



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
LAUNCESTON COLLEGE PRIMARY CAMPUS

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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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. 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:  (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

The aim of the Launceston College Multi Academy Trust is for children to become successful, responsible and happy young people by learning the knowledge skills and values which are important for society.

The Launceston College Multi Academy Trust currently consists of two schools, Launceston College in North Cornwall and Bideford College over the border in North Devon. Both are 11-19 school with a total of 2576 pupils on roll (Launceston 1257, Bideford 1319).

Launceston College was last inspected under Section 5 in February 2012 and was judged to be a good school with outstanding behaviour and safety; it became an academy in January 2013 and received a short inspection in April 2016 which confirmed the 2012 judgement. In August 2015 Launceston College was the highest performing secondary school in Cornwall at both GCSE and A level and in September 2015 was encouraged, by the then RSC for the South West, to become eligible to sponsor with the specific intention of sponsoring Bideford College. An academy order was issued in October 2015 and the MAT opened in March 2016.

Bideford College was identified as requiring Special Measures by Ofsted in January 2015 and became part of the MAT in March 2016 under a “full sponsorship” arrangement. Since then progress has been dramatic and significant and we are confident that this will be demonstrated by external examination results in 2017.

The MAT has a vision to expand over the next five years to include between three to six secondary schools and clusters of primary schools in each of these areas; the geographical region will be North Cornwall and North Devon. It is our intention to become an outstanding 0-19 education provider in this region, to support the continuation of small, rural village primary schools and to contribute to the economic and cultural development of the region so ensuring that all of our community flourishes.

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

Negotiations are currently being concluded for the MAT to take on the running of the 0-5 nursery which is located on the Launceston College site.

The Launceston College Primary Campus Free School will be the next key step to realising our MAT vision. The development of the school will allow us to create an infrastructure for high quality primary phase provision, by developing a relatively large primary school in the town of Launceston which will then become a Launceston Hub for smaller rural primary schools to cluster around. We have expressions of interest in this model from a number of such local schools.

We consider the potential of providing a “through school” education is considerable. We will ensure that there is no dip in learning from Reception to Year 11. The close links with the secondary school in the MAT and the school’s geographical proximity will ensure pupils will have access for both specialist teaching and access to specialist facilities. The cross phase development of pedagogy will enable best practice to aid the development of learning in both the primary and secondary phases.

The rationale for the development of the school on this site is twofold: basic need for pupil places in the expanding town of Launceston and providing parental choice in the area. Cornwall Council has identified the need for additional school places in the town and has secured S106 funding and acquisition of land as a result of house building near to the Launceston College site. The three other primary schools in the town are oversubscribed and confined by their sites limiting their scope for expansion. The school will have a two-form entry from Reception to Year 6

The ethos of the new school will be different to that of the other three primary schools in the town which are part of a single MAT. The new school will focus on high academic achievement with an ethos of developing character and creativity in young people. This will add to the choice available for parents in the area.

The vision for the new school is consistent with that of the MAT: for children to become successful, responsible and happy young people by learning the knowledge skills and values which are important for society.

We will expect our pupils to challenge what they think they are capable of and exceed these expectations. We will set clear and ambitious targets for children to achieve; these will be set in a way that clearly demonstrates the flight path of achievement that a child is on. Progress will be assessed against this trajectory throughout the year. It will be reported on at six key points per year and this information will be shared with parents who will become collaborators in their children’s education.

The MAT has exceptionally high expectations for the achievement of all students. It is our expectation that disadvantaged children in the school will make as least as much

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

progress as the average of all children nationally.

The school will have longer opening hours than other schools locally. The school day will be from 8:30am to 4:30pm for 190 days per year. This will ensure the necessary learning time can be given to the development of literacy and numeracy without narrowing the curriculum.

The MAT has demonstrated that we have a relentless focus on continually improving the quality of our teaching and learning and we see this as key to providing an outstanding education for our pupils. The MAT is driven by principles and we rely on these being consistently applied in our organisational systems, sophisticated quality assurance procedures and effective governance, at both local and strategic level, will ensure that outstanding pupil outcomes are achieved.

We have exceptionally high expectations for the behaviour of all pupils across the MAT, we never lower these expectations for anyone but increase the level of support for those who need it, as we believe that no student has the right to take away another's right to learn. Launceston College has an outstanding track record with behaviour and safety and this will continue to the new school. We will ensure that all pupils behave responsibly, are kept safe and develop practices that will give them the skills and knowledge to remain safe in the modern world.

The school will be characterised as a happy place with a strong emphasis on respectful relationships in the school. The pastoral system will be structured around a house system which will provide care for the pupils, a communication mechanism for parents and the chance to compete, be creative and be compassionate.

The curriculum will be strongly supported by a co-curriculum with all students following our "A plus award". This will ensure that pupils are rewarded for adventurous activities, participating in sport and creative activity, achieving their learning goals, understanding others from different backgrounds and developing the skills they need to be successful. Our pupils will receive meaningful praise and have their achievements recognised so that they become confident individuals and are proud of whom they are.

The curriculum will be ambitious, broad and balanced with an academic focus on mastering the key skill of literacy and numeracy whilst emphasising creative and expressive learning thought the curriculum. There will be a theme of adventurous learning which runs throughout the school; our curriculum will enable students to define their aspirations and then to achieve them. The balance of learning time will be a minimum of 50% literacy and numeracy, 30% science, humanities and learning a modern foreign language and 20% of creative, technological and physical learning, with all pupils engaging in a minimum of 30 minutes of exercise each day. Learning will be in themes and these themes will be carefully chosen to inspire all students with their

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

learning.

To ensure that our students are prepared for learning and their learning prepares them for life, there will be a spiral skills development programme which develops the essential skills of: creativity, team work, resilience, independence, communication and self-reflection. This will permeate throughout their learning and develop as the pupils progress through the school. All students will take part in a residential experience in Years 3 and 5 (and then 7 and 9 at secondary school), to aid this skills development.

The success of the school will be built on strong relationships through the school and the wider community ensuring that pupils know, understand and respect the diversity within the school, the local area, our country and the world. They will develop a respect for the environment and an understanding and tolerance of others that will ensure that they become successful, responsible and happy world citizens.

Section D – education plan: part 1

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

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

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

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

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

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English/literacy	7.5	Mandatory	
Maths/numeracy	7.5	Mandatory	
Science	3	Mandatory	
Humanities	3	Mandatory	
MFL	2	Mandatory	
Creative	2	Mandatory	
Technology/digital	2	Mandatory	
Physical learning	3	Mandatory	
Enrichment	5	Voluntary	Clubs to be offered by staff, 5 days a week

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

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

Vision

The vision for the new school is consistent with that of the MAT: for children to become successful, responsible and happy young people by learning the knowledge skills and values which are important for society.

At Launceston College during 2015/2016 Year 7 students performed with the Royal Shakespeare Company as part of their national tour of A Midsummer Night's Dream; Year 9 students attended Cambridge University to begin their scholarly preparation for Oxbridge interviews; Year 11 students achieved A grade success at A levels in citizenship and creative writing and a Year 13 student won his physics place at Oriol College, Oxford University to join the growing group of recently successful Oxbridge applicants. These young people are role models for all within and outside of the MAT; they inspire others to believe what is possible.

There is no limit to the expectation for young people and the MAT will strive to ensure the curriculum is exciting but also providing opportunities at the very highest and best levels. In the same way that for behaviour the expectation is high and the same for all, with only the level of support differing, with the curriculum there will be a drive for the very highest standards, with the best planned support provided based upon the needs of the individual.

We will want to see opportunities for students both across and beyond the curriculum to perform to standards which are not just high but are worthy of both national and international recognition. In working with a globally famous theatre organisation, the Royal Shakespeare Company, we know that our young people can deliver to a standard that some might have considered impossible; we know that if it is not impossible there must be a way to do it and we will be ferocious in our determination to find how these dreams can be realised.

For the new school this vision will be part of its embryonic culture; it will not be a new culture seeking to oust an old culture from an established school. The vision will drive the planning of the curriculum, the school systems and structures and importantly the staff appointed to teach in the new school.

The needs of the students will be paramount and will always be focussed on ensuring the success, responsibility and happiness of young people. Launceston College has a history of providing the right examination courses for students based on individual or local need, even if this has meant the league table point scores have suffered; we have done the right thing for the individual. At the new school national testing assessment scores will provide an accurate measure of our success, they will reflect the effectiveness of the curriculum and teaching provided, of the focus on developing

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

literate and numerate young people; the new school will not, however, teach “to the tests”, narrowing the curriculum and bringing undue pressure upon young people; the new school will have faith that the right curriculum delivered in the right way by the right people will bring success in important tests, whether in an examination room or in life.

We would wish to prepare young people for the “tests of life” by ensuring that the curriculum provides for academic and physical challenges, for emotional and spiritual challenges and for independent and team challenges. These ideas should thread through all learning and all learning themes and not appear as add ons or separate entities. The residentials will provide occasions where young people’s emotional resilience is strengthened, their understanding of team work developed and their knowledge of self-increased, however we would expect just the same to be true of a numeracy challenge during a school day, where problem solving, team work and resilience will bring academic success. Through regular timetabled exercise each day we want to develop healthy fit young people, but there is more to it than this. At Launceston College Sports Day the whole College take part in the 1km run, with the aim to get everybody over the line in a certain time; whilst the fastest are praised it is those who choose to encourage others, those who push the limits of their expectations who stand out: we want exercise to develop the individual, their emotional strength and their sense of supporting others within a strong community.

Unashamedly we want to provide opportunities for young people to achieve and perform at elite level; we will provide a curriculum which makes this possible. We know not all will be able to reach the very highest level, but that all young people within the MAT can be inspired by those who do, and that they then can be helped to fulfil their highest potential. We want the role models for our students to be sitting amongst them and next to them in the classroom, assembly or corridor. We want all young people to be successful, responsible and happy and to be the very best that they can be.

Ethos

The ethos of the new school will be different to that of the other three primary schools in the town which are part of a single MAT. The new school will focus on high academic achievement with an ethos of developing character and creativity in young people. This will add to the choice available for parents in the area. The new school will also very firmly feel part of Launceston College MAT, thereby being part of a through school from 4 - 19 – and we would hope that any clusters of primary schools which join the new “hub” school would also feel part of the MAT. A sense of belonging is hugely important within Launceston College and is obviously important within society. The Prevent strategy seeks to safeguard young people against potential dangers; we believe that our greatest response to this initiative is to build an even greater sense of belonging, at all levels, within the College, and we believe that this focus on belonging nurtures and

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

develops the individual as well as supporting increased rates of academic success.

We would want the new school to build on and benefit from the very strong tutor and House systems which pervade both Launceston and Bideford College. These systems provide a strong sense of belonging and togetherness; young people share experiences of success and disappointment; they learn to work together for a common goal; they learn to take on important positions of leadership within their house as soon as they join either College. Importantly the curriculum is closely integrated within this system with Heads of House responsible for tracking academic progress and success, and for initiating or supporting either intervention or challenge when required. The award of the termly House Cup is explicitly linked to success with “on target” or “above target” performance in the classroom – making excellent progress with your school work means doing your bit for the House – and it matters.

The College is committed to ensuring that all we do is totally focussed on ensuring the progression of young people: their success, their responsibility and their happiness.

When [REDACTED] [REDACTED] [REDACTED] with a brief to deliver a culture of professionalism to the amateur-run sport, he spoke, in his sparing, heavily-accented English. "I asked every rower to summarise whatever they were doing against the question: 'Will it make the boat go faster?'" In the Launceston College MAT it is important that we set ourselves the same level of professional focus. The learning time we have with students is limited; it makes up less than a quarter of a young person's day and it is essential that a young person's time, and importantly the working time of their teachers, is totally geared to making the “boat go faster”. Clear, effective and meaningful quality assurance processes, like those currently in place at Launceston College MAT, and continually under review, should ensure this.

Challenge and Progress

We will expect our pupils to challenge what they think they are capable of and exceed these expectations. We will set clear and ambitious targets for children to achieve; these will be set in a way that clearly demonstrates the flight path of achievement that a child is on. Progress will be assessed against this trajectory throughout the year. It will be reported on at six key points per year and this information will be shared with parents who will become collaborators in their children's education.

At Launceston College the transparent use of prior learning data to set challenging and motivating targets for achievement has been a central cog in the progress that the College has made. This data is understood by all young people and teachers and shared and developed in conversations with parents. It has allowed for the most able to be challenged further and for the requirement for intervention to be swiftly enacted. Heads of Faculty, Heads of House and tutors monitor this data, in addition to the class

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

teacher, and the six times a year regularity of the reporting makes this a tight and effective system. Feedback in class sets next steps for young people towards achieving these targets and directly in line with the demands of the curriculum.

At the new primary school, the tightness and effectiveness of the assessment and reporting system will be key in ensuring rapid progress. Launceston College and Bideford College have good experience in this area, managing the needs of nearly 3000 students, and would want to use these skills and experiences for the benefit of the much smaller cohort at the new primary, and the primaries we believe will join the MAT in the near future. With the first wave of Key Stage 2 testing just completed we would want to ensure we learn from these experiences in building a school assessment system suitable for the youngest pupil but one that will be consistent and clear throughout the MAT; the principles and processes behind assessment will be the same in the primary and secondary setting whilst the delivery and the communication of this will be age appropriate.

At the new primary school, we would want to ensure that our assessment system takes account of the quite marked differences that age makes to the new reception class pupil; the pupil born on August 31st compared to the pupil born on September 1st. These differences affect both academic and physical abilities and should not be allowed to influence the level of challenge and expectation for the younger pupil; the older pupil is not necessarily more able, they are just older. Data and expectation will not just be set for a year group profile but for at least a quarterly year profile; autumn, winter, spring, summer births.

To support this, it is important that a full understanding of the whole child is achieved. When joining the new primary school, a series of baseline assessments, which include discussions with the child and the parents, observations of play and interaction, will be recorded. This will also include, where available, records from nursery and EYFS providers. The assessment will become a description of the whole child that make up the baseline profile. This will be assessed in a planned and systematic way to help inform the teaching and learning process. The descriptions of assessed and observed behaviour might be grouped into six development areas:

1. Personal, Social and Emotional
2. Speaking and Listening
3. Reading and writing
4. Sort, Order and Number
5. Approach to learning, thinking and reasoning
6. Physical

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

It will be essential for all teachers to ensure that this data, which will remain fluid enough to take into account new knowledge and information when received, will form the basis of the planning for each child's learning. Each lesson, each child must move forward and the understanding of a child's starting point and intended goal is essential for a teacher to ensure this.

