



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

NEWQUAY PRIMARY ACADEMY

Contents

The application form explained	3
Sections	3
Application checklist	6
Declaration	8
Completing the application form	9
Section A – applicant details (use Excel spread sheet)	9
Section B – outline of the school (use Excel spread sheet)	9
Section C – vision	10
Section D – education plan: part 1	15
Section D – education plan: part 2	16
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	24
D2 – measuring pupil performance effectively and setting challenging targets	40
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	48
D4 – the school will be welcoming to pupils of all faiths/world views and none	52
Section E – evidence of need	57
E1 – provide valid evidence that there is a need for this school in the areas	57
E2 – successful engagement with parents and the local community	63
Section F – capacity and capability	68
F1 (a) Skills and experience of your team	69
F1 (b) Skills gap analysis	69
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	80
Section G – budget planning and affordability	82
Section H – premises (use Excel spread sheet)	84

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 your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: 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:

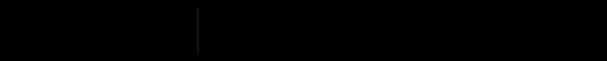
- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those 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.

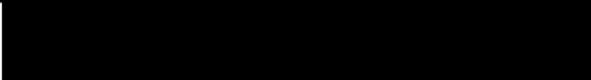
I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

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: 20.09.16

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

INTRODUCTION AND LOCATION

Newquay Education Trust (NET) is a cross-phase 7-18 Multi Academy Trust comprising Cornwall's largest 11-18 Secondary Academy (Newquay Tretherras (NT): 1642 on roll: rated Good, and previously Outstanding) and Cornwall's largest 7-11 Junior Academy (Newquay Junior (NJ): 544 on roll: rated Outstanding twice): both academies have strong track records, and NET is an approved sponsor. NET is proposing to open an inclusive, Outstanding new two form entry primary academy (Newquay Primary Academy: NPA) in September 2018, which will eventually grow to accommodate 420 pupils from Reception to Year 6. NPA needs to be located in central Newquay: NET is proposing to build it on land which it owns within the extensive grounds of the secondary academy, in the centre of town, adjacent to the Newquay Growth Area, where there is a predicted future shortage of primary school places. The Junior Academy has clear capacity and expertise at KS2, however NET does not currently have a Primary Academy and therefore is technically, a type 5 applicant, although not entirely so. NET's growth plan is to attract a Good/Outstanding Primary into the Trust in order to provide this capacity, to support NPA and any sponsored Primary Schools. Therefore, to address the gap at EYFS and KS1, NET is modelling NPA upon Goonhavern Primary School (with whom it has very strong links) which has a strong track record, is just outside Newquay, and actively consulting on joining NET by January 2017. Its experienced [REDACTED]. It is anticipated that Goonhavern will join NET during the Autumn Term and a Memorandum of Understanding has been drawn up (See Annexe C1). Both Goonhavern and NPA will become part of NET by September 2018.

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

RATIONALE: NET believes it has a clear case for opening Newquay Primary Academy to serve central Newquay and is making this application to fulfil a basic need due to rapid building growth in the town, and to meet parental demand. NET was approached by the Local Authority to address the known future shortage of school places in the Newquay Growth Area, particularly in the centre of town, where there is also a shortage of a suitable site for a new school. Despite Basic Need investment in the town's primary schools, they are now at capacity and there is a need for a new school. A planned minimum of 4,400 new homes will be built in the Newquay area within the next 10-15 years, resulting in a demand for an additional 1,600 children of school age, approximately 800 of which will be of primary age. However, there is a view that the housing growth could be as high as 6,000 which would generate a figure closer to 1,000 extra pupils of primary age. It is the LA's view that an additional two form entry primary school is required for the centre of Newquay to respond to current projections and to meet future demands. Section E1 and Annexes E1a to E1g show the shortfall of places and the need for a new school: in September 2018 we calculate there will be a shortfall of 67 or more Reception places in Newquay and in 2019 this figure will be 47. However, the Local Authority have advised us that the patterns of inward migration to the county indicate that the 2019 figure will be higher and close to 60, and this we have budgeted for an intake of 60 in that year.

NET is also responding directly to parental demand for additional school places in the centre of town so that parents can walk their children to school. Newquay's predicted growth in housing over the next ten years will exacerbate this problem and parents have already voiced their concerns: the Portfolio Holder for Cornwall Council Communities (a member of the NET Board) regularly receives correspondence from parents, and this is often reported in the local press (See Annexe E1f). The evidence from our public consultation shows there is strong support for an additional town school: Section E2 shows that almost 97% of a 100 respondents agreed a new school was necessary, 92% would prefer the school to be located within walking distance of the town, and 60% of those would specifically be looking for a primary place in 2018 and beyond. NET's proposal to co-locate NPA with the secondary means the children could benefit from its top quality facilities. These include a successful Integrated Health Hub (with a wide range of education support and health professionals) for the most vulnerable children, and from its forthcoming PSBP2 rebuild, which will result in brand new facilities for English, Mathematics, Arts and Science. The proposed location, which is also close to Newquay's Sports Centre, will enable the new academy to focus on active lifestyles to combat some of Newquay's healthy lifestyle challenges, and the unique coastal location will provide opportunities for outdoor learning. Both current NET academies are popular and oversubscribed

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

due to their academic successes: parents value the extensive extra-curricular opportunities available in Sports and the Arts. NET believes a high achieving, outstanding new primary in this location, with a strong extra-curricular offer, would also prove a popular choice. Parents who attended our Public Consultation Evening showed strong support for extra-curricular sport.

This application is not predicated on a standards case. As will be seen in section E1 all the primary schools in the Newquay area are rated good / outstanding, two thirds of them achieve KS2 results which are at or above national averages, and none of them are significantly below average.

NET knows the Newquay area well and has the strategies, capacity and track record required to overcome its educational challenges: there are pockets of disadvantage in poorer housing estates resulting in lack of aspiration and poor acquisition of basic skills, along with attendance and achievement gaps between advantaged and disadvantaged children. The percentage of Cornish disadvantaged children at KS2 in 2015 making expected progress (88% Reading: 92% writing:83% Maths) is lower than the national average for non-disadvantaged children (91% Reading:94% Writing:89% Maths). Too many able students lack the highest aspiration: too few apply to the best universities, particularly able boys and able disadvantaged students. The town has a national reputation for surfing and nightlife; with the concomitant risks of increased drug and alcohol use by young people and very often, younger parents. Despite these challenges, both current NET academies achieve results well above national averages. Goonhavern School has worked in partnership with both NET academies for many years as part of Newquay Learning Partnership, and our proposal is to model the new academy's approach and curriculum on Goonhavern Primary School where 100% of their disadvantaged children made expected progress in 2015 in reading, writing and mathematics, and the KS2 value added for all subjects was average or above for disadvantaged students and those with special needs. It also has the Healthy Schools Award.

In addition, the former [REDACTED] recognised our capacity to grow and sponsor more schools. Our Sponsor application was approved, and he directly invited us to consider applying to open a Wave 12 Free School in Newquay (See Section F: letter – also shown in Annexe F1).

VISION AND ETHOS

Newquay Primary Academy will:

- Have an inclusive approach, being non selective and welcoming to all children and families from all faith, social, ethnic and cultural backgrounds;

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

- Create a culture of very high aspiration from the very start with a “no excuses for failure” ethos;
- Enable all children to make outstanding progress regardless of their starting points;
- Create cohesion in a growing and increasingly mixed community;
- Follow the National Curriculum, promoting physical and mental health with an emphasis on Sport, and Arts, making use of its coastal environment.

NET is a cross phase Trust: we will continue to use this distinctive aspect to focus closely on ensuring that children get off to a flying start with aspirational and challenging targets, making rapid progress as they move through each phase of their education, thus avoiding performance dips and gaps at key transition points. The new academy will become part of this cross phase MAT in which all children are known individually and their progress is monitored very closely, particularly at key transition points. As in all NET academies, NPA’s “Raising Standards and Transition Leaders” will rigorously track pupils as they move through transition points: R-1, Years 2-3, and Years 6-7. These three Leaders will work closely with each other, with other NET Raising Standards and Transition Leaders in cross phase groups, and will report directly to the Executive Headteacher of NPA on the impact of their interventions on children’s progress. The Head of School will ensure there is a strong focus throughout on Quality First Teaching with targeted intervention in the basics for children who fail to meet the expected standard, or who face significant barriers. Robust data interrogation by The Executive Head and Head of School with the Raising Standards Leaders will be a key feature so that pupils who are not making progress are quickly identified and bespoke interventions to meet their needs are designed. As at Goonhavern Primary, NPA’s thematic curriculum will follow the National Curriculum and be designed around known needs of the cohort and the rigorous demands of the primary and secondary assessment frameworks. Regular Raising Standards meetings with all phase leaders will enable staff to discuss the needs of individual children in detail and plan the next stage of their education together. The most able Year 6 children will make early transitions to secondary education to join Year 7 for English and Mathematics teaching in order to provide further challenge, and we will use 6th form students to mentor and support these children in order to inculcate university aspirations at an early stage. Cross phase transition units of work in English and Mathematics will be devised by NET wide Specialist Leaders of Education who have cross phase expertise.

The new academy will abide by the Admissions Code, and will be inclusive and welcoming of all children regardless of their needs or starting points. Education and Health Care Plans will be jointly devised by Primary and Secondary SEND experts in the NET wide SEND team, and we will adopt the same highly individualised approach

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

to disadvantaged children, or who are EAL, who will also have a unique education plan designed around their specific needs. These plans will be rigorously monitored by NPA's Lead for disadvantaged pupils. The most vulnerable children will make phased transitions and weekly visits, over a longer period during KS2, to the next phase of their education.

The new academy will strongly promote physical and mental health throughout the curriculum and in its extra-curricular offer, with an emphasis on learning about, and in the local coastal environment. The proximity of the Sports Centre will extend the range of sport available and there will be a full range of extra-curricular opportunities with mandatory extended enrichment time at the end of each day for a minimum of two hours a week, to ensure all children participate equally. Extra-Curricular opportunities relating to healthy living and physical activities will be focused on participation for all, run by older Sports Leaders from the Secondary and volunteer parents. NPA's membership of the successful Newquay Sports Partnership (led by Newquay Tretherras) will also enrich and widen the sporting offer.

NEWQUAY EDUCATION TRUST

Newquay Education Trust's academies are well regarded in the local community, are consistently oversubscribed, financially sound and academically successful. NET is an approved sponsor, having been granted Sponsor Capacity Funding in 2015, and has received a Wave 12 Capacity and Capability confirmation letter [REDACTED] [REDACTED] Its CEO has 17 years' of Headship experience and is an NLE. Its Chair is an NLG who is a Director of an Outstanding National Nursery Chain. NET is the lead partner in the Kernow Teaching School Alliance comprising over 20 Academies. NET's growth plan is to attract one further Good/Outstanding convertor Secondary and at least one further Good/Outstanding convertor Primary (Goonhavern) in the near future and is in dialogue with the DfE about sponsoring a local RI secondary. Our application for a Free School is seen as a unique and fortunate combination of factors: a clear vision, strong capacity to deliver, the leadership of an experienced Primary Headteacher, parental demand, a local shortage of places and physical space to build a new centre of excellence immediately adjacent to a major growth area.

Section D – education plan: part 1

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

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

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

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

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

Section D – education plan: part 2

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

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

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

Subject/other activity EYFS	Hours per week	Mandatory/ Voluntary	Comments
<p>The thematic curriculum in the Reception Year is flexible allowing for deeper learning/ individual needs and interests/ current events. All the subjects below will be covered thoroughly within each topic. The EYFS curriculum will cover the 7 areas of Learning and Development in “Development Matters.” Example Themes will be: Insects, Space, Dinosaurs.</p>	<p>NB. Hours are only minimum guidelines: total hours per week for EYFS will be 27 (including Assemblies).</p>		<p>The school day will begin at 9am and finish at 3.15pm with an hour for lunch from 12pm until 1pm. There will be a full programme of lunch clubs including catch up English and Maths to meet the needs of targeted pupils. Year 7 pupils from the secondary will school will design and run a variety of social activities to reinforce personal and social skills e.g. playground games. It will be compulsory that all children will participate in at least 2 hours of enrichment activities after school per week. These will include multi skills sports activities, Outdoor Explorers (both onsite and on the coast), Arts, Music and Drama (to include speaking and listening) and Healthy Living.</p> <p>Please see timetable below. A further hour and a quarter per week will be dedicated to SMSC, assemblies and collective worship</p>

			in order to address cohesion in our local and national communities.
Communication and Language	3	Mandatory	
Physical Development	3	Mandatory	This includes a wide range of physical activities such as getting dressed, writing, experimenting with different ways of moving, safety in spaces etc.
Personal, Social and Emotional Development	3	Mandatory	To include cooperative learning, taking turns, conflict management, Religious Education etc.
English	5	Mandatory	To include 20 minutes of Letter and Sounds (Phonics) at the beginning of each day and a weekly 45-minute Big Write session to improve standards of writing outcomes for all pupils. (See sample timetable below) English will form part of every theme every day.
Mathematics	5	Mandatory	As with English, Maths will take place as part of all themes, every day.
Understanding the World	3	Mandatory	To include people and communities, the world, technology, and Religious Education.
Expressive Arts and Design	3	Mandatory	Exploring and using media and a wide range of materials, being creative and imaginative etc.
Extra-Curricular Sports and Art	2	Mandatory	A wide range of extra-curricular activities will be offered for four days per week. Specific at risk pupils will take part in breakfast club and family activities before school focusing on healthy lifestyles. After school clubs will be

			run by a mixture of volunteers including parents, older students, staff from both the primary and secondary schools. The school will join the Newquay Sports Partnership which employs a schools' sports coordinator. If there is a shortfall of volunteers, we would seek to employ teaching assistants. An additional hour per day has been included in the costings for teaching assistants in section G.
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EYFS and Key Stage 1 Timetable

