlantic Centre of Excellence Multi Academy Trust was founded in 2013 and in September 2015 the Trust was recognised as an academy sponsor. Its acronym A.C.E. has a dual meaning linking the Trust with the geographical location of the Atlantic coast and three underlying principles of the Trust; Autonomy, Collaboration and Excellence.

As the Trust grows it is determined to be the best multi academy trust in the South West, to deliver excellent education through local hubs of academies, utilising local knowledge and resources alongside the educational expertise, knowledge and understanding of the professional community charged with educational delivery. In addition, a strong focus on employer engagement (including through our strategic partnership with Cornwall College) and sustainable communities adds further value with a focus on outcomes that do not simply cease when a child leaves our academies (our planned expansion strategy is attached as annex 15).

You will see that our planned expansion strategy (see annex 15) includes one free school which is the [REDACTED]. Directors review our expansion strategy regularly but at a minimum annually as part of our vision meeting with Members, Directors, Heads Chairs of Governors and members of the Business Team. The Trust currently brings together a family of seven academies; Beacon Infant & Nursery, Charlestown, Gatehouse, Robartes, St Agnes, St Columb Major and St Columb Minor in a collaborative way, to share, learn from and support each other to give each and every ACE pupil the opportunity to reach their full potential. This includes the provision of rigorous and effective school improvement and financial stability to ensure that all of our academies continue to provide the very best education in the communities that they serve.

In the development of the new school, we will develop and utilise all of our expertise in supporting each other. (Autonomy, Collaboration, Excellence). We will:

- Always focus first on the quality of teaching and learning to ensure that all pupils receive an outstanding education
- Make learning exciting, engaging and fun!
- Raise standards in all of our schools through our team of experienced school leaders and consultants

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

- Ensure effective performance management systems are in place to support continuous improvement
- Provide value for money
- Develop our leadership, management and governance teams
- Provide support for LABs to enable them to make a significant impact in raising standards

### **Our ACE Values**

1. We believe that all pupils have the right to an outstanding education and should be positive about their life in school and in the community
2. We firmly believe in a collaborative approach to all of our work
3. We treat each school as an individual, but always have a shared approach to ensure the highest standards are maintained
4. We hold no political, cultural or religious affiliations, but promote a tolerant and informed view of the world
5. We believe that we must engage positively with parents to secure their support in raising attainment
6. We will provide quality support for all staff to ensure success

We are committed to raising standards through the effective deployment of our team of experienced school leaders and consultants and have set the following key objectives:

- To deliver a 5% trust wide year-on-year rise in KS2 outcomes from 2016
- To deliver a trust wide year-on-year rise in the proportion of pupils working at greater depth at end of KS2 from 2016
- For the proportion of pupils making expected and better than expected progress to exceed the national average in all of our academies.
- To close the gap between disadvantaged pupils and their peers
- For all academies to be at least Good when evaluated by Ofsted (2015 Framework) and 30% to be judged Outstanding by 2018
- For 90% of teaching to be judged Good or better by the end of 2016/2017 and no inadequate teaching to be found by the end of 2017/2018
- For all academies to achieve an attendance rate which at least matches the national average.

Our aims, values and key objectives will apply to our free school where we wish to achieve outstanding teaching and learning and high performance from day one.

### **How ACE Sky Academy and Eden Project Nursery form part of the ACE vision**

The Atlantic Centre of Excellence Trust has experience of successfully embedding sustainability into the whole curriculum and has been paving the way for other schools to follow; the A.C.E. Business Director has mentored 16 schools across the South West to implement sustainable development best practice and develop techniques to get pupils involved and enable behaviour changes of children, parents and the wider community.

St Columb Minor ACE Academy would be the parent school for ACE Sky Academy. This academy has the following sustainability accolades, which we would work towards at the new school and continue to build on:

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

- The International Green Flag Award / Eco School Status (awarded three times)
- The Cornwall Sustainability Award
- The Green Tree Award from the Woodland Trust
- The Ashden School Award (national Winner for Sustainable Education)
- International School Award (achieved three times)

The strap line 'start local, think global' reflects the sustainability ethos and the intention for the school to be an international school with the British Council International School accreditation at the highest level. Three ACE Academies currently hold the Eco School Award, with another 2 working towards it, and two hold the International School accreditation.

The Eden Project is uniquely placed to partner on this development. The iconic regeneration project and eco visitor attraction is very close to the proposed site for the school. Constituted as an educational charity with its mission to connect people to each other and the living world, leading to a better future for all, Eden brings a wealth of relevant experience and expertise. Eden's commitment to creating outstanding outdoor learning experiences is manifest throughout its portfolio of educational work. This currently includes:

- Welcoming 50000 school visitors to Eden each year to participate in curriculum linked programmes
- Running University Level courses from its campus in partnership with Cornwall College
- Working in depth with Cornish primary schools to develop their school site for outdoor learning and play
- Delivering outdoor programmes for early years children and their families
- Being an exemplar and test bed for sustainable construction and operations.

At the Atlantic Centre of Excellence Trust we believe in a commitment to taking local action to tackle global challenges. This chimes perfectly with Eden's description of itself as 'ordinary people trying to change the world'. We believe that incorporating sustainability into all aspects of a school life and empowering children so that they can build a positive future for themselves and the environment are essential for the future. This approach to a true sustainable curriculum is supported as effective learning for global citizenship in the research document "Are There Inherent Contradictions in Attempting to Implement Education for Sustainable Development in Schools?" (██████████, March 2014).

As a symbol of transformation and regeneration, Eden is an inspiring example that positive change is possible, precisely the mindset we wish our pupils to develop. To this end we support the view that the new school should be self-sufficient with ground source or geothermal heating, PV solar panels, water harvesting and energy efficient lighting. It should engage in sustainable food sourcing, including involving the children in growing their own food and looking after their own animals (See D1).



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At the Atlantic Centre of Excellence Trust we believe that young people are the authors of their own futures academically, vocationally and as citizens. We will empower them to develop as responsible global citizens by building an International School with a sustainability ethos.

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 2018, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	120	180	240	300	360	420

## Section D – education plan: part 2

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

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

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

In order to support the needs of working parents the nursery will be open from 8am – 6pm, weekdays during term time with the option to open a holiday playscheme in the setting if parents express a need for this. On opening the nursery will provide places for children age 3 and up. Should there prove to be a demand from parents we will explore the possibility of opening up the provision to 2 year olds.

The nursery and reception year practitioners will use the guidance in the ‘Development Matters’ publication to support each individual child’s development.

Nursery / Reception			
Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Prime Area - Communication and language	30	N/A	<p>It is not advisable to attribute specific timings to each aspect of the nursery/ EYFS curriculum as all learning is inextricably woven together.</p> <p>As EYFS children approach the summer term the school will support the transition from the foundation stage into key stage 1 by gradually establishing more formal timetables and routines and through some joint planning by reception and year 1 teachers.</p>
Prime Area - Physical development			
Prime Area - Personal, social and emotional development			
Literacy			
Mathematics			

Understanding the world			
Expressive arts and design			

We have designed and timetabled a curriculum for Key stage 1 and 2 that we believe will enable the children to experience vibrant, purposeful and challenging learning experiences. The table shows how subjects and timings are organised across a year. The core subjects and PE are taught every week, although timings may vary slightly across the year. Other subjects, particularly history, geography, music and design and technology, may not be taught weekly but may be taught as a block of time as part of a topic focus. The school will fully cover the programmes of study for each subject at key stage 1 and 2.

Key Stage 1			
Subject/other activity	Hours across the year	Mandatory/ Voluntary	Comments
Literacy Includes grammar/ spelling and reading	(36wks x 6 ¼ hrs per week) 225 hrs		These subjects are taught explicitly where specific skills and knowledge need to be taught and wherever possible Maths and Literacy will be embedded across all other curriculum areas.
Maths	(36wks x 5hrs per week) 180 hrs		
Science	(36 weeks x 2hrs per week) 72 hrs		This will be taught weekly to maintain a focus on investigative skills with blocked time given within specific topics to investigate at a deeper level in addition to acquiring subject specific knowledge.
RE	(36 x 1hr per week) 36 hrs		This will be taught weekly. This does not include collective worship.
PE	(36 weeks x 1.5hrs per week) 54 hrs		This will be taught weekly.

ICT	36 x 45 mins per week) 27 hrs		There will be a short skills session each week with blocked time given within specific topics. ICT may be within research time in a topic so this timing could be increased.
Music	36hrs		There will be a short skills session each week with blocked time given within specific topics
PSHE	18hrs		This will be taught weekly in addition to assemblies and RE.
Geography	36 x 45 mins per week) 27 hrs		These subjects may be taught weekly or may be blocked as part of a topic.
History	36 x 45 mins per week) 27 hrs		
DT	36 x 45 mins per week) 27 hrs		
Art	36 x 45 mins per week) 27 hrs		

Key Stage 2			
Subject/other activity	Hours across the year	Mandatory/ Voluntary	Comments
Literacy	(36wks x 6 ¼ hrs per week) 225 hrs		These subjects are taught explicitly where specific skills and knowledge need to be taught and wherever possible Maths and Literacy will be embedded across all other curriculum areas.
Maths	(36wks x 5hrs per week) 180 hrs		
Science	(36 weeks x 2hrs per week) 72 hrs		This will be taught weekly to maintain a focus on investigative skills with blocked time given within specific topics to investigate at a deeper level in addition to acquiring subject specific knowledge.

RE	(36 x 1hr per week) 36 hrs		This will be taught weekly. This does not include collective worship.
PE	(36 weeks x 2hrs per week) 72 hrs		This will be taught weekly. Swimming may be taught as a specific number of hours in a given year group but top-up sessions may be used to ensure all children can swim 25m by the end of key stage 2.
ICT	36hrs		There will be a short skills session each week with blocked time given within specific topics
Music	36hrs		There will be a short skills session each week with blocked time given within specific topics
PSHE	18hrs		This will be taught weekly
Geography	36hrs		These subjects may be taught weekly or may be blocked as part of a topic.
History	36hrs		
DT	36hrs		
Art	36hrs		
MFL	18hrs		This may be taught weekly or delivered as a blocked experience.

In order to extend the opportunities to support learning across the curriculum and to connect people with the environment and each other, a broad range of extra curricular (enrichment) opportunities will be made available.

Enrichment Time			
Subject/other activity	Hours across the year	Mandatory/ Voluntary	Comments
Sporting activities	(36 x 8 hrs weekly) 288		These activities will be provided by teachers, parents and volunteers. The school will liaise with local secondary schools to use the young sports leaders and with community groups to support the provision.
Music activities	36 x 4 hrs weekly 144		
Art activities	36 x 4 hrs weekly 144		
Outdoor learning experiences (to include):	(36 x 8 hrs weekly)		This provision is intended to continue the learning, play, exploration and discovery in the

Shelter building Campfire cooking Nature crafts Minibeast safaris Mapping skills Sensory walks woodland art and sculpture	288		outdoor environment and will use the expertise of local leaders in forest school and beach school.
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[Add more lines as appropriate]

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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**Expected Pupil Cohort**

Schools nearest to the proposed free school location	Distance from proposed location of free school in miles	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak English as an Additional Language	% of pupils with an EHC Plan	Progress Measures relevant to your school type*			Attainment Measures relevant to your school type*
						R	W	M	
Carclaze Community Primary School	█	3 in June 2014	25.3	2	2.7	91	98	86	73%
Treverbyn Academy	█	3 in May 2015	28.9	2.8	2.9	82	93	70	59%
<b>Expected Pupil Cohort</b>			<b>27.1%</b>	<b>2.4%</b>	<b>2.8%</b>				
<b>Local average</b>			22.7%	2.3%	2.0%	91	94	89	79%
<b>National average</b>			26.6%	19.4%	7.7%	91	94	90	80%

Please refer to annex 1 for the pupil profile incorporating data from all schools within a 3 mile radius.

We would anticipate that the children who come to ACE Sky Academy would predominantly be drawn from a catchment area of █ from the proposed site. This would likely mean an FSM figure of approximately 27.1% which is higher than

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the national average. We anticipate that there will be a range of special needs that will need to be met including, but not limited to:

- Dyslexia
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Speech and language/ communication difficulties
- Receptive language difficulties
- Deafness
- Visual impairment
- Effects of medical conditions (cerebral palsy, cystic fibrosis, diabetes,)
- Sensory Processing Difficulties
- Social and emotional difficulties

To this end, we would provide a local offer of provision that centred on first wave quality teaching which was supported by external services/ agencies where needed to do our very best to meet the needs of all children within the school, including those with additional needs and disabilities. Our Special Educational Needs policy will be designed to support these children enabling them to overcome these hurdles and achieve the highest standards. We will welcome all children to our school and will make every effort to adapt teaching and learning to support a child’s educational development. We will have a skilled and dedicated staff who will treat everyone as an individual and celebrate all achievements.