Where appropriate the abilities of a young person may require attendance, on occasions, to the secondary setting in order to ensure challenge and progression, success and happiness. Launceston College currently offers more able workshops to local primary schools for maths and English; the linking of the new primary directly with the MAT will make these opportunities more effective.

School Day

The school day will be one of the key features of the new school. Longer than a typical school day, all pupils at the new school will begin their learning activities at 8.30am, and finish at 16.30. The longer school day will allow time for the curriculum, described below, to be delivered in a deep manner, rather than simple surface skimming of subjects. The longer school day will operate Monday to Friday.

A typical school day will begin with a brief 'wake & shake' style session, before moving onto literacy and numeracy in the morning. As the day develops then due care will be given to ensure that the pupils remain engaged with their learning. This does not always mean that they will leave kinaesthetic activities until the afternoon, but it does mean that teachers will be sensitive to the needs of their pupils.

Every pupil will have a mid-morning break, a lunchtime and an afternoon break too. Pupils will be able to be on site from 7.45, when a staffed breakfast club will open. They will be able to stay on at school until 17.30, when pupils will be able to take part in either the after school provision or to participate in one of the after school clubs. Clubs will be staffed by teachers, TAs or suitably skilled and checked volunteers. It may well be the case that older students from Launceston College are also able to run clubs for the pupils at the new school. The new school will offer such enrichment activities every day, including Fridays.

Having an extended school day will be a key feature of the new school. However, this does not mean that the school will in any way 'claw back' this time by having additional training days. The school will be open to pupils for 190 days each year, and there will be five training days for staff. If one assumes that a typical primary school is open for learning from 9.00am – 3.00pm each day, this equates to 1140 learning hours each year. The new school's model equates to 1520 learning hours per year, nearly 400 additional hours of learning. Over the course of the seven years of EYFS – Year 6, this equates to 2660 additional learning hours, or an additional 2.33 years compared with

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conventional primary schools. This will inevitably have a positive impact on pupil outcomes, which are described below.

There are several advantages to running a longer school day. Firstly, it allows pupils the space to become more fully engaged in their learning; secondly it allows them to cover a wider range of learning than would otherwise be the case; thirdly it will be cost effective for working parents who can often struggle with economically viable child care in rural and semi-rural areas such as Launceston.

Academic Expectations

The new school will share the same degree of exceptionally high standards which are the expectations in the other schools in the MAT. In the primary context this means that every pupil will be expected to achieve age-appropriate mastery of the key elements of the National Curriculum.

In particular, the new school will expect every pupil to achieve mastery of literacy and numeracy, to an age appropriate degree. The new school will expect every pupil to develop particularly strong skills of reading, writing and speaking & listening so that they can fully participate in all learning.

However, the new school will also expect that every pupil learns how to learn. The Education Endowment Foundation, as well as Professor John Hattie's Visible Learning research, has clearly demonstrated that when pupils develop a mastery of metacognition then they are able to accelerate their learning with a rapid pace. The new school also believes that such skills are crucial for success in life beyond school and thus they will be a key feature of every pupil's learning, as well as the continuing professional learning of every teacher and teaching assistant.

When the school identifies that a particular pupil has a barrier to learning, then the expectations are not lowered. Rather, the support for that pupil is increased in a rapid and bespoke manner, so that every pupils receives the most appropriate and effective support. The new school will work to ensure that SEN students, or disadvantaged students, achieve at least as well as all other students nationally. In order to achieve this bespoke support, predicated on the best available evidence about what works in schools, will be developed in partnership with all relevant professionals as well as parents and carers. This may well involve multi-agency cooperation. Barriers could include having a special need, when it would be usual for the SENCo to be involved, or it may be that a pupil is disadvantaged in other ways. In such cases, the Pupil Premium funding will be used to provide bespoke support. The most important idea is that the new school will not lower expectations for any pupil, and will certainly not 'give up' on any pupil. It will be an inclusive school in the full sense of the word; i.e. it will be inclusive in expectation, not just participation or attendance. Currently Launceston

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College has an excellent record in terms of inclusion with a near zero level of exclusions; where students have erred provision and reintegration have almost always been managed within the bespoke facilities of the College. This practice will be shared and built upon at the new primary school.

Curriculum Overview

Pupils at the new school will broadly follow the National Curriculum. There will be a strong emphasis on mastering the fundamentals of learning, i.e. literacy, numeracy and metacognitive skills, using the best available evidence to inform practice (e.g. Education Endowment Foundation Teaching & Learning Toolkit). This will ensure that all pupils are in the strongest position to flourish during the next stages of their education. All pupils will be expected to participate in all aspects of the curriculum, with necessary provision being made for SEND, EAL pupils as well as any other pupil who has a clear barrier to learning.

However, in addition to following the NC, there will be a spiral skills development programme which develops the essential skills of: creativity, team work, resilience, independence, communication and self-reflection. This will permeate throughout their learning and develop as the pupils progress through the school.

To help structure the spiral skills curriculum, each half term will have a broad theme which will shape the curriculum content. For example, one half term's theme might be 'Identity', which would allow opportunities for pupils to explore their own identity, the identity of their community, and the identities of others. This would then inform the content of each subject. It is possible that every year group could follow the same theme, appropriately differentiated, which would then allow for innovative groupings of pupils. It is also possible that themes could be coordinated with Launceston College to allow for greater opportunities for collaboration between the two schools and sharing of resources.

As described above, every pupil will have regular assessments to determine his or her mastery of English and numeracy in particular. These will be used to determine the type of work which each child should be moving on to next, but also to quickly identify any emerging individual needs. Thus an assessment might suggest that a child requires additional support with phonemic awareness, for example, and that an intensive immersion in Read Write Inc. might be required. When this is the case, then that pupil's curriculum will be amended to provide the right support at the right time. Parents or carers will be contacted, and when possible they will be encouraged to become directly involved. This could mean delivering some training for the parents so that they can support their child in the home environment. The data resulting from the assessments will be analysed and reported at MAT level, and compared with national

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benchmarks, to monitor the progress of all relevant groups and to implement appropriate, evidence based interventions in a timely manner.

English

The skills and knowledge required for developing mastery of reading, writing, speaking and listening will be stressed throughout each pupil's time at the new school and across all aspects of the whole school curriculum. However, every pupil will have the equivalent of at least 1.5 hours explicit English teaching each day.

During the EYFS and KS1 there will be a strong emphasis on the development of phonics so that every pupil will be able to begin independent reading as soon as possible. A reading scheme such as the Oxford Reading Tree will be used to help pupils develop their phonic awareness in an enjoyable, structured way. Parents will be expected to take a rich role in reading acquisition, and the school will run regular sessions for parents to become familiar with the strategies and resources used in school. Each pupil will have a Reading Record to be completed whenever a child reads with his/her family at home. This will be linked to the whole school reward scheme which will encourage frequent, ideally nightly, reading with parents or carers. As pupils become increasingly skilled and confident, guided reading strategies will be used more often with groups of pupils so that they also develop their group work skills. Pupils who do not develop phonemic awareness as quickly as their peers will be able to access programmes such as Read Write Inc., which are a strong feature at Launceston College. Pupils who make advanced gains will be able to access other programmes, such as Accelerated Reader with the support of staff and older students at Launceston College.

A wide range of fiction and non-fiction texts will be used in class, although during the EYFS and KS1 the majority of texts will tend to be fiction to encourage a strong grasp of narrative structure. A wide range of poems will also be used to help develop creativity, as well as a sense of rhythm and rhyme, both of which are critical for successful acquisition of literacy skills. As pupils' digital knowledge increases during KS2 they will be taught skills related to reading websites and other digital sources. All pupils will study a rich variety of classic and contemporary literature, including Shakespeare. They will also study literature from other cultures, including translated works. This will ensure that each pupil develops an increasingly rich understanding of the cultural history and value of literature.

Along with reading, there will be a strong emphasis on mastering handwriting throughout KS1 and KS2. This will begin during the EYFS, developing through KS1 so that by the end of Y2 it will be expected that each pupil will be able to use joined up handwriting which is legible and neat. There will also be an emphasis on both creative

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writing and non-fiction writing. Both types of writing will be linked to the themes being studied at any given time. Non-fiction in particular will be supported by the use of writing frames, scaffolding and modelling by teachers, Learning Support Assistants and other experts, and staff will be trained to use these approaches effectively. Both reading and writing skills will be supported using DARTS style activities which have been proven to develop both literacy and metacognitive skills. All pupils will be expected to learn increasingly complex spellings on a regular basis, and to be able to use these words in speech and writing.

Speaking and listening skills will be explicitly taught, and there will be a strong emphasis across the curriculum on effective group work. Pupils will also be encouraged to participate in public speaking, such as during school assemblies and productions. This will help to develop pupils' self-confidence and team work skills, as well as making them more effective learners.

Throughout the EYFS, KS1 and KS2 there will clearly be a strong sense of mastering the basics required for functional literacy. However, the new school will work tirelessly to ensure that every pupil develops a love of reading and literature, so that they continue to read for pleasure.

Maths/numeracy

Pupils at the new school will spend significant curriculum time developing strong skills in numeracy and mathematics so that they all gain at least age-appropriate mastery of mathematical reasoning and mental maths. During the EYFS and KS1 they will learn to read, write and order numbers before beginning to understand the fundamentals of addition, subtraction, multiplication and division. This will be done using both kinaesthetic and more book-based approaches so that the pupils become used to writing as mathematicians from an early stage. Pupils will also spend significant curriculum time developing their mental maths skills. This will be reinforced with weekly mental maths challenges, which pupils will be expected to complete at home.

In the early years the pupils will learn how to apply mathematical reasoning in real world situations to solve problems, and numeracy will be a key aspect of the theme based work. This will include ensuring that pupils learn to manipulate 2D and 3D shapes, and that they are able to recognise and categorise different shapes. Pupils will be able to sort shapes according to their different properties using strategies such as Venn diagrams.

It is well known that this is an aspect of school life which many parents are concerned about, and the new school will run workshops for parents to enable families to support their children with their mathematical development in the home environment. These workshops will be organised for all ages, and may well be led by students from

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Launceston College as part of their own 'challenge curriculum'.

As pupils move through the new school they will achieve ever greater mastery of the key mathematical processes and skills. They will learn to manipulate numbers and shapes of increasing complexity so that they can solve challenging problems using arithmetical reasoning. Pupils will learn how to use percentages, fractions and decimals with increasing sophistication. They will learn how to use angles, and they will also learn how to manipulate increasingly complex formulae. Crucially, they will learn the disciplines associated with presenting mathematical workings in written form so that their work is clear and logical. This will include the use of appropriate graphical and diagrammatic representations, including bar and line graphs, as well as pie charts. IT, including programmes such as Microsoft Excel, will be used to help the learning as well as developing digital literacy.

Science

Science will be a key feature of the new school's curriculum, and the central aims of the science curriculum will be to develop a strong sense of curiosity and enquiry in every pupil. The school will be aiming to achieve the Primary Science Quality Mark at Gold Level as quickly as possible. The new school will begin to expose EYFS pupils to simple scientific methods, principally structured observations, using real world examples. These will include the local environment, the classroom environment and themselves. Science will work closely with the humanities subject in particular to ensure that every pupil develops a rich understanding of environmental issues from an early age. This will continue into KS1 with pupils increasingly taking part in experiments, and learning to record their work and findings systematically. The new school will place a strong emphasis on all pupils learning to work with a clear scientific method, and to present their work clearly and logically.

As pupils move into KS2 their scientific work will become increasingly technical and pupils will learn the distinctions between biology, chemistry and physics. Pupils will access the resources and specialist facilities at Launceston College, and will have opportunities to work with older students. The new school will also make great use of learning outside of the classroom to ensure that they have a solid understanding both of real world applications for science, as well as a strong understanding of their local environment. This will include accessing Dartmoor and nearby beaches, and may contribute to awards such as the John Muir Award which will support the 'A+ Award' described below. Pupils at the new school may also have the opportunity to study for GCSE Astronomy; this already is studied at Launceston College by some Year 7 students, and may well be of interest to pupils at the new school, and potentially some of their parents. This could be offered as one of the enrichment activities.

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Both KS1 and KS2 will include learning about healthy living from a scientific perspective, with an emphasis on what constitutes balanced diet and nutrition. Sex and relationships education will also be introduced in age appropriate forms for all students. These will form central elements of the cross curricular approach to PSHE for all students.

Humanities

Pupils will experience a blended humanities curriculum, learning about history, geography and major world faiths. Pupils' experiences of humanities will also be blended in the sense that they will learn about local and global issues. Humanities will form the spine of the themes outlined at the start of this section.

In the younger years the pupils will learn fundamental concepts of historical thinking by looking at their own families and what they know of the local area. This will be reinforced by the development of geographical concepts. EYFS pupils will also begin to learn about religion, principally focusing on Christianity. This will be developed through KS1. As the pupils become increasingly mature they will learn more about the other major faiths in a way which develops understanding and respect for all.

MFL

All pupils will begin to learn French from EYFS, beginning by listening to and singing along with simple French songs, before introducing more complex speaking and listening activities during KS1. KS2 will see the pupils begin to read and write French, introducing simple vocabulary about themselves and everyday activities such as shopping. It is anticipated that by the end of KS2 all pupils will be ready to confidently access the KS3 curriculum. The new school will develop some of its own resources, but will also make use of the facilities at Launceston College.

Creative

Pupils will experience a blended creative curriculum, which will be a strong feature of the thematic approach outlined above. There will be a mixture of dance, music, art, drama, design & technology and photography which will support the work of Humanities and other thematic approaches. This will allow for a strong cross curricular element of learning, encouraging the pupils to become increasingly resilient and independent in the ways they learn to express themselves.