	9:00	9:10	9:30	10:15	10:30	11:30	12:00	13:00	14:00	14:15	14:45	15:00	15:15	15:15
Mon	Registration	Letters and sounds		Playtime			Lunchtime		Play time		Assembly		After school clubs	
Tues		Letters and sounds												
Wed		Letters and sounds												
Thur		Letters and sounds			Big write									
Fri		Letters and sounds												

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Key Stage 1			
The thematic approach continues in Key Stage 1. Example KS1 Themes include:		The total hours per week KS1: 27	The school day will begin at 9am and finish at 3.15pm with an hour for lunch, 12pm until 1pm. There will be a full programme of lunch clubs including catch up English

Superheroes, Amazing Journeys, The Seaside, Food and Farming.			<p>and Maths for targeted pupils. Year 7 pupils from the secondary will design and run a variety of social activities to reinforce personal and social skills e.g. playground games. It will be mandatory that all children will participate in at least 2 hours of enrichment activities after school per week. These will include multi skills sports activities, Outdoor Explorers both onsite and on the coast, Arts, Music and Drama (to include speaking and listening) and healthy living.</p> <p>Please see timetable below. A further hour and a quarter per week will be dedicated to SMSC, assemblies and collective worship, as in EYFS to address cohesion in our local and national communities.</p>
English	5	Mandatory	<p>To include: Reading, Writing, Speaking and Listening, Spelling Punctuation and Grammar, Drama. As with EYFS, each day will begin with Letters and Sounds (Phonics) and a weekly Big Write session to improve standards of writing outcomes for all pupils (See sample timetable below). English will form part of all themes every day.</p>
Mathematics	5	Mandatory	<p>To include Business and Enterprise Education. Maths will form part of all themes every day.</p>
Science	3	Mandatory	<p>To include Sustainability and the Environment.</p>
Art & Design	1	Mandatory	
Design Technology	1	Mandatory	

Computing	1	Mandatory	
History	1	Mandatory	
Geography	1	Mandatory	
Modern Foreign Languages	1	Mandatory	French.
Music	1	Mandatory	
Physical Education	2	Mandatory	To include Health Education and Outdoor Activity.
Religious Education	1	Mandatory	To include SMSC
Personal, Social and Health Education	2	Mandatory	To include Debating, fundamental British Values, Drugs and Alcohol Education, Sex and Relationships Education and Community Cohesion.
Extra-Curricular Sports and Art	2	Mandatory with a strong emphasis on participation.	<p>A wide range of extra-curricular activities will be offered for four days per week. Specific at risk pupils will take part in breakfast club and family activities before school.</p> <p>After school clubs will be run by a mixture of volunteers including parents, older students, staff from both the primary and secondary schools. The school will join the Newquay Sports Partnership which employs a schools' sports coordinator. If there is a shortfall of volunteers, we would seek to employ teaching assistants. An additional hour per day has been included in the costings for teaching assistants in section G.</p>

EYFS and Key Stage 1 Timetable

	9:00	9:10	9:20	10:15	10:30	11:30	12:00	13:00	14:00	14:15	14:45	15:00	15:15	15:15
Mon	Registration	Letters and sounds		Playtime			Lunchtime		Play time		Assembly		After school clubs	
Tues		Letters and sounds												
Wed		Letters and sounds												
Thur		Letters and sounds			Big write									
Fri		Letters and sounds												

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<p>Key Stage 2</p> <p>The thematic approach continues in Key Stage 2. Example KS2 themes include: Ancient Greece, Rights and Responsibilities, India, Cornwall.</p>		<p>The total hours per week</p> <p>KS2: 28</p>	<p>The school day will begin at 9am and finish at 3.15pm with 50 minutes for lunch, 12.20pm until 1.10pm. There will be a full programme of lunch clubs including catch up English and Maths for targeted disadvantaged pupils. Year 7 pupils from the secondary will school will design and run a variety of social activities to reinforce personal and social skills and healthy living. e.g. playground games. It will be an expectation that all children will participate in 2 hours of enrichment activities after school per week. These will include multi skills sports activities, Outdoor Explorers (onsite and on the coast), Arts,</p>

			<p>Music and Drama (to include speaking and listening.)</p> <p>Please see timetable below. A further hour and a quarter per week will be dedicated to SMSC, assemblies and collective worship.</p>
English	6	Mandatory	<p>To include: Reading, Writing, Speaking and Listening, Spelling Punctuation and Grammar, Drama. Another hour per week will be allocated to English at KS2. NPA will continue to use its Big Write Policy to improve standards of writing outcomes for all pupils. (See sample timetable below)</p> <p>English forms part of all themes every day: it is taught discretely every day but within the thematic context.</p>
Mathematics	5	Mandatory	<p>To include Business and Enterprise Education and Maths forms part of all themes every day. It is taught discretely but within the thematic context.</p>
Science	3	Mandatory	<p>To include Sustainability and the Environment. This is also taught discretely but within the thematic context if possible.</p>
Art & Design	1	Mandatory	
Design Technology	1	Mandatory	
Computing	1	Mandatory	
History	1	Mandatory	
Geography	1	Mandatory	
Modern Foreign Languages	1	Mandatory	French.
Music	1	Mandatory	

Physical Education	2	Mandatory	To include Health Education and Outdoor Activity.
Religious Education	1	Mandatory	To include Community Cohesion.
Personal, Social and Health Education	2	Mandatory	To include Debating, fundamental British Values, Drugs and Alcohol Education, and Sex and Relationships Education.
Extra-Curricular Sports and Art	2	Mandatory with a strong emphasis on participation.	<p>A wide range of extra-curricular activities will be offered for four days per week. Specific at risk pupils will take part in breakfast club and family activities before school to focus on healthy living.</p> <p>After school clubs will be run by a mixture of volunteers including parents, older students, staff from both the primary and secondary schools. The school will join the Newquay Sports Partnership which employs a schools' sports coordinator. If there is a shortfall of volunteers, we would seek to employ teaching assistants. An additional hour per day has been included in the costings for teaching assistants in section G.</p>

Key Stage 2 Timetable

	8:00	8:05	8:15	10:15	10:30	11:30	12:00	12:20	13:10	14:05	14:15	14:45	15:00	15:15	15:15
Mon	Registration	High frequency words		Playtime		Guided reading		Lunchtime		Play time		Assembly		After School Clubs	
Tues		Handwriting				Guided reading									
Wed		High frequency words				Guided reading									
Thur		Timetables				Big write									
Fri		Phonics Spelling patterns				Guided reading									

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

Introduction

As explained in Section C, NET does not currently have a Primary Academy to replicate as a Free School (although it does have an Outstanding Junior School) and is therefore replicating the Curriculum model of Goonhavern School which we expect to join NET by January 2017. The information in this section therefore is that required for a type 5 applicant. It should be borne in mind, however, that Newquay Junior Academy has been judged Outstanding twice, and in 2014 and 2015, achieved KS2 combined L4+ results which were above the local averages and in line with national averages. It is also the Lead School in the Kernow Teaching School Alliance, an Advocate School for Maths Makes Sense, and has experienced EYFS & KS1 teachers on its staff who would provide capacity and support to NPA. In addition, NPA can call upon the strength and capacity within the Teaching School Alliance which comprises over 20 successful Infant/Primary and PRU academies with strong track records, as well as the considerable experience of [REDACTED].

Pupil Population of NPA.

Taking into account the average FSM/EAL/SEN figures for our nearest Newquay academies, we have calculated that Newquay Primary Academy will serve a mixed cohort of pupils with roughly 20% (84 children when full) FSM, equating roughly to the LA average. EAL pupils will be above the LA average at 4% (16 children), and the percentage of SEN on EHCP pupils at 1.8% will exceed the national average. Goonhavern Primary School serves a mixed cohort of 210 pupils with roughly 15% of children on FSM, 0% EAL and the percentage of SEN pupils at 1%. The pupil cohort is therefore broadly similar in both schools for FSM and SEN: EAL children in the

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

new academy will need to be specifically catered for (see EAL paragraph below) and NPA will call upon expertise within Newquay Junior Academy where the EAL figures are 4.5% (25 pupils).

As set out in Section C the Vision and Ethos is that Newquay Primary Academy will:

- Have an inclusive approach, being non selective and welcoming to all children and families from all faith, social, ethnic and cultural backgrounds;
- Create a culture of very high aspiration from the very start with a “no excuses for failure” ethos;
- All children will make outstanding progress regardless of their starting points;
- Create cohesion in a growing and increasingly mixed community;
- Follow the National Curriculum, promoting physical and mental health with an emphasis on Sport, and Arts and making use of its coastal environment.

NPA’s curriculum will promote learning and personal growth and development. It will include the formal requirements of the National Curriculum and a mandatory range of extra-curricular activities in order to enrich the experience of the children, and meet their unique needs. We will teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential and set themselves the highest aspirations.

NPA’s curriculum will comply with the aims and structure included in the National Curriculum. The structure of our national curriculum is set out in the table below:

	Key Stage 1	Key Stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Core subjects		
English	✓	✓
Maths	✓	✓
Science	✓	✓
Foundation subjects		
Art and Design	✓	✓
PSHE	✓	✓
Computing	✓	✓
Design Technology	✓	✓
Languages	✓	✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Religious Education	✓	✓
Physical Education	✓	✓

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

Curricular Values - NPA will value:

- the way in which all children are unique, promoting respect for the views of each individual child, particularly for people of all cultures. We will equally value spiritual and moral growth, as well as intellectual and physical growth;
- the importance of each person in the Newquay community. We will organise our curriculum so that we promote co-operation and understanding between all members of our community, which we recognise is rapidly changing;
- equal opportunities for all children regardless of their starting points in life;
- our local environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own;
- The importance of healthy living and active lifestyles.

Curricular Aims and objectives: NPA's curricular aims will be to:

- help pupils to develop lively enquiring minds, with the ability to question and argue rationally and to apply themselves enthusiastically to tasks and physical skills;
- help pupils acquire the knowledge and crucial basic skills relevant to adult life and employment in a fast changing world;
- encourage pupils to use language and number effectively;
- encourage respect for religious and moral values and tolerance of other races, religions and ways of life;
- help pupils appreciate human achievements and aspirations, and set themselves aspirational goals and targets;
- help children lead healthy and active lifestyles;
- Provide opportunities for pupils to learn about and in their unique coastal environment;
- establish an aspirational, "no excuses" culture within which teaching and support staff, leaders, parents and future parents work together so that all children achieve their very highest potential.

Organisation of pupils

Pupils will be taught in year group classes of 30 throughout the academy. Each half term there will be a day in which pupils will work in vertical year groups on a specific theme related to local and national issues e.g. health and healthy living, Olympics, local, national and world wide events, etc.

Organisation and planning: how the thematic approach will work.

The curriculum will be organised into long, medium and short term plans. The Head of School and Raising Standards Leaders will agree long-term plan for each phase of education, indicating what themes are to be taught in each term, and to which groups of children. Our long-term plan will be reviewed on an annual basis.

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

The Raising Standards Leaders' medium-term plans will give clear guidance on the objectives and teaching strategies that teachers will use when teaching each theme. All themes will focus closely on the core subjects from the National Curriculum and deliver the statutory requirement in the programmes of study. All themes will include opportunities for outdoor, active learning and the Raising Standards Leader/ Outdoor Education Lead (see Organogram in Section D3) will provide all staff with policy guidance about how this can be achieved.

An example of how the Year 6 writing programme of study will be delivered through the theme "Aztecs" can be seen in the table below. All themes will be monitored by Raising Standards Leaders to ensure that all Programmes of Study are covered thoroughly during each year, and that all children are making expected progress. The Head of School, as the lead for English and Maths, will ensure that these core subjects are covered thoroughly within each theme. English and Maths are covered daily within each theme.

Class: 6		Summer First Half Term Curriculum Map 2016					Topic: Aztecs	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
					SATS WEEK			
English	<p>Instruction writing / Information :</p> <p>Identify features of Instructional writing.</p> <p>Create horrible histories Instructions on how to sacrifice a human just like the Aztecs.</p> <p>Green Screen first</p> <p>Focus on organisation with extended opening/closing.</p> <p>Fronted adverbials Adverbs Parenthesis Variety in clause structures</p>	<p>Fiction:</p> <p>In stories, create atmosphere and use speech to show characters' thoughts and feelings and advance the action.</p> <p>Use modal verbs</p> <p>Use preposition phrases.</p> <p>Using the full range of punctuation including colons and semi-colons.</p> <p>Formality of the story teller vs the informality of characters' speech</p> <p>Accurate use of speech punctuation</p> <p>Use adverbs</p>	<p>Balanced argument:</p> <p>Selecting vocabulary that reflects the level of formality</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use modal verbs (could, would, should, might, ought to, must, can).</p> <p>Link sentences and paragraphs, including using adverbials</p>	<p>Formal Letters:</p> <p>Mix genres.</p> <p>Letter of complaint? Stimulus from a Boy Called hope?</p> <p>Use the full range of punctuation including colons and semi-colons.</p> <p>Selecting vocabulary that reflects the level of formality</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use modal verbs (could, would, should, might, ought to, must, can).</p> <p>Link sentences and paragraphs, including using adverbials</p>	<p>Fiction: extended writing.</p> <p>Use 'A Boy Called Hope as Stimulus'</p> <p>Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.</p> <p>Meet ALL of year 6 objectives</p>	<p>Fiction: extended writing.</p> <p>Use 'A Boy Called Hope as Stimulus'</p> <p>Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.</p> <p>Meet ALL of year 6 objectives</p>	<p>Fiction: extended writing.</p> <p>Use 'A Boy Called Hope as Stimulus'</p> <p>Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.</p> <p>Meet ALL of year 6 objectives</p>	

Our short-term plans will be written by all teaching staff on a weekly and daily basis. They will be used to set out the learning objectives for each session and identify what resources and activities are to be used. Throughout NPA, we will plan our curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum (KS1 & KS2) and Early Learning Goals (FS), within each theme and that there is planned progression in all curriculum areas. The Head of School will be accountable for monitoring the quality and coverage of the curriculum across the whole academy, and will report directly to the Executive Head.