All classes will be fully inclusive. Support for children will be determined by individual need and circumstances. We will have high expectations for all our children and aim to fully extend their academic and social development. Throughout their time at our academy children may receive varying levels of support according to their changing needs and circumstances. Annex 3 shows a sample local offer – based on an existing offer within the ACE trust.

In addition to these specific special needs there may be other needs that will need to be met such as LAC, EAL, Pupil Premium and MABLE. The provision for these children would be as follows:

Identified pupils	Approach	Details	Resources	Staff responsible
Looked After Children	Use of 1:1 tuition outside of lessons to provide extra gap closing	Child’s interests, strengths and needs to be assessed and identified. Tailored programme of support to be	School appointed 1:1 tutor	CIC co-ordinator Headteacher LAB



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	opportunities or enrichment  Use of 1:1 support within lessons	individualised and delivered.  Recognised teacher from LA works alongside child and advises class teacher on strategies/ approaches	LA support	
Pupils needing specific Literacy/numeracy intervention	1 <sup>st</sup> wave teaching Use of 1:1 tutor Use of trained TA to deliver curriculum based intervention  Parent workshops	Targeted in class teaching  RTI (CUREE)  Enrichment programmes that consolidate and extend learning (same day responsive intervention to be included)  Staff to deliver practical ideas and materials to parents to support an understanding of the curriculum demands and to know different approaches that are possible.	Class teacher 1:1 tutor   Subject leads	Interventions lead  Headteacher  LAB
English Additional Language	Induction tutor  Link to local EAL network group  Use of trained TA to assess needs and deliver intensive	Named person who liaises with families at point of entry and in the following weeks  Networking group for the children to attend to allow them to access specialist materials and services  Baseline assessments carried out to determine need. Specific	Induction tutor  EAL tutor  EAL tutor	SENCO Headteacher LAB

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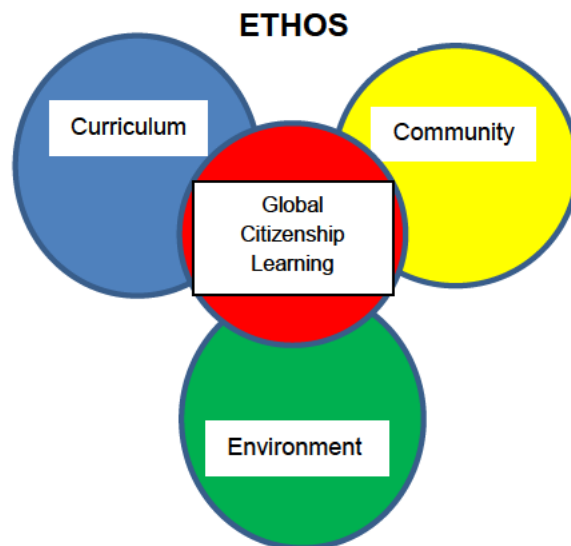
	input on transition into school	programmes based on specifics within the English language to quickly equip children with a working vocabulary.		
More Able	Quality first wave teaching  Links to MABLE network in the locality  Provision of enrichment opportunities.	Targeted in class teaching  Links to network to allow children the opportunity to take part in enrichment activities with like-minded individuals from other schools	Class teacher  MABLE co-ordinator	Head teacher  MABLE co-ordinator  LAB
Pupil premium	Quality first wave teaching  Provision of enrichment opportunities.  1:1 tutor	Targeted in class teaching  Funded opportunity to take part in enrichment activities  Child's interests, strengths and needs to be assessed and identified. Tailored programme of support to be individualised and delivered.	PP leader  1:1 tutor	PP leader

We will provide a topic approach to our curriculum that makes our school distinctively different to all others shown in annex 4. This approach would attribute a unique feel to the school and offer our children something that is exceptional in the St Austell and Clay Area. The curriculum that we propose to use would deliver the National Curriculum 2014 with an emphasis on global learning and sustainability which would serve and meet the unique needs of the children who will predominantly come from the eco-development at [REDACTED] which is an eco-community.

In the spirit of true education for sustainability we aim to provide a curriculum that enables our children to understand the big issues that face the wider world as well as preparing them for the educational and societal expectations of life beyond primary

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school. This will be achieved through an innovative curriculum that has ‘Global citizenship learning’ at its heart blended with learning about sustainability. (See: ‘Primary education for global learning and sustainability’ [redacted] Feb 2016).



We believe this to be an essential approach to a curriculum as a deep understanding of global learning and sustainability will underpin the core principles and values that our children today will need as they become the adults of tomorrow. Our topic approach will be inextricably linked to our mission and purpose. Our curriculum will be broad and rich and will open the hearts and minds of our learners to a range of perspectives and viewpoints which will enable them to be successful adults. Our pupils will enjoy the challenges of a rigorous academic curriculum which will ignite a shared passion for lifelong learning and a relentless focus on striving for success and excellence, both now and in the future. All aspects of the curriculum will be taught to a high standard which will be borne out of high quality training for all staff.

Our curriculum will not just focus on what is taught but how it is taught. It will necessitate direct interaction with the natural environment and with the local community to help children understand the big questions about the world in which they live. It will foster critical thinking and deeper engagement through a social justice approach. The use of Philosophy For Children as the vehicle for the “big questions” will be threaded through all aspects of the curriculum which will develop enquiring minds that challenge perceived wisdom.

Synopsis of Curriculum Provision	
<b>Key Curriculum Tools for FS/KS1/KS2</b>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>- Read, Write, Inc. in FS and KS1</li> <li>- Language and Literacy in KS2</li> </ul> <p><b>Maths:</b> Inspire curriculum in all key stages</p>

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	<p><b>Foundation subjects:</b> IPC curriculum (see attached overviews)  <b>RE:</b> Cornwall SACRE agreed syllabus  <b>SRE:</b> Timothy Winters Project  <b>PSHE:</b> SEAL Curriculum/ Virtues programme  <b>Global Dimension:</b> IPC curriculum/ Philosophy for Children</p>
<b>Wider Curriculum Delivery</b>	<p>Virtues Programme  UNICEF Rights Respecting School  Healthy Schools</p>
<b>Pupil Voice in the curriculum</b>	<p>School Council  Eco Council  Sports Council</p>
<b>Curriculum provision through the environment</b>	<p>Bio-diversity area (Outdoor classroom)  Vegetable garden (including greenhouse)  Forest school  Small animals (Ducks, chickens)</p>
<b>Links to external organisations / awards to support Curriculum Delivery</b>	<p>Connecting Classrooms (British Council)  Sustainable Schools Alliance  Centre For Sustainable futures (University Of Plymouth)  Eden Project  PADL award for school council  Green Flag award – Eco schools  Woodland Valley Solar Farm (Grampound Road)</p>
<b>Key Provision Tools for Nursery</b>	<p>EYFS  Outdoor nursery network  Indoor ‘classroom’ space  Transition shelter  Outdoor landscape  (see end of this section ‘Nursery Provision’ for more detail)</p>

**Intended outcomes:**

We believe that our curriculum provision will enable us to improve standards achieve the key objectives as outlined in the vision (see C1).

*Within the trust:*

- To deliver a 5% trust wide year-on-year rise in KS2 outcomes from 2016.
- To deliver a year-on-year rise in the proportion of pupils working at greater depth at end of KS2 from 2016

*Within the school:*

- For the proportion of pupils making expected and better than expected progress to exceed the national average in all of our academies.
- To have no gap between disadvantaged pupils and their peers
- For all academies to be at least Good when evaluated by Ofsted (2015 Framework) and 30% to be judged Outstanding by 2018
- For 90% of teaching to be judged Good or better by the end of 2016/2017 and no inadequate teaching to be found by the end of 2017/2018

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- For the academy to achieve an attendance rate which at least matches the national average.

### **Key Curriculum Tools:**

Read, Write, Inc.:

*Read Write Inc.*, provides a structured and systematic approach to teaching literacy. It is designed to create fluent readers, confident speakers and willing writers. The *Read Write Inc.* programme meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress and prepare them for the 2016 National Curriculum Tests. We will utilise the support of a RWI manager who monitors on a daily basis and provides masterclasses and on- going coaching support to staff to ensure consistent practice and increasing standards across the school. We currently use this in 5 of schools in the ACE trust and have seen a positive impact on the standards in phonics in terms of the KS1 screening check and the percentage of Y2 children who re-take the check. (ref: RWI impact statement). We aim that the percentage of children who meet the national standard in the ACE Sky Academy and Eden Project Nursery will be at least 90% (above the national standard 2015), irrespective of starting points. We also aim to make ACE Sky Academy a 'Beacon' school for RWI, which would mean that teachers from other local schools would work with ACE Sky Academy and Eden Project Nursery staff to further develop and improve existing practice in their own schools.

### **International Primary Curriculum**

The IPC has been designed to ensure rigorous learning takes place in lively and exciting contexts that engage because they have real life contexts for children but also to help teachers make all learning exciting, active and meaningful for children. It has a global learning approach which supports our ethos and aims for the new school. It enables children to learn about other cultures and countries in a climate of respect. Again it dovetails with the P4C approach as it enables children to learn about where they live and then to look again at that learning from the perspective of people in other countries. (Link to British Values).

We would begin the learning with the Nursery children by focusing very much on Cornwall, its culture and heritage. As the children progress into Foundation Stage they will learn about the British Isles and the countries that make up this nation. As the children progress through KS1 and 2, they will learn about countries further afield such as those in Europe, Asia, America and Australasia. By the time the children leave the school, they will have a well-rounded understanding of world geography but more importantly they will have developed an appreciation, awe and wonder at the diversity of the cultures and societies that inhabit our world.

An overview of the IPC curriculum can be seen in the appendices. This is drawn from an existing framework from a school within the ACE Trust.

### **Wider Curriculum Delivery:**

#### **Philosophy for Children**

Philosophy for Children (P4C) is an approach to teaching in which pupils participate in group dialogues focused on philosophical issues. Dialogues are prompted by a stimulus (for example, a story or a video) and are based around a concept such as

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

'truth', 'fairness' or 'bullying'. The aim of P4C is to help children become more willing and able to ask questions, construct arguments, and engage in reasoned discussion. This will be an essential skill for our children as they engage with the Global Learning Goals and their themes.

### **The Virtues Project**

The best strategies and resources in the global Virtues Project will be used as a central tool to enhance social and emotional learning and to foster academic excellence while creating a culture of care, trust and unity. Through the Virtues Project we will nurture pupils in the skills and qualities they need to be successful in school and in adult life. These skills are essential in a P4C approach to learning as the children need to be able to empathise and consider viewpoints objectively and impartially whilst taking responsibility for the decisions they make. This shared set of values which will begin in the nursery will become a natural part of our children's characters and a tool that guides them thereby building inspiration and aspiration. For some children this could dramatically affect their life chances in a very positive way.

### **Curriculum Provision through the environment**

ACE Sky Academy will have direct links with The Eden Project through the Nursery provision. Eden have developed expertise in outdoor learning and nature based play (See paragraph on Nursery provision for further detail.) They have well established extensive educational facilities and programmes that are focused on educating children about their place in the world, their contribution and responsibility within that world. The links to Eden through the Nursery will naturally facilitate the use of Eden's facilities and experts within the wider ACE Sky Academy curriculum.

The new school will have a 'kitchen garden' and allotment as part of their provision. Curriculum time will be specifically timetabled to allow the children regular opportunities to engage and interact with their natural world whilst learning through Science and Geography. The food that is grown will be used in the school kitchens, within DT sessions and within topics where specific foods will be explored. This hands on 'real' learning will enable children to make informed choices about the foods they already experience and open up a world of new food knowledge and experiences. This will be linked to the big questions about food poverty both at home and abroad.

The school will have a bio-diversity area that will support and enrich Science and DT learning. It will comprise a wetland area, pond, wildflower meadow, sensory garden and orchard. Specific learning opportunities will be planned in to maximise the learning made available by this provision. It will further support the citizenship learning and extend the work begun in Nursery with Outdoor Learning.