During EYFS, KS1 and KS2 pupils will learn about major artists, musicians, dramatists, dancers and photographers as well as the major creative movements throughout history and from around the world. Specific skills will be taught so that as much creative work as possible is made and presented in public. It is possible that this may follow

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'Real School' methodologies which encourage public presentation of work, thus developing a strong sense of confidence in pupils. The new school will encourage the involvement of parents and the local creative community to support the pupils, as the local area has a strong creative tradition.

Technology/digital

All pupils will be taught IT skills from EYFS onwards. This will include the use of computers to research themes being studied and to present work. As the pupils become older their engagement with IT will become increasingly sophisticated, and pupils will learn how to code. It is anticipated that the new school will be able to share some facilities with Launceston College, and that pupils and students across both schools will be able to work on joint IT/robotics projects.

All pupils will learn how to use Microsoft Office software, including Word, Excel and PowerPoint. They will also be taught how to communicate using IT, and this will include a significant amount of teaching about the safe use of IT.

It is anticipated that pupils will operate a mixed economy of hardware, including laptops, tablets, PCs and Macs so that they are as prepared as possible for life beyond the school gates.

The new school will offer training sessions for parents and the community so that they have the opportunity to become familiar with how IT works in the school, but also so that they are made aware of how to keep themselves and their children safe online. Such sessions would be jointly run by the new school and local PCSOs.

Physical learning

Physical learning and literacy are crucial for the new school. Every pupil will have at least thirty minutes of exercise each day, which will take place outdoors weather permitting. All staff will be suitably trained. As the pupils become more mature, then they will move on from the development of hand-eye coordination and simple control movements, to the development of participation in a variety of team sports.

PE will be taught in mixed gender groups and the development of social skills will be central to the pedagogy.

However, physical learning at the new school will extend beyond conventional PE, so that every child has many opportunities to participate in adventurous learning activities. Launceston College has a national reputation for excellence in this area, and is recognised as an Adventure Learning School. Working with the College, pupils and staff at the new school will access the resources required to develop confidence with climbing, kayaking, orienteering and a range of other adventurous activities. This will

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achieve at least four things:

1. Develop pupils' skills of perseverance
2. Develop pupils' physical literacy
3. Develop pupils' teamwork skills
4. Develop pupils' appreciation of, and respect for nature and the environment

The new school believes that such developments will be of great significance for children in the 21st century.

Although not specifically a part of the PE curriculum, a central aspect of the whole school curriculum will be the residential experiences throughout each pupils' time at the new school. It will be an expectation that every pupil in Years 3 & 5 participate in a residential experience. This might consist of time in specialist centres on Dartmoor, for example, or it might be a cultural visit to London to experience life beyond Cornwall. The new school strongly believes that such rich experiences are not only fun, but are critical for developing pupils' independence and awareness of the wider world.

Curriculum – A plus

The curriculum will be strongly supported by a co-curriculum with all students following our "A plus award". This will ensure that pupils are rewarded for adventurous activities, participating in sport and creative activity, achieving their learning goals, understanding others from different backgrounds and developing the skills they need to be successful. Our pupils will receive meaningful praise and have their achievements recognised so that they become confident individuals and are proud of whom they are.

"There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less." ██████████

██████████ philosophies and principles, as realised through Gordonstoun School, Outward Bound and the Duke of Edinburgh Award Scheme, are the basis for the Launceston College MAT A Plus award scheme. Both in this award and in every lesson the notion that we do not know ourselves fully, and we are often unaware or disbelieving of the extent to which we can achieve, will be all pervasive.

Hahn believed that students could only really understand life by experiencing it in many exciting and challenging ways. By testing themselves, students would be able to develop:

- Courage
- Generosity
- Imagination
- Principles

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- Resolution
- Compassion

Ultimately they would develop the skills and abilities to become the guardians and leaders of the future.

Within the Launceston College MAT we seek for all young people to develop similar aspirations and for this to be achieved via a programme related directly to our schools and to our local community.

The award currently has four progressing levels and within these five areas of development. The areas for development which create the acronym are:

- Adventure – including residential experiences
- Performance – including observing and performing
- Learning – including achievement and reflection
- Understanding others – including supporting and serving
- Skills – including creative

Award levels are currently:

- Tin – completion of full award at end of Year 7
- Bronze – completion of full award at end of Year 9
- Silver – completion of full award at end of Year 11
- Gold - completion of full award at end of Year 13
- Platinum – alumni

However, students might achieve “e-medals” for any of the levels at any time – since our Year 7 students who performed with the Royal Shakespeare Company achieved at least gold e-medals – there is not a more prestigious theatre company for them to perform with.

For the new primary school levels may begin with awards at:

- Kaolin (china clay)
- Granite

But the opportunity for students to receive medals at the higher levels would again be encouraged and urged. The diagram below exemplifies the existing system – a system which allows young people to upload their experiences and achievements and for members of staff at the MAT to assess and ratify their achievements.

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A Plus

Award

	Adventure	Performance	Learning	Understanding others	Skills	Medals completed	Award completed?	
		Observing	Performing	On target	Reflecting	Supporting and serving	Creative	
Tin								0
Bronze								0
Silver								0
Gold								0
Platinum								0

██████ stresses the need for us all to realise that there is more within us than we know – and that new experiences will help us to challenge further what we are capable of. On a simpler and more measurable level we want to ensure that each year every child is given the opportunity and encourage to achieve remarkable and memorable experiences and that we both motivate young people to do this, through the awards, and capture a lifelong memory of this through the recording of them.

For some students parental support will be key in facilitating these eco-curricular experiences - and many students through their clubs and sporting activities have these opportunities – even if they are not formally recorded. However, for many students, and particularly the most vulnerable and where support from home is less impactful, our A Plus Award will inform us where we need to apply intervention – where we need to provide opportunities for young people to realise something about themselves they did not know. At Launceston College there are numerous opportunities for House leadership, to interview new members of staff, to be ambassadors at our prestigious awards evening, filled with distinguished honoured guests. In these examples we actively seek out our more vulnerable students to take on these roles and to operate in an unfamiliar world which they have a right to experience. At the new primary we would want such experiences to be available too. As part of both the volunteering undertaken within the Duke of Edinburgh Award and the supporting and serving as part of the Launceston College A Plus Award, we would expect students from both of the current MAT colleges to be involved in mentoring, coaching and supporting within the new

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primary, offering after school clubs which help the primary pupils to achieve on their award.

Self-Improving School Improvement Systems

A central feature of the contemporary education system is that it is a self-improving system. As outlined above, we are always seeking to discover the marginal gains which will 'make the boat go faster'. This will work at the level of the new school as well as the level of the MAT.

At the system level the new school will apply the central principles which drive the MAT in a thorough and consistent manner. This means that all staff will need to fully understand the principles themselves, and the purpose of each principle. The school will be fully professional, which means that the staff will not only be highly skilled and qualified, but also that they can each act with autonomy. To achieve this, there will be a high degree of trust between all staff, as well as between the staff of the new school and their colleagues across the MAT. Trust will be fostered through a variety of actions including shared CPDL activities, and open, honest, challenging debate. This is not always a feature of all schools, but it will be a strong feature of the new school. The MAT will also ensure that there are opportunities for all staff to engage in high quality CPDL across the MAT, in particular seeing each other teach, so that they can learn from each other. The MAT understands that the quality of no school, or school system, can exceed the quality of its staff, and thus the MAT leaders understand the need to invest in its most important resource: teachers.

At the school level the concept of self-improvement will operate in two separate, but linked ways. Firstly, there will be a strong use of pupil data to ensure that no pupil falls behind without quick, appropriate interventions being put in place. Every pupil will be assessed every six weeks to gauge the progress of literacy and numeracy. Regular assessments will also be made for the other subjects; this will also include behavioural data, attendance data and data relating to enrichment activities as well as A-Plus activities. Progress will be reported to parents and carers, but it will also be used for in-school analytical purposes. The new school may well make use of the KS1 & 2 versions of SISRA or 4Matrix which are due to be unveiled at BETT in 2017, which is discussed in greater depth in Section D2. Deep analyses will be carried out to ensure that no pupil, or groups of pupils are falling behind or making insufficient progress. Such analyses will involve class teachers, as well as leaders in the school. Data headlines will be made available to the MAT board to ensure that the school is making excellent progress.

The second use of the data will be to inform Performance Management processes. Although pupil data will not be the sole evidence source for a teacher's PM, it will

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naturally be a central facet. When the data suggests that a teacher is struggling with a particular aspect of his or her work, then the MAT will ensure that appropriate, rapid support is put in place so that every teacher is effective across the curriculum. If the data suggests that an individual teacher is not responding to appropriate support then other policies, including capability, will be implemented, which could ultimately see the teacher being replaced. However, this would be a very last resort and the school wants to see every member of staff succeed.

The new school will share the sense of the relentless drive to improve which characterises the other schools across the MAT. The improvements should primarily apply to pupil outcomes, but to achieve improving outcomes it is necessary to constantly and relentlessly improve the quality of teaching and learning. This can only be done effectively through rigorous and honest analysis of accurate data. By working with other schools across the MAT, the evidence base is increased and thus the whole system becomes stronger; this is the aim of the MAT.

Pastoral Expectations

The new school will be characterised as a happy place with a strong emphasis on respectful relationships across the school. The pastoral system will be structured around a house system which will provide care for the pupils, a communication mechanism for parents and the chance to compete, be creative and be compassionate.

The new school will share the same degree of exceptionally high standards which are the expectations in the other schools in the MAT. All schools across the MAT share a common understanding of the importance of excellent behaviour in every aspect of school life. The new school will expect every pupil, irrespective of background or previous experiences, to behave with respect towards all others. This is not only to maximise learning opportunities, but perhaps more importantly this is to help develop good citizens who hold values of respect and tolerance towards others.

Classes will be organised along conventional, age-based groupings within which pupils will be grouped according to their abilities in different subjects. Thus there will be a degree of flexibility in seating plans within each class. Each pupil will also be placed in a 'house', so that there will also be a 'vertical' aspect of competition throughout their time at the school. The houses will be the same as those at Launceston College, and it will normally be the case that pupils will stay in the same house when they transfer to KS3 and the College. When a child has an older sibling in either the new school, or in Launceston College then every effort will be made to place siblings in the same house. This helps to develop a sense of tradition and familial attachment and loyalty.

In addition to the House system, the new school will quickly establish a School Council,

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reflecting those which operate across the MAT. This will provide meaningful opportunities for pupils to have a genuine voice in the running of the school. This will help to develop British values such as Democracy and the Rule of Law; it will also help to develop concepts of citizenship. It is anticipated that the School Council will work, at times, with the governing body and the Trust Board.

The new school will adopt a version of the rewards system operated at Launceston College so that there is consistency between the two institutions. The end of each Key Stage will be celebrated by an awards ceremony. This will not be a graduation, or a 'prom', but it will be an event which seeks to celebrate all aspects of pupils' achievements including academic, cultural, sporting and community based. As well as families, community representatives will be invited to share in the successes of the pupils and their teachers. Such ceremonies will set the scene for the successful awards evenings which are a feature of Launceston College.

When things are not going so well for a pupil then there will be various levels of support available. Firstly, pupils themselves will be trained to work as compassionate coaches, supporting their peers, but also able to direct them to further support if required. This will normally take the form of a pupils' class teacher, although Learning Support Assistants and other members of staff will also be effectively trained to provide excellent pastoral support. Class teachers in particular will normally seek to involve parents or carers when resolving issues. In exceptional instances, house leaders or the principal may become involved, but their main role is to establish the caring, compassionate ethos which will characterise the new school.

Launceston College has an outstanding track record with behaviour and safety and this will also be a strong feature of the new school. A safeguarding culture is prevalent throughout the practice of both schools in the Launceston College MAT. Regular training informs practice, has been praised by outside bodies and will continue and be developed further in the MAT and any new schools joining the MAT. We will ensure that all pupils behave responsibly, are kept safe and develop practices that will give them the skills and knowledge to remain safe in the modern world. This will be achieved by using the expertise of staff to teach good behaviour, including good manners, from the outset. While staff will understand that pupils may live in homes which do not always share the same behaviour principles as the school, the new school will not alter its expectations to suit individual pupils' personal contexts. Rather, the new school will alter the support provided for such pupils to ensure that they not only behave in an appropriate way, but they understand why such behaviour is important for themselves and others.

Relationships

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The success of the school will be built on strong relationships through the school and the wider community ensuring that pupils know, understand and respect the diversity within the school, the local area, our country and the world. They will develop a respect for the environment and an understanding and tolerance of others that will ensure that they become successful, responsible and happy world citizens.

Launceston College MAT is committed to working in innovative and effective ways which harness and develop existing relationships but seek out and explore new ways of working. Indeed, the very essence of the MAT system makes this fundamental; Launceston College and Bideford College might have worked independently and in competition historically but now work for the betterment of each other, as one body with unique individual identities, and now utilise the relationships each has for the common good.

The new school will take full advantage of the ways in which these relationships impact on curriculum innovation. In 2016, for example, Launceston College sought to develop a transition programme for Year 9 students as they progressed to GCSE and the old activity week did not seem to provide the right momentum. Innovative thought and creativity resulted in a week developed in conjunction with leaders from IMERYYS UK, once English China Clays, a global industrial organisation. In an apprentice style week young people were challenged to work within the world of business and to develop the kind of skills and qualities Kurt Hahn would be advocating. The week was integrated with the March Year 9 residentials, and a manager from IMERYYS attended one of these.

On a more local level young people at Launceston College run an Interact Club, a junior version of Rotary. Students undertake Rotary Competitions, such as Youth Speaks and play a major part in charitable projects, for example Foodbanks and Shoe box appeal. These projects and clubs are integrated within the College, often being undertaken as competitions within the House system, and thus integrating the community within the College structures.

Our prestigious Awards Evening, held in November seeks to reward those who have made outstanding progress or outstanding attainment – however the key to this evening are the relationships made with important people, businesses and institutions from across Cornwall and the South West. Nineteen awards, for which there are four “Oscar-like” attending nominees, seventy-six young people in all, are all named after these people, businesses and institutions. See below and link to website <http://www.launceston-college.cornwall.sch.uk/awards-evening-2015/> .

