



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

KEEBLE GATEWAY ACADEMY

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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. 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.

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 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 checked="" type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

Declaration

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

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

- the requirements outlined in the [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: Chair of company / Member of company (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

Vision

Our proposal is for Keeble Gateway Academy to open in 2018 as a 1FE primary school for children aged 4 – 11. It will have a projected roll of 210 when full and will serve the residents of the new Sowerby Gateway development in the main. It will be part of the Elevate Multi Academy Trust.

Through our emerging Trust, established Teaching School Alliance and exceptionally strong lead schools, we offer the capacity to deliver primary provision that is outstanding from the outset.

Elevate Multi Academy Trust is a new body being set up to continuously improve education provision across the Knaresborough, Thirsk and Ripon areas of North Yorkshire. The Trust comprises an initial group of like-minded high-performing schools, including Meadowside Community Primary School and Aspin Park Community Primary School, two of only four 'Outstanding' primary schools in North Yorkshire with over 210 pupils. In addition, Meadowside is the lead school of the Trust and the lead school of The North Star Teaching School Alliance. The latter (www.northstaralliance.org.uk) is a collaboration of 70 primary schools in North Yorkshire and works in partnership with Polaris Teaching School Alliance, based at St Mary's RC Primary School, Malton. The collective aim of schools in this alliance is to improve outcomes for all children through a self-sustaining, dynamic system of school improvement and support across the region and beyond. North Star also works in partnership with Leeds Trinity University to offer Early Years and primary teacher-training places. As an 'Outstanding' school, Meadowside constantly strives to improve and develop a culture and provision that embraces new initiatives and concepts which will support and benefit children during and beyond their time at the school. Its track record for academic success and nurturing environment has gained it a sound reputation regionally and led to it becoming a National Support School in 2014, [REDACTED]. At a time

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of increased expectations of pupil outcome, Meadowside has a robust culture of collaboration and innovation to deliver the very highest teaching standards. This has led to strong links with leaders of education such as [REDACTED], [REDACTED]

[REDACTED] We have a track record of working in collaboration with other schools, settings and organisations to ensure our pupils receive the highest-quality provision. Our letters of support demonstrate that whilst we are keen to set up our new school, we have the support of North Yorkshire County Council, neighbouring schools and early years settings (see letters at Annex A). We have made [REDACTED] aware of our proposed Free School bid and will continue to work closely with [REDACTED] up to the school opening and beyond.

Meadowside CP School has consistently achieved results that exceed national expectations, as shown in the tables below, demonstrating that it has the credentials and expertise to support the creation of an ‘Outstanding’ provision from the outset.

KEY STAGE 2 RESULTS			
Percentage achieving level 4 or above in reading, writing and maths			
	2013	2014	2015
<i>Meadowside CP School</i>	90%	81%	97%
North Yorkshire (Local Authority)	73%	77%	79%
National	75%	78%	80%

PUPIL PROGRESS SINCE KEY STAGE 1			
Pupils who have made 2 or more levels of progress between key stage 1 and key stage 2 in:			
	<i>Meadowside CP School</i>	North Yorkshire (Local Authority)	National
Reading	93%	91%	91%
Writing	93%	94%	94%
Maths	100%	87%	90%

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KEY		Performance Summary - results shown as a %				
		Meadowside CP School	Aspin Park CP School	Knayton CofE School	County	National
2013						
2014						
2015						
2016						
Ofsted Grade		Outstanding	Outstanding	Good		
Subject						
Maths	KS1	90	91	100	92.1	91.4
		90	100	94.4	92.7	92.1
		96.7	100	100	94.2	92.8
		84.4	81	94.7	70.3	72.6
	KS2	96.7	91	75	82	84.5
		87.1	92	90.9	84.5	86.2
		96.6	96	90	84.8	86.9
		93.5	73	80	66.1	69.7
Writing	KS1	80	83	91.7	85.9	85
		90	92	94.4	86.7	86.2
		90	93	100	88.7	87.5
		71.9	78	89.5	63.2	63.5
	KS2	93.3	97	75	82.4	83.3
		83.9	96	100	84.7	85.3
		96.6	100	90	86.7	86.9
		80.6	82	86.7	72.6	74
Reading	KS1	86.7	96	100	89.2	88.7
		93.3	98	94.4	90.1	89.7
		100	95	100	91.1	90.5
		90.6	78	89.5	72.3	74
	KS2	90	98	37.5	84.6	85.6
		83.9	97	100	88.2	88.8
		96.6	100	100	88.9	89.1
		80.6	82	80	64.7	65.6
	KS2	83.3	88	37.5	69.7	73.5
		74.2	82	72.7	73.8	76.5
		96.6	95	80	76.4	80.1
		83.9	85	73.3	68.2	72.4
	KS2	90	89	37.5	73.1	75.3
		80.6	91	90.9	77	78.7
		96.6	96	80	78.9	80.1
		74.2	64	73.3	51.1	53.2
Phonics	Yr1	100	72	86.7	71.5	74.2
		87.5	71	94.1	73.1	76.8
		86.7	78	81.8	78.4	80.6

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Accompanying Meadowside in Elevate Multi Academy Trust is Aspin Park Community Primary School, whose [REDACTED]

[REDACTED]. Elevate Trust intends to have a regional approach to its growth plan. Currently it is investigating Sowerby Community Primary School and Carlton Miniott Community Primary school and five further schools in the Sowerby Gateway area to join the Trust in the near future.

Although in its infancy, Elevate's mission is '*All Achieve Together*', with well-developed strategic aims to:

- Deliver educational excellence to support every child to thrive and succeed;
- Provide a broad, holistic range of learning opportunities for pupils to allow them to develop their moral, spiritual, cultural and social understanding;
- Forge strong, meaningful partnerships rooted in a shared commitment to improving and supporting schools and the communities they serve;
- To champion a culture of continual professional development that thrives on positive challenge;
- Provide a high-quality fully inclusive school for the local community;
- Be a school which would follow the National Curriculum and give students the best chances of achieving their potential and competing in the local and wider jobs market;
- Provide personalised learning in order to develop young people for transition to secondary education and onwards into the world of work;
- Develop very close links with the local community so that mentoring and experience opportunities would be available for all our students.

These aims are supported by a vision based on the strong working relationships between the lead school, Meadowside Community Primary School, and the wider school community. Our vision is:

- A regional Trust focused on highly effective teaching, a philosophy of no child falling behind and effective parental engagement;
- A regional Trust looking outward for best practice and effective use of evidence-based practice nationally;
- Leading by example through outstanding principles, leadership and collaboration;
- Developing the best leaders and taking the time to do that properly;
- A Trust emphasis on collaboration and highly effective ongoing CPD, maximising partnership engagement with the North Star Teaching School Alliance;
- A Trust whose schools continuously improve through purposeful CPD and training for teachers and staff and shared development practice;

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- Providing outstanding teaching and learning through action-research projects;
- Being innovative and always being ready to introduce new and effective ways of teaching and learning;
- A focus on deep learning for children, staff and parents;
- High academic expectations balanced by a recognition that the whole child is more than a set of results;
- Strong reciprocal arrangements across the Trust for shared teaching resources including outstanding subject leaders developing subject areas across all schools;
- Inspirational organisation that raises aspirations;
- Schools that are founded on rigorous management principles and make best use of time and resources;
- Schools with an individual ethos but with a Trust consistency for high expectations and outcomes;
- Nurturing, caring environments with strong pastoral support to develop safe, confident and happy children.

Our vision for the Free School is built on five foundation stones:

- Academic excellence to be achieved by all pupils in all subjects;
- Parents fully involved in the school and supporting their child's learning;
- A drive that no child gets left behind as the foundation of our education delivery and that they are not afraid to fail in their quest to succeed;
- A healthy body and mind for each individual so that they are open for learning;
- High-quality CPD and staff development to deliver a highly trained and effective workforce.

The Trust does not believe that one form of intervention or support is right for all. The Trust will work with individual schools to provide bespoke understanding of the needs of both the school and the local community in order to respond with the correct support. The Trust maintains this by using the principle that working closely with the Headteachers and governors of its schools it can ensure that teaching and learning and the links to the community are of the highest quality.

Rationale

North Yorkshire's population overall has increased over the last few years, albeit at a slower pace than much of the country, from 601,200 in 2011 to 601,500 in 2014. On a local level, however, there is much variation within the county – the population of some districts has increased significantly while that of others has decreased. For example, Selby's population increased by 1,800 from 83,500 to 85,400 while Harrogate decreased by 1,400 from 158,700 to 157,300. The population in the district of

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Hambleton - where the new Sowerby Gateway housing development will be located along with the proposed school - grew from 89,600 to 89,800. This growth is quite significant for an area this size even before the proposed housing development makes an impact on the local population.

The Sowerby Gateway development is in the process of being awarded planning permission. Outline planning permission was granted in 2012 for 925 houses (see map at Annex B for the outline area). This will provide significant new demand for school places in the area. Phase 1 (107 houses) is nearing completion and Phase 2 is already underway. The area surrounding the housing development is made up of small villages and links to the main village of Sowerby. Thirsk is [REDACTED] away. There is a good road infrastructure with main trunk roads providing easy access from all areas to Sowerby. Historically there is a lot of movement across primary 'catchment' areas as a result of parental preference. For example, 50% of children in Sowerby Community Primary School's 'catchment' area attend the school with the others attending 11 other schools in the vicinity, including in and around Thirsk town.

The make-up of the population is generally typical for North Yorkshire in many respects, although its ethnic composition is the county's lowest at 4.8%. Relative to the national average, Hambleton District is a prosperous area, ranking 265 for deprivation out of England's 326 Local Authorities (where 1 = most deprived and 326 = least deprived). There are pockets of deprivation however and 15.1% of the District is in the most deprived quintile in North Yorkshire (Hambleton District Council JSNA 2012 report). One significant Hambleton area of deprivation is to the south of Thirsk, which is likely to be an area that the Free School draws pupils in from. Current Headteachers within the area identify the low aspirations of parents as a key issue they face in trying to improve outcomes.

North Yorkshire County Council projects that, as a result of the new housing development, the small shortfall of places from September 2016 will increase year on year by between 20 – 30 places to a total of 203 by the summer of 2026/27. This lack of capacity does not take into account the Authority's policy of retaining a 10% surplus of total capacity, which extends the demand to 314 new places (see Annex C for the pupil-projection chart). Nursery provision in the area is also in short supply. The available provision is currently just about meeting demand, but will not cope with the projected increased demand. There is currently a S106 agreement in place for a 1FE school with 1.6 hectares set aside for the school.

Elevate Multi Academy Trust will be responsive to the changing educational landscape and supportive of government initiatives to drive up educational standards. The MAT is seeking to found this Free School as part of a regeneration new-build project where there is also a demonstrable demand for primary-school places. By the time Keeble

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Gateway Academy is open in 2018 it will be supported by an established MAT that aims to widen experiences through collaboration between different types of provision that reflects the make up of the locality. The Trust is rooted in the local landscape and is uniquely placed to serve the needs of families in Sowerby and Thirsk – we regard Keeble Gateway Academy to be a Free School created by the community for the community. Schools in the area are backing our proposal because they believe we are best placed to respond to local need as well as continue and extend collaboration with existing provision. In addition to the conviction that our teachers and leaders are best placed to support families in the area, we see the Free School as a unique opportunity to model innovative, evidence-based practice to schools in our Trust and the wider school networks.

Our proposal is embedded in high-quality provision. Of the local primary schools within a 6.5 mile radius, all are rated 'Good' with the exception of two rated 'Outstanding' (see table in Section E1). With Meadowside as the MAT lead school, our aim is to extend this 'Outstanding' ethos to the immediate locality and for the new school to be 'Outstanding' from its inception. This approach will continue to provide parents and the community with the high-quality provision and aspirations for which the proposed Trust schools are known.

The Trust has a clear vision for the new school. It will:

- Be a learning-centred school;
- Be driven by the conviction that no child gets left behind as the foundation to its educational delivery and develop children who are not afraid to fail in their quest to succeed;
- Be a place where parents are actively involved and share ownership of their child's learning;
- Be collaborative;
- Have enabling and stimulating environments that have light learning spaces which are calm and purposeful; and
- Have integrated ICT throughout the school to support the curriculum and CPD effectively.

The Free School will achieve this through a range of leading practice models, including:

- A real focus on deep learning through a curriculum developed with 'keep up' as the driver rather than 'catch up';
- Mastery teaching;
- Corrective teaching;
- Workwatch;
- Local knowledge.

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Our provision will be based on national initiatives and research to raise expectations and aspirations which are proven to be successful. For example, the corrective teaching methodology has been used in Corngreave Academy in Birmingham to raise outcomes and build a new integrated learning approach between the school, child and parent so that all parties are clear on what is needed and how each can play an effective part. [REDACTED] and Minister of State for School Standards, Nick Gibb MP.

The school will be a school that values diversity, and promotes equality of opportunity and mutual respect. The Trust works with the staff of the schools at all levels to support its view that lifelong learning is a fundamental right for everyone who is employed by the Trust. The school will have a deep commitment to Continuing Professional Development for staff at all levels that is rooted in strong collaborations within the North Star Teaching Alliance and beyond. Through being part of Elevate, positive challenge will ensure high standards are achieved and sustained. Keeble Gateway Academy will be modelled on the principles of the two 'Outstanding' schools at the head of the Trust. Capitalising on the long-standing professional partnerships between the primary schools within the locality, Keeble Gateway Academy will impact positively on all young people within the community. Our school will also provide excellent opportunities to develop staff so that we build and retain expertise across the Trust.

There is plenty of research evidence to show that the quality of teachers is one of the most important factors influencing pupils' learning and that the quality of teaching is strongly influenced by the quality of teacher education. This is what contributes to an 'Outstanding' school. Teachers in our new school will inspire pupils and pupils will have access to meaningful and high-quality learning. No child will be left behind. Excellent teaching will also help preserve the cultural heritage of our pupils. Teaching is a complex job but the Trust will provide and arrange highly developed CPD programmes run for the duration of the year in collaboration with North Star Teaching Alliance. These CPD programmes will result in enhanced qualifications and specialist teachers and the model will be cascaded down to all staff within schools.

Parents will be fully engaged with their child's learning in the 'keep up not catch up' approach so that they aren't just reported to but are an integral part of the approach to enable their child to meet at least the age related expectations. The school will support parents in their child's learning and there will be training for parents to learn strategies in order to help their child. There will be regular reporting of progress against yearly expectations but, most importantly, frequent structured conversations will take place on how they can best support their child. We will also hold onto what works and we will hold celebrations of work, have parents participate in curriculum events and ensure

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parents have positive relationships with staff.

We want every pupil - including disadvantaged pupils - to have opportunities to access an extended school day. We will have extended school days for Year 6 pupils up to 5pm for three days a week to underpin our 'keep up not catch up' approach. This will bring the extended school curriculum into the school day, prepare them for secondary school, allow them to liaise and work with peer mentors and complete their homework. There will also be personal tutoring available for pupils where appropriate. This will build resilience and academic capacity to prepare them for the next stages in their education and achieve academic excellence. The additional school hours offer the opportunity for parents to be part of widening experiences for pupils, by offering support at extra-curricular activities or sharing expertise.

Academic excellence will be achieved by developing high-quality learning behaviours. Positive attitudes will lead to a thirst for learning and children who are inspired and motivated. By building positive self-assured mindsets, Keeble Gateway pupils will grow to be happy, successful members of the community. Evidence-based research around cognitive psychology will impact on teaching and we will use the research findings of Yanna Weinstein and Daniel T Willingham to explore this further.

Our school will be a safe environment that will provide opportunities through the curriculum to allow children to flourish, and create a culture where the curriculum opportunities in school and extended school enables pupils to experience success to raise self-belief. This will, in turn, develop the children's innate curiosity for learning and enable them to be resilient in the 21st century. As the children develop, they will set themselves aspirational targets and goals and be able to achieve them.

Keeble Gateway Academy will be committed to mental wellbeing through a quality curriculum that gives all learners opportunities to be active in sport and competition and teaching children how to be healthy and sustain healthy and active lifestyles. We plan to work alongside the Just 'B' charity to deliver a children's mental-health and wellbeing curriculum. Our healthy lifestyle and well-being agenda will be assisted through an extended school day for Year 6 and extended school-day provision for all other classes to ensure that all children by the end of KS2 have a rich diet of experiences in sport, creative arts, cultural and environmental pursuits. We will make use of the housing development's sports village, which includes a five-a-side football pitch and sports hall and community green spaces. Children who know how to have healthy and active lifestyles are able to pursue a wide range of experiences in music, creative arts and understand the importance of mindfulness, tolerance and empathy. Enrichment experiences will allow all children to discover talents and interests and give them the confidence and self-belief to pursue these through school and beyond. Equally, we will

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

work with parents so that they understand the importance of the principles of the school and how this contributes to their child’s wellbeing.

Our new school will have stimulating classroom spaces where work and learning is celebrated. We will develop the spaces carefully so that we have learning walls and the right mix of specialist rooms, intervention and nurture-group spaces to provide a calm and purposeful atmosphere. We will look to maximise natural light and, where possible, for each classroom to have its own outdoor learning space. Every learning space will be well resourced to encourage deep independent learning and facilitate a ‘mastery’ approach.

The Trust schools are encouraged to form a range of partnerships such as the immensely successful North Star Teaching Alliance and use these links to share expertise, participate in educational research and explore successful national initiatives.

Opening a new primary school has not been considered lightly, given the Trust is very much in its infancy, but significant work has gone into creating a Trust with the necessary expertise, experience and capacity with an ‘Outstanding’ lead school. The solid foundations, structures, schemes of delegation and policies and procedures that have been put in place will ensure a well-run and financially aware MAT. The Trust has reviewed its current capacity, capability and experience, both in governance and educational contexts needed to set up and govern a new primary school. Our mix of members and trustees are informed and challenging and the skills mix and backgrounds have been considered very carefully. Our MAT reflects the close arrangements with both the Diocese of York, the Diocese of West Yorkshire and the Dales, as well as with York St John University. [REDACTED]

Currently there is a high demand from local schools to join Elevate Multi Academy Trust. There is a growth strategy for the next 3-5 years that will enable us to grow at a rate that will not jeopardise that quality of teaching and learning within our trust schools as well as open a new school. This model will require us to induct at least 3 good schools with capacity to support others before we would induct a school that is rated RI or below. There would be an in-depth due diligence process and only if the school was deemed to be suitable would there be a conversion. [REDACTED]

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

Keeble Gateway Academy will embody the aspirational ethos of Elevate Multi Academy Trust and be part of a schools' centre of excellence, sharing and fostering best practice across the Trust. Every child will achieve their absolute potential regardless of background through an outstanding education which is challenging and collaborative.

We will have high aspirations for pupil achievement for the children of our local communities and our outcomes will demonstrate this.

Keeble Gateway Academy will:

- Show continuously rising trends in attainment;
- Ensure all teaching is judged consistently 'Good' or 'Outstanding', resulting in the outcomes outlined in Section D2. (QA procedures are outlined in D2);
- Develop and utilise the most effective pedagogy. Innovative practice, informed by research and a growth mindset, will inspire and engage our pupils and teachers alike. (See D2);
- Ensure the achievement of Pupil Premium pupils and SEND pupils is equal to that of their peers or improving rapidly;
- Ensure the proportion of pupils making more than expected progress will be well above the national average. All pupils will make sustained progress in every year group and across all subjects including English and Mathematics;
- Strive to place the school in the top quintile for results in English grammar, punctuation and spelling, reading, writing and mathematics (see D2);
- Ensure 95% of pupils make expected progress, and 50% make above expected progress at KS2;
- Ensure 95% of Pupil Premium students make expected progress, and 50% make above expected progress;
- Ensure 95% of EAL students make expected progress, and 50% make above expected progress;
- Ensure 85% of EYFS pupils achieve a good level of development and 95% of pupils achieve age-expected standards at KS1 and in the Phonics testing.
- Work to achieve at least 97% attendance.
- Aim for all pupils to succeed with us through our strongly embedded behaviour-for-learning ethos, resulting in zero permanent exclusions.

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		30	30	30	30	30	30	30
Year 1			30	30	30	30	30	30
Year 2				30	30	30	30	30
Year 3					30	30	30	30
Year 4						30	30	30
Year 5							30	30
Year 6								30
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		30	60	90	120	150	180	210

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.

[Add more lines as appropriate]

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	Min of 6 – Rec to Y4 Min of 8 – Y5 to Y6	Mandatory	English will be a core subject. All aspects will be taught explicitly using a Mastery approach, through whole-class teaching, group work pupil mentoring and corrective teaching and also through cross-curricular topic lessons.
Maths	5 – Rec to Y4 6 – Y5 to Y6	Mandatory	Maths will be a core subject. All aspects will be taught explicitly using a Mastery approach, through whole-class teaching, pupil mentoring and corrective teaching and also through cross-curricular topic lessons.
Science	3	Mandatory	Science will be a core subject. It will be taught explicitly and also through cross-curricular topic lessons or Forest School sessions.
Physical Development	2.5 within school day Additional 1 hour for Years 5/6	Mandatory Mandatory KS2/ Voluntary KS1	2.5 hours will be dedicated to Physical Development as well as additional activities offered through after-school clubs.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Forest Schools/Outdoor Education	0.5 hours		This may link to Physical Development or Science. Each class will participate in an outdoor education session on a rolling programme throughout the year.
PSE/P4C	1	Mandatory	Every child will have a PSHCE/P4C session weekly to focus. Personal, Social and Emotional Development as well as Global Citizenship, Fundamental British Values and health and wellbeing.
Computing Sciences	1		Discrete skills teaching as well as application of skills across the curriculum.
History	1		Taught through cross-curricular approach. History driven topic each year for each year group. History will be relevant to local/ national/ global issues or events and/or children's interests.
Geography	1		Taught through cross-curricular approach. Geography driven topic each year for each year group. Geography will be relevant to local/ national/ global issues or events and/or children's interests.
Music	1		Music skills will be taught and applied through a cross-curricular topic approach. There will be additional opportunities through the extended school day to participate in musical activities such as choir, orchestra etc.
Art	1		Art skills will be taught and applied through a cross-curricular topic

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
			approach.
Design Technology	1		DT skills will be taught and applied through a cross-curricular topic approach.
Modern Foreign Languages	1		MfL will be taught from Reception.

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.

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

Curriculum Ethos

Keeble Gateway will have in place a curriculum which focuses on the basics and has a real focus on deep learning. Our curriculum will provide academic aspirations and all children at Keeble Gateway Academy will make outstanding progress. Through our corrective teaching methodology – ‘keep up not catch up’ - where there will be a deep learning focus, there will be a ‘no excuse’ culture at Keeble Gateway. All children will achieve regardless of culture or background and no child will be left behind. Our high-quality teachers will have a relentless passion for children to achieve and this will be delivered through strong relationships between staff, pupils and parents.

We will encourage our children to gain highly developed learning behaviours, for them to have a thirst for learning and be inspired and motivated. Our ‘mastery’ approach and corrective teaching methodology will ensure children learn to be resilient and not be afraid to fail in their quest to succeed.

All of our teaching and support staff will engage parents in a continual learning process so that they are fully committed to and can actively assist in their child’s learning and development. There will be strong and visible curriculum leadership at all level and this will be seen as the role of not only the headteacher but also subject leaders - leaders knowing when to lead and when to follow.