The school will foster a collective sense of responsibility and understanding of inter-dependence through the husbandry of small animals. The produce will be used within school and the links to Business education will be forged within KS2 in terms of developing the Fiver Challenge programme to include the animals and garden produce.

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### **Links To External Organisations**

Each of the external organisations will complement and enrich the provision and opportunity for the children at ACE Sky Academy. They will have a kudos that is aspirational for children, which is essential for children who may come from some of the more socially and economically deprived areas within [REDACTED].

### **Nursery Provision**

The EYFS framework will be delivered through playful learning experiences in a stimulating, safe and ever-changing outdoor environment, facilitated by skilful staff, and with a cosy and welcoming indoor base providing an exceptional enabling environment to successfully meet the needs of all children. It is our intention that the Nursery lays the foundations for the school's philosophy of global citizenship and sustainability.

For a 3 or 4 year old this means the role of the Nursery is to nurture happy, healthy, robust and resilient individuals who are enthusiastic, curious and engaged with their world and who thrive in supportive and compassionate relationships with their peers and the staff. It is our belief that a nature-inspired outdoor nursery is the most effective way to manifest this vision.

The Nursery will capitalise on Eden's expertise in using the outdoors as the enabling environment for learning. Play and learning in the outdoors leads to significant benefits for children's health, happiness, well-being, development and learning. Evidence shows that 'longer term and progressive experiences (outdoors) appear to result in the greatest benefits and children with below average achievement tend to make progress in learning outcomes to the greatest degree', making it a particularly relevant match for our ambitions for the proportion of pupils making expected and better than expected progress to exceed the national average in all of our academies, and with no gap between disadvantaged pupils and their peers. (*Natural England Access to Evidence Information Note EIN017, Links between natural environments and learning*). Additionally, the Eden Project will convene relevant partners such as Cornwall College, Plymouth and Exeter Universities and the Global Network of Outdoor Nurseries to enhance the growing body of research supporting the importance of outdoors for young children.

The seven areas of learning and development described in the EYFS framework will be implemented through planned, purposeful play in a uniquely stimulating nature-rich outdoor environment, with a rich mix of adult-initiated and child-led activity. The combination of indoor and outdoor space will be animated to provide a rich language environment, the natural world being the ultimate source of hands-on experience and wonder for small children, and staff will capitalise on children's experiences to create varied opportunities for conversation and vocabulary development, as well as age-appropriate opportunities for reading and early writing. By creating opportunities to elicit awe and wonder, staff will provoke children's curiosity and develop their love of learning.

The stimulating and evolving outdoor nursery will provide excellent opportunities for children's physical development, including moving in a range of ways and handling an unusual variety of tools and equipment. Loughborough University

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<http://www.lboro.ac.uk/media-centre/press-releases/2016/september/research-finds-4-year-olds-are-not-physically-ready-to-start-school.html> has recently published research assessing Foundation Stage children's physical development at the start of the school year and found just under 30% were 'of concern' with almost 90% demonstrating some degree of movement difficulty. Research also shows that 'educational programmes that foster outdoor learning are likely to secure greater amounts of sustained physical activity'. [REDACTED] *Motivation to Move: Physical Activity Affordances in Preschool Play Areas: PhD Thesis. School of Landscape Architecture, Edinburgh College of Art, Heriot Watt University.* Thus our setting will provide a rich and varied 'movement diet' to ensure that children are physically school-ready by the start of their reception year. Through their participation in growing, gardening and cooking they will be encouraged to try novel and healthy foods.

Children will also have the opportunity to shape and create the outdoor landscape, supported by staff to follow their interests and test their ideas. This also allows them the experience of shaping and changing the world around them – a key citizenship skill which will be built on through children's time at the Sky Academy.

Children will develop their personal, social and emotional skills through taking care of wildlife and animals. The campfire will provide the opportunity to cook, share food, chat and sing together, building a sense of friendship and community, learning social skills like sharing, tolerance, empathy; and how to keep safe around the fire. Our outdoor nursery will promote endless opportunities for problem solving and independent child-led activity and learning, with children learning how to manage risk and keep themselves safe. This will add to the bedrock of key skills acquired in the nursery to shape our future successful global citizens. There will be careful consideration of how the continuous provision within the environment supports and extends learning to meet the Early Learning Goals with a clear emphasis on the critical thinking element of the characteristics of effective learning. (This is a precursor to mastery learning and develops resilience in learners.)

The physical space and the outdoor nature of the nursery is a key component of our plan in that it creates the playful and learning affordances which are structured and capitalised on by the staff. It includes:

### **The Classroom**

- This is the main indoor 'classroom' space
- The day starts and finishes here. It is the transition to and from home.
- Warm, cosy, dry, beautiful
- Indoor furniture and activities (books, puzzles, paper, pencils, toys...)

### **The outdoor classroom/transition shelter:**

- Children do not have to take off their outdoor clothes or wellies to use this space
- Big enough for a table and seating benches for everyone to have lunch together
- Functions as a space for craft, projects, eating lunch, warming up.



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### **The outdoor landscape**

Child-sized, secure and beautiful. An outdoor space inhabited by small people with an abundance of loose parts to enable imaginative play, maths – sorting, grouping, counting and ordering, construction and destruction, creativity and invention.

Areas include:

- Polytunnel and growing area – gardening, planting, watering and nurturing, picking, cooking, eating
- Fire pit and field kitchen – cooking, sharing, eating together, singing, chatting, wondering, celebrating
- Pet corner for rabbits, chickens... the opportunity to care for something and have it depend on you is key for creating empathy
- Mud kitchen – measuring, mixing, organizing, sharing
- Sand pit and water play – channels and sluice gates
- Writing shed
- Tree house and dens – climbing, imagining, being brave
- Winding paths - Adventuring, exploring, discovering

## **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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The school at ACE Sky Academy is similar in provision to schools currently in the ACE Mat trust as they cater for pupils from age 4 – 11 primarily. Where it differs, is that it will have nursery provision to cater for 3 – 4 year olds. St Columb Minor Academy (the parent school) has a strong track record with the last 3 OFSTED inspections consistently receiving a 'good' judgement.

### Ofsted Inspection: January 2015

Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

### This is a good school

- The **school's leaders are ambitious** for the school and for its pupils. They make sure that teaching is consistently good and that the curriculum meets the needs of all groups of pupils.
- The rapid expansion of St Columb Minor has been managed extremely well. The school has remained a close-knit community.
- **Governors hold the school's leadership strongly to account for raising pupils' achievement and improving the quality of teaching.** They know how well pupils are doing and how leaders are improving teaching across the school.
- Pupils enjoy school. They behave well in the classroom and throughout the school day. **They say that they feel safe and that the staff look after them well.**
- **Children settle quickly into the early years and make good progress in their first year at school.**
- Teaching is good across the school. It is strongest at Key Stage 2 where **marking and feedback to the pupils are particularly effective.**
- **Staff promote pupils' spiritual, moral, social and cultural knowledge and development extremely well. Consequently, pupils gain an appreciation of, and respect for, different cultures and traditions. They also show a good understanding of British values.**
- Pupils achieve well because **they make good progress from their individual starting points.** By the time they leave St Columb Minor they are well prepared for the next stage of their education.
- The **school tracks pupils' progress accurately.** Well-trained staff help those pupils at risk of falling behind to catch up. Disabled pupils and those with special educational needs achieve well.

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

### Targets

As already stated in our rationale and vision we have set challenging targets across the ACE trust as we are committed to achieving the highest standards for our pupils in all of our schools. This consistency in expectations ensures a shared drive towards improving standards both within our individual schools and across the trust:

- To deliver a 5% trust wide year-on-year rise in KS2 outcomes from 2016
- To deliver a trust wide year-on-year rise in the proportion of pupils working at greater depth at end of KS2 from 2016
- For the proportion of pupils making expected and better than expected progress to exceed the national average in all of our academies.
- To close the gap between disadvantaged pupils and their peers
- For all academies to be at least Good when evaluated by Ofsted (2015 Framework) and 30% to be judged Outstanding by 2018
- For 90% of teaching to be judged Good or better by the end of 2016/2017 and no inadequate teaching to be found by the end of 2017/2018
- For all academies to achieve an attendance rate which at least matches the national average.

At ACE Sky Academy, there are likely to be pupils who enter the school with lower than average starting points, especially in PSED and communication and language. However, we would still apply the same overall targets in this setting as we use the expertise from across the trust to train staff in how to deliver well targeted intervention to allow children to catch up. This can be supported by Beacon Infants who have a high percentage of children below the national expectations on entry 2015 but 65% of the cohort achieved a GLD at the end of 2016 (Nat: 69.1%).

At ACE Sky Academy we will adopt the approach to assessment that is already in place across the trust. The key elements of this existing system are:

- A defined development plan for assessment to allow rigorous and robust procedures to be implemented following the removal of levels. This is evaluated termly and changed in response to the success and progress of the actions taken.
- An assessment lead in each school that is responsible for the data in each school and attends the assessment group meetings to ensure consistency of approach and practice across the schools
- An assessment group that meets twice termly to ensure the assessment plan is being followed and to provide training both within and across the schools
- A shared on-line assessment package that allows us to easily compare data across the trust.
- Termly training sessions for governors with responsibility for their school data. This allows them to scrutinise their own school data, compare to like schools within the trust and compare to like schools locally and nationally so that they can ask the critically challenging questions in their own schools about their own data.
- The lead teacher for the data group is the [REDACTED] at St Columb Minor Academy (the parent school) who has the responsibility to ensure all schools are following the assessment plan and to deliver training to governors and across the schools.

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

- External moderation of standards in all year groups happens termly. Eg: The teachers from YR – Y6 across the trust, meet, discuss and compare children's learning in reference to the age related expectations. This ensures a corporate understanding of the ARE and allows schools to support each other in the delivery of the curriculum in respect of the interim frameworks.
- The YR teachers moderate termly with pre-school providers on key areas within the EYFS framework to ensure consistency of judgement at 22- 36 months, 30-50 months and 40 – 60 months, especially prior to entry in Foundation Stage.
- A clear cycle of assessment (see below) that is followed by all academies within the Trust:

Day to Day practice in assessment will include:

- Use of an on line data package that allows teachers to track formatively and summatively. This will allow teachers to see children's attainment both in terms of the depth of coverage and in terms of the end of year expectations. This will be used to inform the planning cycle on a day to day basis. It will also allow all teachers and subject leaders immediate access to data across the whole school to determine class, year group and whole school actions to further drive improvement.
- After each data drop there will be data conferencing between the data manager and the year group teachers to interrogate attainment and progress both of individuals and of groups within the cohort. This will also determine next steps in teaching, intervention and training.
- Each monthly Key Stage meeting will have a data focus where headlines are presented and discussed and corporate responsibility towards the overall targets are revisited.
- The data manager will provide reports for the monthly LAB meetings about the progress of cohorts and groups in relation to the school improvement plan where applicable.
- The senior leadership team will discuss the impact of provision across the school in terms of the data and will make recommendations to the LAB based on the headlines. They will also update the SEF to reflect the school picture based on the data and subsequent actions taken to further drive up standards.

At its inception, it is anticipated that the job of the data manager at ACE Sky Academy will be shared between the [REDACTED] and the [REDACTED] of the parent school. As ACE Sky Academy grows, a data manager within the school will be appointed and will work alongside the parent school data manager in the first instance with regular training and conferencing to ensure the critical questions are being asked and the cycle of assessment, in addition to the day to day practice, becomes well established. They will compare the RAISE of like schools within the trust to look at possible trends. This will enable them to make best use of expertise across the trust to address any possible teaching and learning needs as well as enabling them to aspire to the high standards within the trust.