Award titles

- [REDACTED]
- [REDACTED]

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

- The Arvon Award for English
- Falmouth School of Writing and Journalism Award for English
- [REDACTED]
- [REDACTED]
- [REDACTED]
- The Rotary Award for Humanities
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- The Imerys Award for Science
- The Edge Foundation Award for Vocational
- The Enterprise Award for Vocational
- [REDACTED]
- Governors' Award for College Achievement
- Principal's Award for College Attainment

Each of these awards not only means that young people have the chance to meet and be presented with an award by this person, but more importantly that we have a live and active relationship with an individual or group who can impact on the richness of our curriculum. [REDACTED] visited the College working with young people and meeting local business; [REDACTED] set up a Routes into Languages visit to Exeter University which has led to students studying languages at Bath University; Falmouth University are currently very keen to work with us on developing how "creativity" can be employed to solve challenges and problems beyond the arts – in maths, science and so on.

Launceston College works with the Prince's Teaching Institute, The Royal Shakespeare Company, the Institute of Physics, Exeter and Plymouth University to name just a few; each of these groups impact upon the curriculum we deliver and we would want to build on and develop these relationships for the benefit of the new primary school. Year 7 students currently study GCSE Astronomy; why shouldn't Year 5 students have this opportunity?

The most important relationships we have are with our parents and we know that in the primary school parents feel better able to go beyond the school gate and have a more active part in their child's education and development. Having the new primary as part of our through-school provision will we hope help to foster closer parental relationships at secondary level as the seamless transition from primary to secondary occurs. Launceston College MAT will seek to learn and benefit from this, but also to use and develop the very good systems and relationships we have already to the advantage of

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

the primary; the electronic systems of communication we have invested time and money in developing specifically for Launceston College MAT, for example the e-contact book, will help and support communication at the new primary.

Transitions

The new school recognises that the moments when one arrives at a school for the first time, and when you leave it for the last time often define one's experience of the school. Thus a strong feature of the new school will be the way in which transitions into and out of the school are managed.

In most circumstances pupils will enter the school for the EYFS. The specialist EYFS teacher will normally visit each pupil in his/her home during the summer term before starting at the new school, although there may be occasions when it is more convenient to visit the child's nursery. Such visits allow the teacher to begin to develop a relationship between the school and the family; this relationship will be critical for the pupil's success throughout their school career. It will also allow the teacher to pick up any concerns about the pupil, and on some occasions it may be necessary for the teacher to be accompanied by another member of staff, such as the SENCo. Following these visits the new school will put on events for the new parents to become familiar with the school and the teachers, particularly the EYFS teacher. There will then be a series of sessions during the school day when the new pupils will spend increasing amounts of time in the new school, away from their parents. This will include having some meals at the new school, as this can be a cause of major concern for new pupils. When the school is established, the new pupils will be assigned 'buddies' from older year groups who they will meet before the end of the summer term prior to EYFS; this means they will have a 'friendly face'. Buddies will normally be in the same house.

The process of transitioning to KS2 will be marked by an awards event, which will celebrate the academic, cultural, sporting and community work achieved by the pupils over the previous three years. It is envisaged that this will be a formal event, although not a 'prom'-style event.

It is anticipated that the transition to KS3 will be relatively smooth as pupils will have had many opportunities to work in Launceston College, and with Launceston College students during their time at the new school. Thus, they will normally already know which house they will be in, and they will certainly know their way around the college site, as well as many of the staff. Equally importantly, they will also be familiar with the academic and behavioural expectations which operate at Launceston College, because they will be consistent with those across the MAT, including the new school.

Because of the close physical proximity between the two schools, as well as the close

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

working relationships, students with particular needs will already be well known at Launceston College by the time they arrive, and thus suitable preparations will have been made which ensure that every student makes the best possible start to their secondary school education.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

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

D2 – measuring pupil performance effectively and setting challenging targets

D 2.1 Principles

Our assessment framework will be the means by which we measure our pupils' progress through the steps of our curriculum framework, ensuring that pupils reach or exceed end of key stage expectations. It will be based on Assessment for Learning principles already established across the MAT. Our behaviour and attendance policies, also based on the very successful models of Launceston College MAT, will ensure that our pupils maintain high levels of engagement with their learning.

The assessment framework will:

- measure whether pupils are on track to meet or exceed year-end predictions and end of key stage expectations;
- identify any aspects of the curriculum where individual pupils may be falling behind;
- provide regular opportunities to identify gaps in performance between different pupil groupings and cohorts;
- ensure that teachers plan appropriately challenging lessons for their pupils;
- identify pupils who require additional support and intervention in order to make at least good progress from their starting points;

D2 – measuring pupil performance effectively and setting challenging targets

- identify pupils with particular skills and abilities who require additional ‘stretch’ and challenge;
- ensure that teachers develop necessary skills in assessment for learning techniques;
- use on-going assessment data to target intervention programmes to make sure no pupil falls behind;
- carry out individual progress discussions between the class teacher and each pupil in their class, based on current data, to revise targets for the forthcoming half-term;
- undertake a half-termly meeting between each class teacher and a member of Academy Leadership Team (ALT) to discuss each pupil’s progress in the class, related to teachers’ performance management objectives;
- ensure that middle and senior leaders analyse assessment data and progress data each half-term at both school level and Trust level, to identify any emerging issues;
- provide regular, clear feedback to parents about their child’s progress, appropriate to age;
- ensure that excellent standards of behaviour and attendance are maintained.

Early Years Foundation Stage (EYFS)

Baseline

We will use one of the 2018 DfE approved providers for baseline assessment alongside the school’s own pupil baseline profile. This will include visiting the parents/carers and pupils in the home, induction sessions and taster experiences. These activities are designed to form a holistic picture of the pupils and their family setting. By having a detailed understanding of the pupils’ abilities the EYFS teachers can plan their curriculum to meet the needs of the pupils, thus enabling them to meet their early learning goals. The early learning goals (ELGs) will be shared with parents at the start of the pupils’ entry to school.

Ongoing formative assessment

An assessment portfolio will be built up during the year containing a broad range of evidence including photographs, videos, examples of pupils’ work and accounts of pupils’ achievements in relation to their ELGs.

The EYFS profile assessment will be carried out during the final term of EYFS; this will inform parents about their child’s development towards the early learning goals and the characteristics of their learning. It will also enable the Y1 teachers to plan individual

D2 – measuring pupil performance effectively and setting challenging targets

pathways within the curriculum framework to ensure that every pupil has the opportunity to learn in their zone of proximal development.

A school management information system (MIS) will be used to record the baseline assessment; half termly assessment sheets will be completed to enable the teacher to set targets for the next half term and show progress in each of the areas of learning.

Involvement of parents and carers during EYFS

Regular dialogue with parents /carers about their child's progress is an essential aspect of assessment, particularly in the early years. Reporting to parents will take place using these methods:

Opportunity for daily contact with parents arriving with their child into the EYFS classroom and settling them in their first activity;

Daily Reading Record and Home Contact book, providing regular and frequent opportunities for written dialogue;

Parents' meet-the teacher sessions will enable ongoing dialogue with parents at least half-termly, at times suited to parents'/carers' needs;

The assessment portfolio will be shared with parents on an ongoing basis with a minimum expectation of twice a half term;

Opportunities for learning together sessions will be provided termly;

Home visits will be made to those parents that are persistently unable to attend consultations and dialogue within school.

Summative assessment

The EYFS profile assessment will be carried out in the final term of Reception. This enables a reliable, valid and accurate assessment of each individual pupil by the end of the EYFS.

The profile data will be used to inform parents about their child's development against the ELGs.

For each Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the EYFS year:

- Emerging – not yet reached the expected level
- Secure– at the expected level of development for their age
- Advancing – beyond the expected level of development.

It is expected that 85% of pupils will achieve the expected level of development for their age or beyond.

D2 – measuring pupil performance effectively and setting challenging targets

Moderation of profile assessments will take place between local EYFS practitioners with external validation provided by an independent accredited professional.

Key Stage 1 and 2

Ongoing teacher-led assessment is key to effective learning.

Teachers will identify what pupils already know and can do in order to decide next steps in learning. This will be achieved through regular dialogue with pupils (including specific pupil conferencing), marking of pupils' work, assessment tasks (internal and external) and specific progress checks in English, maths, science, humanities and a modern foreign language.

Within the overall curriculum plan, learning objectives will be linked to the skills being developed in a specific lesson, with success criteria broken down into clearly defined progressions to enable pupils to recognise and demonstrate progress and well as defining the next steps in their learning along their personal flight path.

Individual end of Key Stage targets will be set for each pupil, based on meeting or exceeding expected rates of progress in each area.

Pupil involvement in their learning and their understanding of what they know and can do, will be developed through the use of response partners, where pupils work in pairs/trios to generate or test out ideas, clarify their understanding, develop a joint response and critically evaluate or assess their work. This will also provide pupils time to reflect on their learning and give time for new learning to be absorbed.

Teachers will use effective questioning techniques based on Bloom's taxonomy that provide opportunities to assess pupils' knowledge and understanding.

The marking policy will run across the MAT ensuring that marking is:

Meaningful

- It should support progress, which should be evident in subsequent work

Manageable

- Marking and feedback should seek to demonstrate genuine progress over time, rather than demonstrate arbitrary processes or benchmarks.

Motivating

- Marking and feedback should be linked to specific next steps

Marking will be monitored by ALT half termly to ensure consistency, provide developmental feedback to staff and evaluate its success. The use of a consistent, coherent marking policy across the MAT will also help with the transition from KS2 to KS3 in particular.

D2 – measuring pupil performance effectively and setting challenging targets

Assessment data will be recorded in the school MIS; this will be complemented with a commercial data collection and analysis package (such as School Pupil Tracker). This will enable flight paths to be used to set challenging targets and demonstrate progression.

Peer assessment and self-assessment:

Effective peer and self-assessment takes time and effort but once embedded will be particularly effective in motivating pupils and improving rates of progress.

A class culture will be developed where errors are used as learning points and admitting to not understanding something is quite acceptable, and even encouraged. Pupils need to learn to 'flounder intelligently' and talk through multi step problems; they can then act as critical friends, supporting and challenging one another.

Teachers and learning support assistants will model the process, showing how to give constructive feedback both verbally and through the use of anonymised marked work examples.

Explicit rules for giving feedback peer to peer will be established – showing respect, being positive, identifying successful features, suggesting improvements.

Self-assessment follows from peer-assessment; pupils will be encouraged to reflect on their own development and progress, comparing their work with previous examples and setting their own personal targets for improvement.

Formative assessment:

We will use the National Curriculum objectives to assess outcomes for pupils at the end of each curriculum year. Pupils will be able to apply their learning in new and exciting contexts, therefore deepening their learning before moving on to new learning. The level to which they are able to make such connections and apply their learning in different contexts is an important part of developing their resilience. This mastery will form an important formative part of the pupils' learning experience.

Teachers will use a mixture of test papers and moderated assessment tasks devised internally to assess pupils' attainment each half term. We would also want to work with other, local primary schools to moderate work more widely. Progress judgments will also be made by each teacher taking account of all aspects of each pupil's work, progress and attitude. This will produce a judgement about whether the pupil will achieve or exceed their end of key stage target, or whether they will miss it and by how much.

Statutory assessment:

Key Stage 1

D2 – measuring pupil performance effectively and setting challenging targets

The Phonics Screening Check will be used to measure how well pupils can use phonics skills learnt to end of Year 1. It also identifies those who need extra help and intervention will be put into place for those pupils. Pupils who do not reach the national standard will be retested at Y2. We expect 85% of Year 1 pupils to meet the standard and 75% of the Year 2 retakes.

Y2: SATs in reading, English grammar, punctuation & spelling (EGPS), handwriting and maths. Pupils will be provided with a performance descriptor against the expected standard – not met, met, exceeded.

Key Stage 2

Y6: SATs in reading, EGPS and maths. Writing assessed by ongoing teacher assessment. This will be moderated internally by peer teacher moderation and scrutinised by Academy Leadership Team. External moderation will be through partnership working with another local MAT.

At least 85% of pupils will be expected to achieve the national expected standard and also make better than average progress in reading, writing and maths.

The data from all statutory assessments will be analysed by the school and the Trust, and checked against national benchmarks, to ensure that the school and Trust are making good progress.

Monitoring and evaluation of assessment practice

Each teacher will maintain up-to-date assessment records in accordance with agreed policy and with due regard to the Data Protection Act and the MAT's agreed confidentiality policy.

Core subject leaders will review each cohort's performance in English, maths, science, humanities, PE, digital literacy, creative subjects and a modern foreign language half-termly to identify any barriers to progress and establish specific action plans to improve any weaknesses identified. Particular attention will be paid to literacy and numeracy.

Academy Leadership Team (ALT) and core subject leaders will meet termly to review each pupil's attainment and progress, to identify further steps to be taken to maintain good progress or to provide support and intervention to speed progress and close gaps in attainment.

This will be supported by pupil conferencing, with Principal/ALT meeting each pupil termly to review their progress and decide if any additional support or stretch and challenge is required.

Principal/ALT will monitor teachers' recording and analysis of assessment data on a termly basis.

D2 – measuring pupil performance effectively and setting challenging targets

Involvement of parents and carers at KS1/2

Parents' meet-the-teacher sessions will enable ongoing dialogue with parents at least half-termly, at times suited to parents'/carers' needs.

Assessment outcomes will be shared with parents on an ongoing basis and formally each half term.

A full written progress report will be provided to parents annually.

Opportunities for learning together sessions will be provided termly.

Home visits will be made to those parents who are persistently unable to attend consultations and dialogue within school.

The views of parents and pupils on the success of the school's assessment policy and practice will be sought, as part of the annual questionnaire of parental views on the school's performance.

Attendance

Attendance will be closely monitored by the Head of House and ALT with immediate action in the form of a pastoral support plan put into place for any pupil whose attendance falls below 96%. Persistent absence will trigger the involvement of health care and social work colleagues with a holistic view of the family circumstances in order to overcome the barriers to good attendance.

Good attendance will be encouraged through the house system with house points and gold attendance awards. We expect to be able to achieve a 97% attendance rate.