The curriculum will be driven by:

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- **A real focus on deep learning:** through a curriculum developed with 'keep up' as the driver rather than 'catch up';
- **Mastery teaching:** all children are exposed to their end-of-year expectations. There will be no limits/ceilings or setting fixed-ability groups. Application of knowledge will be applied across contexts e.g. in maths - moving from concrete to pictorial to abstract. This will link closely to Corrective Teaching (below).
- **Corrective Teaching:** the principle of teaching maths and English in the morning and in the afternoon the teacher or the TA supports any pupils who didn't achieve in the morning in focused tutoring sessions. This system will ensure no child falls behind and every child will 'keep up not catch up'.
- **Workwatch:** a cutting-edge practice whereby a group of pupils are identified by Senior Leaders as requiring additional attention. Their work is then scrutinised daily for a period of time with the class teacher e.g. for a week, or a half term, and then the outcomes of the conversations are fed back to the child. Monitoring is then undertaken to identify continual improvements to learning. This approach is based on the pioneering work carried out by Corngreave Academy in Birmingham. At Corngreave, a school with significant challenge (high % of disadvantaged children and pupils with SEND), they have gained some of the highest achievement outcomes in the country.
- **Local knowledge:** a history of working with a family of schools. We understand completely local needs and demands through having a long, trusting and meaningful relationship with local schools. These include low aspirations and the difficulties and challenges families living in the more deprived areas of the Thirsk and Sowerby catchment face. This is the primary reason for the extended school day, to provide opportunities for tutoring as well as a wide range of activities such as peer mentoring where we will expect pupils to be responsible for their own and others' learning through using techniques such as metacognition to focus on the process of learning.

At Keeble Gateway Academy, whilst educating the whole child with a broad and balanced curriculum, there will be a particular focus and drive on all pupils achieving competency in maths, science, computing and English (reading, writing, speaking and listening), so that every child exceeds national expectations. This will be achieved through rigorous discrete teaching of reading, writing and maths and through 'keep up' provision in the afternoons, which will enable pupils to use and apply their knowledge and skills in differing contexts, such as Literature Circles with other 'Outstanding' schools in the area.

Additionally, in Keeble Gateway Academy there will be an emphasis on practical, contextualised learning through solving problems. The practical approach will not only enable pupils with aptitudes that are less academic and more practical to succeed and

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contribute well, but will also challenge the more able in solving problems that are contextualised. Additionally, knowing why they are learning specific skills and knowledge because of contextualisation will help promote a good attitude towards learning. The curriculum will inspire pupils to learn, helping pupils to acquire knowledge, understanding and skills and promote opportunities to demonstrate mastery in all aspects of their education.

Learning Environment

At Keeble Gateway, we will provide a learning environment where:

- Extra-curricular activities are arranged in partnership with local facilities and providers. These activities include Language activities, Sport, Drama, Dance, Music and Art;
- English and maths will be taught discretely every day ensuring that core skills such as phonics recognition, reading, writing, speaking and listening are learned and all pupils achieve fluency of spellings and grammar. There will be high expectation of outcome with a strong focus on limiting differentiation to ensure pupils don't fall behind. Where children don't fully understand concepts there will be 'corrective' teaching in the afternoon to ensure children do not fall behind their peers. Pre-teaching may also be used to pre-empt issues and ensure all pupils are ready to access learning;
- Language will be at the heart of everything we do; stimulating reading areas will be provided throughout school to foster a lifelong love of reading.
- There will be opportunities to demonstrate the 'mastery' approach to learning in the afternoon with opportunities for contextualised science and the use of technology to support learning and language acquisition. This will also involve deep learning approaches where the learner uses higher-order cognitive skills such as the ability to analyse, synthesize, solve problems, and think meta-cognitively in order to develop long-term understanding;
- A whole-school approach to teaching and learning will be modelled, developed and monitored to ensure 'Outstanding' teaching over time, using the expertise within the trust and using external best practice and research such as corrective teaching;
- The Trust's school-improvement model will use best practice from the North Star Teaching Alliance (70 schools, including 11 outstanding) based out of Meadowside School, to ensure a collaborative approach where we will liaise closely with other North Star schools for capacity for school-improvement support. Our model will provide the framework for quality-assurance purposes to ensure minimum standards, staff and Trust expectations, the role of the NLE/School-Improvement partner in the development of monitoring arrangements and the timings of such activities;
- The Safeguarding, Anti-bullying and Child-Protection Policies will be in line with the

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Trust's policies;

- Attendance measures to be taken to achieve/exceed a 97% target;
- Health and wellbeing is essential and will be promoted through PE and science and through activities that will maintain Healthy Schools Status, including with the Just 'B' charity;
- A larger number of extra-curricular activities will be offered to Reception to Year 5 pupils as optional in order to provide them with opportunities to gain wider experiences of the curriculum as well as that taught to Year 6 during the school day;
- There will be a strong emphasis on the involvement of the community, businesses and local organisations in the pupils' work where possible. The school will benefit from the business relationships already established by other schools within the Trust. This will involve pupils again applying their learning into a real-life context resulting in them developing a greater understanding of how they and their work fits into society as a whole;
- There will be a timetable of planned inspirational speakers representing different cultures, faiths and genders to talk to parents and children. This would include successful business people and culturally significant people;
- The National Curriculum will be tailored to meet the needs of our pupils and to allow for the delivery of knowledge and skills;
- Primary practitioners will be employed across the curriculum who will use specialist knowledge to underpin the learning in the classroom and during extra-curricular activities;
- Lessons will be focused partly on subject content and learning of core knowledge and skills with significant opportunities to use, apply and demonstrate mastery across contexts.

Although we recognise that Keeble Gateway Academy and our other schools will need to have individual character, flexibility and freedom to cater for cohorts' varying needs, we will have in place a strong corporate strategy so that we have a uniform approach to how we present ourselves, are professional at all times and that we continually move forward and implement new and changing philosophies of schools to present high expectations. This will cascade down to our environments where we want to model good practice through feedback and presentation in pupils' books and maximise learning by having clutter-free learning areas.

Community collaboration

We recognise the importance of using a sound education to improve the lives of individuals and groups. As such, in addition to the teaching and using and applying of skills and knowledge discrete teaching and cross-curricular projects, we will be fostering strong links with community groups and local businesses. Pupils will be able to work with these organisations in age-appropriate ways on a regular basis. The Trust already has strong links with Early-Years settings, schools and other groups within the Thirsk and Sowerby

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area and will draw on these existing relationships to offer a range of opportunities to the Free School's pupils. Scientific/technological problems will be identified wherever possible jointly with local businesses or organisation and the pupils. Pupils will seek solutions to these problems so that their work is not only contextualized in the real world, but in producing solutions will follow the processes that companies in the world of work also have to follow.

Curriculum overview

The schools in the Trust will collaborate in developing a Trust-wide approach to curriculum and assessment with subject-specific knowledge and skills developed between the schools. This will better inform the Year 7 transition process and will share best practice from subject specialists with colleagues. Also, the schools will develop a Trust-wide approach to whole curriculum strands which cover many subjects such as for example fluency or reasoning across the curriculum. These defined approaches will help shape how lessons and schemes of work are structured. When this is combined with commonality of language throughout the Trust, it will serve as a powerful vehicle not only to raise standards of attainment and progress, but also give learning a distinctive profile. This will provide another way of measuring the quality of learning at Keeble Gateway Academy.

The curriculum will be delivered effectively so as to prepare pupils for the next stage in their education and to give them ample opportunities to develop knowledge, fluency and problem solving skills. They will be prepared for their transition to secondary schools as well as for life beyond school. The modern world embraces technology which is an integral part of our lives and our economy and through the delivery of our curriculum we will give pupils not only the tools to engage with technology, but the skills to use it creatively and to innovate and develop it further.

The curriculum will be planned separately for EYFS and KS1 and KS2. From Reception to Year 2, English and maths will be taught in discretely using a Mastery approach (with reception including play-based teaching with an emphasis on language and number-rich environments and provision) and from Year 3 to Year 6 English and maths will be taught as discrete subjects in the morning. The remaining subjects, including foundation subjects, will be similarly taught in the afternoon, but with opportunities for pupils to use and apply their skills and knowledge to solve real-life problems built in over time once the term's subject coverage has been completed. In Key Stage 1 the cross-curricular work will be more class led, offering age-appropriate challenges with teachers modeling strategies as to how they might solve problems. As pupils become older and more independent across Key Stage 2, there will be an expectation for KS2 pupils to take greater ownership of their learning and support others resulting in a deeper learning at KS2 rather than a broader understanding. They will manage their own projects and discover potential solutions through discussions with each other and either local businesses or adults from school. Our cornerstone aim of parents assisting in their child's learning will be key to success in children taking greater ownership.

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EYFS

Our Early Years Foundation Stage (Reception) Curriculum will follow the Statutory Framework for the Early Years Foundation Stage. All children will be supported and guided in their primary learning, particularly nurturing the development of mathematical thinking including fluency, problem solving and reasoning. Children will begin reading and writing earlier and will have opportunities to promote these skills through activities and processes involving Listening, Speaking, Reading and Writing. Fundamental to achieving this will be the development of an environment which enables pupils to explore, question and rationalise. Pupils will be supported in getting 'school ready'. During the course of the year the furniture layout will change to reflect the learning needs of the pupils to ensure they are school ready for Year 1. For instance fewer tables and more play areas in September and in the summer term more tables where children would be expected to sit for longer time. Our children will be exposed to the Year 1 curriculum during the summer term to ensure a smooth transition into KS1. This approach will support us to prepare children for the next phase. We will make sure parents are engaged with their child's learning from the beginning and are supported in having an active role in their child's learning.

KS1

In KS1 English and maths will be taught in discrete subjects in their own right using the mastery approach and will be used in a cross-curricular way to reinforce learning and support in the teaching of foundation subjects. In the foundation subjects, we will link learning to projects or topics over a fixed period of either a half term or a full seasonal term. Topics will be chosen by the teachers, which will give them the opportunities to teach the range of subjects and the depth of content that they need to cover. They will however be weighted towards science and technology, giving all pupils rich experiences that can be used in the real world. From the pupil's perspective, the topic will be the vehicle that enables them to identify the learning that they need to undertake to fulfill the topic. This gives them the opportunity to discuss with each other and staff their learning needs, strengths and gaps and enables them to define a learning journey that identifies key learning needs. This contributes to pupils developing a keen sense of autonomy in driving their own learning.

KS2

English and maths at KS2 will be delivered by discrete subject teaching – whole-class teaching using the mastery approach. Subjects will be taught in the morning where pupils will gain a deep learning focus experience in each subject. Staff discussions will take place immediately following the discrete sessions to agree which pupils require corrective teaching in the afternoon. The additional enrichment for Y6 will build on this where their extended days will be used effectively to provide time for homework, extension and project work and offer opportunities for local businesses, organisations and parents to work with

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children.

ENGLISH

Reading as a skill

Meadowside CP School has a proven record for producing excellent reading outcomes for children, judged on end-of-key-stage testing results (see table on page 13). We will be employing tried-and-tested teaching techniques from this highly effective school to achieve similar successes in reading in the Free School.

We want our pupils to see reading as an enjoyable activity and a transferable skill. We want children to understand that reading skills can help them to access text and information from different viewpoints and cultures. Children will be encouraged to see the links between accurate reading skills and becoming articulate communicators in spoken language, and communicating clearly in written form. We will encourage accuracy in accessing written text and also in the application of comprehension skills in reading. Children will be exposed to age-appropriate books of different genres, i.e. fiction, non-fiction and poetry. Reading across the curriculum will be planned for and will be an additional strand of contextualized learning. Guest readers will be invited into school - parents, helpers, outside agencies and authors - to share their love of reading with the children. We will introduce the highly effective Literature Circles Approach which has achieved excellent results in 'Outstanding' schools. Our children will also be prepared for reading in a technological society which uses electronic books and apps for pleasure and study.

Development of reading skills in English

Every morning in Reception and Year 1 (and Year 2 for some), children will be engaged in learning activities based on the phonic system during their literacy lessons. There will be an interactive book activity incorporating strategies to decode and encode words and phrases. The reading, where possible, will be linked to the theme or focus of specific foundation subject projects that the children will be engaged in. If studying animals and their habitats, there will be a study of fiction and non-fiction books on animals and their habitats so that new vocabulary can be learned. At other times, books which excite the children and stimulate creative thinking will be chosen. In KS2, there will be active guided-reading sessions, where independent learners will keep reading journals, write book reviews, read plays, complete reading comprehension tasks and develop their vocabulary.

It will be our well-communicated expectation that every child will read aloud and be read to at home from Reception onwards. There will be an ongoing dialogue between teacher and parents in a home-school reading diary. With this strong focus on reading from an early age, pupils will feel at ease with books and this will ensure that they are fully prepared for their phonics, KS1 and KS2 SATS tests or equivalents. We will assess pupils throughout

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each academic year, using various assessment methods so as to monitor and inform individual children's progress. We will administer KS2 assessments (SATS) in line with statutory assessment and reporting requirements as well as KS1 assessments and other nationally recognised benchmarking assessments for our own internal purposes.

In line with the rest of the curriculum, specific reading skills/gaps will be identified between teacher/pupil so that each pupil knows what they need to focus on as a target in their reading development and can then demonstrate progress when they achieve their target.

Literacy and writing skills

Meadowside CP School has a proven record for producing excellent writing outcomes for children, judged on end-of-key-stage testing results (see table on page 13). We will be employing tried-and-tested teaching techniques from this highly effective school to achieve similar successes in writing in the Free School.

Children will be taught grammar and spelling as an integral part of the English literacy learning time. They will be contextualised with other literacy learning. They will explore writing in Reception as is appropriate for individual learners and will be encouraged to explore writing styles and genres and to develop creative writing skills and to understand the construction of types of text as they progress through Key Stages 1 and 2. Learning will include applying phonics from reading into writing. Within our Teaching Alliance we have a number of successful approaches which we will implement in Keeble Gateway. For example, we have Talk for Writing where children are enabled to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

Additionally through the cross-curricular work, writing in different contexts will be promoted and planned for. Clear, effective communication in speaking and in writing will be a central skill set that will be used in context and so as to effectively record and share information with a variety of audiences, including business and formal organisations.

In writing also specific targets will be identified as a part of the learning process so that they can identify their progress.

MATHEMATICS

Meadowside CP School has a proven record for producing outstanding mathematics outcomes for children, judged on end-of-key-stage testing results (see table on page 13). We will be employing tried-and-tested teaching techniques from this highly effective school to achieve similar successes in mathematics in the Free School.

Mathematics is a crucial part of a child's learning. We will teach this with rigour and offer children the opportunity to reinforce their skills by revisiting strategies and the four basic

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operations.

Pupils will be guided in their learning of computation by working with concrete examples, using manipulatives, before moving to abstract concepts. We will use a wide range of resources and be creative in providing learning materials. Every lesson will include a lesson of mental arithmetic, practising the four basic operations as this will contribute to their fluency and understanding of numbers.

Learning will be planned for using the programme of study. Lessons and corrective teaching sessions will then be carefully targeted towards the needs of the pupils in the class. Throughout the learning process, pupils will be given opportunities to reason and to solve problems using the fluency they have developed in each mathematical area of study. The principles of our Workwatch approach will mean that any children in danger of falling behind are targeted by senior leaders and their work is scrutinised daily to ensure a greater focus on 'keep up' so that all pupils access the curriculum and achieve.

More-able pupils in mathematics will be given many opportunities to complete open-ended investigations and puzzles as well as real practical problems for the school before being pushed onto new content.

SCIENCE

Science will be taught in units as a discrete subject in blocks and will be a significant part of the whole topic. Science knowledge and skills will be taught through experimentation and guided investigations with specific learning identified and highlighted at the end of each investigation or experiment. Biology and physics will be taught and real-life applications will be found and used. Outcomes will be recorded and shared in a variety of media including, for example, presentations, ICT, written and drawn. Wherever possible, science will be linked to design technology so that the high-quality product that has been developed can be shared with others including other schools and local business as appropriate. The science behind the product will be recorded and assessed. Science and technology will be used as the basis for topics across the year. The number of times this happens will be weighted more so than towards other subjects.

ICT/COMPUTING

ICT will be taught as an integral part of the learning across subject areas as well as a discrete subject. Enrichment activities with Thirsk School and Sixth Form already form part of a comprehensive transition programme for Y5 pupils in local primary schools. We will build upon this existing collaboration to provide access to secondary ICT/computing expertise and technologies. Meadowside CP School has good links with a school in Barcelona and we will aim to extend this partnership, using video conferencing to link with contrasting schools elsewhere nationally and globally to combat perceptions in a region that is predominantly white British. It will be a window into the world of science and

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technology. Each classroom will have an interactive screen, and access to wireless laptops. Children in KS1 and KS2 will learn how to scan, record (sound and pictures) and send materials, performances and projects to their partner school or organisations. Older pupils will learn how to set up video conferencing/Skype and will communicate by email with their peers in their partner school to facilitate transfer of data, experiments and information. Children will access the internet using search engines.

Discrete ICT lessons will be taught by teachers with specialist IT knowledge. ICT will be used in cross-curricular way to maximise learning opportunities; in mathematics databases can be used to present and analyse data, in history research can support pupils to complete investigations etc. Programming will be taught and used as a part of the strategy to solve problems through technology e.g. programming a hydration system to water the school garden. Computing will be taught discretely by teachers at the school and, importantly, include an understanding of mobile technology and 3D printers. Our teaching will have an Esafety focus.

HISTORY AND GEOGRAPHY

Through the study of history, pupils will develop a sense of chronology, helping them to understand their place in history and to help understand the impact of events on the world as it is today. Pupils will demonstrate that they can articulate a narrative of events in history which will be reasoned, expressing opinions based on research and discussion. These narratives and opinions will be tested through debate identifying the most likely answers to issues. The Free School will be located in an area rich in history - Thirsk was an Anglo-Saxon settlement and has local links to the Magna Carta through William de Mowbray and nearby are the ancient historic abbeys of Jervaulx, Rievaulx, Byland and Fountains. Situated between two National Parks, this is also a region of huge potential for geographical exploration. Geography will help pupils understand their place in the world. They will explore the impact of science and technology on their local area e.g. how local topography has been used to benefit developments, or has been adapted to make areas of land usable. Equally, contrasting locations will be studied so as to see how the impact of technology has changed some parts of the world and not others.

RE

RE will follow the North Yorkshire Agreed Syllabus. The syllabus will hold breadth and balance in learning about and learning from RE. It will reflect that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principle religions represented in Great Britain.

It will be creative, challenging and engaging, open and inclusive to all. It will support PSCHE, SMSC and Collective Worship and be embedded across the curriculum. Enquiry-based learning will provide pupils with opportunities to explore the biggest questions of human life in the light of religious, philosophical and spiritual ideas. Pupils will also be able

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to develop knowledge and understanding and make connections between religions, beliefs and the life experiences that all humans share. They will develop clear, broad and deep thinking, respect and tolerance, with RE additionally providing a space for pupils to develop personal spirituality and the opportunity to explore their own experiences of life and to ask questions. Visitors into school and extra-curricular visits will further enhance the curriculum experience.

Expert support and quality assurance of RE will be provided from North Yorkshire Sacre and the Education teams at the Diocese of York and the Diocese of Leeds. Church schools in Elevate MAT will also provide expert advice and support, in addition to the Diocesan RE networks, which encompass both church and community schools. The Free School will also apply for the RE Quality Mark Gold Award.

PSHCE

PSHCE will promote pupils' understanding of multicultural, multi-faceted backgrounds and value systems of the today's society by enabling them to explore issues of belief and ethics through circle time, the study of historical events and religious ceremonies and celebrations. Pupils will be encouraged to understand how we can interact with each other and explore our contemporary society. We recognise the importance of strong mental health and wellbeing and will implement our P4C – Philosophy for Children – programme which is used successfully in other Trust schools. This will support positive links to speaking, listening and writing and provide opportunities to explore global, national and local issues, including difficult issues of persecution and radicalisation. P4C uses the teacher as a facilitator and encourages the children to ask and debate the questions that are meaningful to them which brings about debate and challenge and tests children's thinking skills. Our intention is to help to create tolerant young citizens with a broad and deeply inter- culturally mature understanding of the world they live in and in which they will play their part. We will follow the current syllabus approved by North Yorkshire County Council.

ART AND DESIGN TECHNOLOGY

We will look to the key skills in the National Curriculum and adapt the content to link with our other learning and to explore art and culture from a range of countries, linking this to the wider world. We will teach a balance of sequential skills and knowledge so that pupils are able to develop their artistic ability throughout their primary years. Part of the curriculum will be devoted to design as a part of the engineering strand of learning. Within the Sowerby Gateway Development, Chrysalis Arts are working with Mulberry Homes to deliver a public art programme. The art project has the support of Hambleton District Council and Arts Council England. As part of the project Rural Arts has run a Community Programme with opportunities for local groups and schools to participate in workshops led by artists [REDACTED].

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PE lessons will be taught both by class teachers and also visiting sports coaches and professionals, and we will use Specialist Leaders from North Star to raise standards in PE teaching. Teachers will develop opportunities to build routines in PE, such as the warm up, that are linked to science facts. Children will learn team games and will develop competitive team sports such as hockey, football, handball and mini-rugby as well as individual sports such as judo and cycling. We will encourage our pupils to find a sport that they enjoy, to learn the rules of sports, and to accept victory or defeat graciously. We will actively promote competitive sport as a way to teach these things.

Indoor PE will involve gymnastics, dance and will be led by specialist teachers. Learning to swim is a necessary life skill so we will liaise with local pool facilities to arrange weekly classes for our KS2 pupils operating on a class rota system. The size of the Free School plot is 1.4 hectares, so we will make use of local facilities such as secondary schools and the sports village. Additionally we plan to extend activities and make use of the local outdoor education centre at Carlton Lodge to give wider experiences such as canoeing. The science aspects of the body will be referenced through the teaching of PE, cross-curricular links being used when possible and when using the facilities at the sports village. All the schools in the Thirsk area have worked together to achieve the Sainsbury's Games award - many to Gold standard – and we will collaborate with them to achieve the same for Keeble Gateway.

SCHOOL ASSEMBLIES AND CELEBRATIONS

There will be regular class assemblies, shared year group or key stage assemblies and a weekly school assembly. Once a term there will be an assembly to share and celebrate the progress children are making with parents. Teachers and children from every class will be expected to present and explain activities, and sing for their guests.

Christmas for example may be celebrated with an assembly, which will combine performance, poetry, music and songs, and a visit to St Oswald's church for a Christmas service. However we will both acknowledge and celebrate other faith and cultural events which are important and/or traditional for our pupils and their families and will look to invite inspirational speakers from other cultures and faiths to share their thoughts and experiences with pupils in assemblies. Assemblies will be used appropriately to discuss and demonstrate British Values and global education.

The Free School will provide collective worship that will reflect the religious backgrounds represented in the community and other faiths and belief systems.

School trips and accessing and exploring relevant experience of the wider world

School trips will be used to support learning within the classroom. These will be an integral part of inspiring and engaging learning. We will run local, national and international residentials and timetable these from Year 3 to Year 6, building from one night away to a week in Year 6. We will extend our global links with Barcelona within the highly successful Erasmus project and arrange exchange visits to our partner school St. Ignasi, Barcelona.

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We will use opportunities to visit London and other large cities of interest to expand learning, particularly to demonstrate British Values. Grants and fundraising money will be used for theatre trips which will also relate to learning in class. The school will take responsibility for engaging members of the community e.g. entrepreneurs, scientists, doctors, artists, animators, musicians, authors and sports coaches.

A parent-skills audit will provide us with rich information about what our parents may be able to contribute to the school. We will share with the children virtual visits to places of relevance such as businesses, laboratories, or places of scientific, historical and cultural interest. All trips will be related to learning. Pupils will not just 'go on a trip'; all learning will be followed up with appropriate activities in the classroom.

Making the most of local provision

During the pre-opening phase we will investigate with local organisations, the housing developer and sports-village owners what provision we will be able to make in order for our children to make the most of our local amenities and incorporate the use of local facilities and the environment into our curriculum planning. This will be done to develop skills in collaboration, teamwork and resilience. We will use school grounds and the local countryside to teach children Forest Schools – an inspirational process that offers children opportunities to achieve, and develop confidence and self-esteem through hands-on learning experiences in an outdoor environment. We will make arrangements with local schools in the area to provide cluster events in sport, art, music and outdoor activities in Carlton Lodge and other places. We will also involve secondary schools and build on existing links which will aid transition to the secondary phase.