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

### Cycle Of Assessment, reporting and recording at ACE Academies

	Foundation Stage	Year 1 – Year 6	WRITING ASSESSMENT
Autumn Term	<ul style="list-style-type: none"> <li>Baseline assessment</li> <li>October Data Drop</li> <li>Data conferencing</li> <li>End of term data collection</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessment</li> <li>½ termly Rising Stars assessment in maths, reading and SPAG</li> <li>Child led open learning sessions</li> <li>October Data Drop</li> <li>Oct Data conferencing</li> <li>End of term Rising stars assessment in maths, reading and SPAG</li> <li>End of term data drop</li> </ul>	3 weekly piece of writing assessed against Ros Wilson criteria. Aggregated end of term assessment score.
Spring Term	<ul style="list-style-type: none"> <li>Data conferencing</li> <li>February data drop</li> <li>Interim reports to parents</li> <li>Parent consultations</li> <li>March data drop</li> </ul>	<ul style="list-style-type: none"> <li>Data conferencing</li> <li>½ termly Rising Stars assessment in maths, reading and SPAG</li> <li>February Data Drop</li> <li>Mid year reports to parents</li> <li>Parent consultations</li> <li>March Data conferencing</li> <li>End of term Rising stars assessment in maths, reading and SPAG</li> <li>End of term data drop</li> </ul>	
Summer Term	<ul style="list-style-type: none"> <li>Data conferencing</li> <li>May data drop</li> <li>Statutory end of year reports to parents</li> <li>Parent consultations</li> <li>End of term data drop</li> <li>Statutory submission of data</li> </ul>	<ul style="list-style-type: none"> <li>Data conferencing</li> <li>½ termly Rising Stars assessment in maths, reading and SPAG</li> <li>May Data Drop</li> <li>Y2/Y6 Statutory assessments</li> <li>Y1 Phonics screening check/ Y2 re-takes</li> <li>Parent consultations</li> <li>May Data conferencing</li> <li>End of term Rising stars assessment in maths, reading and SPAG</li> <li>End of term data drop</li> <li>Statutory data submission for Y2/Y6</li> </ul>	

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

### Monitoring and improving the quality of teaching in the classroom leading to improvements in standards.

We acknowledge that high standards are driven by high quality practice and high expectations in the classroom. Therefore, we will adopt a rigorous monitoring programme that includes:

- 'drop-ins' to monitor the typicality of provision and to monitor progress and attainment of groups that are a focus for the school e.g.) boy's engagement or pupil premium, EAL or SEN.
- key stage leader release to focus on standards in planning and marking
- subject leader release to monitor subject standards
- formal lesson observations focused on an area of the school improvement plan e.g.) raising standards in maths
- A rigorous performance management process that is focused on high quality teaching and learning that leads to high outcomes.

At its inception, it is anticipated that the responsibility for monitoring the quality of teaching and learning at ACE Sky Academy will be shared between the [REDACTED] and the [REDACTED]. As ACE Sky Academy grows, subject leaders and key stage leaders within the school will be appointed and will work alongside the parent school to ensure regular training and shadowing of the roles are undertaken to embed best practice. They will identify and use expertise of the consultants across the trust to address any possible teaching and learning needs as well as enabling them to aspire to the high standards within the trust.

### Sample Timetable For Monitoring 1<sup>st</sup> Half Autumn Term

Week	Head	LT monitoring	SENCO monitoring	KS focus	Tchr focus
Every Week	Monitoring of entry / exit arrangements	Every week scrutiny and feedback on Year group planning. FS / Year 1&2 (Year 3&4/ Year 5&6	Each week scrutiny of planning for Statemented children Monitoring of lunchtime arrangements		
XX				<u>KS meeting 1</u> • Data focus for all teachers	Training Days: 5th September: Maths 6th September: Literacy SM: None Staff planning handbooks Classroom signage Displays
1 wb: 12/9	In class obs of General TA's	<u>Leadership Team meeting 1 (Data/ Action plans)</u> Planning file scrutiny	In class obs of General / 1:1 TA's		SM: None – <b>WELCOME MEETINGS</b>

<b>D2 – measuring pupil performance effectively and setting challenging targets</b>					
		Classroom signage Basic routines – bookbags, water bottles, lunchboxes, homework, spellings etc.  +FS inside/outside provision FS ethos	Meet focused TA's to review planning and groups.  Monitoring		Parents <b>Welcome Meetings</b> Staff planning handbooks Classroom signage Displays  Subject leader monitoring: PSHE/ Science
<b>2 WB: 19/9</b>		Learning Walk Ethos Environment Relationships Purposefulness roles Questioning Boys achievement/ engagement  Year group profiles	In class obs of General / 1:1 TA's  Monitor focused grp sessions		<b>SM: T&amp;L</b>  Subject leader monitoring: PSHE/ Science
<b>3 WB 26/9</b>	FS planning and obs notes. Use of TA's Baseline assessment	Marking Scrutiny policy next steps take account of advice from staff meetings	Meet Yr grp TA's Monitor General TA folders Monitor IEP's	<b>KS meeting 2</b> <b>Feedback from each team member re: priorities for this year (lit/num/IPC)</b> Gender gap KS1 - Phonics Masterclass (15min) Marking Scrutiny (5/10mins) FS: Development Planning for the year. KS1: Maths focus L/UKS: Maths focus <b>Assessment - use of IPADs</b>	<b>SM: SEN</b>  Subject leader monitoring: PSHE/ Science
<b>4 WB: 3/10</b>	FS planning and obs notes Use of TA's	Marking Scrutiny continues	Annual review paperwork out Meet 1:1 TA's and monitor 1:1 folders		<b>SM: Maths</b>  Subject leader monitoring: MABLE/ English
<b>5 WB; 10/10</b>		<u>Leadership Team meeting 2</u> (monitoring/ standards/ action plans/ boys engagement) Home Learning Scrutiny	Attendance monitoring Register marking		<b>SM: Literacy</b>  Subject leader monitoring: MABLE/ English
<b>6 WB: 17/10</b>	Learning Walk Use of TA's  Moderation of Performance Management statements	Pupil Conferencing	AR paperwork typed up from CT's and TA's	<b>KS meeting 3</b> <b>Feedback from each team member re: priorities for this year (lit/num/IPC)</b> Gender gap	<b>SM: ICT</b>  Subject leader monitoring: MABLE/ English

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

				KS1 - Phonics Masterclass (15min) Marking Scrutiny (5/10mins) Organisation of Christmas plays/dates/times FS: Baseline Data Review KS1/L/UKS2:Writing moderation Preparation for RWI assessments	
Half Term					

In addition to this, we will provide release during curriculum time for coaching and mentoring to address any matters arising from the monitoring. This may include masterclasses in the delivery of RWI or in mastery within maths or it may focus on improving the quality of planning or assessment. It will also involve maintaining and further improving the focus on global citizenship across the curriculum. The coaching and mentoring would be followed by a period of monitoring to evaluate the impact of the support.

All subject leaders will produce a mini self evaluation for their subject which is reported to the senior leadership team following the monitoring period. The focus of the SEF will be standards within the subject, subject links to global citizenship and sustainability and will include recommendations for further improvement. The SLT will then make recommendations to the Governors in terms of expenditure, training, intervention and next steps.

All of the above actions should ensure the vision for the school of rigorous and effective school improvement to be realised, that enables ACE Sky Academy to provide the very best education in the community that they serve.

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

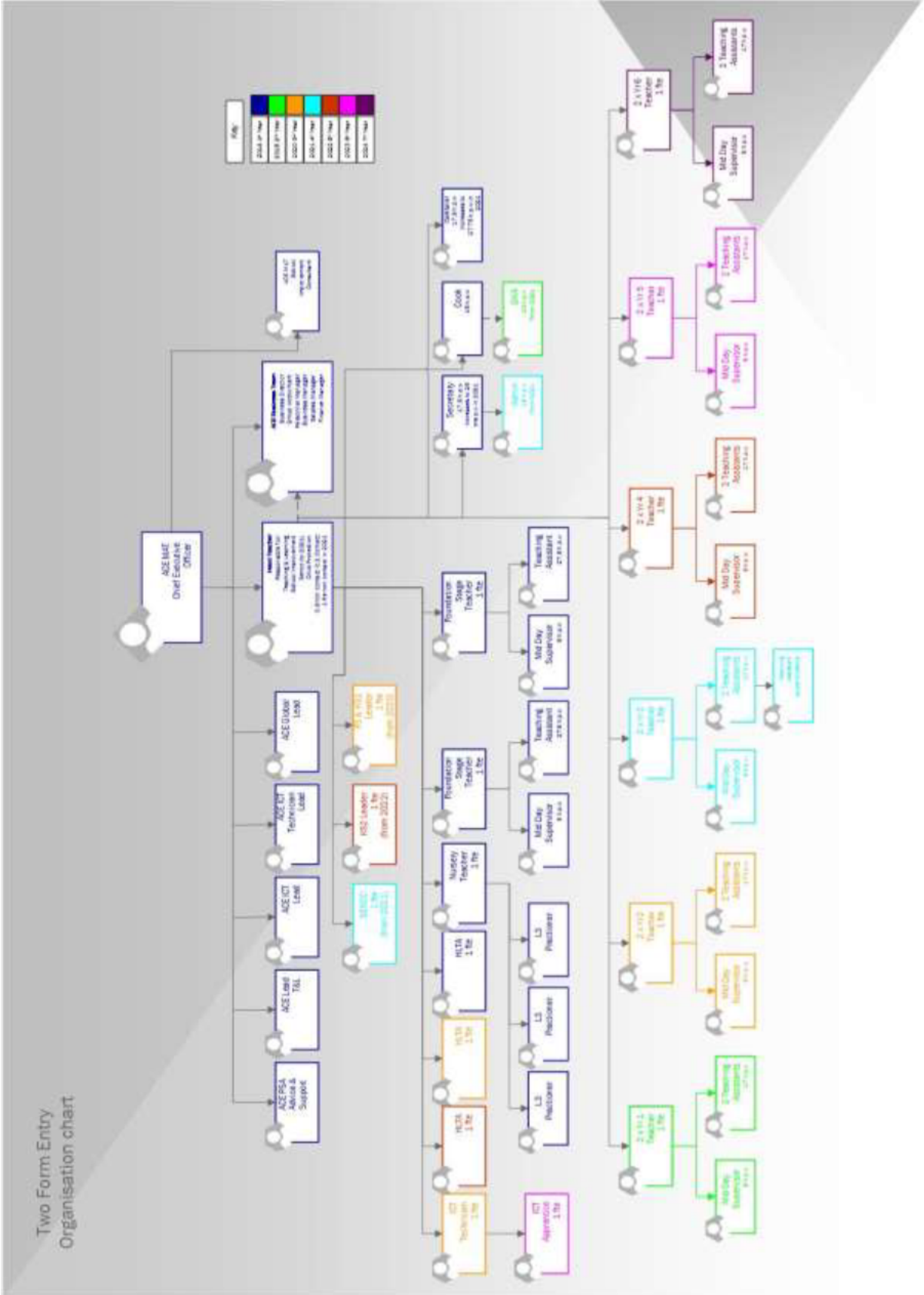
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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

- use space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.



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



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

The proposed staffing structure for ACE Sky Academy and Eden Project Nursery is based on 60 pupils entering two Foundation Stage classes each year, commencing in 2018. The pupils will predominantly come from the new houses built on the [REDACTED] at a ratio of 1:2.8 and will also draw from the wider [REDACTED] area where there is a need for additional pupil places. *(Please see further details re 'Evidence of Need' in section E1 of our application).*

As the school will be part of a large Multi-Academy-Trust (ACE MAT), we can draw on the capacity of the high quality Lead Practitioners within the Trust and other experienced support staff, i.e. ICT Technicians and PSA's. ACE Sky Academy school will be supported by the Trust's Business Team, who have the capacity, skilled staff and proven track record to deliver day to day support and advice in Finance, Personnel, Business, Premises, Marketing and Project Management. Our [REDACTED], will have ultimate responsibility and accountability as Accounting Officer.

The Headteacher appointed will have exceptional leadership qualities and previous proven experience in leading a similar size school which had been rated good or outstanding. Initially they would be appointed on a part-time basis, funded by the Project Development Grant (PDG), prior to the new school opening, to set-up the management and organisational structure of the new school, in conjunction, with staff from the Trust's Business Team. If our application is successful, the Board of Directors will ensure that the Business Team have the capacity to allow the [REDACTED] and [REDACTED] to work 2 days per week on managing the project prior to opening, which will be funded by the PDG. The Headteacher would also have the on-going support of the [REDACTED] and [REDACTED] as well as support from the rest of the Trust's Leadership Team (which consists of the [REDACTED] of each school within the Trust and the [REDACTED]). Prior to opening, the Trust will second a senior member of the Education Team at Eden to support the set-up of the management and organisational structure of the nursery. As we have an experienced Headteacher that leads a nursery school within our Trust, she will be used to support the development of the nursery.

Although the appointed Headteacher will have the skills and knowledge to develop a rich, innovative & creative curriculum with an emphasis on global citizenship, he/she will have the support of the Trust's Global Lead practitioner who will be skilled and experienced in delivering this innovative curriculum from 3 years of age upwards. The Headteacher and leadership team will implement strategies to deliver our vision whilst meeting the needs of all pupils. They will be responsible for securing good behaviour management and attendance and monitor and evaluate pupil performance to ensure all children reach their full potential and receive an outstanding level of education.