Medium term planning – the Year 3 example tables below demonstrate how our thematic approach will operate with a particular focus on core subjects and how themes will cover all subjects within the national curriculum. They also demonstrate

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

our key features or sport and outdoor learning to focus our expected pupil intake on healthy and active lifestyles.

Class: 3	Summer First Half Term Curriculum Map 2018							Topic: Africa
	Week 1 11 th -15 th April	Week 2 16 th -22 nd April	Week 3 23 rd -29 th April	Week 4 30 th -6 th May	Week 5 7 th -13 th May	Week 6 14 th -20 th May	Week 7 21 st -27 th May	
English	Letter writing Identify the features of a letter and the reasoning behind the various features. Understand the difference between formal and informal letters, when to use them and how to write them. Write letters in different styles for different audiences. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Assess the effectiveness of their own and others' writing and suggesting improvements			Poetry: Structure, haiku, tanks and kennings. plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar draft and write composing and rehearsing sentences orally (including dialogue).	S.A.T week	Poetry: Structure, haiku, tanks and kennings. plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar draft and write composing and rehearsing sentences orally (including dialogue).	Take one book WEEK	
Spelling	measure, treasure, pleasure, enclosure, creature, feature. Words with endings sounding like /aɪ/ or /i:/	furniture, picture, nature, adventure Words with endings sounding like /aɪ/ or /i:/	well, weigh, eight neighbour, they, obey Words with the /e/ sound spell ed, igh, or oy	gardening, gardener, limited, limitation Adding suffixes beginning with vowel letters to words of more than one syllable	forward(s), treat, grammar, growth, grand, guide important, infernal, Common exception words Assessed by Write	heard, heart, history, imagine Common exception words	Increase, inland, knowledge, learn, Common exception words	

Big write	A profile of a character from their favourite book. Characterisation	Description of animals at a zoo/visit. Descriptive writing	Write a letter to Toki asking him questions they would like to find out about living in the rainforest. Letter writing. Narrative	Write an expressive and imaginative diary entry based on Nkomo's day in Tanzania. Diary entry	Write a letter to a famous person Letter writing	Assessed Big Write	Write their own Haiku Poetry writing
Reading	Picture Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning		S.A.T week		Picture Develop positive attitudes to reading and understanding of what they read by preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and other things
Maths	Place Value count from 0 in multiples of 4, 8, 50 and 100, find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 Identify, represent and compare numbers using different representations read and write numbers up to 1000 in numerals and in words. solve number problems and practical problems involving these ideas	Addition and subtraction add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and one a three-digit number and ten a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Multiplication and division recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which m objects are connected to n objects.		S.A.T week		draw 2 D shapes and make 3 D shapes using modelling materials, recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Big maths	C	Reading numbers 6- read 3d numbers	C	Squiggleworth 3- can partition a 1d number	C	Core numbers 4- can understand 3d numbers	C	Counting multiples 6- count in 6s	S.A.T week	C	Count Fourways- counting in 1, 10s and 0.1	C	Counting along 3- can count along when numbers aren't written in. Step 12-8 times table
	L	Step 12-8 times table	L	Step 12-8 times table	L	Step 12-8 times table	L	Step 12-8 times table		L	Step 12-8 times table	L	Step 12-8 times table
	I	Adding with 1m 3- can add thousands	I	Doubling 5- (without crossing 10) double 3d numbers	I	Doubling 5- (with crossing 10) double 3d numbers	I	Algebra numbers 3- find the missing piece to 100		I	x10 & ÷ 10 1- multiply whole numbers by 10 divide multiples of 10 by 10	I	Fact families 5 know 5 basic multiplications on fact families
	C	Addition 25- can solve 3d +3d	C	Subtraction 25- can subtract with 3d numbers	C	Multiples of 11- can solve 1d x 2d (x2,3,4,5)	C	Division 18- can count 2 or more tables facts to solve these		C	Column addition 4- can solve any 3d + 3d	C	Column subtraction 3- can solve any 2d - 2d
Science		Recognise that they need light in order to see things and that dark is the absence of light. Use appropriate scientific language to explain phenomena	Understand and notice that light is reflected from surfaces. To draw conclusions from results and begin to use scientific knowledge to suggest explanations for them.	Know that shadows are formed when light travelling from a source is blocked. To collect evidence in a variety of ways to answer a question.	To learn that when the Sun is behind them their shadow is in front. To make observations and comparisons.	To be able to make and record observations of shadows, and to try to explain these using knowledge about light To make observations and comparisons.	Learn about sun safety. To make observations and comparisons.						

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

Art and Design	African animal display Work confidently on a range of scales, eg thin brush on small picture. Large brushes on large paper.	African abstract paintings. Look at artwork by Gakonga (Kerry) – Copy the picture of the 3 African men. Use pastels to colour the picture. Using the Gakonga piece as inspiration. Plan a piece of work with an African theme. Plan in pencil on A4. Then sketch their plan in red. Use artists as a starting point for some work.	African patterns using acrylic paints Use different media to achieve variations in line, texture, tone, colour, shape and pattern.			
Computing	Coding, sequence and animation Use sequence, selection, and repetition in programs, work with variables and various forms of input and output	Coding, conditional events. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Communicate online Understand how to behave online. Logging on and sending Emails. Blogging. Understand the responsibilities (networks) offer for communication and collaboration			
Design Technology	Create their own poison dart frog beanbag using their designs and instructions. Appreciate, join and combine materials and components with some accuracy	Evaluate their poison dart frog beanbag. Use their design criteria to evaluate their completed products	Design and make wooden spoon animal puppets. Use anatomical sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Apply a range of finishing techniques, including those from art and design, with some accuracy			
Geography	Locate Africa on a world map and identify the country of Kenya. I locate the artistic countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities	Explore the climate and weather of Kenya. Describe and understand key aspects of physical geography, including climate, rivers, mountains, volcanoes and earthquakes.	Find out about the people and culture of Kenya. Describe and understand key aspects of human geography, including types of settlement and land use.	To be able to use compass points to navigate around a map. Use the eight points of a compass, Azar and six figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Explore the landscapes of Kenya. Describe and understand key aspects of physical geography, including climate, rivers, mountains, volcanoes and earthquakes	Identify similarities and differences between Kenya and the UK Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Africa
History	No History this half term					
Languages	Learn the numbers 11-21 in French. Recognise & respond to sound patterns & words	What's today's date? Experiment with the writing of simple words	Learn the days of the week. Recognise & respond to sound patterns & words	Learn names of different animals. Experiment with the writing of simple words	Do you have a brother or sister? Perform simple communicative tasks using single words, phrases and short sentences.	Learn names for other members of the family, create simple family trees. Recognise & respond to sound patterns & words
Music	Food and drink. Explore simple accompaniments using beat and rhythm patterns. To improvise and compose with increasing attention to the effects of tempo, timbre, rhythm, pitch and dynamics	Food and drink. Use a score and combine sounds to create different musical textures. To use own notation and graphic/picture scores for writing ideas	Food and drink. Explore different types of accompaniment e.g. accompany a song with drone and ostinato parts To play musical instruments in solo and ensemble contexts with some control and accuracy.			
Physical Education	Net Games working with Mrs Wells consolidate and improve the quality of their techniques and their ability to link movements improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for stinking and fielding and net games develop the range and consistency of their skills in all games Annotate and describe the short term effects of different exercise activities on the body Know how to improve stamina Begin to understand the importance of warming up recognise good performance and identify the parts of a performance that need improving see what they have learned to improve their work					
Religious Education	Explore the meaning of signs and symbols. Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them	Find out how symbolic food can be used to remember important events. Describe the variety of practices and ways of life in religions, and understand how these allow them, and are closely connected with, beliefs and teachings	Be able to explore and interpret religious metaphors. Use specialist vocabulary as communicating their knowledge and understanding	Learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism. Describe the variety of practices and ways of life in religions, and understand how these stem from, and are closely connected with, beliefs and teachings	Learn about some common symbols within a place of worship. Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them	
PSHE	How I can make someone who is important to me happy.	Explore the feeling of guilt	How do we make someone's?	Taking responsibility for our own actions.	Making wise actions.	Understand how I might hurt others.
Debating	Should we walk to school instead of going in cars/buses To understand how to develop a formal balanced argument, verbally	Television is better than books. To develop a verbal variety of connectives to present opposing viewpoints.	Cats are better than dogs. To understand how to develop a formal balanced argument, verbally	Espresso is better than coffee To use a current issue to give opinions on, discuss solutions, agree with or disagree	Should we eat hot chocolate in school To understand how to develop a formal balanced argument, verbally	K.S. 2 debate
Sustainability	Fair Trade, Chocolate and fair trade, Food and hunger, Food journeys/ sustainable food.					
Business and Enterprise	Raise money for Ngugi school in Uganda and 'send a cow' organization	Explore the idea of fair trade and how we could support it				
Community education	Continue with Cornflower Conkers- plant seeds and plants for summer collection					
Educational visits	None this half term					

The Foundation Stage

The curriculum that will be taught in the reception classes will meet the requirements set out in the Early Years Foundation Stage (EYFS). Our curriculum planning will focus on the Early Learning Goals and on developing children's skills and experiences. (see list of areas of learning and allocations above).

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

Our school will fully support the principle that young children learn through play, and by engaging in well-planned structured activities, using the school site and local environment as much as possible. Teaching in the reception class will build on the experiences of the children in their pre-school learning. We will build positive partnerships with the variety of nurseries and other pre-school providers in the Newquay with whom we already have strong links.

Throughout their Reception Year, teachers will assess children's achievement against the Early Learning Goals. This assessment will form an important part of the future curriculum planning for each child. Our staff will be well aware that all children need the support of parents and teachers to make good progress in school. We will strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Particular attention will be paid to SEN and Disadvantaged pupils and their parents.

The role of the Raising Standards Leaders is to:

- provide a strategic lead and direction for Phase;
- support & advise colleagues on issues related to Phase;
- monitor pupil progress closely and devise interventions for those who fall behind or who are vulnerable;
- provide efficient resource management;
- to keep up to date with developments, at both national and local level;
- review teaching and learning, and plan for improvement;
- Ensure all children are prepared for the next phase.

Monitoring and review

The Head of School will be responsible for the day to day organisation of the curriculum. The SLT (Head and 3 Raising Standards Leaders) will monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum/EYFS, and that all lessons have appropriate learning objectives. They will examine long-term and medium-term planning, and ensure that appropriate teaching strategies are being used. The Head of School will report to the Executive Headteacher who in turn will report to the NET Executive.

An emphasis on Sport and healthy, active lifestyles.

As explained in section C and above, NPA will place a particular emphasis on sport and active lifestyles due to the levels of disadvantage in the town, and the proximity of the Community Sports Centre and the successful Newquay Sports Partnership which offers a very wide range of sporting activity led by specialists. We know that Newquay parents value the extensive sporting opportunities available to their children, and that this is often a feature of their choice of school. NPA will use the expertise and leadership within NT which is a licensed Duke of Edinburgh Centre, to plan a range of adventurous outdoor activities, including residential. Older students

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

who are D of E leaders will assist with outdoor trips, camps and residential as part of their D of E Awards. NPA will use its sports premium allocation to;

- Utilise the services of a specialist PE teacher from Newquay Tretherras;
- Source local specialist PE coaches to share expertise;
- Deliver high quality PE lessons;
- Become members of the Newquay Sports Partnership which will allow NPA to participate in an extensive range of festivals, tournaments, inter school competitions and the Cornwall School Games;
- Become members of the Youth Sports Trust;
- Provide professional development for staff;
- Create a system to track the progress of groups of pupils and identify pupils in need of targeted intervention and more able provision;
- Purchase specialist resources.

Assessing pupil progress in sport.

Pupil assessments will be completed at the beginning and end of each unit of work. Units of work take place every half term. Pupil progress and age related expectation information will be shared with parents. Our target for the end of the 2018-2019 academic year is that 100% of all groups of children will be achieving or surpassing age related expectation. All pupils will participate in high quality, timetabled physical education for two hours a week and an additional mandatory two hours of extra-curricular activity. We will use activity diaries to encourage pupils to be active outside of timetabled physical education. This includes attendance at after school clubs on the site and clubs within the community. Staff will use the information from the activity diaries to identify target groups of pupils that are deemed less active and physical activity sessions will be organised at the beginning of each day to encourage positive attitudes towards healthy and active lifestyles.

Assessing and meeting the needs of all pupils.

SEND.