Early Years provision

Keeble Gateway Academy recognises the need to comply with the new Early Years Foundation Stage Framework and will ensure our Foundation Stage teacher, Head of Key Stage 1/Early Years and any support staff working with Foundation Stage children are aware of, and deliver across, the seven specified areas of development and learning.

The vision for Early Years provision within Keeble Gateway Academy is to inspire learners through exciting provision to deliver the highest-quality Early Years experience, providing a firm foundation on which to build future academic, enterprise, social and emotional successes whilst igniting children's curiosity and enthusiasm for learning, and building their capacity to learn, form relationships and thrive. Whilst recognising that every child is unique, and joins the school with differing levels of prior learning and social skills, our aim is that, by the time they leave our Reception class, children are:

- Happy, resilient, capable, confident and self-assured individuals;
- Strong, inquisitive and independent learners who thrive in all areas of learning and development;
- Capable of developing and sustaining positive relationships within their school

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community and beyond.

We will be looking to work closely with parents to build relationships before the children start Reception. Working with York St John University to offer parents diplomas in child development and also training in how best to support their children's learning. Robust and consistently reflective practice and evaluation techniques will ensure that all children thrive in the setting. Our approach to the planning and delivery of the curriculum will recognise and respond to different rates and ways of learning presented by each child.

During the first two terms of Reception, there will be a play-based approach. Teachers and other adults will ensure that provision follows pupils' interests. There will be opportunities to develop all across all seven areas through play-based activities. We will ensure all seven areas of Early Years learning and development are addressed in our Reception class. We recognise the importance of play to children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play and by taking part in play which is facilitated by adults. We will ensure that provision and play opportunities respond to needs and won't be adult led. Adults will skilfully play alongside children, ensuring progress through highly effective questioning. For example developing writing skills by encouraging children to write a shopping list in the role-play area or design and label a picture of a model that was made in the construction area. This child-led approach means that pupils are constantly engaged in their learning. Play is not interrupted to participate in 'guided groups'. In the Summer term the children will progress to a more formal approach. Guided groups and some whole-class teaching will be introduced. We recognise that Early Years is a crucial stage in a child's development and so we will ensure that the Reception year is a journey, from purely play-based with challenge and questioning to further learning, to fully prepared for Year 1. For terms one and two the focus will be child led, where the children's interests drive the learning. Teachers enhance provision and are skilled facilitators; questioning will be highly effective and all adults in EYFS will be trained to further learning through questioning. Play is vital to engage learners. Adults will teach pupils in the provision areas to push learning.

In line with the particular vision and ethos of the Free School we will provide activities and experience for Foundation Stage children that:

- Develop their confidence and skills in expressing themselves; and provide them with the opportunity to speak and listen in a range of situations i.e. through class and small-group discussions. These activities may include role-play and expressive arts. Pupils will have opportunities to perform to the whole school and for parents from a young age, developing self-belief;
- Develop their co-ordination, control, and movement, through the provision of a range of outdoor-play equipment (tricycles, climbing apparatus etc.) and via more structured PE and Dance activities. Children will also be taught about healthy lifestyles and eating as part of our PSHCE programme and science curriculum e.g.

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by planning and making healthy snacks. Following pupils interests outdoors, for example creating a pirate ship with planks to walk, will mean that they are motivated to develop physically;

- Develop a positive sense of themselves, and others; to form positive relationships and develop respect and tolerance for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups (Codes of Conduct); and to have confidence in their own abilities. The personal, social and emotional development of pupils will be addressed via all areas of the curriculum not just via PSHCE, for example in PE and RE sessions, or in cross-curricular projects which, for example could involve an investigation into the local community and the child's place within it. E.g. linked to pupil interests in police, there may be a police officer visitor, a crime scene in the classroom etc. These activities will help us ensure we achieve our goal of pupils at our school being morally responsible and having a sense of community and global citizenship;
- Develop their ability to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest in written and spoken words. Phonics will be taught daily and the approach will be systematic but fun. Pupils will be encouraged to develop listening, reading and writing skills through all provision areas as well as in discrete sessions. Literacy will be delivered both through discrete learning activities including phonics and one-to-one reading sessions but also woven into the broader curriculum, for example, introducing new and exciting text to children as part of art and design projects or inviting authors in to share their stories and develop a love of reading. These activities will help lay the foundations for our goal of every pupil achieving excellent academic standards in literacy i.e. at age-related expectations;
- Develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. A sound grasp of mathematical principles and functions is essential to the delivery all other aspects of the curriculum and more general life skills. Numeracy will be delivered initially through play. There will be opportunities to count and use mathematical skills in every provision area through discrete learning activities and woven into the wider curriculum, where knowledge and skills introduced more formally can be applied in different contexts e.g. measuring the rate of growth of sunflowers as part of a science project, having outdoor domino sets available for children to play with and number snakes in the playground. These activities will help lay the foundations for our goal of every pupil achieving excellent academic standards in numeracy, i.e. a minimum of age-related expectations for all pupils by the end of Key Stage 2 where the use of number is encouraged across all provision;
- Develop their awareness, interest and understanding of their physical world and

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their local community through opportunities to explore, observe and find out about people, places, technology and the environment. As a Free School created by the community for the community, we expect to actively engage community members as well as local business in the planning and delivery of our curriculum. Even at the EYFS we feel it is important to engage the pupils in projects about the world of work and the local community they are a member of. This engagement could involve people coming into the school to talk to children about their work e.g. people who help us, such as a local doctor, dinner lady or park warden, or children going out to visit local businesses to learn about the local community e.g. farms. Another example would be recent work at Meadowside around a DNA crime scene in Reception. We have high expectations for children's understanding and these activities should help children to start to think about how to prepare themselves for their next steps in education and later life. Role playing of different types of work will help children understand the different types of jobs people do;

- Explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Extra-curricular clubs and school production and choirs will also provide additional opportunities for pupils to develop these skills and interests. These activities will help us ensure we achieve our goal of pupils at our school being creative and inquisitive.

Teachers will be expected to consider the individual needs, interests, and stage of development of each child in their care, and use this information appropriately to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children will be expected to focus strongly on the three prime areas (communication and language; physical development; and personal, social and emotional development) as they form the basis for successful learning in the other four specific areas (literacy; mathematics; understanding the world; and expressive arts and design). Teachers will be expected to shift the balance of delivery towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the Early Years, if a child's progress in any prime area gives cause for concern, teachers will be expected to discuss this concern with the child's parents and/or carers and agree how to support the child. Teachers must consider whether a child may have a Special Educational Need or Disability which requires specialist support. They should link with, and help families to access, relevant services from other agencies as appropriate.

Dedicated and highly skilled teaching teams will constantly monitor children's progress and attainment. 'In the moment' planning will be responsive to children's needs. Through excellent relationships with children and parents, staff will develop a deep understanding of pupils' needs and therefore shape provision, challenge and questioning to move learning

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forward rapidly. Children will enjoy a wealth of stimulating and challenging activities and experiences both indoors and outdoors, which will ensure that they are able to make excellent progress in their learning and development. Staff will place the happiness and welfare of the children at the heart of everything they do. Parental engagement will be high with sharing of children's learning journeys. Parental involvement will be much higher from the outset and include time when they will come in to school. We will also have a cloud-based assessment system so that parents can share in learning in an accessible way, sharing learning done in school, as well as targets and next steps to support at home. There will also be opportunities for parents to share learning at home with staff so that this can be built upon in school. We see learning and development at FS as ongoing.

Keeble Gateway Academy recognises the importance assessment plays in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing (formative) assessment will be an integral part of the learning and development process at the school. This will involve teachers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Each child's individuality will be recognised and nurtured by all staff, who will work to establish a secure knowledge of their family and home circumstances, individual needs, interests and abilities. Home visits for all children starting in our Foundation Stage will form part of the transition process and will be one of our criteria for ensuring that children are able to settle happily and quickly. We will work with feeder nurseries to visit pupils and offer transition days from April. There will be an intensive transition plan to prepare children for all aspects of school life before September. This will include a full transition week in July. This will mean that by the time the child officially starts school in September they have experienced all aspects of school life and there is no anxiety around starting school. Positive experiences and opportunities to build trusting relationships with key adults will lead to secure and happy children. In addition teachers will know children well before they start school so that progress can begin from the first week in September.

As the school grows and there are Key Stage 2 pupils in school, we will introduce a buddy system for new Reception children. Older children will be 'buddied' with a new Reception child and support them at times that can traditionally be challenging, e.g. playtimes and lunch times. Buddies will help the children carry their trays at lunch time, ensure they always have a friend at break etc. This will help to develop the family, caring ethos that we aim for at Keeble Gateway.

Planning, practice and provision will be systematically monitored by the Headteacher and Head of EYFS/Key Stage (once in role) and improvements will be achieved through: working in cross-school collaborative teams, with other schools within the Trust; and other

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local North Yorkshire schools. Detailed and exciting planning will lead to excellent learning. For children who attend Keeble Gateway Academy and whose home language is not English, every reasonable step will be taken to provide opportunities for children to develop and use their home language, in addition to English, in play and learning, supporting their language development at home. Where appropriate we will look to engage with other community members of the same mother tongue to provide support in school and set up buddy systems pairing stronger and weaker language speakers in the class.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, Keeble Gateway Academy will complete an EYFS Profile for each child. The Profile will provide a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1 for parents and carers, practitioners and teachers. The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development will be assessed against the Early Learning Goals. Staff will be expected to indicate whether each child has met expected levels of development, if they are exceeding expected levels, or have not yet reached expected levels ('emerging'). Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities. These Profiles will inform any dialogue between EYFS and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The Keeble Gateway Academy will share the results of the Profile with parents and/or carers, and will provide opportunities to discuss the Profile with them. The Profile will be completed for all children, including those with Special Educational Needs or Disabilities. Reasonable adjustments to the assessment process for children with Special Educational Needs or Disabilities will be made as appropriate. Specialist assistance may be sought, for example from North Yorkshire Council's SEN and Disabilities team to help with this.

School calendar

We intend to employ excellent teachers at the Keeble Gateway Academy, and have therefore opted to base our school calendar around the traditional three terms because to do otherwise would reduce the size of the pool of teachers we might attract to working at the school (many will have children in schools working to the traditional calendar).

Term dates (2018/19) will follow North Yorkshire Local Authority Term dates.

There will be three days of inset training for teachers towards the end of the summer term which is a crucial time for school development planning to ensure all staff are well trained to deliver initiatives in the new academic year. So as to avoid poor pupil attendance rates, this will tie in with the Great Yorkshire Show, a time where school attendance is an

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identified issue in this rural area. The other day will be fixed as appropriate in line with other schools in the trust.

An extended school day until 5pm for Year 6 for three days a week will provide opportunities for a range of extended-school activities, homework and transition experiences. This will build resilience and academic capacity to prepare children for the next stages in their education and achieve academic excellence. The additional school hours offer the opportunity for parents to be part of widening experiences for pupils, by offering support at extra-curricular activities or sharing expertise. The extension will also ensure disadvantaged pupils and children of working parents have the same opportunities as others to the range of extended school clubs as well as support with learning and homework. The additional time will ensure effective transition to secondary school.

Organisation of learning

Pupils will be grouped first of all strictly by age (with a twelve months' span of births from 1st September to 31st August within each class). As the expectation of 'greater gain' by schools choosing to set by ability is not supported by research, we propose to adopt a system of whole-class teaching and learning. In addition, we will use a corrective teaching model and an extended schools day for Year 6. Teachers will be given some flexibility to arrange teaching in different groups where appropriate but within English and maths there will be less differentiation due to our mastery approach. To support our mastery approach, we will use peer mentoring and additional tutoring in the extended-day sessions. Our choice of curriculum delivery model is based on recommendations and experience of current methodology. This means that, in any one year, a single class teacher will work alongside the same class of children for the majority of their lessons. This is to ensure consistency of pedagogy, while also allowing for meaningful formative and summative assessment of individual children's progress across the curriculum. The intention is that we have a no supply teacher policy. All cover will be provided by additional teachers within the school/Trust, SLT in school or highly qualified HLTAs.

Enrichment is important in developing the interests and talents of pupils, thereby developing the whole child, giving them additional life experiences that will equip them to move onto the next stage in their education. They will be phased in and run by teachers across the Trust and, where appropriate, parents, on a voluntary basis. We will offer a range of clubs and activities based on children's interests which will help develop life skills and give them the chance to develop hobbies which are interesting and in which they are interested for them to experience success. These hobbies will help support their wellbeing through adulthood.

Inclusion

Keeble Gateway Academy will be an inclusive school where the needs of all pupils will be

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met, whatever their background, abilities or disabilities, and all children will be supported to learn well and achieve good outcomes.

Keeble Gateway Academy is fully aware of its statutory obligations in relation to SEND and will comply with statutory requirements. We will work closely with LA services and other appropriate agencies for any pupils at the school with SEND.

Keeble Gateway Academy's approach to inclusion will be based on: the early identification of needs; the timely design and implementation of appropriate personalised learning solutions that are shaped by evidence of what helps children achieve their potential; and the deployment of staff with the knowledge, understanding and skills to provide the right support for all young children in their care. All school staff, working with the child's parents and other professional as appropriate, would be expected to regularly discuss what the most appropriate provision would look like for all children, and then how best to achieve it. An essential element of this approach will be to report to parents termly on progress, including specific targets.

We will develop pupil profiles for all children so ensure all staff are aware of the relative strengths and weakness of all children - social as well as academic. We will achieve this by developing strong baseline assessments, which will be added to as pupils move through the school from entry to the Foundation Stage, through each Key Stage boundary, and in between, as well as through conversations with those who know the children best – their parents/carers and teaching staff. Within these profiles we will identify any barriers to learning and also any features that show ability and talent which need to be developed. From this a Gifted and Talented register will be produced as well as a Special Needs register. As stated in our school vision we believe the whole child is more than a set of academic results. We will record potential or success in sport, drama, literature or anything that gives a complete picture of the person and challenges us to find ways of meeting these needs in or outside the classroom.

In order to achieve the above we will ensure, where possible, the effective transfer of all appropriate information when the child enters the school. As part of this process we will have a commitment to Early Years networks, including with any feeder nurseries, child minders or other Early Year settings, as well as the child's parent/carers to will ensure we get to know the pupils well at any early stage. Early in Year 1, pupils will undertake a range of assessments, so that we can gain a broad picture of their capabilities which will be added to their EYFS Profile information. At the earliest stages, when developing new programmes of work, the needs of all pupils will be taken into consideration.

Academically, our principal aim will be to make sure that, as a minimum, everyone achieves their potential in the core disciplines. Through individual provision maps (IPMs) for children at School Support level (as well as pupils with Educational Healthcare plans) we will focus objectives on key areas of practice in literacy, numeracy and science.

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Transition

It is essential that transition between key points are managed carefully. These are nursery to Reception, Reception to KS1, KS1 to KS2 and KS2 to the secondary phase. There will be a detailed transition phase each summer term, but in reality, the transition process will be ongoing with relationships with feeder nurseries and other beginning in the spring term with meetings and opportunities for familiarisation visits and taster days and meet the teachers, KS1 to KS2 planning during Y2 and pupils being prepared for secondary transfer from Y5. Secondary teachers will visit Primary Schools to gather assessment and any important personal information about pupils prior to their move.

The following table outlines our transition approach at all key points:

Strategy	Transition point	Rationale
One-to-one parental meetings with class teacher	Nursery to Reception Reception to KS1	These are some of the biggest jumps pupils and their parents will make in their academic career, particularly at Nursery where they will go from short sessions of informal learning to a structured learning environment spanning five days a week. It is essential that parents form a positive relationship with the class teacher and that they are given the space to ask any questions in a one-to-one setting. Establishing trust from the outset will develop a positive relationship between the family and Keeble Gateway Academy.
One-to-one parental meetings with SENDco and class teacher	All transition points	In order to make sure SEND pupils and their parents feel sufficiently prepared for the demands of transition, the SENDCo will meet with them at each transition point, reviewing their EHC Plan as needed and ensuring all information is passed on to all concerned parties.

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Induction days	Nursery to Reception Reception to KS1 KS2 to Secondary	At each stage, it is important that pupils have quality induction into new classes with different learning environment that each phase brings with it. For example, between Reception to KS1, we envisage that pupils will start with half the class for half days, gradually building up to a full day. For KS2 pupils, they will attend induction days in the summer term and start before the rest of the school in September so that they can get their bearings before the rest of the school attends.
Meet the teacher: evening and afternoon sessions	Every transition Point	It will reassure parents and pupils if they have a chance to meet the teacher in the upcoming phase and hear what to expect. We expect that pupils will accompany parents to these sessions but if there are issues that parents would rather discuss in private, there will be opportunities for further teacher appointments to be made.
Previous assessments and data	Every transition point	At each stage, there is key data that will be handed on, be that the EYFS profile, phonics check information or external exam data, such as KS2 End of Key Stage Tests. This will enable teachers to gain insights into the needs of their class and plan for differentiation appropriately.
Pen portraits	Reception to Key Stage 1 Key Stage 2 to Secondary	As two of the biggest 'leaps' we will ask all teachers to provide an outline of the pupils moving up so that new teachers can gain a sense of the pupils they will be teaching. However, we are also keen that these profiles are positive and highlight only significant areas of concern. This is because we feel it is important for pupils to have a fresh start as they make the transition to a new phase. Where additional safeguarding information needs to be shared, it will be passed onto the designated Safeguarding member of staff and the SENDCo. They will share the information with new teachers as they feel it is appropriate to do so.

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Teacher-to-teacher sessions	Feeder Nursery to Reception Reception to KS1 KS1 to KS2 Where possible KS2 to Secondary	This will be standard practice for every year group as they move on: new teachers will have the chance to meet the existing teachers so that they can gain an insight into the class they will be greeting in September, giving them an opportunity to plan appropriately.
Cross-phase planning and training Strategy One-to-one parental meetings with class teacher	All transition points	We expect our teachers to be fully proficient in the different transition points and key stages. For example, even if they are not teaching Reception, it is essential that they have a thorough knowledge of Early Years and the EYFS profile so that understand the starting points.

Academically more able pupils

We are committed to engaging all learners in reaching the highest standards. In essence our approach to provision for more able and talented children is encapsulated in the NAACE – (National Association for Able Children in Education) mission statement “provide for children with high abilities whilst enabling all children to flourish”.

We believe that promoting the education of the exceptionally able will benefit our whole school by raising standards of provision and general expectations. The SENDCo will have responsibility for the strategic alignment of provision for the academically more able.

Such children will be identified using broad and appropriate criteria, reflecting both achievements in school and outside it. An up-to-date register and related profiles will inform all staff of individual learning needs. Our more-able model will have the core elements outlined below to excite and inspire and to extend our children’s range of skills especially thinking and questioning skills. We would expect these pupils to be identified and planned for in lesson plans.

Routine challenge: these will be developmental activities where pupils choose the level of challenge. Our assessment model of mastery will not cap ambition. We will ensure that the upper end of the assessment framework in particular encourages ingenuity, creativity and risk taking. Care will be taken to ensure that our children increasingly take more ownership of their learning and decision-making with regard to their learning paths. Regular monitoring of progress in order to diagnose any indication of possible underachievement will be essential school practice. Through systematic assessment, record keeping, and

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liaison with staff, effective planning will avoid repetition of skills and knowledge already mastered. This will lead to learning without limits and provide children with the opportunities to reflect on their learning and challenge themselves.

English as an Additional Language

We will ensure that pupils identified as having English as an Additional Language (EAL) are appropriately supported. Responsibility for coordinating their support will rest with the SENDCo who will liaise with the LA MEA hub located at Thirsk School and Sixth Form (less than 1km from the proposed location of Keeble Gateway Academy). The number of EAL pupils in the Hambleton District and North Yorkshire is significantly lower than the national average.

Pupils in North Yorkshire schools are predominantly white and British. However in recent years, largely due to the increase of Eastern European migrants moving to the area, more EAL pupils have enrolled in local schools. Almost all of the pupils from this group on arrival are at an early stage of learning English. Currently there are proposals for an additional 2000 pupils to be housed in Hambleton District by 2018. It is therefore particularly appropriate that we have a clear strategy in place to accommodate the needs of EAL pupils. Again it will be incumbent on teaching staff to be aware of EAL pupils in lesson plans and put in place intervention strategies where necessary. It will be the responsibility of the Subject Leaders/DHT and the Headteacher to be certain staff are using appropriate methods and resources.

Approaches will include:

- Key vocabulary will always be written on the board (or where necessary printed on a sheet) and discussed in the lesson introduction so children can access a new topic and gain confidence in talking, reading and writing about it;
- Consistency in approach to classroom routines using similar language to avoid time spent interpreting unfamiliar words;
- Classroom instructions will also be regularly repeated to embed routines and help children become familiar with everyday classroom language: flash cards with pictures of class expectations will be on the walls (e.g. one person talking at a time, hands up to answer a question);
- Older pupils may be given writing frames after talking about a topic and retaining prior learning;
- An ethos of encouraging pupils to embrace inclusivity and supportive culture where children feel confident to speak in class.

Teachers may wish to also use additional strategies should a child be struggling. Examples of these strategies include:

- Additional learning resources (visual aids, picture dictionaries etc.);

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- Peer support and group work;
- Teaching-Assistant support directed to pupils to ensure a thorough grounding in phonics and basic functional English;
- 1:1 intervention sessions with teaching and support staff;
- Work with an additional EAL teacher if needed;
- Expertise sought from local MEA hub;
- Support group set up with representatives from each school in the trust.

The school will appoint a governor responsible for Special Educational Needs and EAL.

Special Educational Needs and Disability

An inclusive curriculum

The curriculum in our school will be designed to be accessed by all children who attend the school. It will be important to distinguish between general learning difficulties (e.g. a speech delay) and problems that are subject specific. If we think it necessary to modify some children's access to the curriculum in order to meet their needs, then we will do so in consultation with their parents, but additional resources, support and interventions will be used to help such pupils first.

Our school will meet the needs of children with special educational needs and comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having SEND, then his or her class teacher (and/or the Special Educational Needs and Disability Coordinator (SENDCo) will make an assessment of this need.

We believe that the best way to meet the needs of the majority of pupils with Special Educational Needs and Additional Education Needs is to expose them to high quality, personalised classroom teaching. As such, we will place a strong emphasis on teaching staff personalising their pedagogy and scaffolding tasks so all pupils can access the curriculum as well as providing individual and group support.

Our general approach across all subjects will be based on the principle 'keep up not catch up' so as to assist pupils not falling continuously behind their peers. We also appreciate however that additional support will be needed by SEND pupils. This will be facilitated by the use of pre-teaching, positioning the SEND children in the classroom to maximize adult support and input, peer mentoring during whole-class teaching time and additional support from TAs after whole-class teaching.

We recognise that it is vital that the teaching of children with SEND is not left solely to the teaching support staff and all class teachers will be expected to plan time working with small groups of children with SEND to bring on their learning. Where possible small group teaching of children with SEND will be within the classroom and interventions outside the classroom will be kept to a minimum to ensure that all children have equal access to the

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whole class learning with their teacher.

Teachers are crucial to the success of effective teaching of SEND pupils through corrective teaching methods. They will have responsibility for planning and resourcing, appropriately grouping pupils, and balancing their time so that all groups receive appropriate teacher support as part of the corrective teaching approach. We expect that where Teaching Assistants or volunteers are employed, the onus will be on the teacher to meet regularly in order to identify and plan support.

All teachers will be expected to identify children at School Support and children with Educational Healthcare Plans on their lesson plans and all teachers will be trained to address high-incidence, low-level SEND. They will also liaise with the SENDCo to ensure class-based interventions and corrective teaching strategies are graduated and in line with best practice. Senior leaders will undertake daily checks through the Workwatch approach to ensure target groups, including SEND pupils are making expected progress.