We are very fortunate to have formed a partnership with The Eden Project, as their vision and values clearly align with ours and the Eden Project site offers an exceptional place of learning which will be used by children of all ages. They will not only be working with us to deliver Nursery provision on the ACE Sky Academy site but will also offer extended services for all of our pupils. Our link with The Eden

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

Project offers excellent opportunities for all nursery and primary aged pupils within the wider ACE Trust. It will increase the opportunities to expand the unique, innovative outside learning experience for all pupils as well as expand our global links with pupils and practitioners world-wide. It also offers distinct opportunities to expand on the Trust's apprenticeship programmes that we now offer.

Prior to opening, and during the first 3 years, we propose to share the Governors of a Local Advisory Board of another school (Charlestown ACE Academy) as we strongly believe that our LABs should have the local knowledge and representation of the local community. In addition to this we will be appointing a Director of Eden to the ACE Board of Directors to secure the partnership with the Eden Project. This would enable the new school to benefit from experienced, skilled Governors during its infancy and offer re-assurance to the Directors that there is strong accountability and critical challenge and will strengthen our partnership with Eden Project. The Trust's existing governance structure and the proposed governance structure of the Local Advisory Board offers proven skills and experience to support the leadership and management of the ACE Sky Academy and Eden Project Nursery. The Board of Directors meets at least termly and the Local Advisory Board will meet at least every half-term in the pre-opening and then monthly thereafter.

In the pre-opening stage, the financial processing and administration will be undertaken centrally by the Trust's Business Team. When the school opens we will appoint minimum admin staff and appoint additional staff as the school expands, but the bulk of financial processing will be carried out centrally. Budgets will be prepared by the Business Team and Headteacher and ratified by Directors.

Eden Project Nursery will be led by a qualified teacher who will work directly with the children, this will enable the nursery to have a ratio of 1:13. As the nursery expands we will maintain the healthy ratio of 1:13 and appoint a qualified nursery manager to enable the qualified teacher to ensure the quality of provision remains.

From foundation stage classes through to year 6, teachers will be supported by a Teaching Assistant in every class each morning and HLTA's will be appointed to cover PPA time and monitoring release. You will see from the diagram that the Headteacher will be expected to be responsible for the Teaching and Learning, School Improvement, Child Protection and Special Educational Needs when the school opens but from 2021 the school will appoint a part-time SENCO. It is proposed that the Headteacher will become non-class based in 2021 when there will be 8 classes with 240 on roll and a nursery, however, this will be reviewed nearer the time to align with the Trust's three-year growth plan at that time.

The organisational charts show how the school will expand and recruit staff year on year until it reaches its full capacity in 2024. This structure is similar to other 2 form entry schools that already exist within our MAT which prove to be financially sustainable.

As the pupil numbers rise and cohorts build then so will the Leadership team; this will enable the school to maintain their focus on Teaching & Learning and ensure that standards of excellence are maintained in order that children reach outstanding levels of progress.



## **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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Our school will be fully inclusive welcoming families and pupils of all faiths, world views and none. Our broad and balanced curriculum (as outlined in D1) will prepare children for life in modern Britain in terms of British values and making an economic contribution to the society in which they live.

Religious Education (RE) will be part of the core entitlement for all pupils as defined in an academy's funding agreement. RE will be taught to all pupils, unless they have been withdrawn from it by their parents. The Cornwall Agreed Syllabus is the statutory mechanism by which RE will be delivered in this setting. The time allocation for Foundation Stage and Key Stage 1 will be 5% curriculum time which equates to about 36 hours per year or 45 minutes a week. In Key Stage 2 the allocation will be increased to 45 hours per year or 1 hour per week. This is in addition to the act of 'Daily Collective Worship'. RE will be non-denominational.

Our Trust is committed to enlivening pupils' interest in the world and people around them. We will serve a close community in what is likely to be loosely termed a Christian area. It is part of the aims of the school to offer a wide ranging education, to prepare pupils for life not only in their own community but in a wider international world (see D1).

#### **The RE curriculum**

This will be specifically concerned with nurturing spiritual and moral development. It is designed to prepare our pupils for adult life, employment and lifelong learning. It will enable pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. We aim to promote discernment and enable pupils to combat prejudice regardless of age, gender, cultural background or ability.

We aim:

- To acquire and develop knowledge and understanding of Christianity, other principle religions represented in the UK, globally and in the Year group host countries.
  - To acquire and develop knowledge and understanding of the characteristics of Cornwall (Curriculum Kernewek) and its role nationally and internationally.
  - To gain experience of being members of a community and develop appropriate skills as citizens.
  - To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious

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

and moral issues, with reference to the teachings of the principal religions represented in the UK and their host countries.

- To develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions and beliefs.
- To enhance pupil's spiritual, moral, cultural and social development by:
  - Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
  - Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience.
  - Reflecting on their own beliefs, values and experiences in the light of their study.

Attitudes such as respect, care and concern will be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions and learning from that experience. The following attitudes will be fostered:

- Commitment
- Fairness
- Respect
- Self understanding
- Enquiry
- Openness

#### **Religious Education for our youngest children:**

Religious education will be taught through special people, books, times, places and objects and by visiting places of worship. Children will be given to opportunity to listen to and talk about stories. Children will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.

Children will be encouraged to ask questions and reflect on their own feelings and experiences. This will link back to the 'big questions' that help children to identify their place in the world. Children will be encouraged to use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. In line with the DfE's 2013 EYFS Profile, Religious Education will, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

#### **Curriculum coverage**

The choice of host countries will reflect the major world faiths such that on leaving the school the children will have a well-informed view of world religions. Suggested host countries are included in the curriculum plan:

<b>Year group</b>	<b>Host country</b>	<b>Aspects of study</b>
FS	British Isles	Christian and Cornish festivals/ Chinese New Year/ Divali linked to Bonfire Night
Y1	France	Christianity and Judaism
Y2	India	Christianity and Hinduism
Y3	Peru	Christianity and Buddhism
Y4	U.A.E.	Christianity and Islam
Y5	U.S.A.	Christianity/ Judaism/ Sikhism

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

Y6

Nepal

Christianity, Buddhism (founded in Nepal) and Hinduism

Buddhism generally is not covered in KS1 but is the 4th predominant religion in the World. Therefore, ACE trust believes it is important to teach it in Key Stage 2 alongside the other Programmes of Study religions. Buddhism has more followers in Peru than the other Programmes of Study religions in Key Stage 2 so it will be introduced in Year 3. Buddhism was founded in Nepal and followers share a lot of temples and deities with Hindus. Year 6 will cover both religions making links and connections between them.

**Curriculum Kernewek focus is Cornwall as a place of spiritual inquiry and Christianity**

This part of our curriculum will aim to provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It will develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development.

It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. We will encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. We will challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. We will work to encourage pupils to develop their sense of identity and belonging whilst enabling them to flourish individually within their communities and as citizens in a pluralistic society and global community.

This has an important role in preparing pupils for adult life, employment and lifelong learning. (see E1). It enables pupils to develop respect for, and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Cross curricular links will be evident when children demonstrate understanding about others needs and values in PHSE to Global learning in Geography and the impact of religion across the world in History.

**Collective Worship**

We recognise that legally we are obliged to have a daily act of collective worship and believe that it is important to lead the children in their worship. We feel that assembly and collective worship is an important aspect of school life where pupils and staff can feel part of a team within a community and can affirm a shared ethos. We will welcome parents and members of the local community to take part in assemblies and collective worship and value their contributions.

Worship is understood as an act of collective worship and can be interpreted very openly and widely as an act which brings a school group to a point where they are able to make a shared, reflective response to a divine being, power, ideal or value of some worth, wholly or mainly within the broad traditions of Christian belief on the majority of occasions. We are mindful that Muslim families and Jehovah Witness families have different expectations of their children's involvement in musical

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

activities and celebration within collective worship and the school will inform the parents about the nature of assemblies, and be prepared to discuss the issues with them.

The cycle of assemblies and collective worship will be developed through consultation with parents of different faiths/ world views to ensure that they feel comfortable with our programme. We believe assembly time and collective worship is invaluable with regard to community cohesion and providing insight into others beliefs. Collective worship will:

- Establish, affirm and celebrate the common and shared values of the academy
- Nurture the identity and nature of the academy as a community
- Develop positive attitudes among the pupils
- Provide an opportunity for pupils to worship God (Divine Being)
- Enable pupils to explore their own beliefs, values and commitments, and with those of others.
- Promote the spiritual, moral social and cultural developments of pupils.

#### **Personal, Social, and Health education**

In the parent school, we have developed an explicit structured whole curriculum framework for developing children's social, emotional and behavioural skills. Our approach makes a significant contribution to whole school provision for PSE development in the nursery/ Foundation Stage and PSHE in the primary phase. We would adopt this framework in the new school.

Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement. Our PSHE programme will make use of a range of published materials including:

- the Social and Emotional Aspects of Learning (SEAL) programme
- The ██████████ Project (Drug programme and Sex and Relationships programme)

#### **E-Safety**

E-safety is an integral part of PSHE provision and will be a focus in all areas of the curriculum and staff will reinforce e-safety messages across the curriculum. The e-safety curriculum will be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- A planned E-safety curriculum will be provided as part of Computing / PHSE lessons and will be regularly revisited
- Key E-safety messages will be reinforced as part of a planned programme of assemblies and pastoral activities

#### **Safeguarding (including Prevent Duty)**

Safeguarding is everyone's responsibility and as such our Trust aims to create the safest environment within which every pupil has the opportunity to achieve. Our Trust recognises the contribution it can make in ensuring that all registered pupils or others who use our schools feel that they will be listened to and appropriate action taken. We will do this by working in partnership with other agencies and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities throughout our curriculum that will help to



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

equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours. This school will be subject to the ACE Trust Safeguarding and Child Protection policy and protocols.

ACE MAT is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Our ACE Tackling Extremism and Radicalisation Policy sets out aims, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support. All Trust staff members complete annual safeguarding and Prevent training as part of our commitment to pupil safety.

**British Values**

In the same way that sustainable education is not stand alone but integral to all aspects of curriculum, ethos and practice, so British Values is not stand alone or just a display in the hall. It is embedded into our PSHE, citizenship and curriculum provision.

<b>Aspect</b>		<b>Aspects of learning</b>
Democracy	Respect for democracy and support for participation in the democratic process	<ul style="list-style-type: none"> <li>• School council</li> <li>• Class promises</li> <li>• Pupil feedback/ involvement in planning for the future of the school</li> <li>• Children choose issues to discuss// charities to support</li> <li>• Right respecting school</li> </ul>
The Rule Of Law	Respect for the basis on which the law is made and applies in England	<ul style="list-style-type: none"> <li>• Visits from authorities such as the police and fire service</li> <li>• During Religious Education, rules for particular faiths are thought about/ discussed</li> <li>• During other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example</li> </ul>
	Support for Equality of opportunity for all	<ul style="list-style-type: none"> <li>• Weaving the Global goals through assemblies and the curriculum where equality is considered as one of the top three goals out of the 15 goals.</li> <li>• Taking part in the 'world's largest lesson' which looks at Global goals including equality</li> <li>• Ensuring all groups in school are well represented in all events/ aspects of curriculum.</li> </ul>

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

Individual Liberty	Support and respect for the liberties of all within the law	<ul style="list-style-type: none"><li>• Choices about what learning challenge or activity they undertake in lessons</li><li>• Choices about how they record their learning</li><li>• Choices around participation in extra-curricular activities</li><li>• Pupils will be encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and SEAL lessons.</li></ul>
Mutual respect and tolerance of those with different faiths and beliefs	Respect for and tolerance of different faiths and religions and other beliefs.	<ul style="list-style-type: none"><li>• Through Religious Education, SEAL and other lessons where we might develop awareness and appreciation of other cultures</li><li>• In English through fiction and in Art by considering culture from other parts of the world</li><li>• Enjoying a depth of study during International Weeks, where we will celebrate and enjoy learning about the differences in countries and cultures around the world (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues)</li></ul>

This is by no means an exhaustive list but outlines sample learning opportunities in which British Values are taught as part of the taught curriculum and not separate from it.