The curriculum in NPA will be designed to provide access and opportunity for all children who attend the school. It will comply with the requirements set out in the SEN Code of Practice in providing for pupils with special needs. If a child displays signs of having special needs, the teacher will make an assessment of this need, in collaboration with the SENCO. In most instances the teacher is able to provide resources and educational opportunities which meet the pupil's needs within the normal class organisation. If a pupil's need is more acute, NPA's SENCO will consider the pupil for a statement of special needs, and will involve the appropriate external agencies when making this assessment. NPA will always provide additional resources and support for pupils with special need and the curriculum may be adapted in consultation with parents.

The school will provide an Education and Health Care Plan (EHP) for each of the pupils who are on the Register of Need. This will set out the nature of the special

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

need, and how the NPA will meet the need. It will also set out targets for improvement, so the SENCO can review and monitor the progress of each pupil at regular intervals, and liaise with staff over intervention strategies and catch up arrangements. The SENCO will be accountable for monitoring the implementation of ECHP's, and will regularly observe teaching and learning. As set out in Section D3, the substantive SENCO position will be appointed in Year 2 of opening (2019/20). In the interim, our costings are based upon the Head of School acting as the SENCO. He/ She, and subsequently the person appointed (who will be an SEN trained, qualified teacher), will be part of a NET- wide SENCO team, based at the Integrated Health Centre at Newquay Tretherras, and will have access to a very wide range of support services and expertise within that team. The SENCO will work closely with the EAL and Disadvantaged Leader to ensure that the needs of disadvantaged pupils are met. The SENCO will be line managed by the Raising Standards leader for EYFS / KS1, who will also have a strategic responsibility for Safeguarding. See organogram – annexe d3a.

More able pupils.

To ensure that more able Newquay children have the very highest aspirations from the start, they will be identified by the Head of School from the data, and he/ she will take the lead on NPA's More Able Policy, ensuring that teachers' planning will take account of this information. NPA will:

- Foster an achievement culture which celebrates both effort and achievement in a wide range of areas;
- Identify pupils achieving at a level beyond their peers, and make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness;
- Provide an appropriately challenging curriculum for more able and potentially more able children, through extension within the curriculum, and through enrichment/study support beyond it;
- Enable more able children to study with an older age group if appropriate and in the case of Years 5&6 study core subjects with Year 7 students.

NPA will do this by using the following teaching and learning strategies:

- Varied and flexible groupings within a year group;
- Vertical grouping across year groups when appropriate;
- Withdrawal of more able pupils for higher level work within small groups;
- Upwards differentiation/extension in schemes of work;
- Teaching thinking, critical skills and attitudes in a subject context e.g. Problem solving, decision making, creativity, inter-personal skills;
- Asking higher order questions which encourage investigation and enquiry;
- Setting clear and challenging targets;
- Enabling pupils to be involved in assessment for learning to evaluate their own work.

NPA will also be a member of the Newquay Schools' More Able network. This network enables the most able pupils of Newquay to benefit from meeting and

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

working with pupils from other schools with similar learning styles, characteristics and ability levels. More able 6th form students from Newquay Tretherras will mentor more able NPA pupils, who will be invited to university visit days with them and their parents.

Disadvantaged Pupils.

The achievement of disadvantaged children will be a particular focus for all staff at NPA, and the academy's strong commitment to this will be communicated at all levels, both within the Academy's communications and recruitment practices. As with SEND pupils, all Disadvantaged pupils will have an individual education plan, setting out the nature of the disadvantage, the support required, the actions to be taken by NPA staff and parents, and targets for achievement. Plans will be monitored by the Raising Standards Leader (also a senior leadership post: see Organogram), who will lead NPA's Raising Achievement for Disadvantaged Pupils Strategy, will be fully committed to ensuring maximum progress for all groups of children, and will strive to diminish differences in attainment and achievement between disadvantaged pupils (looked after children, English as an additional language, free school meals, adopted from care) and non-disadvantaged pupils. S/He will lead staff training and create a clear, strategic approach to the use of specific Pupil Premium funding which will show how plans will be integrated into wider school support and improvement systems. These will be forensically monitored and evaluated and in depth data analysis will ensure that the correct support and strategies are identified to maximise progress. Parents will have access to a drop in facility at NT's Integrated Health Centre and NPA's Parent Support Advisor. Strong leadership systems will ensure that Pupil Premium funding has the necessary impact. This will include an identified member of the Local Governing Body who will be linked to the Raising Standards Disadvantaged Leader who will be held to account for the impact of spending. This will be published on NPA's website. NPA will ensure that disadvantaged pupils are given every opportunity to participate fully in extra-curricular activities and that they are equipped with the necessary strategies and support to overcome barriers to achievement and learning. NPA will commission annual Pupil Premium Reviews to ensure that there is a rigorous external analysis of our strategy.

Transition: Entering NPA

NPA will offer a range of opportunities to ensure that the transition into school life is as smooth as possible, for all pupils. We will:

- Work with our feeder pre-schools to gather as much information as possible about our pupils before they start school;
- Give parents a comprehensive form to fill in which will give us a good picture of their child's preferences and abilities;
- Invite our families to stay and play together in the classroom during the summer term before starting school;
- Invite our families to join us for school lunch in the summer term before starting school and have a guided tour of the school from our school council;

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

- Offer a home visit in September, visiting a pupil in their own home before they start school will NPA help to achieve a smooth transition for pupils, parents and staff;
- Stagger start times in September so that all pupils spend their first few days of school part time. Smaller groups in the classroom will allow staff to give the children more attention, giving them the chance to really get to know the pupils;
- Offer part time places for pupils who might find a full day difficult initially.

Transition: Moving on to the next phase.

As set out earlier in this application, a key feature of NPA's staff is the appointment of three Raising Standards and Transition Leaders who form the academy's SLT and who are directly accountable to the Head of School. In addition to being responsible for the close monitoring of every pupil within their phase, they are also charged with the smooth and successful transition of each pupil to the next phase of their education. **Every** pupil will have a clear transition plan, setting out their levels of achievement, their personal details, their needs and aspirations and their targets for the next steps. Each Transition Leader will liaise closely with the Leader of the next phase at Transition meetings to ensure that every child continues to progress and that performance dips are avoided. (See Assessment Section below). Transition between Year 6 and 7 will be planned extremely thoroughly using a number of Newquay Tretherras' successful Transition strategies and NET's cross phase approach, e.g.:

- Every pupil will participate in English, Maths and Science lessons at the secondary school starting in Year 3 on a half termly basis.
- Secondary Staff will run Saturday Youth Universities for Year 5 and 6 pupils and parents on the secondary site in a range of secondary subjects (Arts and Sports, Science and DT, including Computing, and the Humanities)
- Transition Units of work in English and Maths will be written by cross phase SLE's and will begin in Year 6, concluding in Year 7.
- Due to the close proximity of NPA to the Secondary School, there will be ample opportunities for older students to mix and learn with younger pupils. Year 10 Secondary Pupils will act as individual "Buddies" (Mentors) to Year 6 pupils;
- Secondary staff will regularly visit NPA in the summer term to teach Year 6 to ensure they pupils are secondary ready;
- Working with the Transition Leaders, the cross phase Numeracy and Literacy coordinators will devise catch up strategies for pupils who have not yet made expected progress. These may include summer schools, breakfast clubs, 1:1 or small group tuition; recovery programmes such as Maths Makes Sense and Read write Inc.
- More vulnerable students and those with SEN will make phased transitions over a longer period of time with accompanying support staff. The transition of these pupils will be monitored very closely by the NET SEN team, who will support children and families within the Integrated Health Centre on the NT site.

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

Responding to differences in EAL percentages between Goonhavern and NPA

As stated previously, Newquay Junior has experience in catering for the needs of EAL children and will work with the Raising Standards Leader/ EAL Lead to set very ambitious and aspirational targets from the start to ensure that all children, regardless of their background/needs, will make outstanding progress from their starting points. All children will secure firm foundations in the basics during their Reception year: the teaching of English and Mathematics will be designed uniquely around the needs of every child. Every child will participate in high quality phonics sessions every day with an emphasis on active participation. They will learn to use their phonics knowledge in reading and writing activities and in their independent play. There will be daily Mathematics teaching to ensure all pupils are fluent in the fundamentals of Mathematics, and can reason mathematically by following lines of enquiry and solve problems by applying their mathematics to a variety of routine problems. Baseline testing will quickly establish the potential and needs of all children and every child will be closely monitored to ensure they are making above expected progress. Every subject will provide opportunities for our EAL learners to use language in the different subjects and this will ensure that they have a good command of English grammar. All NPA staff will receive high quality training from NJA staff so that they understand the principles of second-language acquisition and methodology to be able to adapt their lessons accordingly. NPA will also support the parents of our EAL pupils by providing a Parent Support Adviser (PSA for family literacy support who will conduct home visits and prepare support plans) so that parents understand how the education system works and how to support their child's education. EAL children will have individualised education plans which will be reviewed regularly by the class teacher and Lead Teacher for EAL in NPA.

When supporting EAL pupils NPA staff will:

- Use visuals in the form of pictures, photographs, etc., to help learners make sense of new information;
- Use graphic organisers such as tables or grids to help learners organise their thinking;
- Develop interactive and collaborative teaching and learning styles and activities.
- Think about the language demands of the curriculum (oral and written) and provide models ;
- Use drama and role play to make learning memorable and encourage empathy;
- Get learners to work with partners or in small groups using the language for a specific purpose rather than out of context;
- Maintain and develop learners' first language alongside improving their English;
- Provide opportunities to talk before writing and use ;
- Support language development through key phrases and structures rather than key words.

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

What will need to be different about the curriculum at the new academy?

As explained in C1, NPA's vision for curriculum will have a clear focus on:

- Sport and healthy/ active lifestyles
- Learning outdoors in our coastal environment
- Extra-curricular activities

This vision is not radically different to the curriculum at Goonhavern Primary School or Newquay Junior but we feel it is important to have further emphasised these key areas in the NPA context. Two hours a week will be dedicated to PSHE (focussing specifically on health) and a further two hours for curricular Sport. A further 4/5 hours' extra-curricular activity will also focus on a wide range of sporting activities, and NPA will take full advantage of the proximity of the Sports Centre and its membership of the Newquay Sports Partnership to widen its sporting offer so that it is inclusive and appealing to all. All pupils will take part in at least two hours per week of extra-curricular activity. Furthermore, all subjects will use opportunities for pupils to learn in the local, coastal environment to make their learning more memorable and relevant. NT's Lead Teacher of Outdoor Learning will train NPA staff on organising Trips and Visits and the Raising Standards Leader Outdoor Education Lead will create an Outdoor Learning Policy showing how our local environment can be used to reinforce learning e.g. Local History in Newquay, studying the science of the coast. Examples of our clear focus on sport, healthy/active lifestyles, outdoor learning and extra-curricular activities can be seen in the example of planning and the after school clubs letter sent to parents below. In NPA there will be no charge for clubs and we will ensure that all year groups have opportunities to participate fully.

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

Clubs Autumn Term 2016

In the table below you will find a list of the lunch time and after school clubs that will be taking place this term. For the Autumn first half term the clubs will start week beginning Monday 19th September and will finish week ending Friday 21st October. For the Autumn second half term the clubs will start week beginning Monday 31st October and will finish week ending Friday 9th December.

Children are allowed to attend as many clubs as they want to providing there are enough spaces. If you could please return this letter, identifying which club you would like your child/children to attend by ticking the column on the right, by the morning of Friday 16th September. Places will be allocated on a first come first serve basis and if you do not receive notification that your child cannot participate in a club, please assume that your child CAN attend their chosen clubs.

Day	Name of club	Time	Teacher/Parent/ Organisation	Number of places available?	Who is the club for?	Please tick chosen club	Collection point
Mon	French club Starts on 21 st Sept Must bring packed lunch	12.00pm – 12.30pm 12.30pm – 1.00pm	[REDACTED]	-	Y4 Y5	Please leave your details with the school office	-
	Choir	3.15pm – 4.00pm		-	Y3/Y4/Y5/Y6		School hall
	Street surfing 5 weeks only – starts on 19 th Sept	3.15pm – 4.15pm		18	Y3/Y4/Y5/Y6	Please collect a form from the school office	Infant playground
Tues	French club Starts on 22 nd Sept Must bring packed lunch	12.00pm – 12.30pm 12.30pm – 1.00pm		-	Y3 Y6	Please leave your details with the school office	-
	Girls football	3.15pm – 4.00pm		25	Y3/Y4/Y5/Y6		Junior link corridor
	Multi skills	3.15pm – 4.00pm		20	Y2		Class 2 outside door
	Art	3.15pm – 4.00pm		15	Y1/Y2		Class 2 outside door
Wed	Reading for pleasure	12.20pm – 12.50pm		-	All children		-
	Cross Country	12.00pm-12.20pm		-	Y3/Y4/Y5/Y6		Class 4 outside door
	Netball	3.15pm-4.15pm		30	Y4/Y5/Y6		Class 5 outside door
	Dance (Starts on Wed 14 th Sept)	3.15pm – 4.15pm		-	Whole school	Please leave your details with the school office	School hall
Thur	Boys football	3.15pm – 4.00pm		20	Y5/Y6		Junior link corridor
	Art	3.15pm – 4.00pm		15	Y3/Y4/Y5/Y6		Class 2 outside door
	Karate	3.15pm - 4.15pm		Byrne Black Belt Academy There is a charge for this club. The first session is a "taster session" on 22/09/16	30	All children	Please leave your details with the school office
Fri	Tag rugby	3.15pm – 4.00pm		[REDACTED]	40	Y3/Y4/Y5/Y6	

How we will ensure that there is consistency in our approach to teaching and learning

Goonhavern, NPA and NJA will work together to establish a joint teaching and learning policy within the broader policy guidelines of NET. This policy will promote consistency and high standards and the achievement of the joint aims. We will provide a caring, supportive and stimulating environment with outstanding teaching in order to foster:

- A high level of English and Mathematics
- Enquiring minds and a thirst for learning and knowledge;

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

- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all.