We will tailor resources to support SEND pupils' learning alongside peers. For example:

- Literacy: vocabulary sheets, visual/audio prompts, picture dictionaries, larger text size, gap-fill exercises rather than blank pages;
- Mathematics: counting blocks, pictures alongside calculations, acting word problems out, personal place value charts;
- Foundation subjects: key vocabulary introduction before new topics, video clips, timelines at the back of books, topic buddies.

The school will create an Individual Provision Map (IPM) for each of the children who are on the special needs register. This will set out the nature of the pupil's need and outline how the school will address it. The IPM will provide a differentiated, small-step approach to targets within the curriculum in order to develop the children's learning. It will also create opportunities for the pupil to see and celebrate his/her achievement. The IPM sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Termly SEND meetings will see the class teacher, relevant support staff and SENDCo reviewing these IPMs; identifying new or outstanding issues and the pupil's progress to date. In these meetings the SENDCo will work with the class teacher and relevant support staff to set new behaviour, academic or emotional targets as appropriate, and identify strategies to help the pupil achieve that target. The SENDCo will co-ordinate and document the provision for and management of support for SEND pupils and act as a link with parents/carers.

Clear lines of responsibility for SEND

We will look to appoint a member of staff to have responsibility for SEND from the outset of the school.

S/he will have responsibility for:

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- Devising the school's SEND plan with regard to the SEND code of practice(s);
- Training all staff in how to recognise SEND and what processes to follow, to ensure all children are adequately supported;
- Engaging parents of children with SEND in particular when the support provided is at School Support level and requires parental consent;
- Maintaining a balance in the school between identifying and adapting provision for children with a SEND while also ensuring the support is light touch, non-judgmental and in line with the Equalities Act 2010;
- Keeping a relevant and up-to-date SEND register highlighting children with School Support and those with an Educational Healthcare Plan;
- Working with other agencies to ensure children's needs are identified, and where necessary Educational Healthcare Plans are written at the appropriate time;
- Instituting Individual Provision Maps with staff and parents, reviewing Individual Provision Maps termly, ensuring challenging targets are set for all pupils identified with SEND, ensuring pupils' IPMs are included in the teachers' planning and working closely with parents to ensure consistency of learning both at home and at school;
- Training staff in how to teach children with SEND;
- Managing the SEND budget and line managing any TAs employed to support in this area;
- Working with other agencies and the LA to broker additional support;
- Managing the Educational Healthcare Plan process;
- Ensuring SEND provision best meets the needs of children;
- Liaising with the SEND link governor who has overall responsibility for the provision in the school;
- Ensuring an understanding of legislative changes and how they affect the provision, assessment and identification of SEND within the school.

Our SENDCo will also be responsible for:

- Setting up a process for collating baseline assessments based on reports from feeder nurseries and children's centres and other data;
- Disseminating the first SEND register;
- Inducting new staff members into the school's SEND practice;
- Putting in place systems to ensure statutory compliance for children with a statement of SEND;
- Ensuring the design of the building makes provision for access for disabled children.

Critical to effective SEND provision, particularly for those with complex needs, is multi-agency support. We will therefore build a strong partnership with North Yorkshire Council to ensure we can contribute appropriate to a more streamlined assessment process. In

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particular we will work with: the Educational Psychological Service; speech and language therapists; CAMHS (Child and Adult Mental Health Services); Learning Support Services, SEN and Transport Services and local special schools through the North Star Teaching Alliance. We will also ensure additional support and agencies are deployed where appropriate. We will also look to develop a partnership with local Special Schools.

We will work closely with all local authorities, our North Star Teaching Alliance network (70 schools with five established SENDCo network groups) and partner agencies, as appropriate, to ensure parents are provided with the necessary information on our approach to working with children with Special Education Needs or Disabilities to enable them to make an informed decision as to whether or not Keeble Gateway Academy is the right school for their child and ensuring that parents, and their children as appropriate, have an ongoing say in the education experience we provide for them. We will incorporate excellent practice from Meadowside Community Primary School where SEND pupils have historically made as much progress as their peers.

A Special Needs and Disabilities governor will be appointed so as to ensure the aspirations the school sets itself are met. This role will be seen both as a challenge and support for the SENDCo. He/she will report regularly to the Local Governing Body and in turn to the Trust.

Looked-After Children

We recognise the importance of supporting looked-after children (LAC) and children adopted from care. The SENDCo will have designated responsibility for looked-after children. Over a quarter of looked-after children have a statement of Special Educational Needs and Disabilities according to the latest figures from the Office for National Statistics for the Department for Education. We will guarantee that looked-after children in our school receive the high quality of education they deserve. We will ensure that:

- The designated teacher for looked-after children has the opportunity to attend training offered by the local authority;
- There is a clear policy on professional development for all staff in contact with looked-after children and other vulnerable children and that we implement an approach that supports children who have suffered trauma and neglect;
- We have policies in place that avoid shame and humiliation as behavioural approaches:
- We work closely with parents and carers:
- We have an emphasis on the school being a safe place:
- The designated teacher is sufficiently resourced to carry out the role effectively.

Meeting the needs of disabled students and those with SEN (who are not eligible for an Educational Healthcare Plan)

Some children in our school may have disabilities and we are committed to meeting the

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needs of these children. The school will comply fully with the requirements of the Disability Discrimination Act 2002, as amended. The school is committed to educating able bodied and none able bodied pupils alongside each other. All reasonable steps will be taken to ensure that disabled children are not placed at a disadvantage compared to non-disabled children. Teaching and learning will be appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted. In its design phase the school will include wheelchair access and the appropriate provision of disabled facilities. In addition curriculum provision must take into account the needs of pupils with, for example, sensory or visual impairments through the provision learning aids including hearing loops in class rooms or visual aids such as iPads which can enlarge the text pupils need to read, or include 'talk to type' software.

Parental engagement

We see it as an essential component of effective engagement that we create close links with parents who will have the best understanding of their child's needs. This knowledge will be used to formulate the IPM in order for the school to cater for the child's needs. Parents will be reported to termly using structured conversations and, importantly, the child's work which will be celebrated to develop self-esteem with the SENDCo. As with all children in school, each child's parents will be informed how they can support learning so that where appropriate the child 'keeps up' with the expectations for the end of year.

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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

D2 – measuring pupil performance effectively and setting challenging targets

At Keeble Gateway Academy measuring pupil performance effectively and setting challenging targets is the cornerstone of our 'keep up not catch up' approach. Teachers will need an excellent knowledge of the National Expectations for children, and be able to skilfully deliver and assess lessons that allow children to continually meet these expectations.

- Pupil-outcome performance will be measured through daily Workwatch meetings with the SLT, attainment measures, progress measures and pupil-progress meetings. The Headteacher will meet every class teacher on a termly basis to undertake pupil-progress meetings.
- Workwatch: the principles of our Workwatch approach will mean that any children in danger of falling behind are targeted by senior leaders and their work is scrutinised daily by a member of the SLT with the class teacher. This will consist of how the child has done that day and targets for the child to achieve the following day. The outcomes of these meetings will be discussed with the child the next day at registration time.
- We will report to parents on a regular basis in relation to the national expectations for their children. One week after parents have received their reports, there will be a meeting in the form of structured conversations, where the progress of their child against national expectations will be discussed. Homework will then be set to allow parents to help their child keep up with national expectations.
- Weekly homework will centre on supplementing classwork to ensure children 'keep up'.
- Attainment on entry will be measured soon after entry into Reception (within four weeks).
- Attainment on exit from Reception will be measured and carefully moderated to ensure consistency and accuracy. The school will aim for most pupils to attain a good level of development (75%). This will involve some pupils making more than expected progress.
- Attainment on exit from KS1 will aim for most pupils (95%) to achieve age-expected levels. Some pupils will need to catch up to do this and so will make more than expected progress.
- Attainment on exit from KS2 again will aim for most pupils (95%) to achieve age-expected levels and for those who did not achieve age-expected attainment at the end of KS1 to have caught up by making more than expected progress.
- Trust-wide systems of assessment, target setting and analysis will ensure consistency.
- Expectations of behaviour are centered around robust behavioural systems and are again Trust wide so that monitoring and comparisons across schools can be made.

D2 – measuring pupil performance effectively and setting challenging targets

Success means achieving our central objective: to provide every pupil with an academically excellent and well-balanced education emphasising Mastery and real-world experiences as well as a sound social and moral grounding. We acknowledge defining factors to ensure high pupil attainment will be:

- Effective leadership;
- Outstanding teaching and effective use of resources;
- Personalised support and challenge;
- High-quality, stimulating learning experiences;
- A flexible curriculum with topics to capture pupils' imaginations;
- Formal and informal assessment;
- Good attendance and behaviour for learning;
- Strong school-parent partnerships.

We believe accurate assessment of learning is fundamental to designing the next steps for a child, and helping teaching staff, leadership and governors identify the progress each pupil is making. Keeble Gateway Academy will be robust in its use of tracking and data monitoring using the analysis completed by the Trust and the support of the Trust. However, we are also aware of the balance that needs to be struck between this, and trusting teachers as professionals to concentrate on doing what they know to be best for their pupils. We will therefore use formal and informal assessment to create tailored support and monitor performance of children in all subjects of the curriculum. We implement assessment and monitoring at three levels:

1. Pupil level
2. School level
3. Trust level

Monitoring success at these levels will enable us to identify areas of strength, and areas for support. We are confident that, even after the school is only a year old (but more comprehensively once the school is full) we'll be able to gauge - and more importantly external stakeholders will know - how successful it is.

Data, tracking and assessment of pupils

We will have a very deliberate approach to the use of data in this primary context. The principles of our 'keep up not catch up' methodology and our corrective teaching and Workwatch approaches will ensure there is a very clear understanding of children's attainment and progress by teachers, support staff, the SLT, pupils and parents. There will be a traffic-light system in place to flag quickly any concerns about children's progress.

At Keeble Gateway Academy assessment against the National Curriculum criteria for English, Maths, Science and wider curriculum subjects will be ongoing. Teachers will

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make use of a range of formative assessment techniques and will use the outcomes of this to inform their planning and teaching. Teachers will be able to give detailed information to parents about their child's current attainment and what they need to do to progress further.

In the first half of each term, parents will be invited to meet with their child's class teacher to discuss their child's progress. These meetings will be focused on the child's wellbeing and their learning. Progress will be discussed and celebrated. Prior to meetings targets for future learning will be shared and these will inform the discussions. Parents will know what their child needs to work on in order to meet the end-of-year expectation. By providing practical examples and resources, parents will be empowered to support their child in achieving their targets.

The school will have a strong emphasis on cultivating and nurturing close links between parents and staff. It is expected that parents will have the opportunity to speak with teachers when dropping their child off in the morning and picking them up at the end of the day. These opportunities will also provide teachers with a chance to raise issues or congratulate specific pupils, and also to organise meetings.

Assessment of the Foundation Stage

Pupils will be assessed against all areas of the Early Years Foundation Stage curriculum within four weeks of beginning at the school. This will enable teachers to establish a baseline of assessment. This assessment will be moderated across the Trust and where possible other local schools so as to ensure the reliability of the information. The curriculum will then be planned from identified specific issues from this information. Assessment information will continue to be used throughout the year so as to achieve attainment at a good level of development in the highest quintile compared to national figures. This is the aim for all pupils including disadvantaged pupils.

Assessment of progress

The Trust's assessment process will mirror the effective systems already in place in its lead school. In addition to ongoing formative assessment, a structured programme of summative assessment will be established in reading, writing, phonics, spelling, grammar and punctuation, maths and science. The outcomes of these assessments will inform teacher assessment judgements and will show whether pupils are on track to achieve age-related expectations at the end of each year. Tests will be analysed and the outcomes used to inform future teaching and target setting, resulting in a focused personalised approach to learning and teaching.

A process of book scrutiny will support the making of accurate teacher assessment, identifying curriculum coverage and depth of understanding. Regular work scrutiny with

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teachers will validate teachers' assessment judgements and this information will be used to identify gaps in learning.

A key part of the assessment process will be pupil-progress meetings established to provide a focused and in-depth discussion between teachers and senior leaders based on pupil outcomes. Teachers will present the data for their class and this will form the basis of the discussion. Progress towards age-related expectations will be monitored as well as the progress of individuals and groups. Provision will be discussed and actions will be implemented as required. Actions will be followed up in subsequent meetings. This will provide a robust system of monitoring by senior leaders but also result in high levels of accountability.

We intend to mirror the successes enjoyed by schools in the Trust, which consistently exceed national and county average attainment. We aim to:

- Show continuously rising trends in attainment;
- Ensure the achievement of Pupil Premium pupils and SEND pupils is equal to that of their peers or will be improving rapidly;
- Ensure the proportion of pupils making more than expected progress will be well above the national average. All pupils will make sustained progress in every year group and across all subjects including English and mathematics;
- Position the school in the top quintile for results in English grammar, punctuation and spelling, reading, writing and mathematics;
- Ensure 95% of pupils make expected progress, and 50% make above expected progress at KS2;
- Ensure 95% of Pupil Premium students make expected progress, and 50% make above expected progress;
- Ensure 95% of EAL students make expected progress, and 50% make above expected progress;
- Ensure 75% of EYFS pupils achieve a good level of development and 95% of pupils achieve age-expected standards at KS1 and in the Phonics testing.
- Work to achieve 97% attendance.
- Aim for all pupils to succeed with us through our strongly embedded behaviour for learning ethos, resulting in zero permanent exclusions.

Impact report to Trust board

Only academic excellence according to national standards is directly measurable through assessment. We have therefore devised a list of measures that we will also

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report on in an annual Impact Report for the school. These indicators either measure a similar/related outcome or they measure how successful we have been with specific actions that promote one of our outcomes.

Examples of indicators we will include in the impact report are:

- % achieving a good level of development at the end of the Foundations Stage;
- % achieving expected standards in KS1 phonics;
- % making expected progress or above expected progress at KS2;
- % achieving age expected in English and mathematics at the end of KS1 and KS2;
- An improving % of pupils catching up to expected standards over time across Key Stages'
- % of Pupil Premium pupils achieving expected and more than expected progress;
- % of EAL pupils achieving expected and more than expected progress;
- % of SEND pupils achieving expected and more than expected progress;
- % of less able pupils catching up with other pupils;
- Number of more able pupils demonstrating mastery to show they have received adequate challenge;
- Size of school/ pupil numbers;
- Attendance rates;
- Teaching-staff turnover rates;
- Parental satisfaction with the school.

Other measures that will be used for **internal** self-review include:

1. % of teaching over time graded outstanding, good, satisfactory, inadequate;
2. Number of sanctions through our behaviour-tracking data;
3. Termly progress in English, science, technology and mathematics;
4. Value for money measuring cost and impact of strategies such as any interventions;
5. Value for money measuring cost and impact of Pupil Premium spending.

These measures along with the OFSTED Inspection handbook criteria will form the basis of our ongoing school self-evaluation. Performance Management will measure the quality of teaching and learning over time, its impact on outcomes and whole-school impact of leadership. For example, if we are not meeting targets (set by the Executive Headteacher, NLE/School Improvement Partner and Headteacher) on percentages of lessons graded good or better, the percentages of book scrutinies graded good or better and more-than-expected progress of pupils who are not achieving age-expected attainment, then we will know that unless action is taken, we will be unlikely to meet our ambitious attainment and progress targets. Keeble Gateway Academy will consider that any child not achieving age-expected attainment in English

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and maths by the end of Year 6, having been there since Reception (with the exception of pupils deemed to have SEND) as a very serious failure of our school. The Headteacher/Executive Headteacher will be expected to be held to account by the School Governors and, in turn the Board of Trustees.

We intend for there to be no exclusions at the school unless completely unavoidable to ensure pupil and teacher safety. In the case of any exclusion, the Headteacher would be expected to write to the School Governors and parents to explain what process had been put in place to try to rectify this situation predicating the exclusion.

Performance against application

Internally, the Trust will develop an annual audit programme, to monitor delivery and performance against the Free School application. This involves questions, checks measures for governors to make use of at certain points in the year. We will undergo the same process across the Trust so as to quality assure performance and to identify successes and shortfalls in performance of schools within the trust in order to be sure we were delivering on our promises and so as to target resources. For example, SLT are meeting on a daily basis and setting targets during Workwatch.

Intelligent Accountability

Career-stage expectations will be operated so as to link pay to performance so that movements up the pay spine are in part related to the achievement of certain pupil-attainment/progress-related measures, and in part to overall school progress and achievement. This would explicitly recognise great teaching and act as a deterrent to the kinds of staff we do not want to employ. Conversely, it could mean that we reward excellent performance with increments of more than one level up the pay spine.

Trust Annual Assessment

The Trust will carry out termly assessments of all schools, including Keeble Gateway Academy. The assessment will cover: pupil performance, stakeholder satisfaction (pupils and parents) and resource management. The school will self-evaluate and then be externally moderated [REDACTED]

The annual performance assessment will not be directly linked to Ofsted inspections, but such assessments may be part of a school's evidence base for part of the assessment. The trust has decided that effective governance, leadership and management will be reflected in the effectiveness of the other elements and therefore not assessed in its own right; this will also mean that it is not directly linked to the senior leadership Performance Management. The annual performance assessment will then be directly referenced to the level and type of support provided to the school by the Trust in the following year.

The school will additionally take part in North Star's rigorous programme of Triad peer reviews, where Headteachers review colleagues' schools in pairs, to evaluate the

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school's teaching and learning, identifying key areas for development.

Quality of Teaching and Performance Management

Meadowside CP School is a 'learning school' and the importance of continual development is fundamental to its success. Meadowside's current 'Outstanding' grading is the result of practitioners having opportunities to develop their outstanding practice in a meaningful and effective way. Teachers will be expected to learn from their peers and to welcome the opportunity to share their own practice. This openness to learning will be carried over into Keeble Gateway Academy. There will be a rolling programme of lesson observations of all staff by the Headteacher and other members of staff who will provide formal and informal feedback and where appropriate identify specific areas of development for individuals to focus on. An important part of consistently outstanding teaching is the teacher's ongoing assessment of their own practice. As such, self-evaluation will be regarded as a key element of professional development. Within this culture of personal growth and learning, staff will share good practice, seek opinions and discussion and look to each other's strengths to see how to become the very best teacher that they can be. Teachers and leaders will be supported to participate in external accredited qualifications, including at master level.

A rigorous approach to Performance Management of staff

Our Performance Management system will model that currently in place at Meadowside which treats staff development as a year-long continual process and not as one-off experiences. All staff will share their progress against Performance-Management targets on a monthly basis in staff meetings. To support our ambition to have rigorous Performance Management processes, the Trust will employ a National Leader of Education/School Improvement Partner to act as mentor and critical friend to the Headteacher, the Local Governing Body and other members of the school-management team. This specialist will have significant primary-phase expertise and experience of headship. [REDACTED]

The Headteacher will in turn be responsible for the Performance Management of all teaching staff within the school, the Deputy Headteacher for support staff and the Senior Business Manager will be responsible for the Performance Management of the office staff. The Trusts' commitment to focused, data-informed accountability means that we know this investment will pay dividends in terms of improved outcomes at the school. The Trust Adviser will also be the gateway for accessing the wider range of support, including training for the Local Governing Body.

Behaviour Management, Pupil Wellbeing and Attendance

Our principles

Our approach to behaviour for learning is based on five key principles:

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- A positive behaviour-management system where success is celebrated to stimulate self-esteem and foster a love of learning;
- Fairness and consistency;
- A clear structure of reward and consequence;
- Parent partnerships that will be integral to both rewards and consequences;
- Children will not prevent the learning of others. Support and interventions will mean that children with Emotional and Behavioural Difficulties or challenging behaviour receive appropriate support and so do not have a negative impact on the learning of others.

These principles will be underpinned by a set of key processes and documents.

Codes of conduct for the classroom and the school

The school code of conduct for behaviour will be based on the Unicef Rights Respecting School. Pupils will be selected to be Rights Respecting Ambassadors and in collaboration with the school staff will select which articles are relevant to the school and its pupils. These articles will form the basis of the school charter which will then be shared across the whole school through a programme of assemblies. Pupils across school will learn what each article within the charter means as well as developing an understanding of what this might be like in practice in their own school. To develop their understanding further, the articles will be discussed in each class, at an age appropriate level through the PHSCE programme.

The selected articles will be interpreted into simple, accessible school charter, copies of which will be displayed in classrooms and throughout the school. The articles will be phrased in positive statements, e.g. 'Everyone will.....,' and will be a point of reference for any member of staff when discussing a pupil's behaviour.

Pupils will be rewarded for exemplifying the different articles by being awarded a Rights Respecting Token. Consistently positive behaviour will be rewarded rather than just one-off actions. Each week the tokens will be counted and the winning team celebrated.

Also on a weekly basis, individual achievement is recognised and celebrated in each class by the Rights Respecting Champion Award. Pupils will be awarded a certificate but also will have the honour of wearing a celebrated Red Jumper for a week. This will increase their visibility within school giving them recognition for being a positive role model within the school.

In addition the Headteacher will devise a behaviour policy for the whole school which will focus on acceptable standards of behaviour in all aspects of the school, e.g. in the classroom, at lunchtimes, on school trips and visits. This document will be clear and concise and shared with all stakeholders. A stepped approach will be included so that all staff understand how different incidents will be dealt with and that there is a

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consistent approach throughout the school.

Pupil Wellbeing

At Keeble Gateway Academy we have a responsibility for the care, welfare, safety and therefore the learning environment of all our pupils. Pupil wellbeing is central to our vision and aspirations for the Free School and will be at the heart of everything we do.

Teachers, non-teaching staff, welfare staff and other adults are all part of a team. This team will ensure pupils are happy and secure in whatever activity they are taking part, whether social, spiritual, mental, emotional or physical. The provision of this care will extend to all extra-curricular activities such as clubs and the extended school day. Our extended day for Year 6 children will provide enrichment opportunities, time for homework and transition experiences (particularly for vulnerable groups and/or SEND pupils). Following from the current practice at Meadowside CP School, we will work alongside the Just 'B' charity to deliver a children's mental health and wellbeing curriculum. Our healthy lifestyle and wellbeing agenda will be delivered through a rich diet of experiences in sport, creative arts, cultural and environmental pursuits. Enrichment experiences in the extended school day will allow all children to discover talents and interests and give them the confidence and self-belief to pursue these through school and beyond. We will have a caring commitment to guide and advise our pupils, equipping them with the skills needed to face the outside world. Teachers and non-teaching staff will be encouraged to approach the care of our children in a positive way.

Through our Pastoral Care approach we aim to:

- Create and maintain an atmosphere where pupils feel they are well known, safe, valued, respected and happy;
- Promote the aims of our school;
- Maintain the highest standards of teaching and learning;
- Respond in a sympathetic way to the concerns, fears and worries of our pupils;
- Build an atmosphere of trust;
- Make children aware of potential dangers through the teaching of Health Education and other subjects e.g. road and water safety, or care in the sun.

Children will be encouraged to talk freely and openly to any member of staff if they have any worries or problems of any kind on a work or personal level. Staff will respond to children in a sympathetic and concerned way, offering advice, support, guidance and reassurance, in confidence up to the point disclosures are made that will prompt the instigation of safeguarding procedures.

Keeble Gateway Academy Pastoral-Care and Behaviour-Management approaches will

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seek to provide a means of promoting good relationships, so that everyone can work and learn together with the common purpose of helping everyone to learn. Our positive ethos will be one in which:

- The pupils' confidence and self-esteem are promoted;
- Pupils are encouraged to value one another; and
- Pupils show a strong sense of belonging to the school as a community.

At Keeble Gateway Academy, all pupils will take pride in their achievements and recognise the importance of high standards in their work and in their behaviour.