Behaviour:

Behaviour in the Launceston MAT primary campus will be outstanding. This will be achieved using the well-established strategy of putting in place high expectations for learning behaviours and offering support to those pupils that struggle to meet them.

Good learning behaviours will be rewarded within the house system and at the annual presentation evening. There will be careful monitoring and recording on the school MIS of those who are struggling to meet expectations and provision put in place in the form of a behaviour support plan. The support plan can draw on a number of staff from facilities established in the current MAT including a student support centre, internal exclusion and an offsite centre. We anticipate that with these facilities already in place that there will be no permanent or fixed term exclusions from the primary campus.

Key success measures for pupil performance, attendance and behaviour will be reported to the local governing body and the MAT board on a termly basis by the director of standards. The data will be benchmarked against national data wherever national data is available and against similar local schools.

D2 – measuring pupil performance effectively and setting challenging targets

Measuring and improving the quality of teaching in the classroom.

Recruitment of high quality staff to a new school will be key to the schools' success. One of the most important features of an outstanding teacher is to be able to continuously reflect on, and improve, their performance in the classroom. Part of the interview process will be to teach a lesson and then, using reflection and advice to improve the lesson when taught a second time.

NQTs will be supported through their first year across the MAT with a mentor and a programme of professional development opportunities. All staff within the MAT, as part of their performance management, will be expected to carry out a professional development project to meet their personal development needs.

There will, in line with current practice within the MAT, be a subject area based review each half term. This review will take into account performance data, book scrutinies, pupil, parent and staff views and the results of rigorous lesson observations. Any member of staff who does not meet the required standard will immediately have a support programme put into place leading into capability processes if this is unsuccessful. Outstanding teaching will be fully recognised and celebrated through performance management.

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

This proposed staffing structure will deliver the curriculum which is described above. This is costed to ensure that it can be introduced by an expansion of two forms per year with the proposed budget returning an appropriate contingency in each of the six years leading up to the school operating at full capacity.

The seven organograms describe how this proposed structure will be implemented including the progressive introduction of leadership to the school. The finance of this

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

model is detailed in section G.

The curriculum, staffing and financial proposals are consistent and coherent as detailed in sections D1, D3 and G. The roles which will be appointed to the school are clearly identified and other responsibilities which will be provided by the MAT are identified in the financial model, ensuring that economies of scale can be achieved by the Launceston College Primary Campus Free School from day 1.

The phased growth of the school and the progressive introduction of leadership roles over this period allows for amendments to be made, over time, should there be changes in funding or pupil numbers. The proposal is consistent with current forecasts for income; each year is a balanced budget with an appropriate contingency.

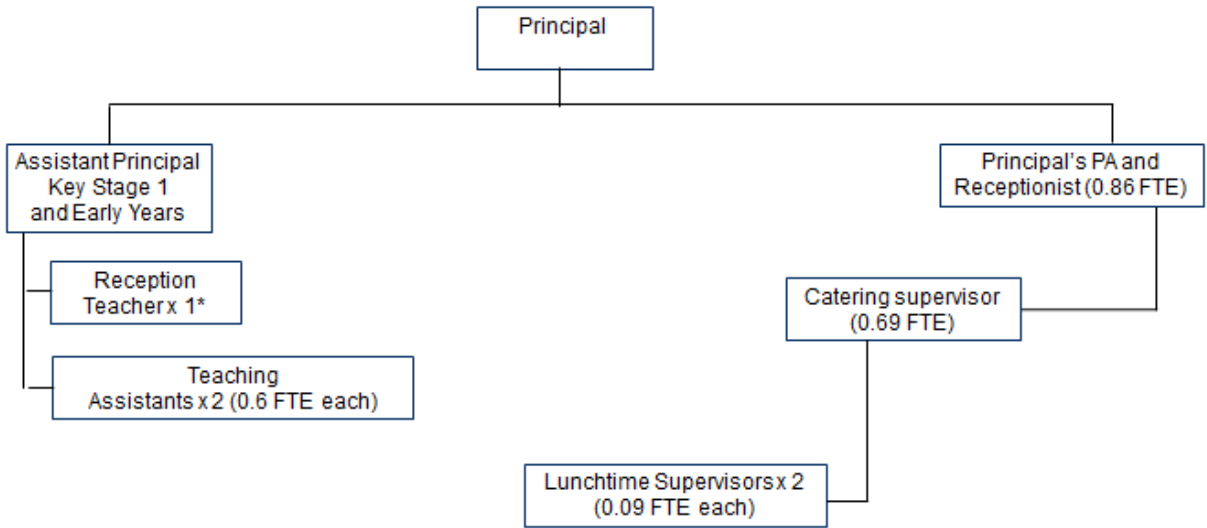
The staffing model is to recruit two teachers per form entry and a Learning Support Assistant for each class.

The leadership structure is for a non-teaching Principal, (after the first year), two Assistant Principal's and a SENDCo with a 0.5 FTE teaching commitment, (In the first year of having KS2 children the KS2 Assistant Principal would be 1FTE reducing to 0.5 FTE in subsequent years), and two Lead Practitioners with 0.75 FTE each. These FTEs will be varied on advertising for the posts should funding circumstances dictate. Admin roles which change and increase as the school expands will be recruited to remain within a sustainable model.

Existing staff from Launceston College will be used to augment recruited Primary Campus Free School appointed staff. This would be in specialised areas such as language, PE or technical areas and science, maths and English if required. This would allow for part time contracts across the two schools, adding to a full time appointment particularly to work across Key Stages 2 and 3.

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

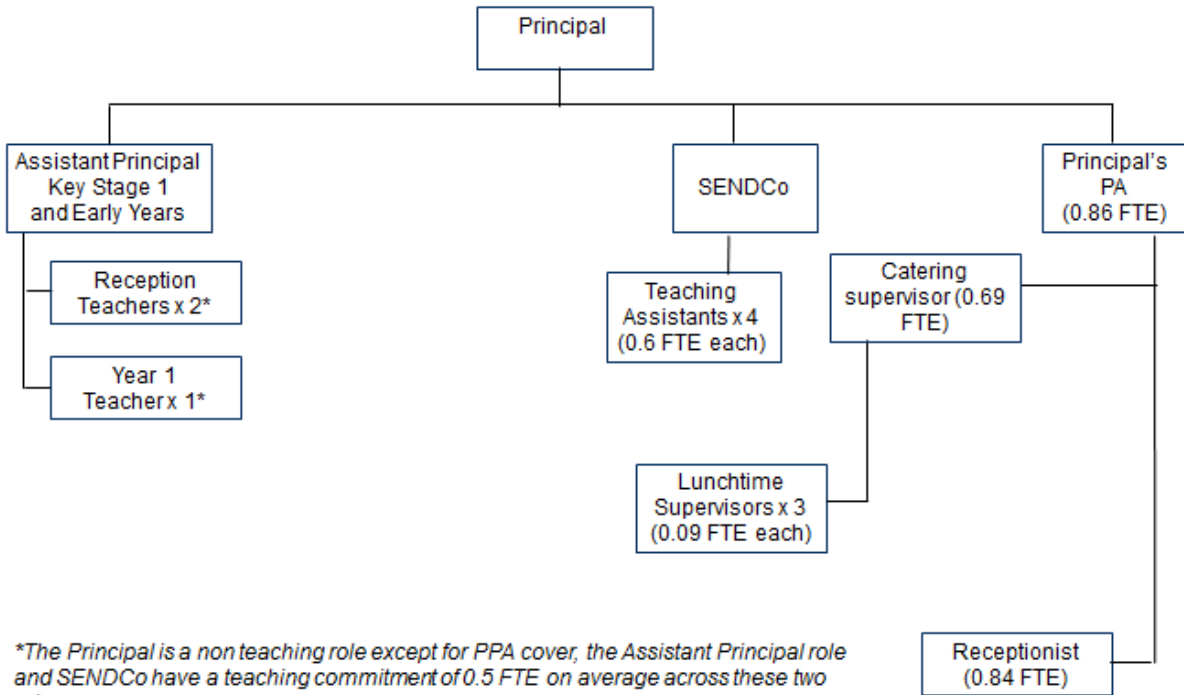
**Launceston College Primary Campus Free School:
Staffing Structure: Year 1**



**The Principal is a 0.5 FTE for this year only, the Assistant Principal role has a teaching commitment of 0.5 FTE.*

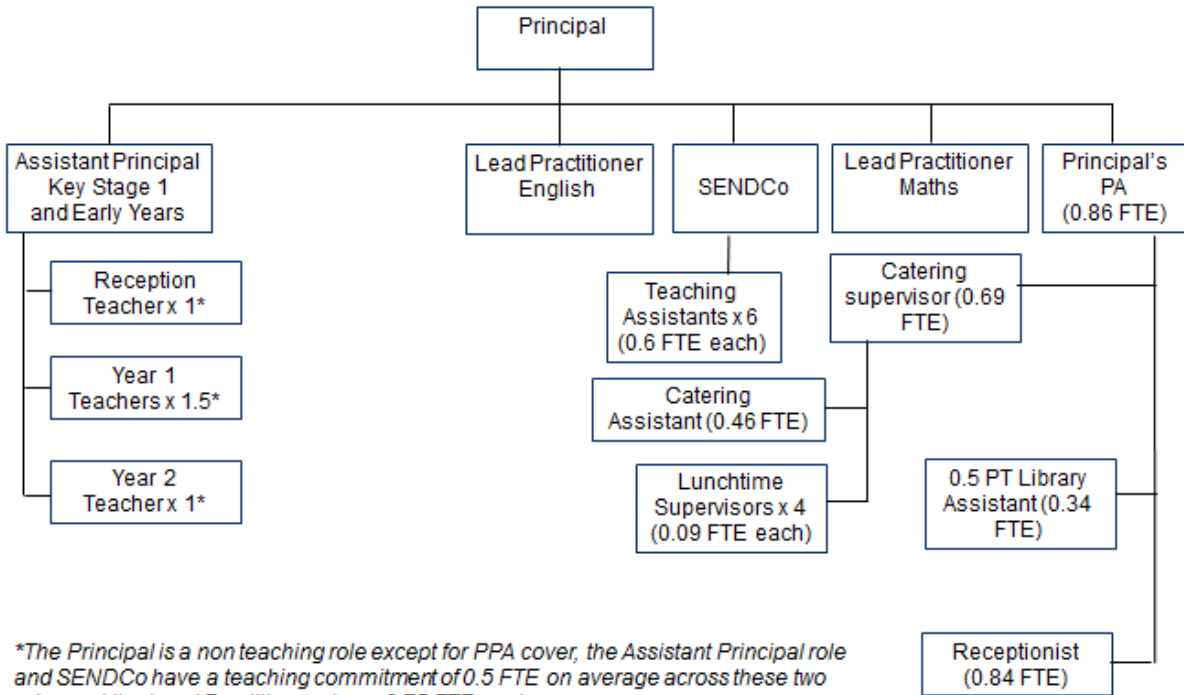
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

**Launceston College Primary Campus Free School:
Staffing Structure: Year 2**



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

**Launceston College Primary Campus Free School:
Staffing Structure: Year 3**

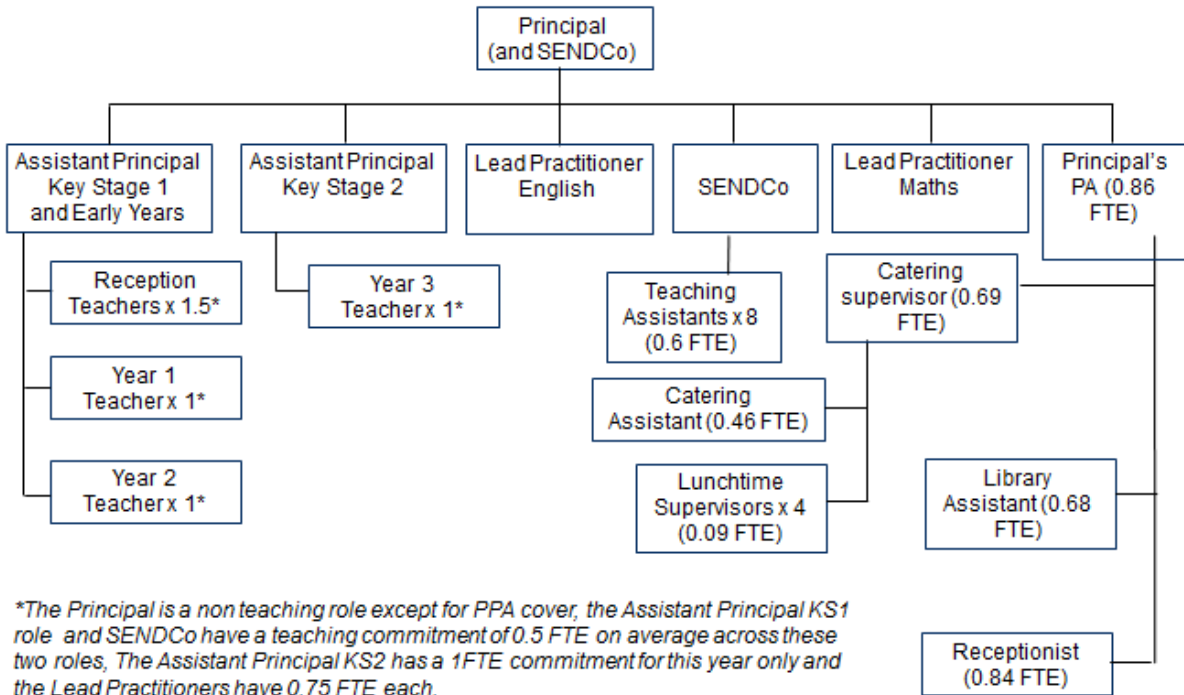


**The Principal is a non teaching role except for PPA cover, the Assistant Principal role and SENDCo have a teaching commitment of 0.5 FTE on average across these two roles and the Lead Practitioners have 0.75 FTE each.*

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

Launceston College Primary Campus Free School:

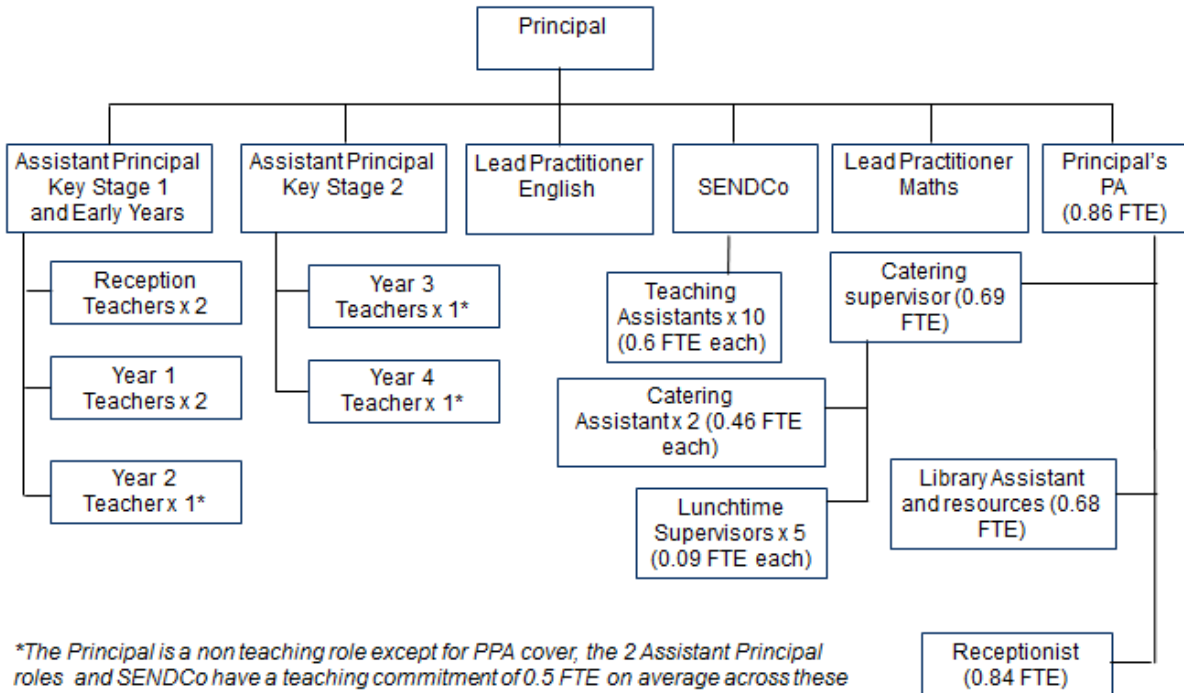
Staffing Structure: Year 4



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

Launceston College Primary Campus Free School:

Staffing Structure: Year 5

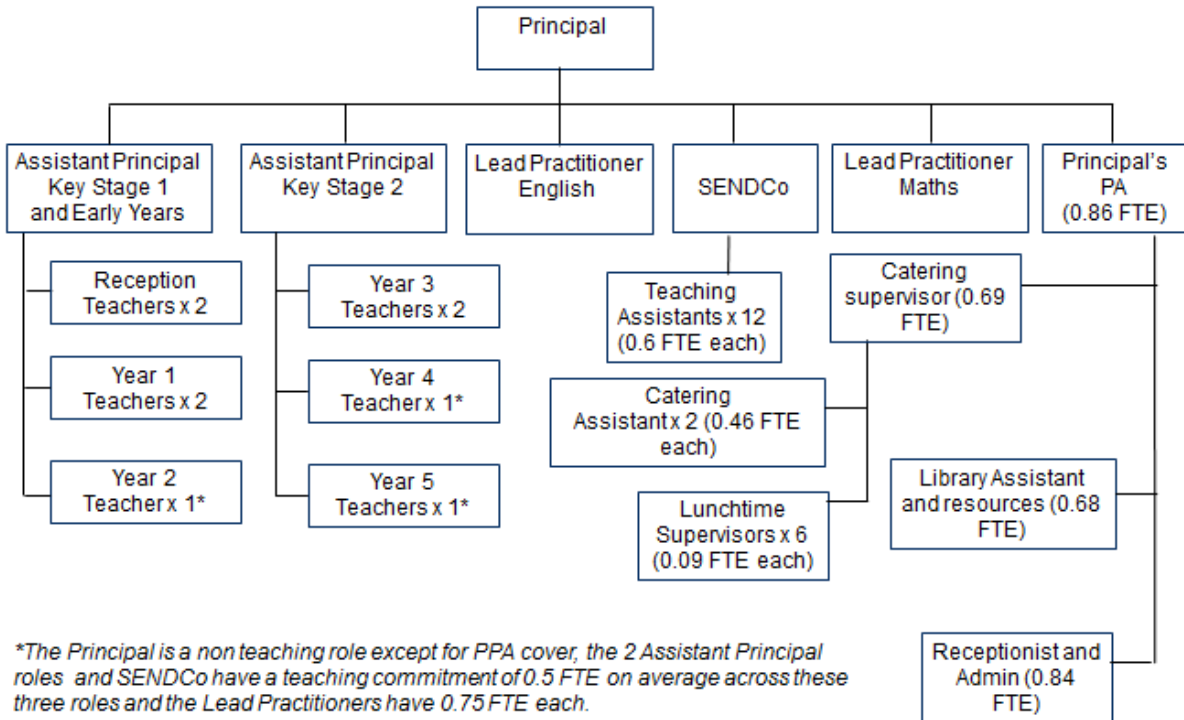


**The Principal is a non teaching role except for PPA cover, the 2 Assistant Principal roles and SENDCo have a teaching commitment of 0.5 FTE on average across these three roles and the Lead Practitioners have 0.75 FTE each.*

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

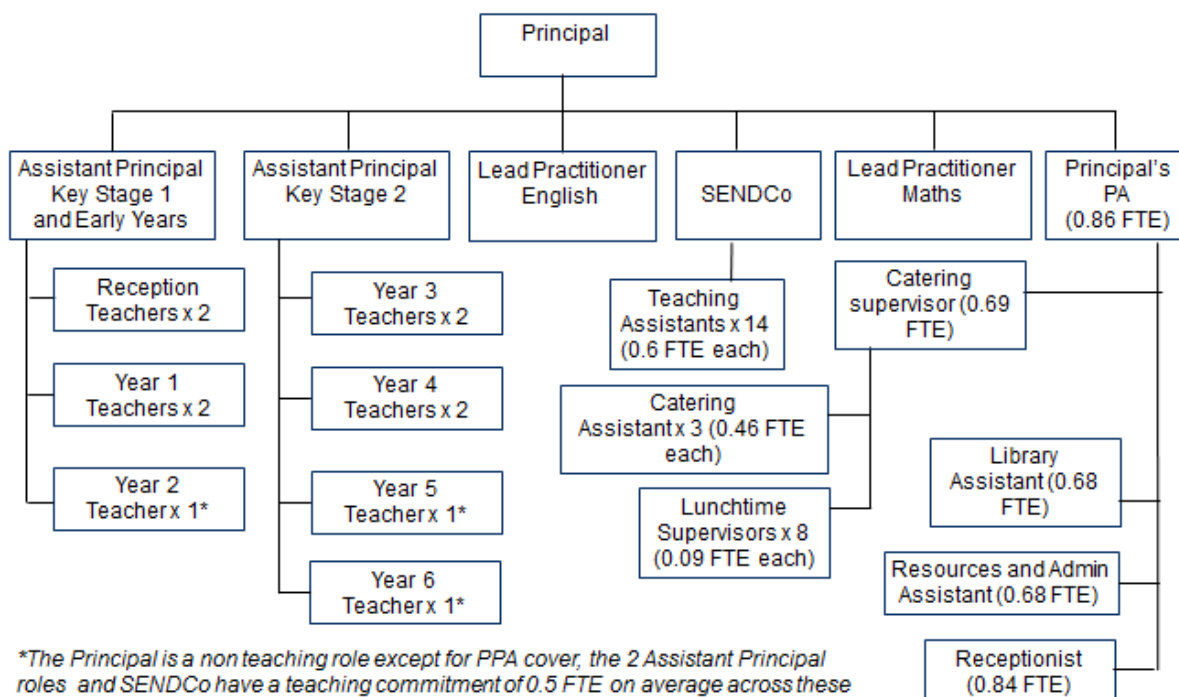
Launceston College Primary Campus Free School:

Staffing Structure: Year 6



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

Launceston College Primary Campus Free School:
Staffing Structure: At full capacity



**The Principal is a non teaching role except for PPA cover, the 2 Assistant Principal roles and SENDCo have a teaching commitment of 0.5 FTE on average across these three roles and the Lead Practitioners have 0.75 FTE each.*

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

Introduction

The new school will share the vision of Launceston College MAT: for children to become successful, responsible and happy young people by learning the knowledge skills and values which are important for society. Thus respect for all members of the community is a key aim across Launceston College MAT, implying equal opportunities for all.

Discrimination on the grounds of race, sex, religion, disability, sexuality or age denies

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

equality of opportunity. The diverse nature of British society demands a strong, positive stance. The richness and diversity of British culture and experience provide an opportunity to share in and understand the ways of others from many cultures and religions.

Launceston College Primary Campus has an important role to play in representing the values of a pluralistic society to those people from all over Britain and the rest of the world who have chosen to live and work in and around Launceston. Launceston College Primary Campus welcomes students of all faiths, world views and those with no strong faith.

Where the term “racist” is used within this document, it is understood that this policy also applies to all other forms of discriminatory behaviour.

Statement of Principle:

Discrimination on the grounds of race, gender, religion, sexuality (LGBTQ), age or disability is unacceptable across Launceston College MAT. We are committed to identifying and removing discriminatory practices, procedures and any form of racism or racist behaviour. Every student and member of staff will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect and appreciation of each other as individuals. All staff practise the equal opportunities policy; all students have the right to the best possible education.

Curriculum

Launceston College Primary Campus is committed to emphasising the common elements and values of our multi-cultural society and recognising the need to prepare its students for their integral part in this society, whilst appreciating the value of difference. While the MAT does not have a specific religious ethos or character, RS will be a part of the Humanities curriculum, as described in Section D1. This forms 10% of curriculum time. The Humanities curriculum forms the spine of the thematic approach, and themes will be designed which will allow for pupils to explore issue regarding different faiths. This may well include referring to literature and other texts which originate from a variety of different faiths, allowing the pupils to explore faith issues in imaginative and creative ways. Thus SMSC will be embedded throughout the whole curriculum.

The new school will have a broad, balanced curriculum, that prepares children for life in modern Britain. This includes the delivery and belief in the 5 core British Values:

- Democracy,
- The Rule of Law,
- Individual Liberty,

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

- Mutual Respect,
- Tolerance of those of Different Faiths and Beliefs

Democracy is at the heart of all we do across Launceston College MAT. The new school will develop a School Council, mirroring existing structures across the MAT, which will allow pupils meaningful opportunities to engage in the democratic process.

The importance of laws, whether they be those that govern the class, across the MAT, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, as well as the responsibilities that this involves and the consequences when laws are broken.

At Launceston College Primary Campus pupils will be actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a MAT we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely. Pupils are given the freedom to make choices, whether it be choice of activity, of method of recording work, of participation in our numerous extra-curricular clubs and MAT events or in our numerous fundraising activities.

The new school will adopt the MAT ethos and behaviour policy. These are based on core values to ensure all pupils are happy, successful and responsible. We focus on individual choices which reward good behaviour towards others. Pupils are part of discussions and assemblies that relate what 'Respect' means and how it is shown; this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Across our MAT we have pupils and staff with diverse family heritages. We encourage our children to share this with us and recognise how rich this makes our school community. Assemblies and discussions involving prejudices and prejudice-based bullying will be supported by learning in across the curriculum. Members of different faiths or religions will be encouraged to share their knowledge to enhance learning within classes and the school. The Curriculum at Launceston College MAT ensures all students must have equal access to all parts of the Academy curriculum, Staff must constantly be aware that their own expectations and experiences may affect the achievement, behaviour and status of each student.

Culturally biased assessment criteria are those that are based on the assumption that there is uniformity in children's cultural and linguistic experiences. Care is taken to ensure that this is not the case across the Launceston College MAT. In addition, students will not be allocated to teaching groups on racial grounds.

Launceston College MAT views language diversity positively. Staff must ensure that

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

resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups. Variety should be evident in the stories and information offered to students.

Discrimination

Discrimination can influence attitudes and expectations, but it is frequently only extreme behaviour that receives attention. We are equally aware of discriminatory messages delivered informally which subconsciously reinforce stereotyping and all forms of discrimination. It is therefore the responsibility of everyone to be alert to, and to challenge discrimination where it occurs. Name calling and bullying are not seen as part of the normal working within this community.

The staff of Launceston College MAT are able to give the lead to students because they understand that all forms of discrimination are socially divisive and hinder individual and cultural development. Equality of opportunity is important for staff as well as students and care will be taken to ensure fairness and lack of discrimination with issues involving either students or employees.

Types of Discrimination

- **Covert:** this is difficult to identify and address. It is evident in the assumptions, beliefs and values that affect people's instinctive responses. It can be demonstrated in subtle and unthinking ways that have consciously to be challenged by all members of the Academy community.
- **Harassment:** harassment occurs when hostile, derogatory, hurtful, insulting or negative remarks or jokes are made about a person. In some cases the abuse or harassment can take the form of, or include, a physical attack upon the victim, graffiti or racist literature. Such harassment must not be tolerated by anyone within our community.
- **Offensive behaviour:** offensive or hostile behaviour may manifest itself through racist jokes, physical or mental abuse, exclusion or violence. It may be manifested by offensive language, literature or posters, symbols or statements on clothing.
- **The intention to offend:** harassment does not depend upon the intention of the offender, but on the perceptions and impact of the behaviour on the person suffering it.
- **Institutional racism** can be thought of as the creation of disadvantage brought about by the joint effect of acts, both conscious and unconscious, of individuals within an organisation, and by the effects of systems within that organisation, which together have the effect of causing disadvantage that might not have been intended or understood. For example, racial bullying or harassment can affect a

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

child's behaviour. If the child's behaviour is treated in isolation from the causes of that behaviour, this can be an example of institutional racism.

Monitoring Racist Incidents

Launceston College MAT monitors racist incidents in order to:

- a. get a full picture of their nature and frequency
- b. measure the effectiveness of the methods used to respond to such incidents
- c. give staff a statistical basis for analysis.