Learning and teaching in NPA will be outstanding, and will draw on the outstanding expertise within Newquay Junior. NPA's Head of School who has the strategic lead for Teaching and Learning will work with the highly experienced staff at NT and NJA and within the wider Teaching School Alliance. It will focus on motivating children and building on their skills, knowledge and understanding of the curriculum. As set out above, we will use curriculum plans based on National Curriculum skills to guide our teaching. These will set out the aims, objectives and details of what is to be taught to each year group. The Teaching and Learning Policy will make explicit joint common expectations and non-negotiables. It will clarify that children learn effectively when teachers provide:

- Thorough preparation;
- Shared learning objectives which are understood by the pupils;
- Clear expectations of what pupils are expected to achieve by the end of the session;
- Open-ended, thought provoking, challenging questions of the children;
- Support for the learning of pupils with differing abilities;
- An atmosphere where children are prepared to take risks;
- Innovative teaching;
- Appropriate pace to the lesson;
- Lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- A planned programme of educational visits to reinforce and stimulate learning, and where possible, opportunities to learn in the natural environment;
- Lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- Opportunities to review and reflect on the learning;
- Thinking time before answering questions;
- Developmental feedback and constructive criticism of pupil's work;

Teaching will be based on the teacher's knowledge of the pupil's level of attainment: a prime focus will be to develop further their knowledge and skills. We will strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with SEND, we will give due regard to information and targets contained in the children's Individual Education Health Care Plans (EHCPs) which will be reviewed termly by the SENCO and monitored by the Strategic Lead for SEND

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

in NET. We will have high expectations of all children, and believe that all children, regardless of starting points, should be included in the full range of educational opportunities. Their work will always be of the highest possible standard, and this will be expected and reinforced from the very start at NPA. All teachers at NPA will establish positive working relationships with the children that they are teaching. They will treat them fairly and give them equal opportunity to take part in class activities. All teachers will follow the NET policy with regard to discipline and classroom management. We will praise and reward pupils for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We will insist on good order and behaviour at all times. When children misbehave we will follow guidelines for sanctions as outlined in the NET Behaviour Policy.

Teaching Assistants and other adult helpers will be deployed in a variety of ways. Sometimes they will work with individual children and sometimes they work with small groups. Teaching Assistants will also be fully involved in the delivery of specialist support programmes which are planned by the teacher and the teaching assistant. All teachers and teaching assistants will reflect on their strengths and weaknesses and plan their professional development needs accordingly through NET's Performance Management process. Through the Teaching School, NPA will support all staff in developing their skills, so that they can continually improve their practice: all will have access to high quality CPD. Joint practice visits, paired learning walks and joint observations will take place to foster a culture of continuous improvement through research and development. Joint monitoring and evaluation of the policy will ensure consistency in teaching across both schools. All members of staff, especially leaders, will receive high quality training, coaching and mentoring so that they can contribute to school self-evaluation and can provide effective feedback.

In order to be most effective, monitoring activities will:

- Promote excellent learning and teaching throughout the academy;
- Ensure excellent planning and delivery of the curriculum;
- Identify the strengths and needs for professional development;
- Offer an opportunity to celebrate progress and success;
- Provide information to support self-evaluation;
- Ensure consistency throughout the academy;
- Ensure that every child is making good progress and is appropriately challenged.

Working with our parents

The parents of NPA will be seen as vital partners in our pupil's education. We will ensure that all staff understand the importance of engaging and working with parents. Our staff will work in a close partnership with parents and will welcome and encourage the involvement of parents/carers & families into school. A Parent Support Advisor (PSA) will have a specific brief to monitor and improve home/school links, especially for hard to reach or EAL families (see Section D4). In partnership with our parents we will offer a wide range of activities to all pupils. Parents will be involved in:

- Educational trips

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

- Transport – subject to appropriate (comprehensive) insurance cover
- Listening to children read• Collating and making resources
- Talking to the children, which may link to our subject themes.
- Assisting with after-school clubs
- Consultation evenings
- Coffee and chat information sessions
- Careers advice
- Homework supports
- Further education sessions
- A variety of family activities with parents learning alongside their children such as Dads and Lads Reading, Youth Universities

Communication between our new school and our parents/carers will be vitally important. The Head of School will be available every morning to meet parents informally. We will keep our parents well informed on all activities and events at school and will promote a positive partnership through:

- Half termly newsletters
- Our website, Facebook/ Twitter and Texting services
- Reports, including Tapestry (see below)
- Parents consultation evenings and weekly drop-in sessions
- Notice boards & display screens

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

As previously stated in Section D1, Newquay Primary Academy will be modelled closely on Goonhavern Primary School which has an almost identical demographic make-up: its indicative 2016 results below are well above local and national averages. In modelling NPA on Goonhavern, NET is confident that its outcomes for Newquay Primary children will be as impressive, and will enable us to set challenging and aspirational targets for NPA, as well as benchmark NPA's performance against the best nationally.

GOONHAVERN 2016 INDICATIVE DATA (in red) COMPARED TO CORNWALL/NATIONAL AND TARGETS SET FOR NPA (in bright blue).

EYFSP (National is based on 150 **(97%)** Local Authorities)

National Indicative GLD: 69.3%

Cornwall Indicative GLD: 67.3%

Goonhavern Indicative GLD: 77%

NPA Target: 80% GLD

YEAR 1 PHONICS (National is based on 152 **(98%)** Local Authorities)

National: 80.6% of pupils recorded as working at the expected standard

Cornwall Indicative: 80% of pupils recorded as working at the expected standard

Goonhavern Indicative: 91% of pupils recorded as working at the expected standard

NPA Target: 95% of pupils as working at the expected standard

KEY STAGE 1 (National is based on 152 **(98%)** Local Authorities)

- **Reading** National Indicative EXS+: 74.1%
- **Reading** Cornwall Indicative EXS+: 73.5%
- **Reading** Goonhavern Indicative EXS+: 79%

NPA Target: 85% EXS+

- **Reading** National Indicative GDS+: 23.6%
- **Reading** Cornwall Indicative GDS+: 25.6%
- **Reading** Goonhavern Indicative GDS+: 21%

NPA Target: 30% GDS+

- **Writing** National Indicative EXS+: 65.5%
- **Writing** Cornwall Indicative EXS+: 64.7%
- **Writing** Goonhavern Indicative EXS+: 75%

NPA Target: 80% EXS+

D2 – measuring pupil performance effectively and setting challenging targets

- **Writing** National Indicative GDS+: 13.3%
- **Writing** Cornwall Indicative GDS+: 14.3%
- **Writing** Goonhavern Indicative GDS+: 21%

NPA Target: 30% GDS+

- **Maths** National Indicative EXS+: 72.6%
- **Maths** Cornwall Indicative EXS+: 71.2%
- **Maths** Goonhavern Indicative EXS+: 82%

NPA Target: 90% EXS+

- **Maths** National Indicative GDS+: 17.8%
- **Maths** Cornwall Indicative EXS+: 18%
- **Maths** Goonhavern Indicative GDS+: 21%

NPA Target: 30% GDS+

KEY STAGE 2 (Goonhavern's KS2 results in red, NPA's targets in blue)

The DfE have released early provisional **national Key Stage 2 data for 2016**.

- Expected Standard in Reading, Writing and Mathematics combined measure: 53% (Cornwall: 51.0%) **74%** **80%**
- Reading EXS+: 66% (Cornwall: 66.2%) **81%** **85%**
- Writing EXS+: 74% (Cornwall: 72.8%) **93%** **93%**
- Cornwall Writing GDS: 16.5% (please note no national comparator available) **33%** **33%**
- Mathematics EXS+: 70% (Cornwall: 65.3%) **81%** **85%**
- Percentage of pupils in England achieving the expected standard in grammar, punctuation and spelling: 72% (Cornwall: 67.7%) **89%** **90%**
- Average scaled score in Reading: 103 (Cornwall: 102.8) **106.1481** **107.00**
- Average scaled score in Mathematics: 103 (Cornwall: 102.1) **103.4444** **105.00**
- Average scaled score in Grammar, Punctuation and Spelling: 104 (Cornwall: 102.9) **105.3704** **107.00**

EXS = Working at Expected standard

GDS = Working at Greater Depth than Expected Standard

ASSESSMENT

As with Goonhavern, Reception teachers, led by the Raising Standards and Transition Leader at NPA, will establish a baseline of the children's current level of achievement in the first six weeks of the Autumn Term, using the 7 Areas of Learning and Development in "Development Matters" which will be cross moderated between

D2 – measuring pupil performance effectively and setting challenging targets

the two schools. The Raising Standards and Transition Leader will compare these assessments to those in all the other primary schools within the KTSA at cluster moderation meetings to ensure accuracy of data. S/He will then use this information to set very ambitious and aspirational targets and milestones from the start to ensure that all children, regardless of their background/needs, will make outstanding progress from their starting points.

In order to achieve consistency in assessment across both Primaries, staff at NPA will work alongside the staff at Goonhavern and NJA to set out the full set of National Curriculum skills for each curriculum subject and produce whole school skills progression sheets. These will be accessible to parents on the Academy's website and staff will populate planning sheets for each year group. Pupils' progress will be assessed against these skills descriptors and reported formally to parents at the end of each academic year. Pupil progress will be measured precisely in all subjects against end of year expectations. This information will be analysed at Raising Standards and Transition meetings at the end of the academic year by Transition Leaders and class teachers to design action plans for improvement for each child for the coming year so that the teacher who will be teaching them in the following year has full information, targets and action plans for every child.

Pupils' progress will be effectively tracked in all curriculum subjects using progress descriptors. For Foundation Subjects, teachers will add skills descriptors to give a fuller account of pupil progress and to ensure progression.

Goonhavern staff will work collaboratively with NPA staff to implement its assessment system which effectively tracks progress and informs next steps. The coloured table below shows how assessments will be based on end of year expectations and whether pupils are working towards, working at or working above age expectations. The children whose performance is coloured yellow and red will be the ones who will be monitored most closely. The system tracks pupils' learning throughout the curriculum and informs leaders, teachers, pupils and parents accurately about their progress. Evidence for each teacher assessment will be the ongoing work in pupils' learning journals and by the information contained in the key skills sheets for individual pupils.

EYFS

EYFS practitioners will baseline assess upon entry and will use formative teaching assessment to plan teaching and learning and submit half termly data for all 17 areas of the EYFS curriculum using the system in the table below. This half termly data is moderated by the Raising Standards & Transition Leader EYFS to KS1 and a report is presented to the Head of School and Executive Headteacher at half termly data SLT data capture meetings. The Raising Standards Leader and EYFS practitioners will plan intervention programmes for pupils who are failing to make expected

D2 – measuring pupil performance effectively and setting challenging targets

progress (coloured yellow and red in the table). The Executive Headteacher will hold the Head of School accountable for ensuring that the intervention strategies are implemented and effective, and they will both monitor these underperforming children on a weekly basis through joint lesson observation and book scrutiny. Parents will receive daily/weekly feedback about their child's progress using "Tapestry" which enables teachers to upload photographs of their learning to parents' mobile devices. This will accurately inform parents of how their child is progressing and identify next steps and support required. There will be two formal parent consultation evenings per year for EYFS and a full detailed summative report at the end of the year.

End of year progress data for every year group will be presented by the Executive Head to the CEO and Executive Leadership Team early in the following Autumn Term. As with the Teaching and Learning Data Dashboard, the Executive Leadership Team will present the Progress Data Dashboard, the NET Executive Report and Action Plan for pupil progress across NET. The information contained in these reports will inform the CPD programme for the year, the Performance management targets for all leaders and staff.

The screenshot shows an Excel spreadsheet with the following structure:

- Columns (Subjects):** English, Maths, Science, History, Geography, Art, Music, PE, PSHE, Citizenship, Languages, Computing, Design Technology, Physical Education, Personal, Social and Emotional Development, Literacy, Mathematics, Science, Understanding the World.
- Rows (Groups):** Working above, Working at, Working towards, Working below, Working as expected.
- Summary Rows:** Filtered Group (28), Whole Cohort (28).
- Individual Student Data:** A large table with columns for each subject and rows for individual students, including SEN Support and PP/EvM. The data is color-coded (green, yellow, red).

Key Stage 1 and 2

The assessment system for KS1 & 2 is the same as that used at EYFS. At the end of each term class teachers will use teacher assessments to provide an accurate picture of whether each child is working towards, working at or working above age related expectations. This is recorded in the table below. At the end of the summer term at KS2, teachers will also use QCA optional tests to inform their teacher assessments. The reporting to parents' procedure using Tapestry and formal reports will be as set out above in early years. The system of monitoring and reporting to the Executive Team and Directors' QA Committee using the Progress Data Dashboard

D2 – measuring pupil performance effectively and setting challenging targets

and Executive Report and Action Plan is also the same as that used at EYFS outlined above. Children whose performance is identified as yellow and red will be the ones most closely monitored by the Head of School and Executive Headteacher in the following academic year.