Bullying

We will have a robust anti-bullying policy in place and bullying in any form will not be accepted and all instances dealt with promptly. The school will hold an anti-bullying week as this has been proven to reduce school bullying incidents considerably. Theatre groups will be invited into school to convey the issue in a way children can relate to. Issues will be shared regularly during class discussions, PSHCE sessions and assemblies, where we will emphasise that we should be caring and respectful towards each other. We will encourage children to report bullying and not to be a bystander. Issues will be discussed regularly during circle time and assembly where we will emphasise that we should be caring and respectful towards each other. The school will work closely with parents because parents are influential with regard to their child's behaviours. A full tracking and monitoring mechanism will be put in place to measure instances and the effect of our anti-bullying policy.

Permanent Exclusions

The school seeks to avoid permanent exclusions. These will only take place for very serious incidents or when all other strategies have been tried and have failed over time.

Fixed-Term exclusions

Fixed term exclusions will be used only when other sanctions and strategies, detailed with a Behaviour Support Plan, have not been effective over a period of time or when there has been a single clear and serious breach of the code of conduct. This could include:

1. Physical and verbal violence.
2. Sustained bullying (in all its forms).
3. High-level disruption to learning.

A robust approach to attendance

It is widely acknowledged that if children are not in school their chances of succeeding and developing socially are drastically reduced. Our monitoring arrangements will be effective and consist of twice-daily registers and, where the child's attendance falls

D2 – measuring pupil performance effectively and setting challenging targets

below 90% we will communicate with the child's parents. Our communication will be very prompt and will aim to improve the situation quickly or provide support as required to sort out any underlying factors. We will have a high aspirational target of 97%. To encourage good attendance all pupils with a 100% attendance record at the end of term will be awarded an attendance achievement certificate. In exceptional circumstances a firm approach will be taken to absence and, if required, a fixed penalty notice will be issued with the support of the LA.

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

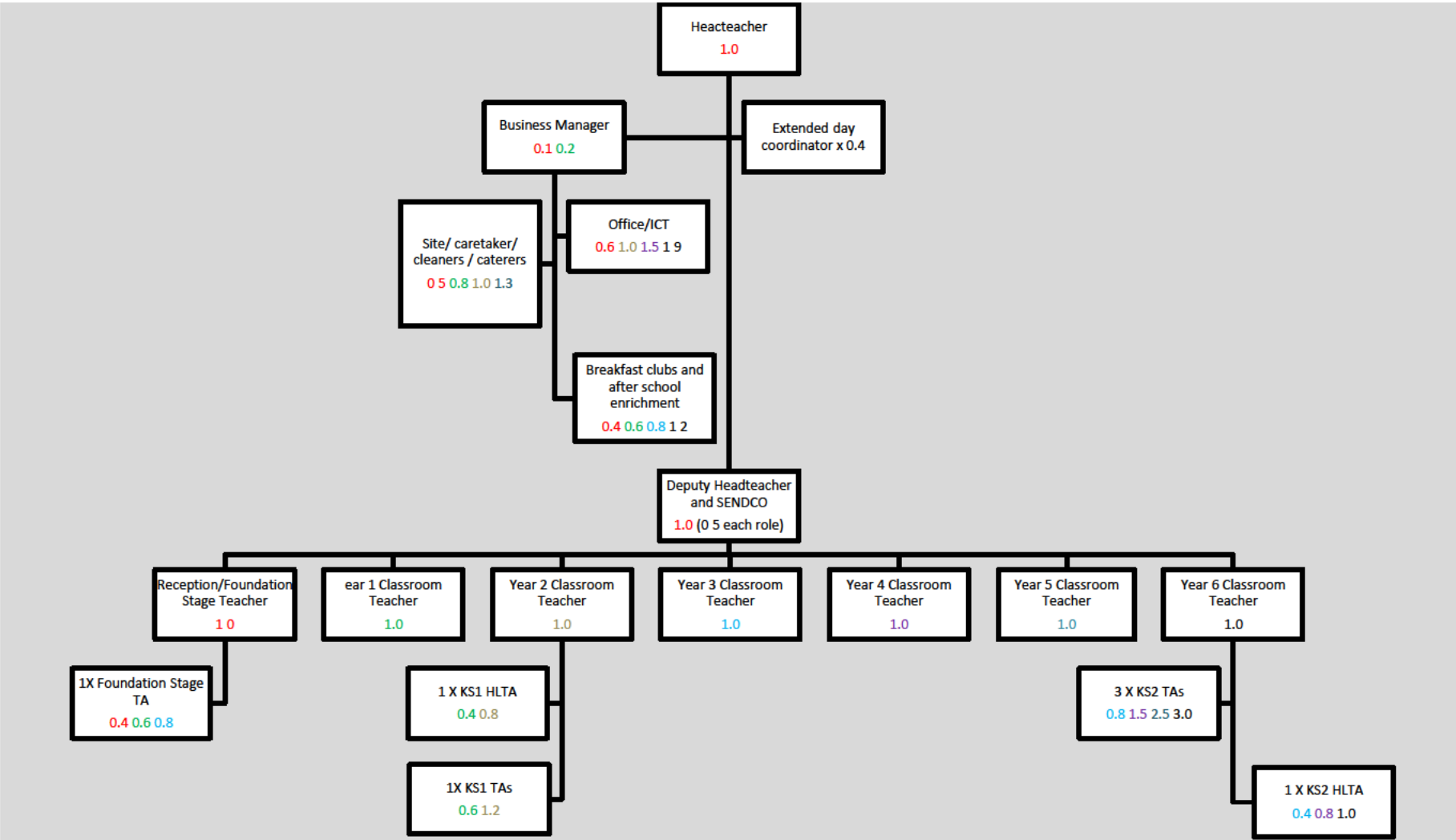
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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

Staff organisation chart for Keeble Gateway Academy



Colour code for total number of staff in each year (FTE) (ongoing and cumulative): 2018 2019 2020 2021 2022 2023 2024

Staffing vision

It is of high importance for Keeble Gateway Academy that the Headteacher and staff should share our vision for the school and have the experience and motivation to achieve it. We have learned from our long history of academic success that the most significant factor in school improvement is selecting, retaining and developing the highest-quality staff. We intend to recruit the best practitioners available from the outset. We appreciate that staffing is the greatest financial outlay a school will make – often up to and above 85% of its budget. To ensure the best use of resource, the school will mirror Meadowside CP School's approach to staffing. This entails employing two experienced teachers, two teachers who are becoming established in their career and two NQT or RQTs, plus one teaching Deputy Headteacher. This model allows for succession planning and budget management, as you develop your staff to the higher levels of responsibility, you provide your Trust with the Headteachers of the future. Other ways to ensure financial stability in the school will include paying all Teaching Assistants at GTA level, no supply teachers deployed – supply will be provided by senior leadership and HLTAs, and making best use of trained volunteer helpers.

There are a number of reasons why we believe we will be able to attract and train and then retain the best teachers:

- Ours will be a school where teachers teach and we will eradicate unnecessary bureaucracy (following the successful model at Magellan Charter School, North Carolina);
- We will use our close association with North Star Teaching Alliance to ensure entrants to the profession participating in its initial Teacher Training programme are trained within and to the principles of the Trust;
- Ours will be a 'learning school';
- We will recreate the supportive ethos of Meadowside where all staff support and guide each other;
- We will adhere to the central Trust vision, which is the need to develop teachers effectively and continually throughout the year;
- We will ensure staff can access North Star Teaching Alliance's staff development and leadership programmes, and support teachers in completing Masters qualifications through Trust-affiliated FE providers;
- We will promote opportunities for career development – talent spotting and training leaders for the future.

In order for the vision to be achieved we need all staff to understand and engage with the school being a 'Learning School' where all professionals continue their learning journey. By participating in wider networks, such as North Star's subject-leader networks or Teacher Learning Communities, teachers can grow as practitioners and engage with colleagues across the region.

Staffing structure

Keeble Gateway Academy will be employ qualified teachers whenever possible, not

disallowing the possibility of taking on demonstrably highly talented teachers from the independent/international schools who may lack Qualified Teacher Status (QTS), or employing specialist coaches/tutors to deliver curriculum areas including music, and PE. Our proposed staff structure:

- There is an expectation that there will be one teacher per class and a pool of Teaching Assistants who would be distributed amongst the classes as appropriate. The ideal distribution would be one per class and two additional TAs who are not class based (subject to budget constraints). The additional TA resource would be prioritised so that there was a focus on the academically more able and a focus on pupils deemed to have SEND. All TAs would, as part of their duties, target SEND/EAL pupils and disadvantaged pupils across the school. Close liaison would take place with the Trust in order for wider-pupil support to be coordinated effectively;
- There will be a Headteacher and a Deputy Headteacher leading all aspects of school life;
- There will be a Senior Leadership team of EYFS leader, KS1 leader, KS2 leader and School Business Manager;
- The Business Manager will be a part of the leadership team but will initially have support from the Business Manager of the Trust;
- There will be the SENDCo, who will have responsibility for all vulnerable groups of pupils and who will work with parents of any vulnerable pupils;
- It is expected that external providers will offer a wide variety of extra-curricular activities;
- It will be desirable for staff to be specialists in some areas and/or subjects to provide a broad as well as deep rooted curriculum and enrichment.

Plan for phased build up of staff in line with planned pupil numbers and financial resources.

Keeble Gateway Academy will be opening in September 2018 with 30 pupils in the Reception Year. This intake will continue until we achieve full year groups of the 30 PAN in 2024. The school is proposing to employ one teacher per class of 30 and a minimum of 0.6 FTE TA per class to support.

In addition to the listed support staff, the school will need to employ catering staff, cleaning and site-maintenance contractors etc. The school will also maximise the use of parent/local community volunteers to come in to work with the pupils. All volunteers will be required to obtain appropriate DBS clearance before volunteering at the school. Costings to demonstrate that the above phased build up is in line with financial resources available can be found in Appendix G of the Free School bid.

The final staffing structure (sufficient, affordable and appropriate to deliver the education vision and plan)

- The Headteacher
- Deputy Headteacher with teaching responsibility (0.5 DHT; 0.5 SENDCo)
- 1 x Reception teacher
- 1 x Year 1 classroom teacher
- 1 x Yr 2 classroom teacher
- 1 x Year 3 classroom teacher
- 1 x Year 4 classroom teacher
- 1 x Year 5 classroom teacher
- 1 x Year 6 classroom teacher
- 1 x TA Foundation Stage
- 1 x TA and 1 HLTA for KS1
- 3 x TAs and 1 HLTA for KS2
- 2 x TAs non-class based (subject to any budget constraints)
- 1 x HLTA for extended school day (0.2 FTE)

The staffing structure for Keeble Gateway Academy has been developed in response to the curriculum model, the vision and ethos of the school and is in keeping with an approach capable of meeting the school's overall aims. We will ensure that staff receive broad, balanced continual CPD over the year with monitoring to support development so that they can continue to meet the statutory requirements of the English education system.

New teachers will have intensive training before they teach in class to ensure that they have a grasp of the educational principles of the school. Teaching Assistants new to the school will similarly have on-going development throughout the first year. Where teachers have qualified abroad we will make sure that within the first year they are enrolled on an initial Teacher Training (iTt) or Graduate Training Programme (GTP) course with North Star Teaching alliance or a local further education provider so they get the necessary support to fully understand the English education system and gain QTS. A buddy system will be introduced amongst the staff and time will be allocated to the establishment and then ongoing development of strong working relationships during this CPD time. These relationships will generate communication between staff.

Teaching Assistants

The school will employ up to two Teaching Assistants to work with the Key Stage 1 classes and four to work with the Key Stage 2 classes. Two additional 'floating' TAs will work under the direction of the class teachers/Deputy Headteacher. If the budget permits we will employ two Higher Level Teaching Assistants for cover purposes for PPA time. They will also be used to support any vulnerable groups such as the more

able.

Staffing for extended school day, after-school clubs and extra-curricular activities

Teaching staff will be contracted to run one after-school club per week within their basic terms and conditions where appropriate. Cover will also be required for our extended Year 6 school day. Our HLTA will support these arrangements for 0.2 FTE hours of their time along with support from the Headteacher and sports coaches. In the initial years, post opening, we may need to rely on staff to support enrichment provision on a voluntary basis, through their subject expertise and hobbies. We will also draw on our pool of volunteers to enrich the extra-curricular offering. We will negotiate with local sports providers some free 45-minute coaching sessions in return for the use of school facilities to run their clubs.

The structure of the senior leadership team, subject leaders and any support staff including a description of their roles and responsibilities

Role descriptions will be developed on the basis of accountabilities (rather than a list of tasks). However, each accountability will be underpinned by tasks. It is the accountabilities that will form the basis of the Performance Review (Appraisal).

The role of the Headteacher will be based on the national standards for these roles.

The Headteacher

The Headteacher will be responsible to the Local Governing Body and ultimately to the Trust, for implementing the school's vision and for overall school performance; and is expected to demonstrate effective leadership in terms of whole-school management and school development and improvement including putting in place key policies and documentation. The Headteacher's role will include monitoring and evaluating the performance of Keeble Gateway Academy according to the success of its curriculum, enrichment, events and community programmes, timetabling staff duties and overseeing resources; implementing the Local Governing Body's policies; and motivating staff and pupils through high-quality personal leadership skills. His or her responsibilities will also include direct line management of the Deputy Headteacher.

The Headteacher will also be responsible for liaising with other school leaders and education professionals as required, building on existing strong local community links. He or she will also be expected to establish positive relationships with key stakeholders such as parents/carers and to develop professional links with relevant external organisations and bodies.

School Business/ICT Manager

The Business/ICT Manager will be a member of the Senior Leadership Team and will share responsibility with the Headteacher and the school's Local Governing Body for the financial management of the school. The School Business/ICT Manager will receive additional support from the business support of the Trust. The Business/ICT Manager

has the following specific responsibilities:

- Financial planning, management and monitoring, following the Trust's policies and protocols;
- Formal reporting to the EFA, DfE, the Schools Trust and the Keeble Gateway Academy Local Governing Body;
- Procurement of services, suppliers and equipment;
- Management of human-resources issues;
- School administration;
- Taking a lead with the Headteacher in marketing and communications;
- Ensuring the school makes best use of the ICT resources available, to provide effective administration and high-quality teaching and learning;
- Keeping abreast of ICT educational developments and new products to ensure the school's resources and the use of them reflects current best practice;
- Maintaining the school's website;
- Acting as the first point of contact for the school's ICT supplier to ensure services are provided as commissioned.

Deputy Headteacher

The role of the Deputy Headteacher will be to support the Headteacher in creating, establishing and managing the aims and objectives of Keeble Gateway Academy in partnership with staff, governors and parents, with specific responsibilities for those subjects across the school. He or she will assist the Headteacher and School Business Manager, as part of the Senior Leadership Team, in the day-to-day running of the School. He or she will be responsible to the Headteacher for all aspects of the curriculum and assessment, together with pastoral care of pupils and oversight of enrichment and school events. He or she will chair meetings of the Middle Management team/Curriculum co-ordinators and ensure that support staff are well led so that school operations run smoothly and effectively. In addition, he or she will be responsible for implementing induction programmes for all new staff and will be directly involved in the recruitment and continuing professional development of teachers. He or she will deputise for the Headteacher in the Headteacher's absence. The Deputy Headteacher will also attend Local Governing Body meetings as required from time to time and will report to the Headteacher.

SENDCo

The SENDCo will be responsible for co-ordinating additional provision for SEND, EAL, and academically more able pupils in line with ratified Keeble Gateway SEND, EAL, academically more able and Equal Opportunities policies. The post holder will be required to obtain SENDCo accreditation if new to the role of SENDCo.

Senior Leadership Team

The Senior Leadership team will consist of five posts: Headteacher, Deputy

Headteacher/Key stage 1 Leader, Foundation Stage Leader, Key Stage 2 leader and the School Business Manager.

Each Senior Leadership team member will be responsible for monitoring the implementation of the assessment arrangements using Workwatch to inspect samples of pupils' work, lead discussions with teaching staff and subject co-ordinators so that all pupils 'keep up'.

Subject Leaders

Each subject leader will be responsible for overseeing, monitoring and developing the planning, delivery, learning and assessment of a curriculum subject/s throughout the school, reporting to the Deputy Headteacher as appropriate.

The roles and responsibilities of subject leaders are to:

- Maintain and update, in conjunction with the Deputy Headteacher and the Headteacher, and by active consultation with the relevant teaching staff, the aims and objectives for their subject/s;
- Prepare a policy, in conjunction with the National Curriculum, to include a scheme of work for the individual subject/s that the co-ordinator is responsible for;
- Provide a strategic lead and direction for the subject/s;
- Monitor standards being achieved;
- Support and advise colleagues on issues related to the subject/s;
- Monitor pupil progress in that subject area;
- Oversee the quality of teaching and learning for the subject/s;
- Oversee the curriculum and planning for the subject/s;
- Ensure there is coherence in planning between Key Stages;
- Requisition, within financial circumscription and annual budgetary allowances, the resources needed for implementation of a scheme of work;
- Provide efficient resource management for the subject/s;
- Help devise a useful and meaningful system of assessment for the subject the co-ordinator is responsible for;
- Keep abreast of current educational thought for the subject the coordinator is responsible for;
- Attend/lead in-service training and where appropriate share useful and pertinent information with other staff.

It is the role of each teacher to keep up to date with developments in the subject/s that they co-ordinate at both national and local level. It will be their duty to review the way their subject is taught at the Keeble Gateway Academy and plan for improvement.

<p>Subject leadership</p> <p>Teacher</p>	<p>Depending on the skill set of the staff employed, subject responsibility will reflect their strengths. Below is a possible example.</p>
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Reception class teacher (1)	Art and Design Leader EY transition
Year 1 class teacher (1)	Literacy Leader
Year 2 class teacher (1)	ICT Leader Humanities Leader
Year 3 class teacher (1)	Music Leader Extended School Day provision
Year 4 class teacher (1)	Numeracy Leader
Year 5 class teacher (1)	Assessment Leader Science Leader
Year 6 class teacher (1)	MFL Leader PE, Dance and Games Leader Secondary school transition coordinator
SENDCo	SEN, EAL and G&T Leader PSHCE Leader Community Engagement Leader

Shared Services

Shared services at Keeble Gateway will be an extension of existing working relationships across the Trust. To extend the support services offered by the Trust we envisage an open recruitment process or buying in specific expertise to appoint additional HR, ICT and Finance capacity where appropriate.

Staffing to deliver the curriculum and support services will be reviewed annually and every month in the pre-opening planning stages, to ensure financial viability and value for money. As the school grows, we will look to meet our vision through creative ways, for example booking artists-in-residence.

Contingency Plans

To support our projections and planning, we will use five-year planning software for staffing and other running costs and income forecasting to continually monitor staffing projections and other spend. Decisions can then be made on where we might consider “over-staffing”, for example for supporting a new child on an Educational Healthcare Plan. This enables us to plan robustly over a 5-year projection and beyond, to ensure we can deliver a feasible timetable on budget. It will be understood from the outset that senior staff will have enhanced teaching loads in the case of financial stringency. As the Trust grows, there will continue to be opportunities to combine Headteacher positions and create additional Executive Headteacher roles. This will not only strengthen our budget arrangements and save money, but will also provide a strong management structure within the Trust to continue to operate its key principles.

Further resilience is provided by our close proximity to all of the Trust schools. Shared services will include Facilities Support, ICT Support, HR support, Finance Support, and EWO Support. This will help mitigate risks during the new school start-up period. In the event of financial contingencies, capacity will be found from within the Trust to support the new school. Contributions to the Trust's central support services will be more equal after the start-up phase and as the school grows to capacity.

We will use MAT staff to develop support services in the school, especially IT, HR, finance and property. This will allow the Headteacher to focus on the key tasks of teaching and learning while the school is growing and until it reaches the stage when staff deliver the Trust's ethos and become self-sufficient.

During the pre-opening phase, the Headteacher will be employed from the September the year prior to opening and the Deputy Headteacher will be in post from the spring term. With careful financial management, some administrative support will be added during the spring term in order to handle admissions and other priorities but other staff will be employed from when the school opens.

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

Keeble Gateway Academy will be a place where children from all faiths and backgrounds, and children of all abilities are welcomed and encouraged to thrive and be happy. We will ensure that all pupils, regardless of ability, gender, religion and background have access to a high-quality education within a supportive learning environment which equips them well as independent learners to take their place in society and to contribute to it and we will set high expectations of leadership and of teaching and learning. There will be no faith-based admissions criteria - we will welcome children of all religions and backgrounds. Admissions policies will be formulated in accordance with the Code of Practice for Admissions and will be based on need in the local area. Policies will be written to ensure that no member of the school community suffers direct or indirect discrimination on the basis of religious faith or no religious faith. There will be no faith-based employment criteria for staff.

- The school will be an inclusive school with systems and practices making it an expectation that some pupils will have Special Educational Needs or have English as an Additional Language;
- The Trust is already introducing the Unicef UK Rights Respecting Schools

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

Award to its schools and will extend this to the Keeble Gateway Academy. The award recognises achievement in putting the UN Convention on the Right of the Child (UNCRC) at the heart of a school's practice to improve wellbeing and help all children and young people realise their potential;

- We will develop international mindedness and global citizenship including extending the close links Meadowside CP School has – fostered over 12 years – with St Ignasi school in Barcelona;
- The curriculum will be broad and balanced giving priority to the core business of language acquisition and numerical fluency and mastery;
- The curriculum will emphasise critical subjects with opportunities for cross-curricular work to use and apply their knowledge and skills;
- Fundamental British Values will underpin all of the school's work with opportunities through school council, assemblies, topic work, curricular activities and through forums in which discussions of current affairs can take place. This will be used to identify issues of possible radicalisation and to identify British values and what if any solutions could be effected. Our area is predominantly of white British heritage and we will prepare pupils for our wider multi-cultural society through structured experiences, shared residentials and a totally inclusive curriculum. We will use school trips and extra-curricular activities to support this learning. For example, Meadowside has a strong link with St Ignasi School in Barcelona, which children visit each year, and we will be extending this and other initiatives to Keeble Gateway.
- We appreciate that the area is predominantly white British and therefore we need to prepare pupils for multi-cultural society through structured experiences, including trips, inspirational speakers, shared residentials and an inclusive curriculum.
- All faiths and religions will be welcome at the school and the school will promote tolerance and respect for all through its practices and through its curriculum. As an example of inclusivity, while the lead school in the Trust, Meadowside, is non-denominational, the Trust has uniquely negotiated with both the Leeds Anglican Diocese and York Diocese to allow all CofE schools to join the Trust.
- Knowledge and respect for differing cultures will be promoted through the curriculum including external visits and visitors into the school. This will be used as a vehicle to promote Fundamental British Values including tolerance and respect. Our school will have a planned calendar of inspirational speakers across cultural, religious, business and educational contexts for both parents and pupils.
- The school's practices of peer assessment and group work will foster SMSC and the curriculum will enable spiritual development through the study of Art, Music, Dance and reflection as well as through the RE curriculum.

The Trust believes that a school should be a place where the spiritual, moral, social

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

and cultural dimensions permeate the whole curriculum and enrich the lives of young people in an increasingly target-driven world. The school will admit pupils of all abilities and of all faiths and none, and will be a safe place where British Values are inbuilt into the ethos and everyday life. We will grow a school where there is no disconnection between effectiveness and ethos since making an intimate connection between the two is to transform the lives and life chances of all who live and work in our schools and the communities they serve.

All pupils at Keeble Gateway Academy will be strongly encouraged to regard all people with respect and tolerance, in line with the conventions set out in the Unicef UK Rights Respecting Children's Charter. We will ensure pupils understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. Our school's ethos and teaching will support the rule of English civil and criminal law and we will not teach anything that undermines it. We promote Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As a community we will actively challenge opinions or behaviours in school that are contrary to Fundamental British Values. We will use the National Teachers' standards and the Headteacher Standards (2015) in our appraisal of teachers and Headteachers. We expect all staff to engender public trust in the profession and maintain high standards of ethics and behaviour, including upholding British Values, within and outside school.