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

##### Basic Need

The area in which we plan to locate the school is in the [REDACTED], 2 miles north of the town of [REDACTED]. Basic need data from the local authority in the table below shows 12 schools in a 3 mile radius of the [REDACTED] site. Ten of these schools are currently oversubscribed and the projected shortage of pupil places rises each year to 60 in September 2018 and a further 45 in September 2019.

School Information				Whole School Population					
DfE	School	Phase	Planning Area	Net Cap	Actual NOR - Sept 2015	F'cast NOR Sept 2016	F'cast NOR Sept 2017	F'cast NOR Sept 2018	F'cast NOR Sept 2019
			<b>Total</b>	<b>10295</b>	<b>9648</b>	<b>9843</b>	<b>10056</b>	<b>10152</b>	<b>10277</b>
2745	Biscoovey Academy	Primary	St Blazey, Fowey and Lostv	300	305	324	333	352	389
2447	Biscoovey N & I Community School	Primary	St Blazey, Fowey and Lostv	240	217	218	232	238	232
3392	Bishop Bronescombe CE School	Primary	St Austell - Town	301	313	317	317	318	315
2413	Bugle School	Primary	China Clay - Rural	191	204	207	198	201	201
2009	Carolaze Community Primary School	Primary	St Austell - Town	420	416	421	421	422	421
2449	Charlestown Primary School	Primary	St Austell - Town	420	259	272	282	291	300
2510	Luxulgan School	Primary	St Blazey, Fowey and Lostv	84	89	89	96	95	106
2453	Mount Charles School	Primary	St Austell - Town	420	420	424	422	422	418
2748	Pondhu Primary School	Primary	St Austell - Town	210	250	264	277	284	294
2448	Sandy Hill Academy	Primary	St Austell - Town	235	253	257	257	255	256
2437	St Mewan CP School	Primary	St Austell - Town	420	417	420	420	417	413
2000	Treverbjyn Academy	Primary	China Clay - Rural	210	208	215	210	216	211

[REDACTED] has witnessed significant housing growth in the recent past. The Cornwall Local Plan has set a growth target of a minimum of 2,600 dwellings for [REDACTED] to be delivered between 2010 and 2030 (source: Cornwall Local Plan Strategic Policies 2010-2030) in addition, a further 900 dwellings will be located in the Eco-community at [REDACTED] up to 2030, with the full 1,500 developed by the year 2036 on the

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

Northern edge of the town as part of the support of the proposals economic transformation of the area.

The local plan (to be adopted in November) will make specific reference to the allocation of housing within the Eco Community at [REDACTED]. This will support their planning process as well as the fact that they have applied for DCLG Garden Villages revenue funding to minimise the lead-in time to begin construction.

Cornwall Council currently estimate the pupil yield on the basis of a historical countywide ratio of 39 primary school aged children generated by every 100 houses or 0.39 pupils per house, so with secondary pupils added this gives a pupil yield ratio of 1:2.8

The provisional phasing plan for the [REDACTED] eco-community envisages a total of 52 homes (including 35 affordable) being built and sold by September 2018, generating demand for 20 primary school aged pupil places. Added to the 60 additional places required in [REDACTED] means that by 2018 there will be a need for 80 primary school places. A further 446 homes (including 152 affordable) will be built and sold by September 2022, generating demand for another 174 places, i.e. a total of 194 places for the initial phases of development by 2022. By the end of the scheme in 2036 a total of 1,500 houses will be built, yielding 585 primary school aged pupil places spread out over the build period of 19 years.

Whilst 10 out of the nearest 12 schools are oversubscribed, the largest additional capacity is required in [REDACTED] town. As described in section C, we are willing to consider relocating should an alternative site be provided. To enable the admission of pupils from the [REDACTED] area (2km from the centre and 1 km from housing on the North of the town) we will work with the local authority, community, [REDACTED] and Eden to find the most suitable and sustainable method of transport for [REDACTED] based pupils.

**Basic Need for Nursery Aged Children**

In the 2011 Census there were 237 children aged 3 and 4 in the middle layer super output area 'Cornwall 027' (see annex 5). The capacity of the nurseries and pre-schools in this area are 90 as shown in the table below, this means that there is a shortfall of 147 childcare places (excluding childminders) in this specific area.

<b>Childcare Provider</b>	<b>Distance from the School</b>	<b>Maximum Capacity of 3 and 4 year olds</b>
Treverbyn Trailblazers Pre-School	[REDACTED]	30
Stepping Stones Childcare (Skol Kensa, Carclaze)	[REDACTED]	30
Piccolo Early Years Group	[REDACTED]	30

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

We have consulted with the Local Authority about sufficiency of childcare provision in the China Clay Area and they advised us that there is no specific sufficiency data and that it is impossible to accurately quantify sufficiency of provision as nurseries often advertise that they have vacancies when in fact this is not the case. The [REDACTED] [REDACTED] also advised us that the pre-school provider in Foxhole recently closed and that with the new eco town and new housing developments around [REDACTED] it is likely there would be an increase in need.

Additionally, 2014 Office of National Statistics data shows that [REDACTED] has

School		Ofsted Judgement	Date	NOR
Carclaze Community Primary School		3	June 2014	411
Treverbyn Academy		3	May 2015	272
Bishop Bronescombe C of E VA School		1	March 2011	362
Sandy Hill Academy		2	May 2012	315
Mount Charles School		2	November 2011	421
Charlestown Primary School		2	July 2012	231
Pondhu Primary School		2	October 2012	273
Bugle School		2	September 2013	191
Luxulyan School		3	January 2016	85
St Mewan Community Primary School		2	April 2014	479
Biscovey Academy		1	November 2014	283
Biscovey Nursery and Infant Community School		2	March 2013	276

a significantly higher proportion of 0-4 year olds (21.5%) compared to England (19%) and Cornwall (16%), thus predicting that the future need for childcare places will be sustained.

**Educational Need**

Of the 12 closest schools, 25% are judged by Ofsted (between 2011 and 2016) as requires improvement, this is higher than the national average of 19% (for inspections conducted between September 2015 and March 2016). Of the two nearest schools, 100% require improvement. This means that there are 768 pupils in these closest primary schools which have been judged by Ofsted to be requiring improvement. This evidence shows that there is a significant need for another outstanding provider in this area who can offer an enriched curriculum that addresses socio-economic disadvantage and educational attainment.

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

% Pupils who have achieved level 4 or above in reading, writing and maths												
	2012			2013			2014			2015		
	R	W	M	R	W	M	R	W	M	R	W	M
England All Schools	86	81	84	86	83	85	89	85	86	91	94	90
Carclaze Community Primary School	84	72	87	82	73	84	78	81	78	80	80	81
Treverbyn Academy	69	58	65	73	77	77	74	52	74	86	86	82

% Pupils who have made 2 or more levels of progress between key stage 1 and key stage 2												
	2012			2013			2014			2015		
	R	W	M	R	W	M	R	W	M	R	W	M
England All Schools	87	83	91	89	85	91	90	86	92	91	94	90
Carclaze Community Primary School	74	59	79	90	84	95	90	86	98	91	98	86
Treverbyn Academy	89	71	93	97	83	93	87	87	87	82	93	70

This table shows that attainment in the 2 schools nearest to the proposed site is consistently below the national average and the proportion of pupils making expected progress is variable but often below the national average, especially in the nearest school.

These trends show that children in these 2 closest schools are making progress across key stage 2 but the final attainment scores suggest that they are not making enough progress from their initial starting point. This could be due to low CLL and PSED on entry. The curriculum that we are proposing (see D1 nursery provision) enhances language development and social skills, thereby leading to accelerated progress in reading, writing and maths.

**Plans for improving pupil outcomes in the [redacted] and [redacted] Area**

As identified in C1, the reasons for underachievement in standards in this area are multifaceted, these include elements of the educational and social need (see pg 57)

Ofsted have identified the key reasons for these schools to have a rating of 3 (requires improvement):

Factor	Planned Actions
Planned teaching has insufficient impact (teacher subject knowledge and expectation)	<ul style="list-style-type: none"> <li>Monitoring programme with progress and attainment at the core</li> <li>Coaching programme to utilise best practice to support and develop less experienced / skilled teachers</li> </ul>

<b>E1 – provide valid evidence that there is a need for this school in the area</b>	
	<ul style="list-style-type: none"> <li>• A planned programme for professional development that upskills teachers and develops subject knowledge</li> <li>• A school improvement plan that is sharply focused on raising attainment on the areas identified through schools data and ofsted report.</li> </ul>
Cross-curricular opportunities for the development of maths and literacy are insufficient	<ul style="list-style-type: none"> <li>• A curriculum that promotes and enhances real life opportunities for children to use maths and English in a range of contexts and settings.</li> <li>• A named professional with responsibility for curricular planning.</li> </ul>
Children are not encouraged to have positive and aspirational attitudes towards learning	<ul style="list-style-type: none"> <li>• An ethos that has aspiration at its core</li> <li>• Opportunities for community engagement including ‘future days’ and careers fairs</li> <li>• High parental engagement through the provision of family centered community events</li> <li>• Curriculum workshops for parents</li> <li>• Use of a wide variety of community service providers to enhance holistic approaches to the development of a child from an early age</li> </ul>
Teacher expectations are not high enough, in terms of planned challenge for more able pupils and appropriately pitched work for others	<ul style="list-style-type: none"> <li>• Coaching programme to utilise best practice to support and develop less experienced / skilled teachers</li> <li>• A planned programme for professional development that upskills teachers and develops subject knowledge</li> <li>• A personal CPD plan for each teacher</li> </ul>
Leadership is not focused sharply enough on the attainment and progress of different groups	<ul style="list-style-type: none"> <li>• Monitoring programme with progress and attainment at the core</li> <li>• Use the national standards in leadership to formulate an action plan for leaders at all levels such that the roles that they undertake have an impact on the standards</li> <li>• Rigorous and robust performance management programme holds all leaders to account within a supportive process.</li> </ul>
Governance is not challenging or holding the school to account	<ul style="list-style-type: none"> <li>• Ensure all statutory duties are met using national guidance on outstanding governance</li> <li>• Robust induction programme for new Governors that clarifies the expectation of the role</li> <li>• Clear involvement in the school monitoring programme</li> <li>• High expectation by the leadership team that the challenging questions will be asked</li> </ul>

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

- All Governor meetings involve a training element focused on curriculum and standards

The quality of nursery provision locally is 'good' overall as the table below demonstrates:

<b>Nursery</b>	<b>Ofsted Rating</b>
Treverbyn Trailblazers Pre-School EY423248	2 in January 2015
Stepping Stones Childcare (Skol Kensa, Carclaze) EY489461	No Ofsted rating
Piccolo Early Years Group 102987	2 in February 2015



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

### **Social Need**

The social need picture in Mid-Cornwall is complex, made up of many factors. Evidence has been gathered around two social issues that have a significant impact on educational attainment. We have listed the contributory factors and detailed how the provision that the Trust are proposing will address these issues.

### **Social Issue - High Employment Deprivation**

Two of the local LSOA's near the proposed school are ranked in the **top 10% of the most deprived** in the country and 2 others are ranked in the top 20% (see Indices of Multiple Deprivation Statistics in Annex 2).

The following website [cornwall.communityinsight.org/](http://cornwall.communityinsight.org/) Provides evidence that in the Clay Area Community Network Area (CNA), the percentage of children in poverty is higher (18.6%) than Cornwall (16.5%) and the rest of the country (20.4%).

### **Contributory Factors:**

- The declining mining industry has led to second and third generation unemployment
- Non-permanent contracts and low wages due to a dominant tourism and hospitality industry
- High percentage of Small to Medium sized Enterprises

### **How ACE Sky Academy and Eden Project Nursery will Address this Social Issue**

The Cornwall Local plan identifies [REDACTED] and the [REDACTED] area as being identified as the area to develop green industries and sustainable services. Through our shared ethos with [REDACTED] and Eden we will prepare children for local employment opportunities by supporting the growth of the eco-community and future green industries.

The philosophy embedded in the Nursery and primary curriculum centres on the 'big questions'. If we empower children to not only ask the big question but also to think out of the box and suggest the big answers then we will have citizens of the future that contribute socially and economically both locally and globally.

### **Social Issue – Low Educational Expectations**

Data based on the 2011 census shows that within the wards of Treverbyn only 16.1% young people were likely to participate in HE (see Annex 6)

The document 'St Austell, St Blazey and China Clay Area Regeneration Plan' January 2011 - [www.cornwall.gov.uk/media/3631547/facts-figures-020211](http://www.cornwall.gov.uk/media/3631547/facts-figures-020211) shows that the population in the [REDACTED] Area is relatively under-skilled compared to other areas. Approx. 36% have no qualifications compared with 28.9% in Cornwall.