The screenshot shows a detailed tracking spreadsheet with the following structure:

- Columns:** Labeled with letters A through R. Key sections include 'Working at', 'Working towards', 'Working below', and 'Working at or below the level of...'. Specific codes like 'Y6, December 2015 Code: 62x' and 'Y6, March 2016 Code: 64x' are used for data categorization.
- Rows:** Represent individual pupils or groups. Some rows are highlighted in yellow or red, indicating performance levels. Summary rows at the bottom show averages and totals for different groups.
- Color Coding:** Green for 'Working at', yellow for 'Working towards', and red for 'Working below'.

As at EYFS, KS1 & 2 teachers from Goonhavern, NJA and NPA will continue to meet each term to moderate pupils' work and ensure accuracy of teacher assessments. Information will be analysed by the Raising Standards Leader to show areas of strength and development for all groups of pupils including SEND, Pupil Premium, EAL and the Most Able. Raising Standards Leaders will hold termly phase meetings together to identify children across all phases in need of targeted support and interventions. Records will be kept across NET of all pupils who receive targeted support and the impact of the support will be monitored by the Head of School who will report to the Executive Headteacher.

Goonhavern and NPA will be supported in their use and analysis of assessment information by NET's Director of Data and Information (a fully qualified senior statistician) who will analyse NPA progress information in the light of local and national information and present his analysis to the Executive Leadership Team and QA Directors using one similar to the report below.

D2 – measuring pupil performance effectively and setting challenging targets

Goonhavern: Review of Attainment and Progress, March 2016

Headlines

- The percentage of children working at or above Age Related Expectations (ARE) is in line with or above national standards in every year group for reading, for writing and for mathematics. (p.3)
- The percentage of children working at or above ARE for combined attainment (reading, writing and maths) is above national standards in every year group. (p.3)
- Averaged across the school, the percentage of children working at or above ARE increased from December to March by 2% for reading and combined attainment, and by 3% for writing and mathematics. (p.3)
- Averaged across the school, the percentage of children working above ARE increased from December to March by 1% for mathematics and for combined attainment, and by 5% for reading and for writing. (p.3)
- Progress from July 2015 to March 2016 for all three subjects is above expectations in Y6, Y5, Y4 and Y1, and in line with expectations in Y2. In Y3, progress is slightly below the benchmark, but attainment is very high. Averaged across the school, progress is above expectations for all three subjects. Progress is slightly higher in writing than in reading and in mathematics. (p.7)
- Boys' attainment is typically above national standards for every subject in every year group; only reading and writing in Y4 are below national standards. Averaged across the school, 90% of boys are working at or above ARE for reading (12% above 2015 national KS2 results); 84% of boys are working at or above ARE for writing; 92% of boys are working at or above ARE for mathematics (14% above 2015 national KS2 results); and 83% of boys are working at or above ARE for combined attainment (16% above 2015 national KS2 results). (p.8)

The Executive Headteacher and Head of School will use this local and national benchmarking information to check that NPA's performance is in the top 20% of schools nationally. Both leaders will visit outstanding schools in other areas of the UK to observe and compare practice. The KTSA will commission CPD in identified areas of practice requiring improvement which will be led by SLE's and highly regarded national practitioners.

Monitoring Teaching and Learning

Using the same format and processes as above, Monitoring and Evaluation in NPA will be part of the NET wide planned process and involve a range of different people over the course of the academic year. Our joint model of school self-evaluation will ensure that all aspects of Newquay Primary Academy's performance will be systematically and regularly reviewed as part of an annual cycle, and that outcomes are reported annually. The Head of School will provide termly reports to the Executive Head who will report directly to the Executive Leadership Team on Teaching and Learning development and improvement. Teaching and Learning Data Dashboards showing trends in quality judgements across NET will be presented to the Board, in a similar format to the Achievement Data Dashboards. Monitoring activities throughout NPA will:

- Promote excellent learning and teaching throughout the academy;
- Ensure excellent planning and delivery of the curriculum;
- Identify the strengths and needs for professional development;
- Offer an opportunity to celebrate progress and success;

D2 – measuring pupil performance effectively and setting challenging targets

- Provide information to support self-evaluation;
- Ensure consistency throughout the academy;
- Ensure that every child is making good progress and is appropriately challenged.

BEHAVIOUR AND ATTENDANCE TARGETS FOR NPA.

The attendance of individuals, year groups and different groups will also be tracked very carefully and the importance of full attendance will be emphasised to parents. There will be a strong culture of praise and reward linked to outstanding attendance. NET successfully employs its own Education Welfare Officer across the Trust who knows the area, its families and its context well and she will lead the strategy in the new academy for early intervention for attendance and engaging harder to reach parents. In addition, the PSA's role will be to engage parents, visit homes and assist in breaking down any barriers to attendance. Both the EWO and PSA will use the facilities in the Integrated Health Centre located on the secondary site to meet with parents, to discuss joint strategies for family education and support, to hold a variety of meetings and engage with the appropriate services to support vulnerable children and their families.

All teachers at NPA will establish positive working relationships with the children that they are teaching. They will treat them fairly and give them equal opportunity to take part in class activities. They will follow the NET policy with regard to discipline and classroom management, praising and rewarding pupils for good effort and, by so doing, help to build positive attitudes towards school and learning in general. NPA's SLT and the whole staff will insist on good order and behaviour at all times. When children misbehave, staff will follow guidelines for sanctions as outlined in the NET Behaviour Policy. As with Goonhavern, NPA's attendance target will be 97% (3% absence including authorised and unauthorised) for every child and 0% for permanent exclusions.

HEALTH AND WELLBEING TARGETS FOR NPA.

As stated in the Curriculum Plan in Section D1, there will be an emphasis on Sport, Healthy Living and Wellbeing. We will set targets for these areas to focus closely upon these aspects of our provision.

- 90% of all pupils will be achieving or surpassing age related expectation in Physical Education;
- 100% of pupils will participate in two hours of extra-curricular activity per week;
- 100% of pupils will eat a healthy lunch (either as a packed or school lunch);
- Using the responses to pupil and parent questionnaires and interviews, all pupils and parents will respond positively to questions regarding their emotional health and wellbeing;

D2 – measuring pupil performance effectively and setting challenging targets

- By the end of Year 3 all pupils will have participated in three adventurous outdoor learning activities, working with NT Duke of Edinburgh Leaders;
- By the end of Year 6 all pupils will have participated in a residential activity (e.g. school camp) and have acted as a Junior Sports Leader / Outdoor Explorer / Healthy Living Ambassador;
- NPA will achieve Healthy Schools Plus Award within its first year.

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

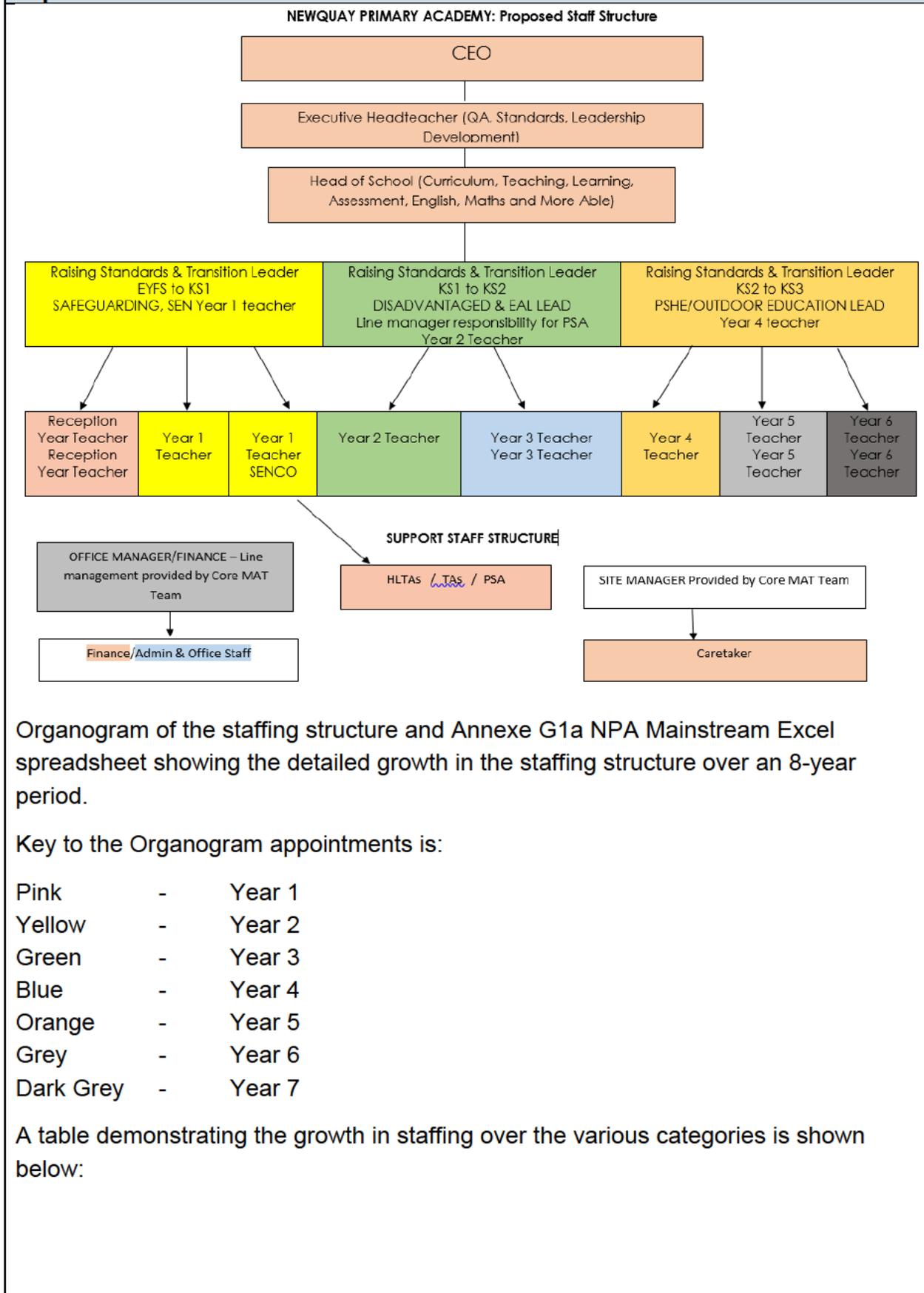
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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

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

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

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



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

Class numbers	2	4	6	8	10	12	14	14
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	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Exec Head (L20-24)	0.4	0.4	0.4	0.4	0.6	0.6	0.6	0.6
Head of School (L06-L12)	1	1	1	1	1	1	1	1
Lead Teacher R1-KS1		1	1	1	1	1	1	1
Lead Teacher KS1-2			1	1	1	1	1	1
Lead Teacher KS2-3					1	1	1	1
Total Leadership FTE	1.4	2.4	3.4	3.4	4.6	4.6	4.6	4.6
Total Teaching Staff FTE	1.6	3	4	6.2	7.6	9.6	11.8	11.8
Total of all Teaching Staff including Leadership FTE	3	5.4	7.4	9.6	12.2	14.2	16.4	16.4
Teaching Assistants FTE	1.5	3	4.5	6	7.5	9	10.5	10.5
Higher Level Teaching Assistants FTE	0.6	0.8	1.4	1.6	1.6	2	2	2
Lunchtime Supervisors FTE	0.24	0.36	0.6	0.72	0.84	0.96	1.2	1.2
Admin Support FTE	0.68	0.68	1.90	1.90	1.90	2.60	2.90	2.90
Premises Staff FTE	0.4	0.4	0.4	0.6	1.80	1	1	1

The Leadership Model:

The CEO will monitor the standards across the wider academy trust but will have limited involvement in the day to day operation of the academy, holding the appointed Executive Headteacher to account for leading the standards agenda and quality assurance.

The Executive Headteacher (see section F1a and CV) will lead the school's SLT and is accountable to the CEO. The Executive Head is employed 0.4 FTE per week from year one rising to 0.6 FTE per week by the time the school is fully open, as per the memorandum of understanding (see annexe C1).

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

The Head of School will be responsible for the operational day-to-day running of the school, teaching and learning and the SENCO role in the first year (see explanation in section D1). She/he will report to the Executive Headteacher and will in year one teach 0.4FTE of the week. This will gradually reduce so that when the school is fully open this will be a non-teaching position. However, this situation can be fully reviewed dependent upon affordability, which will be largely driven by pupil intake numbers.

The SLT will also contain three Raising Standards and Transition Leaders who are responsible for pupil outcomes and monitoring standards as set out in section D2. These roles will include accountability for progress and achievement for all pupils in each phase/key stage. They establish baseline of achievement, set ambitious and aspirational targets, closely monitor progress towards targets, and write action plans for students that fail to make outstanding progress. They are accountable and report directly to the Head of School and lead the teaching team, monitoring standards of teaching closely and outstanding practice. They will also liaise closely with parents and external agencies; a key feature of the role will be to ensure that each child makes a successful transition to the next phase of their education. They will do this by liaising closely with the Raising Standards and Transition Leader of the next phase. They will be members of the SLT and together they will have a clear and detailed picture of every child in the school. These leaders will be appointed over time, with the first being employed in year two of opening, the second in year three, and the third in year five. These senior leaders will be appointed on a leadership range, rather than TLRs, to allow for performance related progression. These are full-time appointments teaching 0.8FTE of the week.

We feel confident in the projected pupil numbers, especially with the large growth in domestic housing in the Newquay town and growth area. However, should the projections fall short there is scope to review the proposed staffing structure in advance of appointments plus careful budget planning provides a contingency to meet any in-year shortfall.