While upholding these values, we will welcome pupils from different traditions and ethnic backgrounds. We will communicate actively with prospective parents, pupils and the wider community, making clear in our admissions policy, on our school website, school policies and all literature our values of outstanding education and a love for learning which demands a growing knowledge of respect, tolerance and reconciliation which will be embedded in our teaching.

Once a child/family is admitted to this school, they will all have equal worth and value. The language used by all members of the community will be of 'we' and 'us', not 'you' and 'them', highlighting the sense of community and of our interdependence. Teaching and groupings will not discriminate on any grounds.

The school will publicise appropriately and make suitable arrangements where any parent asks for their legal right to withdrawal from assemblies or celebration of any religious festivals such as Christmas and will make appropriate alternative provision available to all pupils so that they are not in any way disadvantaged.

The daily assembly will be central to the school not just because the law says so but because it will be central to the fabric and ethos of the school. We will have a set of shared values which we will promote through the curriculum, through expectations governing the behaviour of pupils and staff and through day-to-day contact between them. This will make an important contribution to pupils' spiritual, moral and cultural development and will be at the heart of our school's educational and pastoral policy and

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

practice. Every attempt will be made to publicise the school's values to parents and the local community and to encourage support for them. Religious Education and collective worship in our school will make an important, although not exclusive, contribution to spiritual, moral and cultural development. These activities will offer explicit opportunities for pupils to consider the response of religion to fundamental questions about the purpose of being, morality and ethical standards, and to develop their own response to such matters.

Assemblies will explore themes such as communication, creativity, resilience and reconciliation. The school will note and mark appropriately as many festivals as is possible as they mark the progress of a year and vary between reflection and joy.

The inclusivity of the Curriculum

It is fundamental to the school's ethos that students are afforded opportunities to understand different views. Outstanding enquiry-based RE is crucial to this process. Religious Education will focus on understanding and exploring a variety of faith positions and issues related to religion. Some of these studies will be taken from the Christian tradition and others from a variety of other world faiths. Through this study students will come to have a better understanding of the role of faith in society and a greater respect for people with different perspectives to their own. An important aspect of top-quality Religious Education is that young people are better equipped to leave school and contribute to community cohesion through their better understanding of different perspectives. Should any parent/carer wish to exercise their legal right to withdraw, then the school will make available the RE syllabus and organise a meeting with a translator present if necessary to explain the syllabus and identify any specific problematic aspects of the content in the eyes of the particular parent. Once the parent has understood the inclusive nature of the content of the syllabus if they still wish to withdraw their child from specific lessons, alternative work will be arranged for these lessons. This work will support particular faith traditions or more secular world views as appropriate.

The curriculum will promote the spiritual, moral, cultural, mental and physical development of students as well as the skills, competencies and values that are agreed as important to the school and community. This will be crucial to cementing the ethos of the school so that students from different backgrounds socially, ethnically and geographically will feel part of a corporate entity. These will be driven and developed through every curriculum area. In addition, the Empowered Learning Programme will cover all aspects of PSHCE, as well as helping students to develop their learning skills and metacognitive abilities. The aim is to help every young person build skills such as communication and organisation, competencies such as creativity and resilience and values such as valuing trust, truth, respect and reconciliation.

The design of the uniform and many of the policies will be developed by a group consisting of Trustees, Trust officers/employees, the Headteacher, members of the

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

community and prospective parents who will be consulted on ideas and plans once pupil recruitment is underway. The development of the policies will be sensitively handled, balancing the needs for inclusivity with distinctiveness of all types. The acceptability of wearing certain items of religious dress, e.g. crucifixes, headscarves or Sikh religious symbols will be clearly spelled out as part of the uniform code, taking into account the demands of school life. School food will meet the fullest range of dietary requirements.

Staff appointments will be made on merit and following rigorous open competition. We will expect all staff – leaders, teachers, support staff, including catering and maintenance staff – to demonstrate their knowledge, understanding and practice of British Values and how these will be applied in the classroom and school more generally. All positions will be open to relevant qualified people from all backgrounds and religions to apply. The Trust and the Local Governing Body will be expected to uphold the ethos of the school and code of practice when undertaking any and all staff recruitment.

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

As discussed earlier, North Yorkshire's population overall has increased over the last few years, albeit at a slower pace than much of the country, from 601,200 in 2011 to 601,500 in 2014. On a local level, however, there is much variation within the county – the population of some districts has increased significantly while that of others has decreased. For example, Selby's population increased by 1,800 from 83,500 to 85,400 while Harrogate decreased by 1,400 from 158,700 to 157,300. The population in the district of Hambleton - where the new Sowerby Gateway housing development will be located [REDACTED] - grew from 89,600 to 89,800. This growth is quite significant for an area this size even before the proposed housing development makes an impact on the local population.

The Sowerby Gateway development is in the process of being awarded planning permission. Outline planning permission was granted in 2012 for 925 houses (see map at Annex B for the outline area). This will provide significant new demand for school places in the area. Phase 1 (107 houses) is nearing completion and Phase 2 is already underway. The area surrounding the housing development is made up of small villages and links to the main village of Sowerby. Thirsk is 1.2km away. There is a good road infrastructure with main trunk roads providing easy access from all areas to Sowerby. Historically there is a lot of movement across primary 'catchment' areas as a result of parental preference. For example, 50% of children in Sowerby Community Primary School's 'catchment' area attend the school with the others attending 11 other schools in the vicinity, including in and around Thirsk town.

The make-up of the population is generally typical for North Yorkshire in many respects, although its ethnic composition is the county's lowest at 4.8%. Relative to the national average, Hambleton District is a prosperous area, ranking 265 for deprivation out of England's 326 Local Authorities (where 1 = most deprived and 326 = least

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

deprived). There are pockets of deprivation however and 15.1% of the District is in the most deprived quintile in North Yorkshire (Hambleton District Council JSNA 2012 report). One significant Hambleton area of deprivation is to the south of Thirsk, which is likely to be an area that the Free School draws pupils in from. Current Headteachers within the area identify the low aspirations of parents as a key issue they face in trying to improve outcomes.

North Yorkshire County Council projects that, as a result of the new housing development, the small shortfall of places from September 2016 will increase year on year by between 20 – 30 places to a total of 203 by the summer of 2026/27. This lack of capacity does not take account of the Authority's policy of retaining a 10% surplus of total capacity which extends the demand to 314 new places (see Annex C for the pupil projection chart). Nursery provision in the area is also in short supply. The available provision is currently just about meeting demand, but will not cope with the projected increased demand. There is currently a S106 agreement in place for a 1FE school.

Elevate Multi Academy Trust is responsive to the changing educational landscape and supportive of government initiatives to drive up educational standards. The MAT is seeking to found this Free School as part of a regeneration new build project where there is also a demonstrable demand for primary school places. Schools immediately surrounding the Sowerby Gateway development are Sowerby Community Primary School, All Saints RC School, which provides denominational places across the wider Thirsk area and Thirsk Community Primary School, the school which serves the remaining area of Thirsk town. There are also a number of other village primary schools in the outer Thirsk area. In September 2016 Sowerby Community Primary had two additional classrooms built and now has a net capacity of 360 spaces.

With 300 pupils expected to be on roll in September 2016 none of the 230 anticipated additional pupils likely to arise from the Sowerby Gateway housing development over time could be absorbed. It is likely that Sowerby CP School could be full as early as September 2018. In June 2014, North Yorkshire County Council undertook a formal consultation process on whether existing schools could accommodate the additional pupils or whether a new school should be built as part of the Sowerby Gateway development. This included the governing bodies of all schools in the Thirsk town area, as well as the appropriate RC and CofE Dioceses, Councillors, Early Years providers, other local schools, parish and district councils, unions and professional associations and the local MP. Parents of pupils attending Sowerby Community Primary School, All Saints RC Primary School, Thirsk Community Primary School and Thirsk School and Sixth Form College were also consulted. Based on responses, County Councillors in December 2014, agreed that the additional primary-school places to serve the development should be provided in the form of a new primary academy from September 2018.

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

All local schools are judged 'Good' and the performance profiles can be seen in the table below. Although our proposal is to provide additional and sufficient places for children to continue to receive high-quality education in the locality, we will also use the school, along with the Trust more generally, to be a conduit to improving education in other areas.

Schools nearest to Keeble Gateway Academy location Distance from Keeble Gateway Academy in miles	Most recent Ofsted rating	% of pupils eligible for Free School Meals	% of pupils who speak EAL	% of pupils with an EHC Plan	Progress Measures relevant to your school type*	Attainment Measures relevant to your school type*
<u>Sowerby CP School</u> 0.1	15 January 2015 Good	22%	4.8%	0.4%	Reading 1.6 Writing -3.8 Maths -3.0	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 69%, W - 69%, M - 58%
All Saints RC School 0.1	10 July 2014 Good	7.4%	28.1%	0%	Reading 0.5 Writing -5.8 Maths 3.0	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 58%, W - 42%, M - 50%
Thirsk CP School 1.2	12 March 2014 Good	32.6%	6.1%	0.8%	Reading -1.1 Writing -1.1 Maths -1	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 56%, W - 68%, M - 46%
<u>South Kilvington Cof E School</u> 2	16 March 2012 Good	8.3%	1.7%	2.8%	Reading 2 Writing 3.9 Maths -2.4	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 89%, W - 77%, M - 56%
<u>Carlton Miniott CP School</u> 2.3	6 November 2013 Good	5.8%	1.9%	0.5%	Reading -1 Writing -1.6 Maths -2.2	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 58%, W - 68%, M - 71%
<u>Topcliffe CofE School</u> 3.4	26 October 2011 Good	13%	0%	1%	Reading -0.8 Writing -0.1 Maths -2.9	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 86%, W - 86%, M - 64%
<u>Knayton CofE School</u> 4.5	10 May 2012 Good	5.6%	0%	0.9%	Reading 1.6 Writing 1.8 Maths 0.3	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 80%, W - 87%, M - 80%
<u>Sessay CofE</u> 4.6	3 October 2012 Good	6.6%	0%	0%	Reading -1.2 Writing -2 Maths -1.9	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 66.7%, W - 66.7%, M - 55.6%

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

Dishforth CofE School 5.7	27 April 2007 Outstanding	4.2%	0%	2.2%	Reading 5.2 Writing 3.1 Maths 1.3	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 88%, W - 88%, M - 88%
Dishforth Airfield CP School 6..5	22 December 2015 Outstanding	3.6%	0%	0%	Reading 2.9 Writing 2.9 Maths -2.7	Pupils achieving Expected Outcomes 2016 at end of KS2: R - 83%, W - 100%, M - 83%
Thirsk Local average		10.9%	4.3%	0.9%		R- 73.4%, W-75.2% M-65.2%
North Yorkshire average						R- 64.7%, W-72.6% M-66.1%
National average		26.4%	19.4%	1.4%	Above R -5 Above W -7 Above M -5	R - 66%, W - 74%, M - 70%

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

Our proposal to establish Keeble Gateway Academy has been driven by:

- A need for school places in the proposed area;
- Local demand for a school that will work in the way we have proposed, driven by our vision and values, and which provides high-quality education;
- Variable education provision locally.

We recognise the importance of responding to local need, as reflected in our ethos and vision. We have begun to undertake extensive engagement with other schools and we have received significant support for our proposal. As demand for the school will be through continuing population growth and new housing it has not been possible to engage formally with all prospective parents. This is, however, a key aspect of our proposal going forward.

North Star is the only Teaching School Alliance that has worked with schools in this area, and subsequently all 12 Headteachers within a 6.5 mile radius have written an open letter of support, solely backing our bid. We will continue to work closely with Headteacher colleagues up to opening and beyond to ensure that we corral the best provision for our new school. Local settings are extremely supportive too and we have received the sole backing of the local Early Years settings and other groups in the district, as well as the Local Authority. Ours is a local solution backed by local stakeholders. Please see Annex A for all our letters of support.

As set out previously, the local authority predicts a need for an additional 1FE over the short to medium term. This is against a backdrop of increasing demographics with higher numbers of primary-aged pupils through increased population growth across the Hambleton District and, importantly the new Sowerby Gateway housing development.

Keeble Gateway Academy will provide genuine choice for parents. We will give prospective parents the opportunity to respond to our plans through transparent and informative surveys. These will include giving existing parents the opportunity to respond to our plans and express whether they would send their child to our school.

We will use technology to capture other stakeholder satisfaction surveys. Our surveys will gather :

- Name and contact details of parent or community member;
- The postcode of parent or community member;

E2 – successful engagement with parents and the local community

- The potential pupils' date of birth (to ensure they are the relevant age at the time of opening for the school);
- Whether the parent would choose Keeble Gateway Academy as their first choice school;
- Whether the parent or carer would be interested in finding out more information about the school;
- Whether the community member would like to show their support for the school.

We will hold the personal information collected through the survey in accordance with the Data Protection Act 1998.

Our approach will allow parents and others to make informed decisions. We will market the new school rigorously and provide all relevant information and characteristics about the proposed school, the Trust's ethos and vision and ensure all were clear on our desire for:

- A high-quality fully inclusive school for the local community;
- A school which would follow the National Curriculum and give students the best chances of achieving their potential and competing in the local and wider jobs market;
- Personalised learning in order to develop young people for transition to secondary education and onwards into the world of work;
- Close links with the local community so that mentoring and experience opportunities would be available for all our students.

Through our wide-ranging networks, we will engage the local community. All schools in the area are part of the North Star Teaching Schools Alliance and are involved in a multitude of collaborative activities and some are already discussing with their governor the opportunity to join our new Trust. We will consider the views of MPs, Councillors and resident associations.

We have already begun to reach out to local parents through local nurseries and other settings and encourage them to become more involved and to reach out to others. In this way we will be collaborative and develop a school that will be owned by the community. This will be done through 1:1 engagement and group sessions so that ideas can be shared going forward and which can be used to tailor the school to local needs. We have already undertaken a limited parental survey to begin to test prospective and current parents (see Annex D for a copy of the letter). Responses received so far total 15 and all are in favour of our proposed school.

Importantly, we will make use of the Trust and schools' websites to advertise the new proposal and to hold ongoing engagement with interested parents and other parties through news updates and plans for briefing events.

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

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

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
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F1 (a) Skills and experience of your team

Elevate Multi-Academy Trust has been set up with the objective of significantly driving up educational standards in North Yorkshire and – where necessary – challenging accepted practices in the region that are holding back progress. To this end, all members and trustees within the Trust have been selected to marry the very best from the Trust’s ‘Outstanding’ lead schools with cutting-edge educational practice from the national picture. All have been recruited from the topmost echelons of their field and have the calibre, experience and skills to deliver our vision of ‘Outstanding’ education from the outset for the children of Keeble Gateway Academy. For example:

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

Trustees have the experience to ensure a successful MAT that will have rigorous oversight of performance and a robust strategy for growth. The collective skills of the Trust Board include governance (including LGB), primary curriculum, finance, HR, legal, ICT, marketing, procurement and buildings. The MAT central services will be provided under the direction of [REDACTED] [REDACTED] and the support team. [REDACTED] [REDACTED]

[REDACTED]

The core team will be supported throughout pre-opening by the wider Trust personnel as they come into place, schools within our collaboration and The North Star Teaching Alliance. As we continue to develop the Elevate Multi Academy Trust arrangements, we will factor in additional expertise as required throughout pre-opening. As a MAT we have significant support from local schools and the community to understand local issues and facilitate the smooth opening of the Free School.

To ensure a successful school on opening, the Trust will set up a Project Steering Group for the pre-opening phase to drive the project and its component parts. The Project Steering Group will include some Trustees with legal, financial and HR

F1 (a) Skills and experience of your team

expertise, but it will also incorporate project-management support, additional primary expertise and members of the local community, with the breadth of experience necessary to open a successful primary school.

Steering group structure and operating model

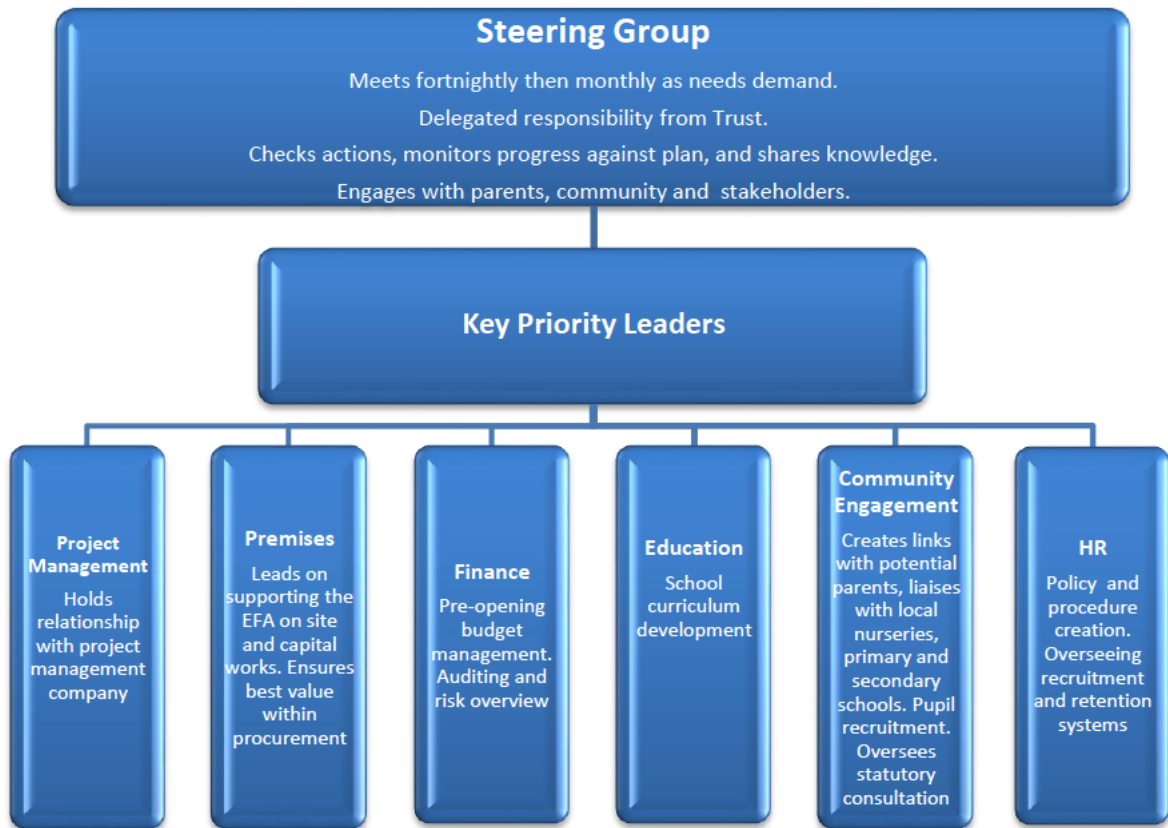
The steering-group members have been selected because of the key skills they bring to the project. Key tasks they will be tasked to complete include:

- Overseeing and driving the planning, design and operation of the school to secure a high-quality education provision from the school's opening;
- Delivering a first-class curriculum and educational environment, including formulation of key policies
- Securing appropriate school premises, and overseeing all associated legal negotiation and agreements (in partnership with the EFA);
- Managing the finances of the pre-opening phase and financial planning for the school's operation after opening;
- Recruiting key staff, and ensuring all personnel processes and policies, including remuneration, are in place and fit for purpose;
- Fulfilling all consultation requirements and liaising with key groups;
- Promoting and marketing the school to prospective parents;
- Recruiting pupils to meet the target number to ensure the school is financially viable;
- Recruiting additional governors to bring the Local Governing Body to its full complement.

Each of the following key areas will have a sub-group made up of:

- Project Management – a lead and at least one member;
- Premises - a lead and at least two members;
- Finance – a lead and the MAT Finance Director;
- Education – a lead plus four members, including a Head of an 'Outstanding' primary school);
- Community Engagement – a lead and three members;
- HR – a lead, the MAT Finance Director and one advisor.

We plan to recruit a Headteacher designate from September 2017, three terms before the school opens. We will undertake a full recruitment exercise and advertise for the role in the spring term 2017, and ensure there is sufficient time for the successful applicant, whether a serving headteacher or deputy, to be released from their current post. This timing will allow a second recruitment round should no appointment be made first time. We are confident however that an appointment will be made as we will advertise within our collaboration and across The North Star Teaching Alliance's 70 schools.



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
Seek to appoint a national leader in education as the Headteacher Designate	Pre-opening team	This post is crucial, but the lead applicant and partner schools within the North Star Teaching Alliance have a strong record of making good appointments. We are also conscious of needing to appoint a strong Headteacher with a good track record and will not appoint where there is no suitable candidate. Equally, where there is an outstanding applicant, we will consider appropriate financial incentives where necessary to confirm the appointment.

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

[Add more lines as appropriate]

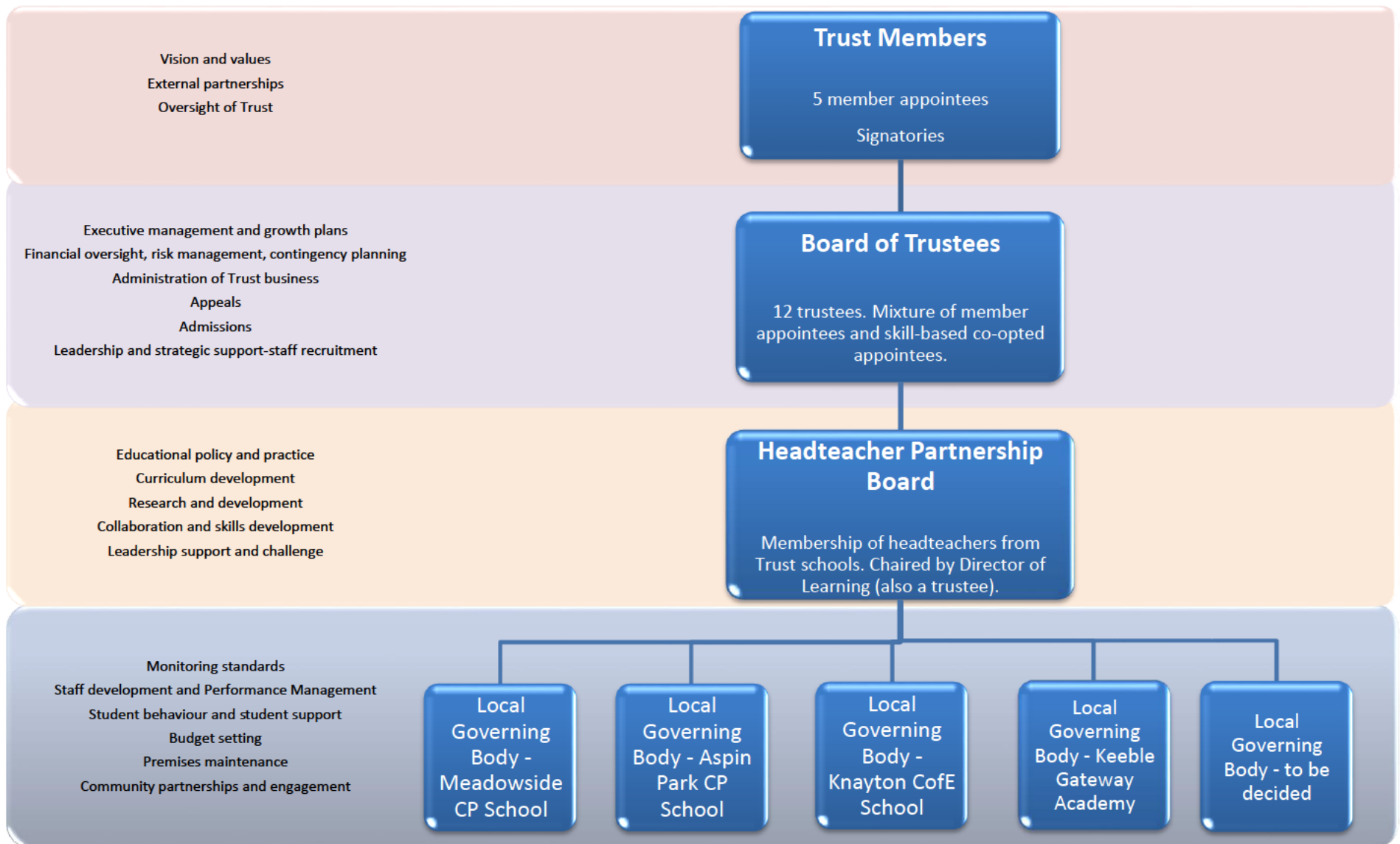
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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

- use the space provided below; and
- refer to [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

Trust Structure – see overleaf



We are a relatively small Trust currently made up of two schools both of which are judged 'Outstanding'. Four partner schools will be joining the Trust in the very near future and our regional growth plan will include three further schools. Both founding schools in the Trust are National Support Schools, led by National Leaders of Education with a strong track record of significant school improvement supported by sound Governance.