The following website [cornwall.communityinsight.org/](http://cornwall.communityinsight.org/) provides evidence that in the [REDACTED] Area CAN 26.9% of the population have no qualifications compared with Countywide figure of 22.4% and national figure of 22.5%. These figures have increased dramatically since 2010 due to a largenumber

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

of European Social Fund projects targeting this section of the community. The document 'St Austell, St Blazey and China Clay Area Regeneration Plan' January 2011 - [www.cornwall.gov.uk/media/3631547/facts-figures-020211](http://www.cornwall.gov.uk/media/3631547/facts-figures-020211) shows that 36% of the population from the Clay Area had no qualifications compared with 28.9% in Cornwall.

Teenage pregnancy rates in the [REDACTED] Area are high - Based on 15-17 year old girls in 2008 at a rate per 1000, the Cornwall rate of teenage pregnancy was 28.8, the rate in the [REDACTED] Area was 38. (St Austell, St Blazey and China Clay Area Regeneration Plan, January 2011 - [www.cornwall.gov.uk/media/3631547/facts-figures-020211](http://www.cornwall.gov.uk/media/3631547/facts-figures-020211)). This evidence re-enforces the need to raise the aspirations and expectations of young people in this area.

#### **Contributory Factors:**

- Lack of role models in education and the wider community
- Research (Ovenden-Hope and Passy, 2015; Centre for Entrepreneurs, 2015; Future Leaders Trust, 2015) demonstrate that there is a high level of intergenerational unemployment and low employment in coastal and rural regions with high socio-economic deprivation.
- Cornwall is recognised as an area of high deprivation in Europe, with Mid Cornwall representing this demography clearly. The deprivation and need for economic regeneration is evidenced by European additional funding through Convergence (and prior to this Objective One) to support economic regeneration.
- Children in families with persistent un- or/and low employment have a greater likelihood not to engage in education and achieve DfE benchmark outcomes as a consequence of disconnect between education and social/economic opportunity in their own lives.
- Consequently, children from coastal (and isolated) communities are less likely to aspire to go to, or achieve the pre-requisite qualifications, to progress to HE.

#### **How ACE Sky Academy and Eden Project Nursery Will Address this Social Issue**

Our provision is based on a holistic approach to breaking this intergenerational cycle by inspiring children from a very early age. The practical, hands-on approach that we are proposing, we believe, will have the positive impact to raise aspirations.

We will utilise our links with further and higher education providers in the county, such as Cornwall College, to promote lifelong learning to parents and others within the community.

**E1 – provide valid evidence that there is a need for this school in the area****A Need for Greater Choice and Diversity**

The things that we will do differently at the new school to other primary schools in the area are to:

- Focus the whole ethos and curriculum on global citizenship learning blended with sustainability learning (See D1)
- Use the outdoors as a tool for learning not just a place for learning

The curriculum / pedagogical focus of the six closest schools are as follows:

<b>School</b>	<b>Intake</b>	<b>Size</b>	<b>Curriculum / Pedagogical Focus</b>
Carclaze Community Primary School	4 to 11	411	The 'Immersive' curriculum
Treverbyn Academy	4 to 11	272	Topic approach based on the National Curriculum
Bishop Bronescombe C of E VA School	4 to 11	353	'Inspire' curriculum. Also applies Christian values
Sandy Hill Academy	3 to 11	315	Topic approach based on the National Curriculum
Mount Charles School	5 to 11	421	Topic approach based on the National Curriculum
Charlestown Primary School	4 to 11	231	Topic approach with a sports and arts focus
Pondhu Primary School	3 to 11	273	Topic approach based on the National Curriculum
Bugle School	5 to 11	191	Topic approach based on the National Curriculum
Luxulyan School	4 to 11	85	'Inspire' curriculum

The school that offers curriculum provision closest to our proposed curriculum is Carclaze Community Primary School but it is not as embedded and proven as the curriculum proposed for ACE Sky Academy.

The things that we will do differently at Eden Project Nursery to others in the area are to:

- The nursery provision will be unique in the area in that 80% of the time children will be outdoors.

The hours of provision at Treverbyn Trailblazers Pre-school, Stepping Stones Childcare (Skol Kensa, Carclaze) and Piccolo Early Years Group range from opening at 8am and closing at 6pm. There are only three nurseries in Cornwall (see section below for more detail) that have an outdoor philosophy which involves children being outside 80% of the time.

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

### **Demand from Parents for a New School and Outdoor Nursery**

The school that we are proposing is to serve a community that is not yet in place. However, feedback from our public consultation activities has shown that there are parents that support the need for a new school and would want their children to attend. A summary of the findings from our consultation activities can be found in section E2.

In Cornwall (but not in mid-Cornwall) there are three existing ‘outdoor’ pre-schools. These are pre-schools which endeavour to deliver their EYFS curriculum primarily outside using the natural environment and natural resources. Children are outside for most of the time in all weathers.

- Highway Farm (Four Lanes, Redruth)
- Dimson Nursery (Gunnislake)
- Zelda School (Gweek)

All of these pre-schools attract families from a significant geographical distance. For example, Little Explorers pre-school at Highway Farm has children from [REDACTED] (15 to 20 miles distance) and their children leave to enter reception classes in 21 different schools; this demonstrates that parents who understand and value outdoor learning and play are prepared to travel specifically for the opportunity.

Highway Farm and Zelda pre-schools are full for the next two years. This indicates that there is demand from parents for the kind of provision we would be providing – an outdoor pre-school.

In addition to the well-stated benefits of playing and learning outdoors, with a focus on outdoor learning and nature-based play, the opportunity to grow and cook our own fruit and vegetables, to care for pets and explore the natural environment, the partnership with Eden gives the unique advantage and opportunity to have a special relationship with Eden and all it has to offer.

Currently, there are no outdoor nurseries in mid-Cornwall.

### **A Need for Innovation**

The Trust believes that there is a need for an innovative curriculum to improve attainment and standards. This innovation is about learning outdoors, empowering children to ask the big questions but also to think outside the box and suggest the big answers to become responsible global citizens.

Kings College Final Report (Natural Connections Demonstration Project 2012-2016) shows the positive impact that Learning in the Natural Environment (LINE) has had on each of the 125 schools surveyed: 95% schools agreed that LINE had a positive impact on enjoyment of lessons, 94% agreed that LINE positively impacted on connections to nature, 93% agreed that LINE had a positive impact on developing childrens social skills, 92% agreed that LINE had a positive impact on engagement

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

with learning, 92% agreed that LINE had a positive impact on health and wellbeing, 92% agreed that LINE had a positive impact on behaviour and 57% agreed that LINE had a positive impact on attainment.

Evidence from the Bolton Outdoor Nursery that won the 2016 TES Awards shows that the imaginative and extremely stimulating environments both inside and outdoors, and the inventive match of activities to capture and hold interest, enable children to make rapid progress and achieve exceptionally well.

The ACE Trust and Eden believe that it is essential that young children get frequent and regular opportunities to explore and learn in the outdoor environment and this should not be seen as an optional extra. The Early Years Foundation Stage (EYFS) Curriculum, which covers children aged birth to the end of the Reception year, became statutory in September 2008 and this placed strong emphasis on the importance and value of daily outdoor experiences for children's learning and development.

In recent years there has been a cultural shift in our society that has reduced the access and use of outdoors for many young children. Contributory factors include increased fear amongst adults in relation to children's safety and technological advances leading to an overwhelming prominence of more sedentary indoor new activities, such as television, video and computer games.

Here are some powerful arguments for taking every opportunity to take young children beyond their immediate indoor environment: -

- Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being.
- Learning outside the classroom gives children contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons.
- Playing and learning outside also helps children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles.
- Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.
- Children need an outdoor environment that can provide them with space, both upwards and outwards, and places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities.
- The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. Very young children learn predominately through their sensory and physical experiences which supports brain development and the creation of neural networks.
- For many children, playing outdoors at their early years setting may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations.
- Learning that flows seamlessly between indoors and outdoors makes the most efficient use of resources and builds on interests and enthusiasms.

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

- Anyone who takes children outside regularly sees the enjoyment, and sense of wonder and excitement that is generated when children actively engage with their environment.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The Atlantic Centre of Excellence Trust have consulted with the community, our extensive leaflet drop, five newspaper articles and consultation website. Members of public completed an online questionnaire and 29 people from the local community attended our two public consultation events. The consensus from all of our consultation activities is that there is parental demand for a high quality two form entry primary school with a sustainability focus in the [REDACTED] and [REDACTED] Area, however, because the school and nursery are planned to be built alongside the first phase the housing, we have not been able to engage with the parents from our primary target group. The ACE Sky Academy and Eden Project Nursery is likely to accept children from the parish of Treverbyn and the town of [REDACTED] so this is where we carried out our consultation (see appendix 17 for a map of our consultation area).

The consultation process ran for a total of 9 weeks (from 18<sup>th</sup> July when our consultation website – [www.westcarclazeaceacademy.co.uk](http://www.westcarclazeaceacademy.co.uk) went live to 19<sup>th</sup> September when we made a summary of the questionnaire findings).

**We disseminated our consultation materials through the following means:**

- A website with news pages, Q&A section and...
- A 10 question online questionnaire (see annex 7 for a summary of the findings)
- An A5 information leaflets to 8216 houses in [REDACTED] and [REDACTED] (see annex 9)
- An Email to all Head teachers of local primary and secondary schools, Parish Clerks, Pre-school and childcare providers
- Two public meetings. One held at 3pm in a local village hall and one held at 6pm at a nearby conference centre. 12 people attended the first event and 17 attended the second, so we presented our ideas alongside our partners [REDACTED]

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

██████████ and Eden, to a total of 29 people (see annex 9 for photographs of the event)

- Two press releases (see annex 10). As a result of publishing the releases, and journalists attending the events, we have had 5 articles written about our free school proposal and associated activities to date. These can be viewed on the news pages of our consultation website – [www.westcarclazeaceacademy.co.uk](http://www.westcarclazeaceacademy.co.uk)
- Social media fees through ██████████ facebook page
- Partnership working with other stakeholders: the developer; ██████████ and local Educational specialist; Eden Project.

### **Stakeholders engaged with:**

- Local primary and secondary schools
- Local authority
- Parents
- Childcare providers and Pre-School Leaders
- Community group leaders
- Local residents
- Landowner
- Local businesses

These stakeholders will continue to be consulted through the news section of our consultation website and press releases which communicate our progress and any future consultation events. We will keep the 'door open' and encourage stakeholders to email us their views, comments and questions via our contacts page on the website.

Following our consultation events on 8<sup>th</sup> September were invited to deliver our presentation to ██████████ Town Council and to ██████████. We were delighted to receive the support of ██████████ Town Council and will visit ██████████ Parish Council in October.

We intend to hold a design workshop at Eden Project in October to discuss the possibilities for an eco-school structure which will result in a cost plan for ██████████ to consider when submitting planning permission.

### **The Consultation Events – 8<sup>th</sup> September 2016**

The nature of the events was to present our educational vision for a new school at ██████████ and answer any ideas or questions that the public have. Included in the event was a workshop to gather local ideas for the facilities, design of the building, name of the school, nursery, governance and curriculum (please see the results from the workshop in annex 11).

### **Findings from Consultation Events**

- As a result of the consultation workshops we have changed the name of the school from West Carclaze ACE Academy to ACE Sky Academy and Eden Project Nursery.

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

- Concerns were raised with regards to car parking for parents. Our response to this was that the majority of pupils attending the school would be within a safe walking distance. However, we recognise that there will be some parents of pupils attending outside this area and we would work with [REDACTED] to use the facilities at the country park, which will enable the pupils to walk safely to school.
- Concerns were raised with regards to the position of the new school building on the [REDACTED] site as it was felt that it was too close to the main road. As a result, [REDACTED] will work with ACE to agree the best position for the school.
- Concerns were expressed on how “sustainable” the actual buildings will be and how much input the Trust will have in the design and build. The Head teachers at the event highlighted the importance of lessons learnt from other new schools funded by the local authority.