The wider demographic growth in pupil numbers will further provide challenges and opportunities for the area and there may well be scope to accelerate the intake of pupils at higher year groups to offset smaller numbers elsewhere. This may create some split year groups, or a one form entry for a short period of time. Careful demographic data analysis well in advance of intake years will provide time to plan accordingly and to flex the staffing models accordingly e.g. the Head of School may teach for a portion of time during the week, or we may appoint two middle leaders rather than three. Split year groups will only be considered in the event of low numbers and where considered viable. In addition, with wider trust capacity and specialist teachers there is likely to be opportunity to utilise both primary and

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

secondary teachers/HLTAs to give flexibility in teaching/support models when necessary and/or appropriate.

Support staff may be employed over a range of job roles within the school to maximise the hours they work within the setting. This type of employment matches the current practices across our local schools. Also due to the proximity of the proposed school to our current setting, staff may work across more than one site to fulfil a full time role where practicable.

HLTAs will provide flexibility in areas of PPA and leadership teaching commitment cover. One role will also encompass responsibility as a Parent Support Advisor working directly with families and ensuring engagement with the approach and ethos of the trust. This will include issues of pupil attendance, behaviour, motivation, health and welfare and wider safeguarding issues.

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

As set out in Section C, Newquay Primary Academy will be committed to ensuring all children are given every opportunity to achieve the highest standards. It will do this by taking account of pupils' varied experiences and needs. NPA will offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all children will be our highest priority and the new academy will promote the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background. This is important in the context of a rapidly growing and changing coastal town, at a time when there are tensions nationally and internationally.

Our Inclusive Aims:

- We will seek to ensure that all pupils have equal access to our full range of educational opportunities.
- We will not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity.
- We will be proactive in promoting racial equality and good race relations and tackle discrimination wherever it may occur.

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

- We will challenge personal prejudice and stereotypical views, whenever they occur.
- We will value each pupil's worth and celebrate the individuality and cultural diversity of the community centred on our school.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Therefore, through positive educational experiences and understanding of others viewpoints, we will promote positive social attitudes and respect for all.

Our Curriculum, Teaching and Assessment

As set out in section D above, NPA's curriculum will be topic based, broad, and balanced and prepare its pupils for life in modern Britain. It will be underpinned by the values are central to NET and all its academies. Staff and children will value:

- The way in which all children are unique, and the curriculum will promote respect for the views of each individual child, as well as for people of all cultures. The new academy will value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- The importance of each person in our community Our curriculum topics will promote co-operation and understanding between all members of our community (e.g. India)
- The rights enjoyed by each person in our society. We will respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- Our unique environment, and we aim, through our curriculum topics, to teach respect for our local, national and global world, and how we should care for it for future generations, as well as our own. (e.g. Food and Farming)

In allocating additional time to PSHE within the curriculum, we will focus particularly on:

- Helping develop lively enquiring minds, with the ability to question and argue rationally, based on respect for the opinions and views of others;
- Promoting pupils' understanding of the world in which they live and the interdependence of individuals, groups and nations;
- Encouraging respect for religious and moral values and tolerance of other races, religions and ways of life;
- Helping pupils appreciate a wide range of human achievements and aspirations;
- Establishing a culture within which all stakeholders model tolerance and respect for others.

Two hours a week has been set aside for the PSHE curriculum at the new academy to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Parents specifically requested a stronger emphasis on fostering an ethos of cultural tolerance and respect at our Engagement Evening, because of Newquay's changing

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

demographic, its growth and the national context post Brexit. We have therefore added further time to PSHE and SMSC.

NPA will use Goonhavern Primary School's PSHE/Citizenship framework as well as the SEAL curriculum to meet these aims and objectives. The framework will be broken into five main sections:

- Developing confidence and making the most of their abilities.
- Preparing to take an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Becoming global citizens.

These will be taught using our topic-based approach, during class circle times and through the SEAL materials. Daily acts of worship will further address these key themes and objectives.

The new academy will promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through its 6 core values:

- Independence
- Equality
- Teamwork
- Respect
- Resilience
- Excellence

In addition to PSHE, the RE curriculum at NPA will provide opportunities for its pupils to:

- Acquire knowledge and understanding of religions in Newquay and Cornwall in the present day;
- Acquire knowledge and understanding of how religious traditions have shaped the identity of Newquay and Cornwall;
- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about issues arising from the study of religions;
- Reflect on their own beliefs, values and experiences as part of their study.

The new academy's RE curriculum will be delivered through integrated topics wherever it is possible to do so with relevance to the subject. It will also be provided through discrete mini topics when this is felt to be a more effective method of teaching and learning a particular aspect of the syllabus. There will also be opportunities to make connections with the Academy's programme of assemblies and

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

daily acts of collective worship. R.E will have a fundamental part to play in promoting the Spiritual, Moral, Cultural and Social development of pupils and preparing them for the opportunities, responsibilities and experiences of life. It will make a clear contribution to PSHE, and often provides a natural focus for the cross-curricular issues of Equal Opportunities, Multi-Cultural Education, Health, Environmental Education and Citizenship.

Prevent

NPA will be fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff will fully understand that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. They will understand the new academy's beliefs, strategies and procedures and they will be able to protect vulnerable individuals from being radicalised or exposed to extremist views by identifying who they are and promptly providing them with support. Our curriculum will be "broad and balanced" in accordance with Ofsted guidance. It will promote respect, tolerance and diversity. Pupils will be encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE provision will be embedded across the curriculum, including in RE. It will direct our assemblies and underpins the ethos of the school. It will be recognised that pupils with low aspirations may be more vulnerable to radicalisation and we will strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Our pupils will be regularly taught about how to stay safe when using the internet and will be encouraged to recognise that people are not always who they say they are online. They will be taught to seek adult help if they are upset or concerned about anything they read or see on the internet. There will be regular Safeguarding audits which will be reported to the Board and Strategic Safeguarding Lead within NET.

Inclusion

The criteria used for allocating pupils to teaching groups will be fair and equitable for pupils from all ethnic groups. We will ensure that assessment methods are free from any unfair bias.

Assessment outcomes will be used to identify the specific needs of any pupils who may be underachieving. Senior leaders will ensure sure that teaching methods and styles are varied to take account of different needs of individuals or groups of pupils.

The new academy will celebrate cultural and racial diversity through the curriculum. All pupils will be encouraged to oppose racial discrimination and make sure that they have the skills to challenge racism as and when it occurs.

Monitoring and Review

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

It will be the responsibility of Newquay Primary Academy's Local Governing Body and NET's Executive Leadership Team to monitor the effectiveness of how the school is welcoming to pupils of all faiths and world views. They will do this through:

- Monitoring the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Ensuring the Executive Headteacher reports to Directors annually on how the academy promotes fundamental British values;
- Taking into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- Monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

A Welcoming Community

As previously mentioned NPA will appoint a full time Parent Support Adviser (PSA: term time only but .2 to start in Year 1 and rising to full time 37 hours a week). S/He will be based in the school but will focus very strongly on building positive relationships with all parents through family support and education workshops and events. The PSA will pay particular attention to the parents of EAL/ SEN children and ensure they are fully consulted, informed and involved. The PSA will hold regular drop-in clinic/ advice sessions and it will be an expectation that the Head of School is available every morning at the beginning of the day to meet parents informally. Parent volunteers will be encouraged and welcomed to get involved in a wide range of school activities, including extra-curricular clubs, trips, mentoring, etc. and NPA will hold half termly family learning events such as "Dads and Lads" reading sessions. NPA will ensure that all its communications with parents are translated into the relevant languages in the case of parents who speak little English.

The Local Governing Body will be made up of an elected group which will include parents and community representatives NPA will be careful to ensure that LGB members are representative of the Newquay community and its parent body and will monitor parental engagement annually through questionnaires and interviews.

NPA will ensure that its commitment to an inclusive, community centred ethos is prominent in its vision statement and aims on all its documentation and website (see Vision and Aims statement bullet 1 in Section C above).

Section E – evidence of need

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

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

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

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

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

Basic Need

As set out in section C this application is made due to 'basic need' (a projected shortage of school places in the relevant phase in the area). The Newquay area schools capacity data as at July 2016 is shown in Annexe E1e – this demonstrates the overall shortage of school places in and around Newquay currently and in forthcoming years. The most recent projected new housing and pupil data provided by Cornwall Council as at 21 September, 2016 is shown below (also Annexe E1g) and gives a detailed projected shortfall of extra primary places in Newquay Town until 2020/21. The headline figure is an additional 31 reception places required in September 2018 and expected to grow further beyond this, on top of the existing shortfall of 36 and, therefore, **a total shortfall of 67 reception places**.

Newquay (town primary) additional housing & pupil number projections from Cornwall Council

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

Yield:	0.195						
Yr Groups:	7						
Area:	Newquay - Town Primary						
Forecast Housing Completions							
2016/17	2017/18	2018/19	2019/20	2020/21			
467	318	281	225	237			
Projected Pupil Yield							
2016/17	2017/18	2018/19	2019/20	2020/21			
91	62	55	44	46			
Forecast Additional Pupils							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2016/17	14	14	14	14	14	14	14
2017/18	9	9	9	9	9	9	9
2018/19	8	8	8	8	8	8	8
2019/20	7	7	7	7	7	7	7
2020/21	7	7	7	7	7	7	7
Cumulative Forecast Additional Pupils							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2016/17	14	14	14	14	14	14	14
2017/18	23	23	23	23	23	23	23
2018/19	31	31	31	31	31	31	31
2019/20	38	38	38	38	38	38	38
2020/21	45	45	45	45	45	45	45

Proposed year of opening NPA

We are responding to needs that have been brought directly to NET's attention by the local authority on top of significant local community concerns that have been growing for several years (See Annexe E1a and E1f - Press reports of planning applications and approvals and concerns of public service infrastructure). The council's data, as shown Annexe E1e, demonstrates there is no surplus of school places in the relevant phase in the area (including the wider catchment area around Newquay). This is very much in line with the 2014 Basic Score Card Data for Cornwall which shows a deficit in Cornwall of 1,000 primary places projected for 2016.

One immediate result of insufficient school places is students having to be transported, resulting in significant cost to the council, to out of town schools that may have some limited capacity. Council data shows that there are currently 17 pupils being transported to an alternative nearest school with space. This requires a daily trip of between 4.2 miles to 11.2 miles.

The shortfall of places in 2018 and 2019 affecting the Newquay town schools only (detailed in Annexe E1e but ignoring the wider catchment area which have their own

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

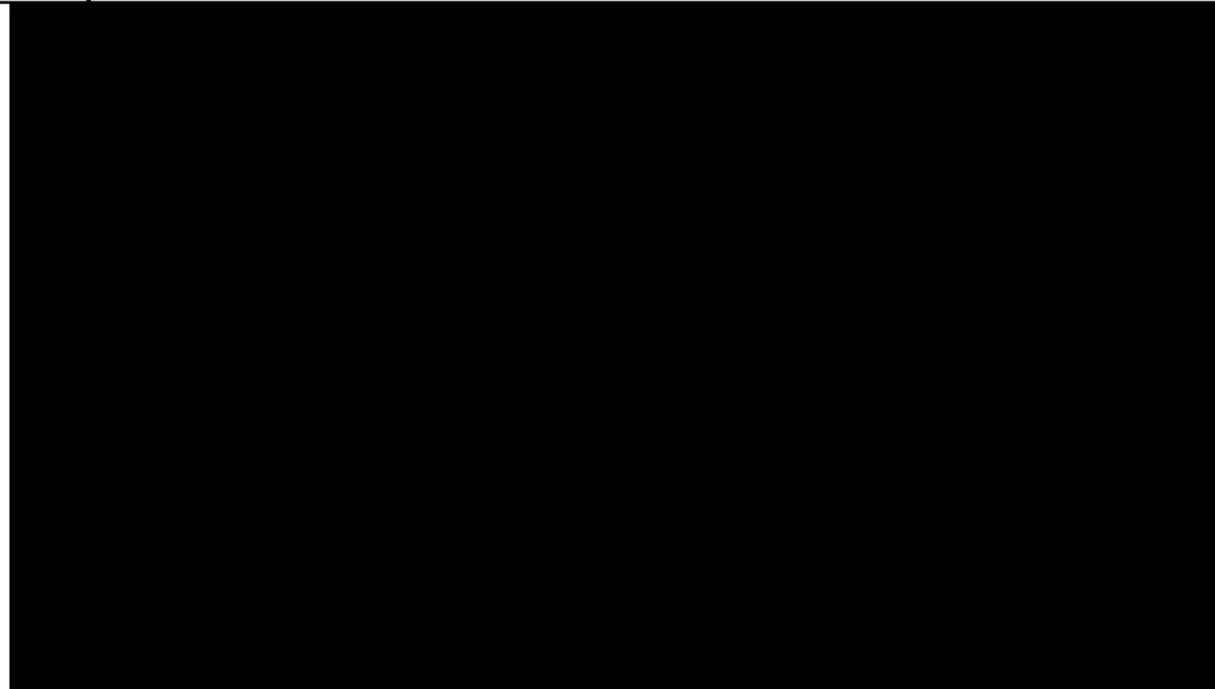
capacity issues) is summarised/extracted below. This analysis includes an estimate, based on Cornwall Council’s forecast housing completions shown in the previous page:

Newquay Schools Data Shortfall of places Years R to 6	School Capacity	Forecast Numbers Sep-18	Forecast Numbers Sep-19	Shortfall Places Sep-18	Shortfall Places Sep-19
St Columb Minor Academy	600	626	626	26	26
The Bishops CE Primary School	255	308	323	53	68
Trenance Infants Academy	390	415	416	25	26
Newquay Junior Academy (KS2 only)	600	565	588	-35	-12
				69	108
Housing growth – extra pupils				208	252
Total projected number of shortfall in primary places				277	360

As shown in Annexe E1b Newquay is a Growth Area, with a plethora of new building developments, both within the town centre and outside. As explained previously there is overwhelming evidence of a shortage of primary places in the area, (particularly in the town) despite local targeted basic need projects. Local primary schools are at capacity, despite their expansions.