Currently there is a high demand from local schools to join Elevate Multi Academy Trust. There is a growth strategy for the next 3-5 years that will enable us to grow at a rate that will not jeopardise that quality of teaching and learning within our trust schools as well as open a new school. This model will require us to induct at least 3 good schools with capacity to support others before we would induct a school that is rated RI or below. There would be an in-depth due diligence process and only if the school was deemed to be suitable would there be a conversion. Any growth within the Trust would be in close liaison with the RSC and her team and all recommendations would be addressed and followed.

Our success and high performance stems from knowing what works and having in place the right people at every level from support staff to Trustees. We understand the localities in which we work, which vary immensely in terms of their socio economic make-up, and our ethos of working in partnership with pupils, parents, Governing Bodies and other organisations help us to attain the best possible results. With leadership recognised through Ofsted 'Outstanding' judgements and the NCTL accreditation, we have developed strategies and Governance which will not only hold the Headteachers to account, but hold all staff to account within each school.

██████████
The ██████████ within the trust will increase in time commitment as the number of schools within the trust grows. To fully fund this role in the initial stages of the trust the position will be part funded by the trust ██████████

██████████ The lead school's position has already been protected with the promotion of the Deputy Headteacher to Associate Headteacher therefore ensuring continuity of leadership. As the CEO position becomes full time there has been succession planning within the school to move leaders up to the next level of responsibility.

The CEO Responsibilities include:

- Being accountable for all aspects of teaching and learning and standards across the trust;
- Being responsible for developing a diverse, innovative and inclusive curriculum offer for all pupils across the trust;
- Being responsible for devising policies across the trust, and ensuring they are implemented;

- Taking a leading role in key plans and documents such as the trust's long-term strategic plan, self-evaluation and school-improvement plans of the academies;
- Providing motivational and inspirational leadership at all levels of the organisation;
- Meeting the demands of changing legislation, new initiatives and changing practice.

Members

The members of Elevate Trust have been recruited because of the high degree of expertise they hold in their field. Their unique skills will enable them to skilfully guide the strategic vision of the Trust. They will have the rights and powers under company law to amend the constitution, remove Trustees where appropriate and receive the accounts of the company. They will have the additional right to vote at company meetings where they deem it appropriate.

Trustees

The Trustees have been selected for their skills and capability to meet the needs of the Trust. They represent a wide range of fields in order to best serve the Trust and the key tasks as identified above. As Trustees of a charity (the Trust), the Trustees have a fiduciary duty to act in good faith in the best interests of the Trust. This duty includes a responsibility to do the following:

- To report on the Trust's activities (the Trust must prepare accounts in accordance with the Statement of Recommended Practice for Charities, the so called "Charity SORP" and any reporting requirements of the Education Funding Agency);
- To fulfil the charitable object of the Trust as set out in its constitution (i.e. the Articles of Association) and to act in a way which is compliant with the rules of the Trust contained in the Articles;
- To act with integrity and to avoid any personal conflicts of interest and not to misuse any charity funds or assets;
- To act prudently in the financial management of the Trust, avoiding putting any assets, funds or reputation of the Trust at undue risk;
- To exercise reasonable care and skill, using personal knowledge and experience to ensure the Trust is well run and efficient;
- To act responsibly, getting advice from others, including professional advisors, where appropriate.

Additionally the Trustees will be responsible for:

- Vision, ethos, recommendations for strategic direction;
- Appointment and Performance Management of the CEO;
- Assist CEO and LGBs in Performance Management of school Headteachers;
- Set and approve common Trust policies;
- Set, monitor and report standards (KPIs) of academies;

- Monitor and report on finances of the academies and the Trust;
- Set, monitor and report on HR/personnel;
- Ensure Governance structures are in place at all levels;
- Lead, report and make recommendations on growth;
- Monitor pupil performance across the Trust, challenge and intervene where appropriate;
- Manage risk, ensure that the Trust is meeting its statutory and legal responsibilities.

Headteacher Partnership Board

In creating a Headteacher Partnership Board, Elevate Trust is promoting its vision for school improvement through collaboration. It reinforces Elevate Trust's key philosophy of allowing teachers to teach; and allowing Headteachers to focus on outcomes for children through the development of the most-effective pedagogical practice. Membership of the Board gives Headteachers within the Trust a stake in the educational direction of the Trust, fostering an environment of collaboration where Headteachers can work together to develop the best educational practice. Their responsibilities include:

- Educational policy and practice;
- Curriculum development;
- Research and development;
- Collaboration and skills development;
- Leadership support and challenge

Director of Learning

The Director of Learning's role is to support colleagues in delivering an education for all children within the Trust of the very highest standard. Within this role, expectations will be:

- To chair the Trust's Headteacher Partnership Board;
- To design and review a standard Headteacher's Report based on best practice across the schools sector and to support Trustees and Local Governors by analysing each school's termly submission in advance of key meetings;
- To provide input into Headteachers' annual appraisal as required by the MAT Board; to provide advice on professional development opportunities for Headteachers to increase effectiveness;
- To advise the Trust schools on their target-setting process and to ensure consistently high expectations of student achievement, including recommending solutions where improvement is not rapid enough;
- To provide Trustees and Local Governors with independent analysis and critique of key school documents, e.g. SEF, School Development Plan, etc;
- To provide advice and support to the Trust Schools in relation to OFSTED inspections, including advising on any post- OFSTED action plan;
- To conduct an annual review of such statutory policies as are common across the Trust schools to ensure their currency and appropriateness;

- To advise Trustees and Local Governors on national developments in education policy and practice and their potential implications for the Trust schools.

Free School Headteacher

We acknowledge that the role of the Headteacher for the Keeble Gateway Academy is crucial, and we are also conscious of needing to appoint a strong Headteacher with a good track record. We will not appoint where there is no suitable candidate. Equally, where there is an outstanding applicant, we will consider appropriate financial incentives where necessary to confirm the appointment. However, we are fortunate enough that within our lead schools and our Teaching School Alliance, we have some potential outstanding candidates who have the aptitude, ambition and leadership skills to fulfil this role. The intention is to appoint the Headteacher to be in post one year before the school opens. Key responsibilities include:

- Agreeing and implementing strategic targets and key performance measures in consultation with the Governors;
- Establishing a robust and rigorous process of ongoing review and continuous improvements in all aspects of the school's activity - both educational and operational;
- Leading the school's education work with enthusiasm, setting high professional standards and ensuring that the education vision is clearly articulated, shared, understood and demonstrated by staff, pupils, parents and the wider community;
- Ensuring that learning sits at the heart of all management decisions;
- Developing leadership and organisational structures that are fit for purpose, facilitate continuous improvement and optimise the benefits for the whole school community;
- Deploying resources, including staff and financial resources, so that Keeble Gateway Academy's educational vision is delivered;
- Leading, motivating, supporting, challenging and developing the Leadership Team and through them all staff, providing effective induction, continued professional development and performance management in line with Keeble Gateway Academy's strategic plans.
- Ensuring staff accountabilities are clearly defined, understood and agreed and are subject to rigorous appraisal, review and evaluation;
- Securing and sustaining effective, inclusive learning and teaching;
- Working in partnership with parents, the community, other local businesses, Trust partners and other stakeholders to enhance and enrich Keeble Gateway Academy and ensure the academic, moral, social and emotional wellbeing of pupils and their families;
- Ensuring that the school complies with all relevant statutory requirements;
- Attending the Trust's Headteacher Partnership Board;
- Undertaking such other duties as are commensurate with the post and which may reasonably be required by the Governing Body.

Local Governing Body

The Trustees recognise that, while they hold ultimate responsibility for the creation of Keeble Gateway Academy, they require a hardworking Local Governing Body. This will be crucial in supporting the new staff, delivering the educational and administrative infrastructure and nurturing the Trust's vision for the Free School. In order to secure a Local Governing Body that will fulfil this requirement, the Trust will:

- Identify key skills required in the LGB;
- Identify likely candidates from amongst the local community, Trust schools, parent groups and through the North Star Teaching School alliance;
- Advertise locally;
- Review applications against identified requirements;
- Undertake all necessary checks.

The MAT's schools will be expected to deliver through the framework by drilling down into every child's needs and expectations and will expect staff to provide a bespoke response to every child's needs so that they can achieve their potential. Clear, challenging and aspirational targets will be set for staff and pupils, including Keeble Gateway Academy, in order for our schools to respond with the correct support. The Trust maintains this by using the principle that by working closely with the Headteachers and governors of its schools it can ensure that teaching and learning and the links to the community are of the highest quality.

The formulae used to maintain this will be based on having focused Trust and LGB meetings throughout the year designed to both develop a sense of trust and ensure that standards are constantly tested and improved by each school in order to achieve excellent opportunities and outcomes for children. School issues can be defined and support given where necessary. The focus by Trust officers designated to work with their schools will ensure that the curriculum is monitored as well as the running of the school, including compliance and wellbeing for staff and head teachers. The Trust will employ ongoing training for trustees and governors so that appropriate skills will continue to be had on the Trust Board and LGBs.

Our schools will be encouraged to form a range of partnerships, in particular through our North Star Teaching Alliance and use these links to share expertise, develop educational research and explore meaningful approaches to teaching and learning. Our new Free School will be expected to deliver these high standards of performance by being innovative and collaborative.

Being able to set up a new Free School would extend and promote further the excellent professional development and opportunity for staff, as well as securing a better financial future for the Trust's schools.

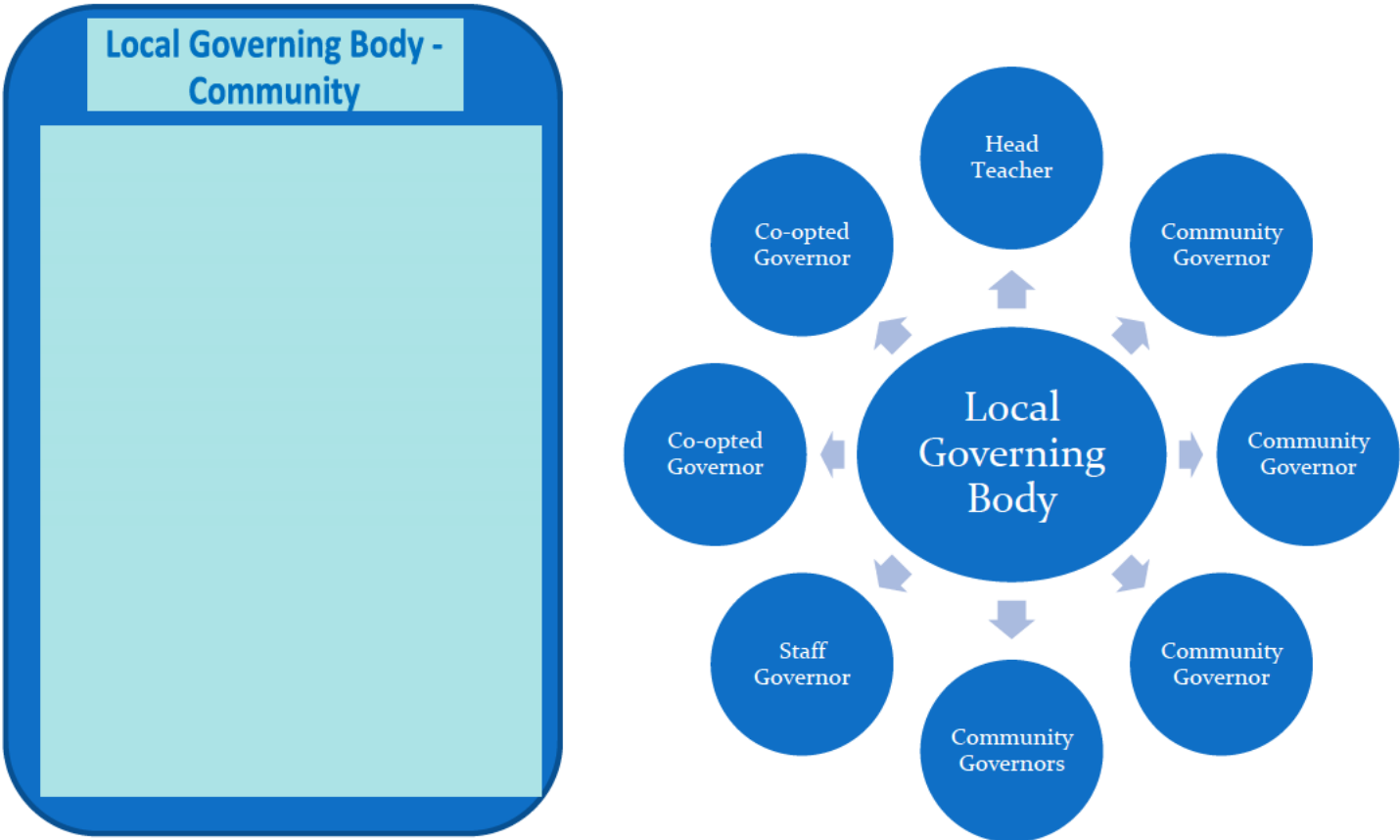
The Trust's governance arrangements provide for a Local Governing Body to be responsible for each school, which has a scheme of delegation in place as set out by

the Trust Board (see Annex E). At the appropriate time during the pre-opening phase, alongside the project steering group, the Local Governing Body will be organised in shadow form with the intention that it will take gradual responsibility for developing functions such as any sub-committees, governor training, policies, recruitment of parent governors and a timetable of key meetings up to opening in September 2018.

The Scheme of Delegation provides for clear levels of responsibility which each academy, the Local Governing Body and Executive Headteacher and Headteacher are expected to adopt. A clear decision-making process for high-performing schools is part of that. All of the governance arrangements and scheme of delegation will continue to be reviewed during the pre-opening phase to determine what changes or adoptions are necessary.

Structure

The LGB will be made up of eight members; the Headteacher of the Free School, two co-opted Governors (parents), one staff Governor and four Community Governors.



Both lead schools within the Trust are highly effective ‘Outstanding’ schools that are supported by well-developed, highly effective Governing Bodies. The LGB at Keeble Gateway Academy will mirror the effective operation of these Governing Bodies, and will assume the same committee structure. Experienced Governors from the lead schools and other schools in the Trust, the alliance and the local community will support and guide new Governors until the LGB is established – this includes a

National Leader of Governance. The Trust has already had expressions of interest from community members to join the LGB.

Conflict of interest

The Trust does not anticipate any conflicts of interest. The Trust will quickly become a mature entity and, notwithstanding the proposed changes, key personnel already have significant experience of running schools. At the point of application, Meadowside Community Primary School, as the lead school, will arrange central services/support through third-party organisations as appropriate. As the Trust continues to grow, it will balance the services it will provide in-house and those that third parties will provide based on growing internal capacity and capability. Any additional resource that may be required in the meantime will be procured in line with Elevate Trust's existing rules, regulations and development plans, which will comply with procurement regulations and be open to audit. The Trust recognises that it will need to be mindful of managing the dual role of Trustees who are also employed at the schools and will continue to have regard to the Articles of Association in regard to any personal issue that will be discussed at Trust Board level.

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.

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

Following consultation [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] advised that we qualify as 'Applicant Type 2' and therefore we do not need to provide any budget planning and affordability information.

We are an existing state funded school with a strong track record and we are in the process of applying to convert and establish our MAT, i.e. subject to completion of our extended consultation in late September we have been told that we can expect our MAT/sponsor application to go before HTB in October.

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.

Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Annex A – Letters of support

Sowerby Nursery School

[Redacted]

Dear Sir, Madam,

As [Redacted] of Sowerby Nursery School I am writing to support Elevate Academy Trust for the Free School at Sowerby Gateway.

As a Charitable Trust Sowerby Nursery has supported families of Sowerby and Thirsk for 44 years, since 1972. We are the closest nursery to the site of the Free School.

From representatives who attended the public meetings held by Ebor Trust (an alternative to Elevate) there were no guarantees that the school wouldn't in time open a nursery of their own. This is worrying as I know how closely the schools and nurseries already within the area work hard to provide a cohesive provision for 0-4 year olds and 4-11 in schools.

As a group of residents and child care providers in the region we are concerned that the strong relationships established would be eroded by a large MAT with no affiliations regionally, who have openly said in their meetings that they are aiming for 8 or 9 more school in a 'Northern Hub'.

Big does not automatically mean better and as a small market town Thirsk needs organisations who know that area and residents well.

Elevate is made up of regional schools across Knaresbrough and Thirsk and has the very best aspirations for young people of this town and surrounding areas. Our already strong transition arrangements, with local schools, will continue with Keeble Gateway Academy as I have been assured that these will be taken into account, something I have not been assured by Ebor Trust.

I hope you consider Elevate bid favorably.

Yours sincerely,

[Redacted]

Sowerby Community Primary School

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From feasibility studies carried out by the Local Authority, Thirsk's growing community is in need of a new school. Following consultation, the solution was to open a Free School in Sowerby.

Elevate Academy Trust is made up of schools from the Knaresbrough and Thirsk area and is currently submitting a bid for this school. [REDACTED]

[REDACTED]

[REDACTED]. We believe that Elevate Trust is that local solution.

Several of the Thirsk Schools will be in the Trust as it forms and several are actively supporting the Trust to write the bid. The remainder are hugely supportive of the Trust and the principles it represents. All primary schools within a five mile radius of Thirsk are members of North Star Teaching School Alliance whose lead school Meadowside C.P. School is also leading Elevate MAT, and has, over the years, developed long and trusting relationships. Through the Teaching School; CPD and school to school support is offered and received, benefitting the pupils within the locality.

We support Elevate when seeking to provide the best solution for Thirsk children. We feel that a different trust is not represented by any schools in the local area and would cause disruption to the delivery of high quality education. Elevate embody educational principles from far and wide to invigorate educational vision. They re-create successful models from within North Yorkshire and beyond, which is supporting schools locally to have aspirational and ambitious school improvement plans and collaborative ways of working. Although the Trust is not yet formally established, we

are confident that if Elevate are successful in their bid for the Free School, it too will be a member of the Teaching School Alliance and so cement close working relationships from the outset. It is this key strength that we fear would be missing if an alternative bid were to be approved.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Confirmation of support for Free School application by Elevate Academy Trust.

The Sowerby Gateway housing development in Sowerby, Thirsk will create the need for additional primary school places after 2017/18 subject to the speed of occupation of the housing and approval of subsequent phases of development. Discussions have taken place with both primary and secondary schools in the area to understand their views about how the additional provision might be made. On the 17 June 2014, Executive Members agreed that parents, schools and the wider community in Thirsk should be consulted on potential options for delivering additional primary school places to serve the Sowerby Gateway housing development. There were 82 responses to the consultation, with the greatest support favouring the building of a new school.

Executive members agreed on the 23 December 2014 that the additional primary school places to serve the development should be provided in the form of a new Primary Academy from September 2018 and that work should commence to secure an academy sponsor and develop a capital scheme to deliver the new school. In addition, consideration was to be given to the existing accommodation at Sowerby Community Primary School to ensure that it could meet short term additional places and an appropriate pattern of early years provision. Additional capacity in terms of a temporary classroom which can be converted in to nursery provision in the future will be available at Sowerby Community Primary School from September 2016.

We confirm that the Local Authority (LA) of North Yorkshire supports the application from Elevate Academy Trust, which is being led by two Outstanding North Yorkshire schools and who approached the LA with a proposal to submit a bid for a one form entry primary Free School in the district of Hambleton, North Yorkshire, to serve the Sowerby Gateway housing development.

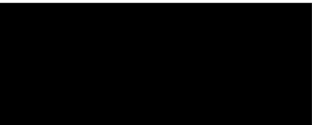
The local Sowerby Community School is currently forecast to be full after 2017/18, even with the additional capacity. Further expansion on that site would be inappropriate as it would compromise playing field land and create significant planning and highways issues. Current educational provision in the area is good.

North Yorkshire County Council has confidence that the existing relationships with the schools which will form the Elevate Academy Trust will ensure smooth delivery of a Free School for Sowerby.

Although happy to support the Free School bid from Elevate Academy Trust to meet the demand for additional school places to serve the Sowerby Gateway development, we

understand that it is a competitive process and that a decision will be taken by the Secretary of State about the bid and any other competing bids.

Yours sincerely

A solid black rectangular box used to redact the signature of the sender.A solid black horizontal bar used to redact the name of the sender.

[Redacted]

[Redacted]

Annex C - Local North Yorkshire Local Authority pupil projections

Sowerby Community Primary School, Thirsk CP, Carlton Miniott CP and All Saint's RC - based on Sowerby Gateway 80 per year

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Forecast roll - demographic only			765	791	815	843	850	864	875	870	870	871	875	878	884
Net Capacity	881	881	881	881	911	911	911	911	911	911	911	911	911	911	911
Surplus	881	881	116	90	96	68	61	47	36	41	41	40	36	33	27
Sowerby Gateway Yield @ build rate of 80 per year				30	50	70	90	110	130	150	170	190	210	230	230
	0	0	765	821	865	913	940	974	1005	1020	1040	1061	1085	1108	1114
Surplus/Shortfall	881	881	116	60	46	-2	-29	-63	-94	-109	-129	-150	-174	-197	-203
10% buffer				82	87	91	94	97	101	102	104	106	109	111	111
Surplus/Shortfall + buffer				-22	-41	-93	-123	-160	-195	-211	-233	-256	-283	-308	-314

Annex D – Parental Survey

Dear Parents

New School in Sowerby

I wrote to you a couple of weeks ago about the plans to open a Free School on Sowerby Gateway development in September 2018. I said I would keep you informed about developments.

Ebor Trust, based in York, held two meetings last week, setting out their plans to run primary and secondary schools within the north and north east of England in a number of locations within an hour's drive of each other. They will be making a bid to the Department for Education (DfE) to run the Gateway school. However, I and your School Governors have been looking at an alternative, which we consider would be a better option for children in Thirsk and Sowerby. This is a Multi Academy Trust called Elevate.

The Local Authority (North Yorkshire County Council) and many of the primary school head teachers and governors in and around Thirsk and Sowerby favour the Elevate bid and will be writing to the DfE to support it. The key reasons are:

- All the local primary schools are members of the North Star Teaching Alliance, a group of primary schools who work very closely together to share best practice and develop good teaching so that all pupils in the area get the best possible teaching.
- Elevate Trust will initially be made up of schools which belong to the North Star Teaching Alliance and so will have strong links and relationships with the local schools.
- Elevate Trust will honour the distinct identities of the local schools.
- Many local schools are church schools, something which Elevate Trust will respect.

The timescale for making the application to the DfE is very tight, but we are seeking support from parents for the Elevate Trust bid, for the reasons set out above. This is not about whether you would prefer to send your child to the new school, but to support it as a school joining our family of schools.

If you feel able to give that support, please return the slip below, by Monday 23rd September. If you have any questions, please don't hesitate to ask me.