### **Respondents to questionnaire and attendees to public meeting:**

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

### **Findings from the questionnaire**

- 40% of the respondents are parents. 31.6% of which have children of primary school age.
- None of the parents had issues in placing their children in their first choice primary school, however, 95% of respondents thought that there is a shortage of 1<sup>st</sup> place primary school places in [REDACTED] and the [REDACTED].
- Respondents were asked to list in priority order the following factors to consider when selecting a primary school; location, facilities, safe access, Ofsted grade, curriculum, extra-curricular activities, extended services, other. The top 3 selected were; location, facilities, curriculum.

### **Summary from letters or emails**

The two messages that were sent to the Trust via the consultation website were both very positive about our proposal for the new school and nursery at [REDACTED]. One of them said “It’s something that is sorely needed here with the continued development, and I hope you do not have too many issues to overcome. I love the idea of outdoor learning too; I believe this is a very beneficial way to teach.” This mother did not get her first choice of primary school for her daughter which would have been in the catchment and the same school as the one her son is currently in. A comment from the other parent is “We live in [REDACTED] so this would be close to us and I work at the [REDACTED] and as soon as I saw the sentence about outdoor classrooms that grabbed my attention straight away!”



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

We have received a letter of support from [REDACTED] follow our attendance at the September meeting (Annex 14).

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

The Business team and new Headteacher in the pre-opening stage will lead the steering group. They will focus on the following key areas: -

Curriculum development, finance, marketing, premises and recruitment.

This will ensure that the time of the steering group members is used efficiently by directing it towards the specific area they have expertise in.

It is proposed that the Steering Group will consist of the

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

[REDACTED] This group will oversee the progress and strategic direction of the project as a whole and will meet fortnightly, (or monthly as a minimum).

The Business Team consists of key staff members who have the relevant skills to support the main steering group. They will ensure that decisions are in line with the vision for the new school and will keep the main steering group well informed of developments on a regular basis. The table below details the skills and experience of our team.

For further information on strategies for improvement for our sponsored academies please see annex 16.





				[REDACTED]	
[REDACTED]	[REDACTED]	Y	[REDACTED]	[REDACTED]	1 hpw
[REDACTED]	[REDACTED]	Y	[REDACTED]	[REDACTED]	10 hpw
[REDACTED]	[REDACTED]	Y	[REDACTED]	[REDACTED]	1hpw

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	Y	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2 hpw
[REDACTED]	[REDACTED]	Y	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2 hpw
[REDACTED]	[REDACTED]	N	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2 hpw



				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	Y	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2 days per week in the early stages increasing to 3 more as the project develops
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	Y	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	½ day per week in the early stages increasing to 2 days per week as the new school is built
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	Y	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	1 day per week

[REDACTED]	[REDACTED]	Y	[REDACTED]	[REDACTED]	½ day per week
[REDACTED]	[REDACTED]	N (pay as per SLA)	[REDACTED]	[REDACTED]	½ day per week
[REDACTED]	[REDACTED]	N (voluntary support)	[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	N (voluntary support)	[REDACTED]	[REDACTED]	

### 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
<b>Project Manager with experience of starting and managing a free school project</b>	Pre-opening team	Once the application is approved we would appoint a consultant with the necessary skills and experience to oversee the pre-opening phase alongside the Principal Designate and [REDACTED] of the Trust.
<b>Nursery expertise</b>	Pre-opening team and Governance	[REDACTED] and has the capacity to provide advice and guidance on setting up and running all systems required for running a successful nursery.  We will also form a partnership with Eden who have the knowledge and skills required for developing and implementing the nursery curriculum and promoting learning through the use of the outdoor space.
<b>Nursery Lead</b>	Pre-opening team	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]  The Trust will form a partnership with the Eden Project who will be key to developing and delivery of Nursery provision which will be supported by [REDACTED] who has many years' experience of running a Nursery on the same school site.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
PR / Media	Pre-opening team	Set up a contract with a local provider (DCA also manages the PR for ██████████) in August / September 2016.
IT	Pre-opening team	<p>Use the expertise of NCI; local IT provider, who also advises and supports other academies within the Trust. We will use this provider to advice on IT solutions and procurement specifications for the new school.</p> <p>We will use the ██████████ at St Columb Minor Academy to develop a 3yr curriculum plan until such time as the new school has its own IT lead. They will also be able to support the Headteacher in the strategic vision of purchasing IT resources to develop and deliver an outstanding level of teaching and learning.</p>

[Add more lines as appropriate]

We have identified above how we would fill the missing skills gaps and experience for the new school within our existing Trust. As part of our planned expansion strategy the Trust has reviewed our Governance structure and have agreed for a ██████████ ██████████ to join the Board of Directors to strengthen the partnership between the two organisations, capitalising on a vast array of opportunities that this partnership would bring.

**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:

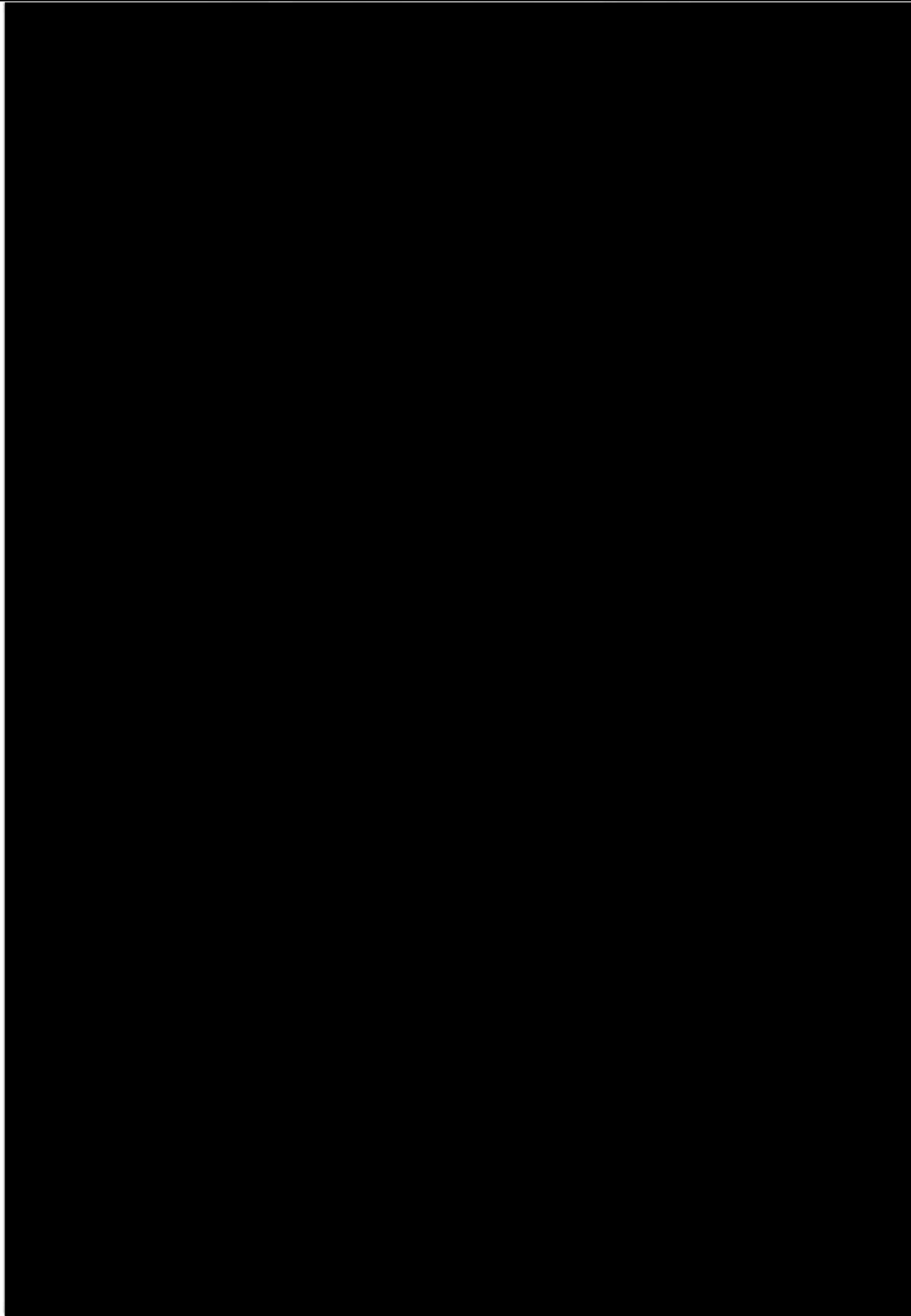
- use the space provided below; and
- refer to [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

**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**

Please see annex 12 which is a letter from the [REDACTED] which confirms that we have the capacity and capability to open and run and free school.

**Changes to existing Governance Structure Roles and Responsibilities (our Trust continues to exercise strong accountability for our free school)**

**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**



**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**

You will see in our Governance Structure overleaf, that we are inviting a [REDACTED] [REDACTED] to join the board. [REDACTED] [REDACTED]. The trust sees this as a strong partnership and welcome the expertise onto our Board.

**Planned Expansion Strategy (Annex 15)**

Our planned expansion strategy allows for the Free School we are proposing in this application. Following our meeting with [REDACTED] last year we have carefully planned and agreed how we would like to grow our Trust. We believe we have the capacity to do this with the skills, knowledge and experience of our [REDACTED] [REDACTED] and the support of our Business Team. In order for Sky Learning Academy to offer the innovative curriculum and raise the aspirations of pupils in this community we will be looking to appoint a Headteacher with a proven track record of delivering this education in a similar setting and will want to see their commitment and experience of raising standards and attainment in primary aged children.

Our [REDACTED] has the support of a dedicated team of professionals working with her and therefore will have the capacity to co-lead this project with the newly appointed Headteacher in the pre-opening stage. As can be seen from her CV she has many years' experience of [REDACTED] [REDACTED] [REDACTED]

[REDACTED] Our [REDACTED] works with all of the LABs to ensure that the Business Team is able to support them in the Business functions so that the governors can work primarily with the Headteachers to raise attainment and standards in all of the schools by effectively evaluating and monitoring the Teaching and Learning in each of their schools.

**Conflicts of Interest**

The conflict of interest that relate to our Trust are detailed in the table below:

Name	Role	Conflict of Interest
[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
	[REDACTED]	

We intend to manage this conflict of interest as follows:

[REDACTED] has declared his interest with the Trust and Cornwall Council and he will not be involved in the decision making process of any planning application submitted by the Trust or [REDACTED] for a new school and nursery on the [REDACTED] site.

**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**

**Declarations**

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

[REDACTED] who are also submitting a free school bid in this wave. However, we do not see this as a conflict of interest at this time as both Free Schools are geographically separate i.e. approximately 30 minutes travelling time.

**How we will address unforeseen conflicts of interest**

We have a very strong accountability process and procedure which includes a clear and user friendly policy which is discussed with all Members, Directors, Governors and staff.

We strictly adhere to the financial regulations to ensure financial competency by following the Scheme of Delegation as well as compliance with the Key Financial Controls, Financial Procedures Manual and the Academies Financial Handbook. A statement covering governance, regularity, propriety and compliance of all financial transactions is included within the Financial Annual Report each year. Background checks are undertaken on companies associated with setting up the new school to mitigate against any reputational risks.

The Trust is compliant with all national policies when employing new members of staff, and staff are reminded to complete the Declaration of Interests Policy. The Trust is open and transparent with its governance arrangements and records all Member, Director and Governor conflicts of interest on its website. All Related Party Transactions are monitored rigorously throughout the year and tested in the Annual Audit.



### **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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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>
---

[Add text here. Table expands]
--------------------------------

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

[Add text here. Table expands]

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

[Add text here. Table expands]

## Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability
[Add text here. Table expands]

## Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section



**CV template**

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

CV template	
	to raise standards in any or all of your three previous roles.
8	Reference names(s) and contact details

CV template	
1	Name
2	Area of expertise (i.e. education or finance)
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>name of school/ organisation</li> <li>position and responsibilities held</li> <li>length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>
	<p>Name: _____</p> <p>Position: _____</p> <p>Dates: _____</p>
	<p>Name: _____</p> <p>Position: _____</p> <p>Dates: _____</p>
4	<b>For finance only:</b>
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</li> </ul>

**CV template**

	<p>per student for level 3 qualifications.</p>	<p>[Redacted]</p>
<p>5b</p>	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE</li> </ul>	<p>n/a</p>



**CV template**

	<p>including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted text]</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>[Redacted text]</p>

CV template		
		[Redacted]
8	Reference names(s) and contact details	[Redacted]



Department  
for Education

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