Records should give details of the offence, the persons concerned, the action taken and sanctions imposed.

Racist incidents are recorded as follows: a) racist violence and threat; b) racist abuse and insults; c) racist graffiti and d) racist literature. These will always be reported directly to the Safeguarding Officer, according to the Launceston College MAT Safeguarding Policy and Launceston College MAT Child Protection Policy. Where the law is broken reporting lines to the Police are open.

Launceston College MAT recognises the following categories as types of racist behaviour:

- physical assault against a person or group because of colour and or ethnicity
- derogatory name-calling, insults and racist jokes
- racist graffiti
- proactive behaviour – such as wearing racist badge or insignia
- verbal abuse and threats
- incitement of others to behave in a racist way
- racist comments in lessons
- attempts to recruit students to racist organisations or groups
- ridiculing of an individual for cultural differences
- refusal to co-operate with other people because of their ethnic origins

Minority ethnic staff

Launceston College MAT welcomes applications from all qualified teachers and other staff irrespective of race, ethnicity, gender or sexuality for posts advertised by the governors. When staff from ethnic minorities are appointed, they will have the opportunity for minority ethnic mentoring. The Principal will speak to minority ethnic

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

staff about the issue of race as part of an annual review.

PREVENT

Launceston College MAT is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

These guidelines on Tackling Extremism and Radicalisation Policy are linked to the following Launceston College MAT policies: Child Protection and Safeguarding; Equality Policy; Anti-bullying Policy; Behaviour Management Policy; E-Safety Policy.

Launceston College MAT staff are fully committed and aware of the following national guidelines: PREVENT Strategy HM Government; Keeping Children Safe in Education DfE 2014; Working Together to Safeguard Children HM Government 2013. These guidelines on Tackling Extremism and Radicalisation are intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

All trustees, governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school. All trustees, governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise. All pupils will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.

All parents/carers and pupils will know that the MAT has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective. These will be available on the school website. The main aims of these policies are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Support for EAL/BME Policy

In accordance with the Single Equality Act (2010), Launceston College MAT aims to make Positive Action provisions in order to:

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

“Alleviate disadvantages experienced by, or to meet the needs of, pupils with particular protected characteristics”.

This will enable English as an Additional Language (EAL) and British Minority Ethnic (BME) pupils to work towards the five national outcomes for children, as set out in the Every Child Matters Agenda in the Children’s Act 2004.

Launceston College MAT believes that its policy with regards to English as an Additional Language and British Minority Ethnic pupils must be seen as an integral part of its whole Academy aims, including providing a broad and balanced curricular experience.

Launceston College MAT educates all students to their potential in a caring, constructive atmosphere in which there is mutual respect and positive pupil/teacher relationships. We aim to develop partnerships which encourage wide support, with help from and for pupils, staff, governors, parents and the wider community.

Our approach to our EAL and BME pupils is a ‘whole academy’ approach. We expect all staff and pupils to share the common aim of enabling EAL and BME learners to grow and achieve academic, social and emotional fulfilment.

Our aim is to ensure that all staff members are aware of our policy regarding integration, support and progress of EAL and BME pupils. Furthermore, we aim to ensure that all pupils are aware of the high expectations we have of them with regards to their behaviour towards EAL pupils. Integration, support and progress of EAL pupils will be achieved through a close tracking and monitoring procedures.

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

Launceston College Primary Campus Free School Application

Section E1: Valid evidence that there is a need and demand for this school in this area.

A need for more school places.

The three town schools are St Stephen's Community Academy, St Catherine's CofE Primary School and Windmill Hill Academy. The rural school which is closes to the proposed site and the housing expansion is South Petherwin Community Primary School. These four schools would be the nearest schools to the Launceston College Primary Campus Free School.

Considerable housing is planned or currently under development. Data was supplied by Cornwall Council in September 2016.

Forecast Housing Completions

	2016/17	2017/18	2018/19	2019/20	2020/21
Launceston town	79	111	132	128	115
Launceston rural	40	26	26	39	26
Total	119	137	158	167	141

This data uses a yield factor of 0.195, (half of the overall yield factor of 0.39), to calculate predicted primary.

E1 – provide valid evidence that there is a need for this school in the areaProjected Primary Pupil Yield

	2016/17	2017/18	2018/19	2019/20	2020/21
Launceston town	15	22	26	25	22
Launceston rural	8	5	5	8	5
Total	23	27	31	33	27

This housing development is forecast to produce an additional demand for 131 primary places over the next five years, (extrapolating leads to 183 over seven years). Each of the four adjacent schools is predicted to exceed their planned admission numbers over this time.

The following data is provided by Cornwall Council and is taken from forecasts produced by their Directorate Support (Data and Statistics) in December 2015.

Forecast intakes for four most adjacent primary schools.

	PAN	Sept 2017	Sept 2018	Sept 2019
South Petherwin	15	11	24	7
St Catherine's	30	36	32	34
St Stephen's	30	37	34	35
Windmill Hill	30	35	32	34
Total	105	119	122	110

The figure of 7 pupils which is forecast for South Petherwin for September 2019 appears to be anomalous with previous intakes and is not attributable to any known local reasons for this figure other than a statistical anomaly.

On average for September 2016 and September 2017 these four schools will be 15 children over PAN.

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

Displacement from other schools

Each year there are a number of children who join Launceston College at the age of eleven having been educated at an independent sector primary school. Most usually this is either from St Joseph's in Launceston, Shebbear College or Kelly College in Tavistock. This is becoming an increasingly popular decision for local parents, it is expected that the ethos and curriculum provided at Launceston College Primary Campus Free School will attract many of these parents, who are seeking a similar ethos in the independent sector, to the new school.

Launceston College has seen an increasing number of children who join the school at age eleven from outside the natural geographical catchment area. It is not the aim of the Launceston College Primary Campus Free School to displace children from other schools. It is likely, however that this will happen. In addition the location of the Launceston College Primary Campus Free School adjacent to the A30 and the longer school opening hours, (plus the potential to be further extended by "breakfast club" and "homework club"), will attract commuting parents who may otherwise take their children from Launceston to a school nearer to where they work for child care convenience rather than educational reasons.

These three factors, (yield from new house building, oversubscription of neighbouring schools and displacement of children who may consider a different school), can be summarised as below:

	Average yearly additional demand by September 2020
A result of forecast housing development in the immediate area.	26
Forecast shortfall in places in four current primary schools.	15
Displacement from other locations including children currently educated in independent sector.	19
Total	60

Clearly these are forecast and extrapolations with a range of degrees or reliability. The confidence levels associated with all of this data would suggested a need for a between

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

one and two form entry primary school in this location.

A need for greater choice and diversity in the local school available to local parents.

The Launceston College Primary Campus Free School will provide something different to the offer provided by the other three town schools. The increased school hours will ensure that the school better meets the needs of working parents as well as the benefits which it brings to the education of children.

The academic and adventurous ethos of the Launceston College Primary Campus Free School will meet a demand from many parents for a more academic and challenging primary education in the local area that is provided by a school which is part of the state system and available to all members of the community. Currently this type of education is only available locally in the independent sector. Launceston College regularly has students start their education in the state funded system at the age of 11 having attended an independent day school provision up until this age. We believe that we can provide the education that parents are looking for.

Demand from parents for a new school

The town of Launceston continues to expand. The arterial A30 link, which is currently been improved further, is the main road access to the rest of Cornwall. Launceston is the first town on this route and has historically benefited from European funding which this has led to the growth of the town. The main part of the town is centred around the Norman Castle and the surrounding narrow streets, movement from one side of the town to the other is not straightforward. The three current primary schools in the town are constricted by their sites, with limited potential to expand, and all lie to the North of the east-west running A30.

Launceston College straddles the A30 with the main campus to the north of the road and the sports fields to the south; connected by a foot bridge. The majority of new development is to the south of the A30, as is the proposed site for Launceston College Primary Campus Free School. There has been significant housing around this site and more is planned. The new local residents and the Launceston Town council on their behalf are very keen to see a new school built in this area.

A need for innovation that will lead to better outcomes for pupils

The challenges of providing an affordable school system in a sparsely populated rural county are well known and well documented. The current school funding structure has placed small schools which are not federated, parts of trusts or MATs in challenging financial circumstances. Village communities are value highly having primary school provision in their village and the loss of a school can have a dramatic impact on that

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

community.

This proposal forms part of our wider aim to ensure that the North Cornwall and North Devon community have a sustainable education system that meets the needs and aspirations of current and future citizens. We believe that only by small schools collaborating with larger ones, and the provision of a range of support and staffing strategies, can we develop a high quality education system which serves the whole community. The Launceston College Primary Campus Free School will enable us to develop structures for smaller schools to be part of in the future.

Cornwall Council has expressed an interest in supporting the development of an Area Resource Base for primary aged children as part of the Launceston College Primary Campus Free School. Launceston College currently has a 15 student capacity Area Resource Base for students aged 11 to 16. These students have a range of Special Educational Needs and many of the young people have gone on to achieve successful outcomes at aged 16.

We have recently developed a specialist provision post 16, as a result of parental request, to allow students who have been part of the Area Resource Base pre 16 to continue their education at Launceston College. This provision is very much part of who Launceston College is and we are proud that Launceston College is responsible for the education of the whole community including young people with complex special educational needs and young people who are successful in achieving places at elite world universities.

We believe that we have a duty to provide outstanding education to our whole community. The Launceston College MAT would engage in discussions with Cornwall Council and other stakeholders and, subject to these negotiations and an appropriate funding agreement in place, we would develop an additional provision of an Area Resource Base for primary aged children as part of Launceston College Primary Campus Free School which we would lead to better outcomes for these children.

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

Launceston College has been successful engaging with parents since it opened on its current site in 1873. The school has been a crucial part of the local community throughout this time. In recent years Launceston College has become well known for high academic standards and for providing both an adventurous curriculum and a co-curriculum.

In September 2016 there were 237 students who joined Year 7 at Launceston College, compared to 197 in 2015 and 183 in 2014. Local parents have confidence in the school and value our ethos and the high expectations which we have for young people. We are confident that the Launceston College MAT will be trusted by the local community to operate the Launceston College Primary Campus Free School.

The demographic demand for primary aged school places is understood within the local community. Launceston Town Council has lobbied Cornwall Council regularly and vociferously over recent months asking them to make faster progress to develop a new primary school in the town. The opportunity to develop a primary aged free school in Launceston will be well supported by Launceston Town Council.

Cornwall Council has agreed their support for an application for a Primary Free School in Launceston. They have secured a potential site for a two form entry school with initial plans for four classrooms via S106 funding. Subject to appropriate agreements this resources would be made available to a successful free school application.

Over recent years the Launceston College MAT has become well respected for the support it provides for the efficient running of local primary school groupings. The Leadership team at Launceston College provides a director on the board for the two local MATs, the board of a three primary school trust and on the board of the local primary cooperative trust.

The MAT also provides traded services for many primary schools. We provide a “*property compliance*” service to 21 primary schools and run grounds maintenance contracts 2 of these schools. Other traded services include providing IT technical support to 5 schools, broadband services to 12 and curriculum support including language teaching and music tuition to a further 7 schools. These services have now been provided, in many cases, for over five years and contracts are renewed annually.

Launceston College collaborates with many primary schools on developing the quality of teaching and learning. We operate an “*Outstanding Teacher*” programme, (originally based on the *Olevi* programme), which has included participants from both the primary and secondary phase. We are now in cohort four of our “*Leadership Development Programme*” and cohort one of our “*Senior Leadership Development Programme*” which have included primary school leaders. We are a “*Royal Shakespeare Company Regional Hub School*” which has included working closely with x primary schools on developing active pedagogy as well as a love for reading and performing Shakespeare,

E2 – successful engagement with parents and the local community

(offering opportunities to include primary aged children in performances of A Midsummer Night's Dream and Henry V), and our Adventure Learning team has provided adventurous learning activities for primary schools including "*Forest School*" activities.

We are the lead school in providing a School Direct ITT offer in partnership with Exeter University and three local primary schools to train new entrants to the teaching profession at the primary phase.

We are in the early stages of engaging the wider community with this proposal. The marketing of the Launceston College Primary Campus Free School will be clear. It will be a school which ensures its children become successful, responsible and happy young people by learning the knowledge, skills and values which are important for society. It will have high expectations for effort and behaviour and will have a curriculum ethos which is both academic and adventurous. The curriculum will prioritise the key skills of literacy and numeracy, but also provide breadth; this will be partly achieved by a longer school day than other local schools.

Over the coming months we will speak with as many future stakeholders as possible. We will create a website dedicated to the Launceston College Primary Campus Free School which will clearly capture our ethos and outline our proposed curriculum offer.

We will continue to build links with the three local, rural village primary schools. These are currently part of a different trust. A fourth local primary school which is currently part of an existing MAT, is considering requesting a change to become part of Launceston College MAT. All four of these schools will be encouraged to be part of the Launceston College MAT. We believe that the best way for these village schools to achieve long-term sustainability is to work with the evolving Launceston College MAT. These schools will undoubtedly be able to contribute additional skills and expertise to the MAT, thus helping to drive up standards across the local area.

We will also open discussions with other local small rural schools who are currently actively exploring joining exclusively primary phase MATs and have previously not considered the Launceston College MAT as it is secondary phase based MAT.

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)
[REDACTED]	Bideford	Yes	[REDACTED]	[REDACTED]	As required (current MAT employee)
[REDACTED]	St Austell	Yes	[REDACTED]	[REDACTED]	As required (voluntary)

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	(voluntary)
<p>[REDACTED]</p> <p>[REDACTED]</p>		Yes	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	As required (voluntary)

				<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
<p>[REDACTED]</p> <p>[REDACTED]</p>		Yes	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>As required</p> <p>(voluntary)</p>
[REDACTED]		Yes	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>As required</p> <p>(current MAT employee)</p>

F1 (a) Skills and experience of your team

Curriculum development team.