Yours sincerely,

[Redacted signature]

[Redacted name]

[Redacted title]

Annex E - Scheme of Delegation

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
Central services						
	1.	To determine the scope of mandatory core services to be delivered or procured by the Trust on behalf of its Academies and to procure those services	✓			Trustees may look to LGBs to advise on local requirements. The Finance Director will assist Trustees with procurement, and certain decisions relating to procurement may be delegated by Trustees to the Finance Director or other suitable employee.
	2.	To identify those additional mandatory services to be procured on behalf of individual academies	✓			Trustees may look to LGBs to advise on local requirements.
Budgets and finance						
<i>Appropriate advice and input will be obtained from the Headteacher Finance Officer or other relevant advisor</i>	3.	To approve financial policies procedures, regulations and appropriate internal financial controls	✓			Finance Director to draw up and advise on policies. Appropriate LGB and committee involvement required.
	4.	To determine financial decision levels and limits to Local Governing Committee	✓			The relevant financial decision levels and limits will need to be in accordance with this Scheme of Delegation and will be kept under review. This should be codified in Financial Regulations.
	5.	To determine financial decisions levels and limits to Academy staff		✓		The LGB will be able to determine the extent to which their own responsibility for financial decision making should be delegated to particular members of Academy staff. This should be reflected in and comply with the Financial Regulations.
	6.	To determine the proportion of the overall Academy budget to be delegated to individual Academies	✓			Trustees may look to LGBs to advise on local requirements.
	7.	To develop and propose the individual Academy budget		✓		

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
	8.	To approve the budget each financial year	✓			
	9.	To monitor monthly Academy expenditure		✓		The LGB will be responsible for monitoring the detail relating to their specific academy, and will provide monthly reports (and such additional details as may be required from time to time) to the Trustees in accordance with the Scheme of Delegation.
	10	To approve any changes to the budget	✓			The budget and agreed financial procedures will make clear the extent to which the LGB has the ability to vire spending between budget headings within Academy specific budgets.
	11	To approve a charging and remissions policy	✓			Trustees may look to LGBs to advise on local requirements
	12	To appoint a Responsible Officer (if required by the board of trustees)		✓		
	13	To appoint auditors	✓			
	14	To incur expenditure, enter into contracts and make payments in accordance with Academy specific budget	✓	✓	✓	LGB must abide by the limits within the Scheme of Delegation. Staff may make decisions in accordance with any sub-delegations in place.
<i>Appropriate HR advice and input will be obtained</i>	15	To approve personnel policies (to include recruitment, probation and induction, pay, disciplinary, capability, performance management, absence management, professional development, equality)	✓			Appropriate HR advice will be obtained. Trustees may look to LGBs to advise on local matters. There are likely to be particular roles for LGBs and specific staff within those particular policies.
	16	To oversee implementation of the Board's personnel policies within the Academy		✓		
	17	Ensure safer recruitment practices are followed in Academy			✓	Oversight by LGB - ensure policy compliance.

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
		appointments				
	18	Central appointments	✓			Central appointments are appointments of individuals who are employed to work across the Trust (i.e. not in a specific school). The Board of Trustees will determine what central roles are required from time to time and appoint to them. Appropriate HR advice will be obtained.
	19	Headteacher appointments	✓	(✓)		The board of trustees will consider the recommendations of an appointment panel, including representatives from the LGB, in making the appointment. The detailed requirements will be set out within the personnel policies. [The CEO may attend and provide advice to the selection panel.]
	20	Deputy Headteacher appointments		✓		The detailed requirements will be set out within the personnel policies. [The CEO may attend and provide advice to the selection panel.]
	21	Appointment of other members of the SLT		✓		The detailed requirements will be set out within the personnel policies. [The CEO may attend and provide advice to the selection panel.] Note the SLT may include non-teaching staff.
	22	Appointment of teachers appointed to deliver RE in accordance with a denominational syllabus]	(✓)	✓		The Local Foundation/Community Governors must approve the appointment. The detailed requirements will be set out within the personnel policies. [The CEO may attend and provide advice to the selection panel.]
	23	Appoint other teachers			✓	The LGB can require its involvement in any particular

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
						appointment as it sees fit.
	24	Appoint other non-teaching staff of the Academy			✓	The LGB can require its involvement in any particular appointment as it sees fit.
	25	Approve pay discretions in accordance with pay policy and Budget		✓		
	26	Dismissal of Headteacher	✓	✓		Panel made up of trustees and LGB members as deemed appropriate by trustees and in accordance with personnel policies.
	27	Dismissal of Deputy Headteacher	✓	✓		Panel made up of trustees and LGB members as deemed appropriate by trustees and in accordance with personnel policies.
	28	Hearing appeals against dismissal of Headteacher	✓			Any director involved with the original decision to dismiss will not be involved.
	29	Hearing appeals against dismissal of Deputy Headteacher	✓			Any director involved with the original decision to dismiss will not be involved.
	30	Dismissal of other members of the SLT		✓		
	31	Dismissal of other staff		✓	✓	
	32	Hearing appeals against dismissal of other staff		✓		
	33	Suspending Headteacher	✓	✓		
	34	Suspending other Staff		✓	✓	The LGB may delegate the decision regarding suspension to the Chair of the LGB. The Board of Trustees may instruct the LGB to suspend any member of staff.
	35	Ending suspension (Headteacher)		✓		The LGB must obtain the approval of the Chair of the board of Trustees prior to ending the suspension.

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
	36	Ending Suspension (other Staff)		✓	✓	The Headteacher must obtain the approval of the Chair of the LGB prior to ending the suspension.
	37	Determining Academy Staff complement within agreed budget		✓		
	38	To approve applications for early retirement and secondment		✓		
	39	Determining dismissal payments/early retirement for Academy staff	✓			Trustees will look to LGB for advice.
	40	To oversee a central record of recruitment and vetting checks of Academy staff		✓		
	41	Carry out Headteacher performance management	✓			With board level input as appropriate (to be agreed with the Chair of the board of trustees).
	42	Carry out performance management of other staff			✓	
Curriculum						
	43	To approve a curriculum policy produced by Headteacher		✓		
	44	To monitor and review implementation of curriculum policy in Academy		✓		
	45	To ensure that the curriculum contributes to community cohesion		✓		
	46	In secondary academies (if appropriate), to decide what subject options should be taught		✓		
	47	To ensure that only approved external qualifications and syllabuses are offered to pupils of compulsory school age	✓	✓		
	48	Monitoring standards of teaching	✓	✓	✓	The Headteacher will report to the LGB, who will provide periodic updates to the board of Trustees as requested in order to enable overall monitoring. The CEO can

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
						monitor standards of any MAT school
	49	To approve a sex education policy (in primary - decide whether to provide sex education and advise parents of right to withdraw)	✓	✓		The Trustees may give guidance and direction.
	50	To prohibit political indoctrination and ensuring the balanced treatment of political issues	✓	✓	✓	
	51	To ensure that the school appoints a Special Educational Needs and Disabilities Co-ordinator (SENDCo)		✓		
	52	To approve the school's SEND and inclusion policies (social disadvantage, equality, disability discrimination, looked after children, pupil premium, gifted and able, English as an Additional Language etc9) and agreeing an Accessibility Plan	✓	✓		
	53	To appoint an educational visits co-ordinator			✓	
	54	To approve off-site visits		✓	✓	Headteacher to approve off-site visits and activities of up to 1 day. LGB to approve off-site visits and activities of more than 24 hours or which involve a hazardous pursuit or journey by air or sea.
Target Setting and planning						
	55	To propose targets for pupil achievement		✓	✓	The Headteacher and LGB should work together to agree proposals.
	56	To agree targets for pupil achievement	✓			The trustees will agree targets in light of advice provided by the LGB.
	57	To monitor pupil achievement against set targets	✓	✓	✓	LGB to maintain oversight. Trustees to support where appropriate.
	58	Responsibility for pupil outcomes	✓	✓	✓	The Trust is responsible to the Secretary of State for

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
						standards and pupil outcomes. The LGB will provide oversight, and hold the Headteacher accountable for them, providing updates to the Trustees as required to ensure overall monitoring.
	59	[Completing the Academy SIAMs self-evaluation]		✓	✓	A copy should be provided to the Trustees.
	60	Recommending a School Development Plan [(including actions identified as part of SIAMs self-evaluation)]		✓	✓	
	61	Approving School Development Plan	✓			In light of recommendations from LGB and Headteacher.
Behaviour and attendance						
	62	To approve a behaviour and discipline policy (consult as appropriate)		✓		
	63	To exclude a pupil for one or more fixed terms (not exceeding 45 days in total in a year) or permanently			✓	Ensure policy compliance.
	64	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair where permitted by the Exclusions Code)		✓		To be carried out in accordance with the Exclusions Code.
	65	To direct reinstatement of excluded pupils (Can be delegated to chair where permitted by the Exclusions Code)		✓		To be carried out in accordance with the Exclusions Code.
	66	To review the overall pattern and use of exclusions within the school		✓		
	67	To monitor pupil attendance	✓		✓	
	68	To set attendance targets	✓		✓	

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
Admissions						
	69	Reviewing the admissions policy		✓		To be carried out in accordance with the Admissions Code. The LGB will propose any changes to the Trustees for approval. Where the Trustees approve the proposed changes, the LGB will be responsible for consultation.
	70	Approving admissions policy	✓			The LGB will propose any changes to the Trustees for approval. Where the Trustees approve the proposed changes, the LGB will be responsible for consultation. The final admissions policy (following consultation) should be sent to the Trustees for final approval with endorsement from the LGB.
	71	Admissions: application decisions		✓		To be carried out in accordance with the Admissions Code.
	72	Responsibility for making arrangements for an independent admissions appeal panel	✓			
	73	To appeal against LA directions to admit pupil(s)		✓		Advice must be sought from the board of trustees
Religious Education and collective worship						
	74	Responsibility for ensuring provision of RE in line with school's agreed curriculum		✓	✓	Headteacher is answerable to LGB.
	75	To ensure that all pupils take part in an appropriate daily act of collective worship (unless parental right of withdrawal is exercised)		✓	✓	Headteacher is answerable to LGB. [Local Foundation Governors to have particular contribution]
Premises, Insurance, Health and safety						
	76	To obtain appropriate Insurances	✓			

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
	77	Developing school buildings strategy and master plan		✓		The strategy and master plan should take into account the content of the Accessibility Plan. [For church schools the Diocesan School Buildings Officer should be involved in the planning process as appropriate.]
	78	Approving school buildings strategy and master plan	✓			
	79	Procuring and maintaining buildings, including developing properly funded maintenance plan	✓	✓		The LGB to lead on this, including having responsibility for all bids to Academies Capital Maintenance Fund. All such bids, and any major building works, to be approved by the Trustees. [The Diocesan School Buildings Officer should be involved as appropriate.]
	80	To review security of school premises and equipment		✓		
	81	To approve hiring policy and charges		✓		
	82	To agree a health and safety policy and arrangements	✓			
	83	To oversee implementation of health and safety policy and arrangements		✓	✓	Regular updates on health and safety matters will be provided to the Trustees as requested.
	84	To monitor and respond to health and safety issues		✓	✓	Regular updates on health and safety matters will be provided to the Trustees as requested.
School Organisation						
	85	To decide to accept additional academies to convert within the Trust	✓			
	86	To make decisions around whether academies should leave the Trust	✓			
	87	To publish proposals to change category of school	✓			[To be approved by CEO]

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
	88	To set the times of school sessions and the dates of school terms and holidays		✓		Any material changes must be agreed in writing with the board of Trustees.
	89	To ensure that the school opens for 380 sessions in a school year		✓	✓	LGB to oversee.
Information for Parents etc.						
	90	To prepare and publish the school prospectus		✓	✓	LGB to oversee and approve.
	91	To plan and co-ordinate strategies by which the Trust can demonstrate its accountability and consult parents and community etc.	✓	✓		LGB and trustees to agree strategy.
	92	Adoption of home-school agreements		✓		
	93	To consider matters relating to the role of the school in the community, including public relations		✓		
	94	To ensure that the school contributes to community cohesion		✓		
LGB Procedures						
	95	To agree any changes to the Scheme of Delegation	✓			[Consultation will take place with DBE [and/or] DYET]
	96	To consider whether changes are required to the Articles of Association	✓			
	97	To appoint (and remove) the chair of the LGB	✓	✓		
	98	To appoint (and remove) the vice-chair of the LGB	✓	✓		
	99	To appoint and dismiss the secretary to the LGB		✓		
	100	To hold a full LGB meeting at least once a term and additionally as often may be required		✓		
	101	To set up and maintain a Register of LGB members' and senior staff's Business Interests		✓		

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
	10	To approve a director & local governor Expenses Scheme	✓			
	10	To consider whether or not to exercise delegation of LGB functions to individuals or committees		✓		The LGB may delegate to individuals functions already delegated to it by the Trustees so long as this does not breach the delegations set out in this document or any mandatory legal requirement. LGB should seek reports from the relevant individuals on the exercise of matters delegated to them.
	10	To establish and review establishment of LGB Committees, their membership and their terms of reference.		✓		The terms of reference for any sub-committee of the Local Governing Committee shall first be approved by the Trustees.
	10	To regulate the LGB procedures (where not set out in law or in this Scheme of Delegation)		✓		
	10	To determine the development needs of members of the LGB and put in place an appropriate programme		✓		The LGB shall advise the Trustees of any particular skills gaps which they are not able to address.
	10	To agree a policy and protocol for LGB member visits to the school		✓		In conjunction with the Headteacher.
	10	To agree a policy and protocol for director visits to the school	✓			In conjunction with the Headteacher and the Chair of the LGB.
	10	Carry out an annual review of effectiveness of the LGB		✓		
	11	Carry out and keep up to date a local governor skills audit and review training needs		✓		
Extended Schools/trading activities/voluntary income						
	11	Determine Academy's activities that would fall under the "extended schools agenda" and any additional Academy specific activities designed to generate business income, and oversee		✓		This is subject to the restrictions contained in the Scheme of Delegation.

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
		implementation of those activities				
	11	Determine how to use any voluntary (i.e. non grant) funds (including any restricted funds) raised by the Academy		✓		This is subject to the restrictions contained in the Scheme of Delegation.
Safeguarding and pupil welfare						
	11	To institute safeguarding and child-protection policies in line with statutory requirements and best practice	✓			LGB advice to be provided on particular Academy issues.
	11	To ensure that the safeguarding policy is implemented		✓	✓	Oversight by LGB.
	11	Ensure that there is a designated senior person for child protection and a deputy who has received appropriate training for the role		✓		
	11	Agree a nominated local governor responsible for child protection		✓		
	11	To decide the content and cost of school food, including (in a cash cafeteria system) the standard meals allowance for those entitled to free school meals		✓		
	11	To oversee provision of free school meals to those pupils meeting the criteria		✓		
	11	Oversee school lunch nutritional standards		✓		
Records, data and information						
	12	Maintenance of accurate, effective and secure pupil records (Inc. attendance register)			✓	Oversight by LGB.
	12	Maintain accurate, effective and secure employee records			✓	Oversight by LGB.
	12	Agree a data-protection policy	✓			
	12	Appointment of overall data-protection officer	✓			To be supported by Academy data-protection officer.

Function	No	Tasks	Decision Level			Notes
			BOARD OF TRUSTEES	LOCAL GOVERNING BODY	HEADTEACHER	
	12	Appointment of Academy data-protection officer		✓		
	12	Oversee compliance with the data-protection policy, data protection legislation and good practice within the Academy		✓		
	12	Approve a Freedom of Information Publication Scheme and policy	✓			
	12	Appoint an overall freedom of information officer	✓			To be supported by Academy freedom of information officer.
	12	Appoint Academy freedom of information officer		✓		
	12	Oversee compliance with freedom of information policy and legislation within the Academy		✓		
	13	Ensure the Academy has a compliant website	✓			The multi academy trust will have its own website and parties will work together to ensure that they feed into one another as appropriate.
Policies and miscellaneous						
	13	To determine, on an annual basis, those policies which will be developed by the Trust and mandatory for all Trust Academies and the required frequency of review	✓			A separate policy review schedule will be agreed.
	13	Approve a complaints procedure	✓			
	13	Approve the annual "Equality Information and Objectives statement" and review equality objectives	✓			
	13	To provide to the Trustees, on an annual basis, copies of all policies and procedures applying to the Academy		✓		

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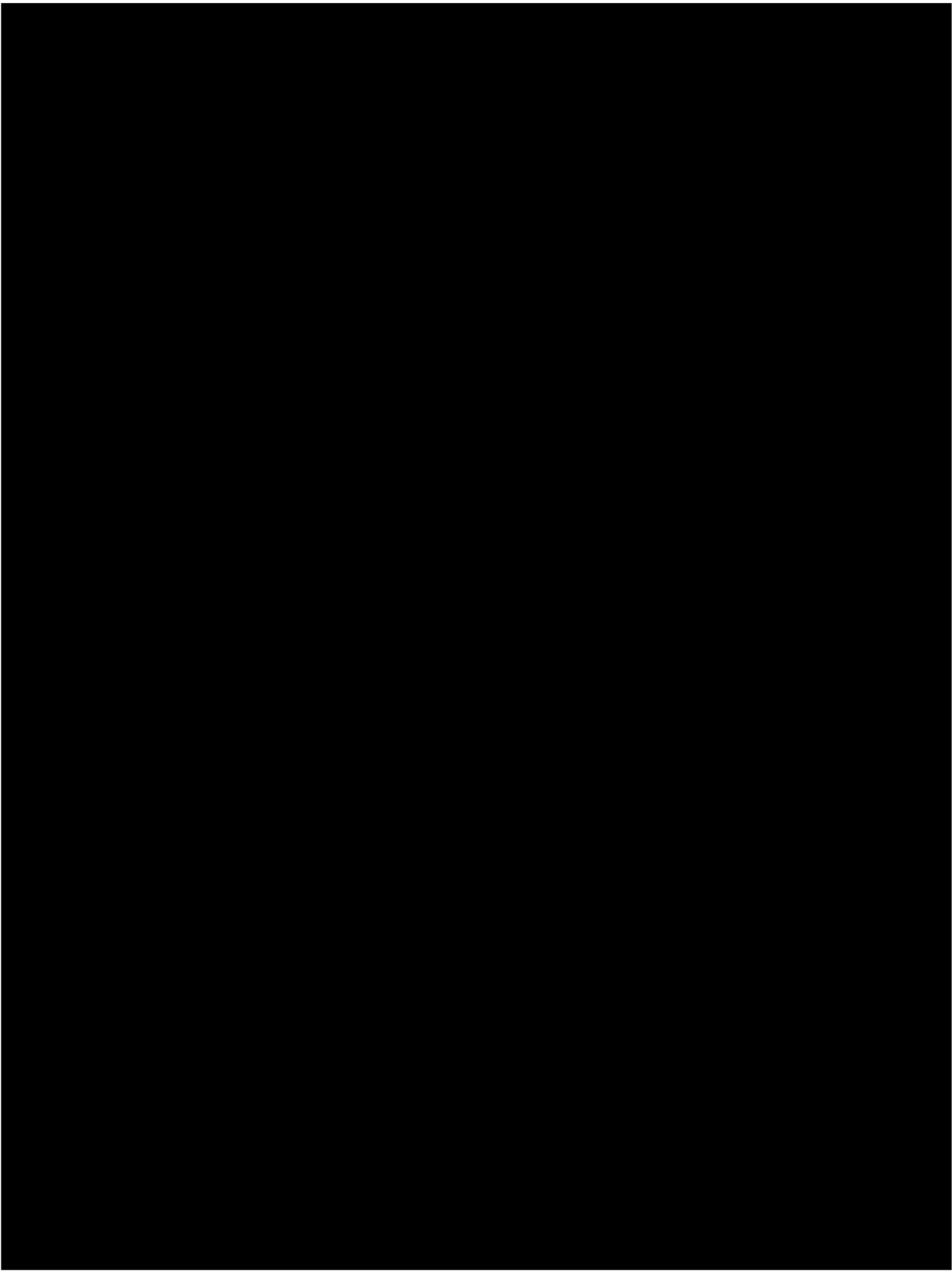
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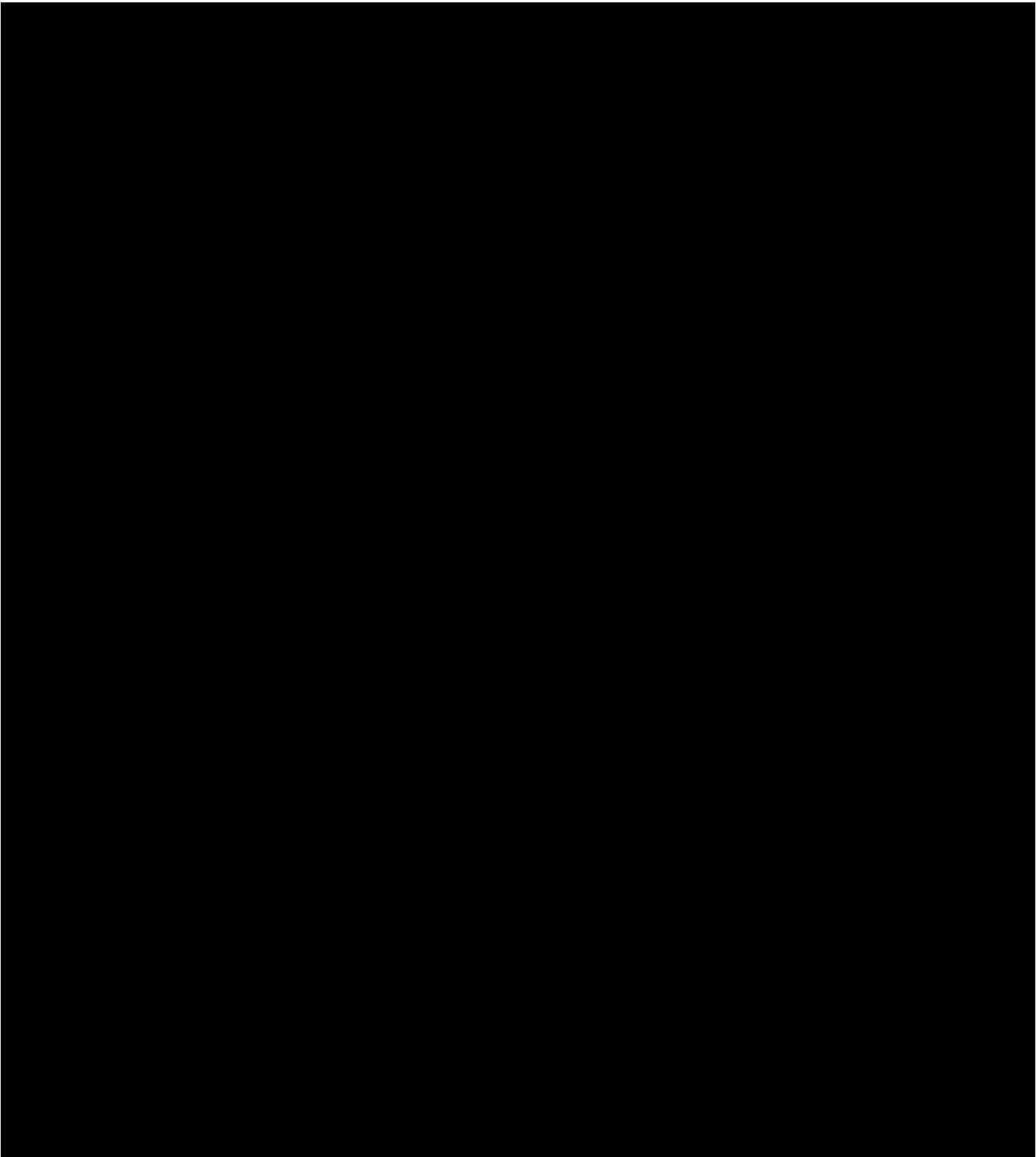
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Self-assessment form for independent schools

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

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

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks e.g. Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the Headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all</p> <ul style="list-style-type: none"> - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package <p>please delete this guidance before submitting this form]</p>		
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<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			
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Governance self-assessment

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

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

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