The curriculum development team will be headed by the Principal Designate once appointed. They will draw on expertise within the MAT and from external sources. They will be supported by [REDACTED]
[REDACTED]

The curriculum articulated in this application will be turned into detailed structures and schemes of learning ready for opening in September 2018

Finance and asset project management

The Launceston College MAT team have managed major refurbishment projects including:

- The development of Dunheved House which was a [REDACTED], complex refurbishment of a large Victorian building (*opened by Peter Lauener in March 2012*), to a multiuse facility. The project had a number of different finance partners including the ERDF, the EFA, Cornwall Council and smaller grant awards.
- Condition Improvement Fund (formerly Academies Capital Maintenance Fund), projects totalling approximately [REDACTED] to refurbish ageing school buildings at Launceston College.
- Development of an adventure learning centre with little funding but considerable investment of time and community involvement.
- The project management of a building project on behalf of Tregadillet Primary School, where we acted as a commissioned project management team.

The MAT operate a centralised finance, procurement and payroll team, using MAT-appropriate IT systems such as PSF and Star. The Finance Manager leads a central finance team to procure goods and services for the MAT, achieving best value and economies of scale. The finance team also provide support and training to finance staff located at each academy.

The Launceston College MAT is a single employer with a single set of HR policies which are implemented at each Academy and closely monitored. The financial coordination and oversight for the MAT and for the Launceston College Primary Campus would be undertaken by the Finance Director.

The Site Manager and Property Services Coordinator at Launceston College will provide premises management to the Launceston College Primary Campus, including cleaning, maintenance and property services. The site team has experience with working with and provided premises services to over 20 primary schools in and around the Launceston area.

The ICT team at Launceston College have successfully managed the ICT and network

F1 (a) Skills and experience of your team

management for primary schools in the local area for a number of years. There is capacity and expertise within the team to fully support the Launceston College Primary Campus, led by an experienced Network Manager who will be based at Launceston College Secondary Campus.

The MAT will commission a project manager for the duration of the build to oversee and coordinate the project.

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
Principal Designate	Pre-opening and post-opening	The recruitment process will start as soon as approval to the pre-opening stage is given for the Launceston College Primary Campus Free School. A brief description of person specification and the recruitment timeline is included below. (The PDG will be used for this purpose).
Additional Director	Trustee	An additional Director will be appointed by the Members which will be someone who has a background in National Politics. We are currently considering two potential candidates, one who has served as an MP and one who currently sits in the House of Lords. Both have a direct connection with one of the schools in the MAT. We consider that this experience will enhance the MAT Board.
Additional Director	Trustee	An additional Director will be appointed by the Members which will be someone who has a background in finance. This will be someone who is a qualified accountant or has served as a finance director in a large business or in a public sector organisation. We consider that this experience will enhance the MAT Board and contribute further capacity to the Finance and Assets Committee.

Recruiting a Principal Designate

The recruitment process will start as soon as approval to the “pre-opening” stage is given for the Launceston College Primary Campus Free School.

The person specification for this post will include the following:

Essential

- Successful experience of leading a good or outstanding primary school as a Headteacher
- Experience of innovation in teaching and learning
- Experience of managing complex projects

Desirable

- Experience of opening a new primary school
- Experience of leading a federation, MAT, trust or collaboration of schools.

Timeline for appointing Principal Designate.

Autumn Term 2016	Approval given to move to “pre-opening” stage by the Secretary of State.
January 2017	Advert placed in national media including the <i>TES</i> .
February 2017	Recruitment process concluded and appointment made.
April 2017	Principal Designate employed by the MAT, and leads project alongside the Executive Principal and Finance Director. (<i>This deadline may slip to September 2017 depending on notice period required</i>).
September 2018	First children admitted to school.

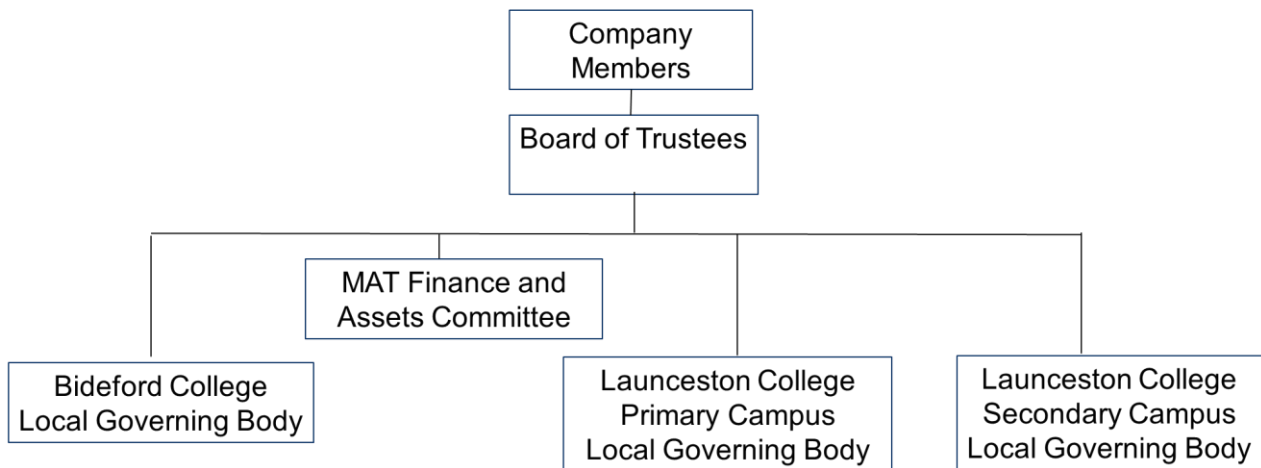
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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.

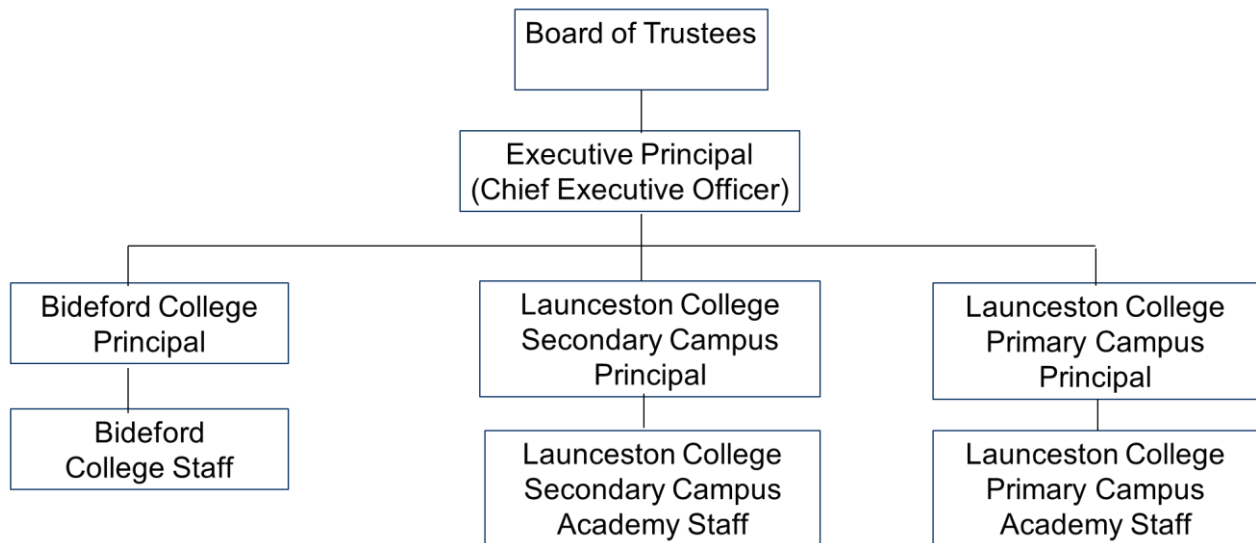
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Launceston College Multi Academy Trust:
Governance structure

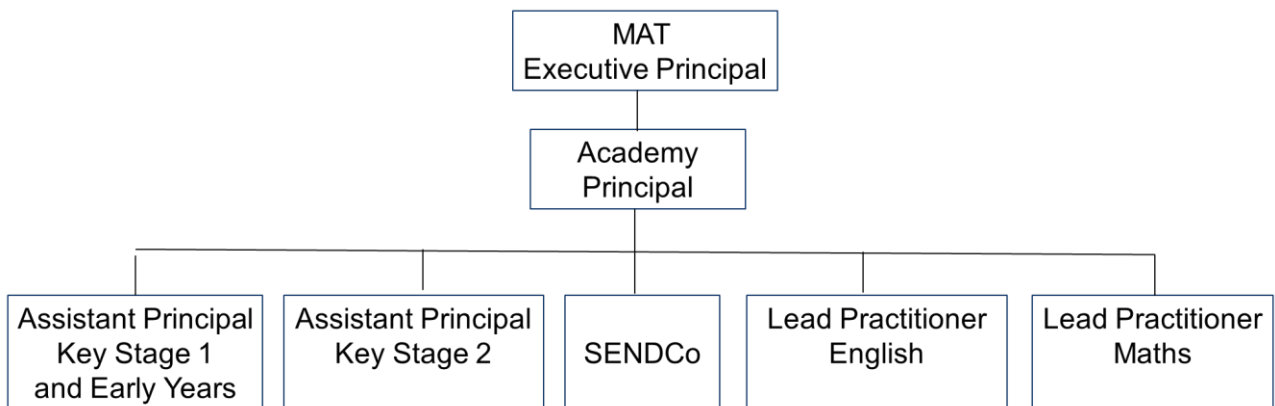


F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

**Launceston College Multi Academy Trust:
Leadership Structure**



**Launceston College Primary Campus Free School:
School Leadership Team**



Roles and responsibilities

The three members of Launceston College Multi Academy Trust are [REDACTED]

The current Directors of the MAT are: [REDACTED]

[REDACTED] CVs of each member of the board are included in the Section I, (Annex A).

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

We are currently recruiting two additional directors, one with a political background, (two candidates are being considered with parliamentary experience one currently in the House of Lords), and one with a financial background. There will also be an additional director who will be The Chair of the Launceston College Primary Campus Local Governing Body.

Roles and responsibilities of company Members.

The Members act as the shareholders of our company. They have ultimate control over the Multi Academy Trust, with the ability to appoint some of the trustees and the right to amend the trust's articles of association. No more than one Member will also be a Director.

Roles and responsibilities of Trustees (Directors).

The trustees are responsible for the same three core governance functions performed by the governing body in a maintained school: setting the direction, holding the CEO/Executive Principal to account and ensuring financial probity.

The constituency of the MAT Board is as follows: Chair of MAT Board, (MAT Non-executive director and Member); Chief Executive Officer/ Executive Principal; Chair of Launceston College LGB; Chair of Bideford College LGB; Finance Director, (Executive Director); Additional non-executive Director

An additional Director will be appointed who is the Chair of the Launceston College Primary Campus Free School LGB.

Roles and responsibilities of the MAT committees.

There will be four committees, currently there are three; Three Local Governing Bodies and a Finance and Assets Committee. Each of these has delegated powers from the MAT board. These responsibilities are set out in the detailed document The Launceston College MAT Scheme of Delegation of Authority, (SODA). This document is available for consideration on request.

Powers delegated to the Finance and Assets Committee and to the Finance Director are also set out in the SODA and further detailed in the Scheme of Delegation of Financial Authority. This committee scrutinises the financial management of the MAT.

Each Local Governing Body consists of 8 Local Governors. These are: the Academy Principal; two parent local governors, one staff local governors and four appointed governors. The LGBs will elect or re-elect a chair each year.

The Finance and Assets Committee consists of 6 members: The Chair of the MAT Board, Chief Executive Officer, Finance Director, Launceston College appointed local governor; Bideford College appointed local governor; Chair of Launceston College LGB.

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

Two additional directors will be appointed to this committee, the new director with financial experience and a representative of the Launceston College Primary Campus Free School LGB.

Roles and responsibilities of the Executive Principal and the Academy Principals.

The SODA also details the responsibilities which are delegated to the Executive Principal, which are broadly those necessary for ensuring the successful performance of the academies within the MAT, and to the Academy Principals, which are broadly those necessary for the day to day running of the academy. A summary table as part of the SODA details these responsibilities.

Minimising conflicts of interest

The MAT sets out in our articles of association the separation of the Members from the Board of Directors, specifically that only one individual can be part of both, (The chair of the Board), The Members are selected for their unquestionable levels of integrity as demonstrated in previous responsibilities. They provide a “moral compass” and challenge the directors to meet their objects.

Directors are carefully selected, based on a skills audit, and the experience that the Directors bring from other walks of life. All Directors have demonstrated strategic capabilities in their previous roles have a range of different experiences and abide by the Nolan principles of public life, namely: Selflessness; integrity; objectivity; accountability; openness; honesty and leadership. Only two of the Directors are Executive Directors employed by the MAT and there are no other financial interests. All directors state that they have no pecuniary interests at the start of each meeting.

There are no plans for any financial transactions to take place between any member/trustee or a connected party and the academy. Any such transactions would be declared and would comply with the “at cost” principles set out in the Academies Financial Handbook.

The MAT has a number of systems in place for both internal and external scrutiny of financial systems, controls, transactions and risks including:

- Half termly reviews by the Audit, Finance and Assets Committee.
- Regular reviews by an independent internal audit service.
- An annual full audit by an independent auditor.

Recruiting and training directors.

The MAT Board carried out a skills and experiences audit on conversion to a MAT from a Single Academy Trust. This audit informed our recruitment of Directors. The two additional Directors will be one from a National Government/Parliamentary background

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

and one from a financial background. Finance expertise will also be provided by the Finance Executive Director.

CV of current Directors are attached in section I, (Annex A). Additional Directors will be recruited when the current Directors retire and training will be provided by independent providers where necessary.

Changes to the SODA

The SODA will be reviewed as the MAT moves to include both primary and secondary phase schools to ensure that it continues to be suitable. We consider that the current governance structure is fit for purpose with the addition of the described representation from the Launceston College Primary Campus Free School LGB. The review of the SODA will also ensure that it has the capacity to facilitate the MAT welcoming further Primary Schools to the MAT particularly small, rural primary schools.

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
[Add text here. Table expands]

Section H – premises (use Excel spread sheet)

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

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

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.

CVs attached

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 eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>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 - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>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>			

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 		



Department
for Education

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