In November 2015 representatives from Newquay Education Trust were invited by Cornwall Council with others to attend a meeting to discuss the obvious concerns about School Place Planning for the Newquay area. There is already a huge issue in the Newquay catchment at reception class level and this is projected to grow further over the coming years with several large scale housing developments in addition to many smaller schemes across the region. See below (also detailed in Annexe E1b).

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



Key:

Aa = Newquay Tretherras (main buildings)

D = Trenance Learning Academy (Infant R – Y2)

Ab = Newquay Tretherras (fields)

E = The Bishops C.E School Primary School (R – Y6)

B = Newquay Junior Academy
(Junior Y3 – Y6)

F = St Columb Minor Academy (R – Y6)

C = Treviglas Community College
(Secondary Y7 – Y13)

G = Newquay Sports & Community Centre

Annexe E1c also shows the Newquay Transport Strategy and Development Plan: March 2016. Cornwall Council's Head of Planning (a NET Board Director) has stated that the plan does not include all of the smaller permissions, but these are allowed for in the proposed local plan figures. His view is that the local plan figure is a robust position to take into account, however, the evidence he has seen would suggest that the Council is currently underestimating for primary demand but was not, at that time, confident in putting a figure on his own estimate.

Following the approach from Cornwall LA we have further spoken to them at length about the detailed needs in the Newquay area, and that specifically relating to the town itself, and have been provided the July 2016 school capacity evidence detailed in Annexe E1e.

Cornwall LA's Education Capital Strategy Officer originally confirmed that there are 4,400 houses allocated to Newquay for the plan period (up to 2030). He also commented that this will generate between 480 children using the previous pupil yield ratio, and 680 using the latest information from the stats team. He confirmed

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

that an estimated pupil yield in the primary sector of between 500 and 700 will not be too far wrong.

Within NET we believe that the yield figure will be at the top end of this range, if not higher, as the built house numbers could well be in themselves higher and the inward migration to the Newquay catchment is high. Since receiving the above comments from both the Head of Planning and Education Capital Strategy Officer it has now been confirmed that the new yield statistic is each new house generates 0.39 of a child of school age i.e. every 2.6 houses would generate one child (of which one in two will be of primary age). Therefore, the new yield ratio is every 5.2 new houses will generate a child of primary age, or 0.195 of a pupil per house. We calculate that for 4,400 homes this will generate an additional 858 students, but on the basis we believe the total house growth in time could be closer to 6,000 a figure above 1,000 pupils is possible.

We have calculated the budget on a phased growth of Newquay Primary Academy from Reception only in the first year of operation upwards to a full site after 7 years. The current Reception numbers for 2018/19 and 2019/20 is calculated, using the LA's Newquay housing growth data:

<u>Newquay Schools Data</u>	PAN	Sep-18	Sep-19
St Columb Minor Academy	90	95	86
The Bishops CE Primary School	45	47	43
Trenance Infant Academy	120	149	135
	<hr/>	<hr/>	<hr/>
	255	291	264
Therefore: shortfall of Reception places		36	9
Plus:			
Additional pupils based on planned housing completions		31	38
		<hr/>	<hr/>
Total estimated shortage of Reception places assuming no increase in estimate inwards migration		67	47

It is expected that the inward migration to Newquay is only going to increase so it is anticipated that the upward growth in primary and secondary numbers at all ages is only going to expand and assuming a PAN of 60 in the Reception year is sound.

We acknowledge a key question that will require consideration at NET Board, town community, Local Authority and EFA level, is whether the planned growth of Newquay Primary Academy should accelerate across more than one Year group, in response to the projected expansion of primary numbers beyond the Reception year.

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

Clear budget planning based on robust data at the time will enable clear decision making about a flexible staffing model that can accommodate an accelerated growth proposal across year groups. Especially with a building capable of hosting 420 pupils available from September 2018.

Parental demand

Parental demand due to lack of sufficient school places in the Newquay town catchment area is, and has been, a major concern for the Newquay community for several years (See Annexe E1a and E1f). Data relating to pupils being transported out of the town was explained earlier. The cost is an obvious issue but from a local community perspective is causing real anxiety to parents about the obvious inability to obtain a place for their child within their town and their closest school, and the additional stress caused to their child and resultant impact on their learning from the extra burden of travel.

The portfolio holder from Cornwall Council for Communities is a NET Director, a local resident and councillor for Newquay. He has informed us that the lack of school places in Newquay is annually the largest topic he is required to respond to from his weekly post bag. Comments from Councillor Brown and other parents in the Newquay catchment area can be found in Annexe E1f.

The public consultation exercise detailed in section E2 demonstrates the strength of feeling in the local community for the importance of a new school for Newquay town.

This is summarised as:

- 96.94% agreed there is a shortage of first choice primary schools within Newquay
- 92.71% would opt to send their child to a new primary within walking distance
- 60.41% of those who completed the questionnaire will specifically be looking for primary places in 2018 or beyond.

Both Newquay Tretherras and Newquay Junior Academy are both nationally and locally recognised as popular and successful schools. This is often a key factor why parents wish their child to be educated locally so that their educational pathway includes time at one or more of these centres of excellence. Likewise with these two sites our Free School bid is based on the fact that it will be centrally located and parents will be able to walk to another local school, safe in the knowledge that they are attending a site offering equally the very best teaching and learning experience possible and a clear educational pathway.

Standards

As set out in Section C and earlier in this section, this application is predicated on Basic Need and Parental Demand Case, and not a Standards case. It has been

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

made in collaboration with other Newquay Schools and has the support of the partners within the Kernow Teaching School Alliance, which includes: ACE Academy Trust (led by St Columb Minor in the table below) and The Learning Academy Trust (led by Trenance Learning Academy (Infants) in the table below). As can be seen, the Newquay context, into which NPA will fit, is relatively strong, contains 13 schools and academies which are all rated Good or Outstanding. In terms of combined L4+ achievement in 2015, 8 schools are at or above national averages (including Goonhavern and Newquay Junior) and 4 are below but not significantly so. It can also be seen that the expected progress results for Goonhavern are strong against the national figures. The Kernow Teaching Alliance organises very successful cross school moderation sessions and uses the expertise in the wider school network to share amongst all partners. NPA will be able to draw on these strengths.

Key Stage 2 results and Ofsted ratings for Primary Schools around Newquay

School	Ofsted Rating	Key Stage 2 2014/15					Key Stage 2 2013/14				
		Number of Pupils	% pupils Level 4+ in RW&M	Reading Exp Prog	Writing Exp Prog	Maths Exp Prog	Number of Pupils	% pupils Level 4+ in RW&M	Reading Exp Prog	Writing Exp Prog	Maths Exp Prog
England - all schools	-	579261	80%	91%	94%	90%	561029	78%	89%	91%	93%
Cubert School	2	20	85%	89%	89%	100%	15	60%	93%	73%	87%
Goonhavern Primary School	2	31	81%	94%	100%	100%	30	83%	96%	96%	100%
Indian Queens Community Primary School and	1	36	92%	91%	91%	89%	35	80%	80%	91%	77%
Mawgan-in-Pydar Community Primary School	1	14	79%	92%	85%	92%	16	75%	100%	100%	100%
Newquay Junior Academy	1	150	80%	88%	94%	84%	138	78%	90%	88%	92%
Perranporth Community Primary School	2	32	78%	100%	100%	91%	26	81%	96%	96%	88%
St Columb Major Academy	1	43	72%	85%	95%	88%	38	82%	97%	97%	95%
St Columb Minor Academy	2	60	68%	96%	96%	86%	55	73%	94%	92%	90%
St Newlyn East Learning Academy	2	16	88%	88%	100%	88%	19	84%	94%	89%	83%
Summercourt Academy	1	13	92%	100%	100%	92%	13	54%	92%	92%	100%
The Bishops CofE Primary School	2	29	86%	93%	86%	100%	31	81%	77%	97%	93%
Trenance Learning Academy	1	No data applicable for this school					No data applicable for this school				
Trevisker Community Primary School	2	13	92%	100%	92%	100%	24	71%	79%	83%	83%

2015/16 results have not been published at the time of production of this report.

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

Promotional materials for prospective parents about Newquay Primary Academy can be seen at:

- Annexe E2a – flyer
- Annexe E2b – questionnaire
- Annexe E2c – presentation used on Engagement Evening
- Annexe E2d – newspaper articles

Please also see:

- Website – www.newquayprimary.net
- Facebook – www.facebook.com/NewquayPrimary
- Twitter – www.twitter.com/NewquayPrimary

Methods for engaging the local community and prospective parents:

- Local household mail drops (see Annexe E2e – map showing distribution area)
- Every Nursery in Newquay (15) - Flyers and questionnaires
- Local Newspapers – Cornish Guardian and Newquay Voice (Annexe E2d)
- Local Radio – Pirate FM (Annexe E2f)

Our main strategy for engagement was initial information via the flyer and questionnaires. The prime engagement strategy was via web and social media traffic (using Facebook, Twitter and creating a new Newquay Primary website), with the addition of paper questionnaires in all nurseries which directly targeted prospective parents.

All engagement channels also advertised the Engagement Evening (Tuesday 28th June 2016 PM) where the community could attend a presentation and ask questions about the proposal.

Our statistics reveal an extremely positive engagement. To date 100 people have completed a questionnaire either on paper or online.

Standout figures from the analysis of these returns show:

- 96.94% agreed there is a shortage of first choice primary schools within Newquay
- 92.71% would opt to send their child to a new primary within walking distance
- 60.41% of those who completed the questionnaire will specifically be looking for primary places in 2018 or beyond.
- While only 31.58% planned to attend our engagement evening, 52.58% would like to take part in future workshops and have left contact details to that end. A prolific local campaigner and well respected member of the community, [REDACTED], wrote “I would take this as people being happy with the information presented and feel no need to attend a further information event, but would be keen to assist to help get it off the ground following that.”

E2 – successful engagement with parents and the local community

A full export of all completed questionnaires is attached as Annexe E2g.

A summary analysis of all completed questionnaires is also attached – see Annexe E2h.

Some extra analytical data in terms of web hits and social / media referrals are:

- The NPA website and social media accounts went live on Monday 13th June 2016 afternoon shortly before we sent the press release out. By the end of day 1 we had 691 visits to our website. 663 of those were direct from Facebook.
- Over the campaign lifetime to date we have had 1,066 hits in total. 82.1% are from social media. 7% are from direct (people manually typing in the website). 3.68% from search engines and 7.3% from web referrals from other websites.
- Our initial Facebook post was shared 45 times which accounted for the extremely large first day engagement and had a roll over effect on to day two.

To demonstrate visually the engagement with the local community a map has been created showing the registered post codes of questionnaire respondents in relation to the NET-owned land which is proposed to house the new school. The map also overlays what is known locally as the “Newquay Growth Area” which will have additional housing, transport and shopping links. (See Annexes E2i and E2j)

Engagement Evening:

Our public engagement evening was attended on Tuesday 28th June 2016 by 15 members of the public and questionnaire respondents. It was agreed by all in attendance that was an overwhelming and obvious need for a new primary in Newquay.

The evening was also attended by [REDACTED] who explained to attendees that the situation relating to primary places in Newquay was unsustainable at present, and that this year they had only just managed to accommodate pupils within their main choices. He confirmed that the future would increasingly see pupils having to be transported out of Newquay to remote schools which had room, but that this was not possible or desirable in the long term. (An audio clip is currently being reviewed which may, if permitted by [REDACTED], be added as evidence to our website)

The Engagement Evening was not as well attended as we would have liked, but it was the social media engagement that proved the most successful (see Annexe E2h for comments regarding the shortage of places and the need for a new school).

During the Engagement Evening, many parents commented that they wanted to ensure the school had an inclusive and cohesive outlook: there were post Brexit concerns about potential national racial intolerance and the impact this might have in

E2 – successful engagement with parents and the local community

Newquay which is becoming more culturally mixed. As a result, Section D was reviewed and rewritten to provide a stronger emphasis and more allocated time for PSHE/SMSC/ Community Cohesion and Prevent.

Prospective parents present welcomed the emphasis on Sport and the local environment, and were particularly pleased that NET intended to capitalise on NPA's location in a particularly attractive local area for outdoor learning.

In addition to sending our initial press release to all Cornish schools, and extending invites to the Engagement Evening via email, we also delivered specific early consultations with our local primary schools via those Trusts we are associated with – specifically TLAT (The Learning Academy Trust), KCT (Kernow Collaborative Trust) and ACE (Atlantic Centre of Excellence).

Further engagement is planned for all stakeholders, though awaiting fixed dates depending on progress of our bid. A timeline of all engagement to date, as well as planned future engagement is as follows:

- 30 May 2016 – Meeting with CEO and Chair of Directors to discuss engagement requirements and plan.
- 2nd June 2016 – Initial 'need' research. Including discussion with Cllr Geoff Brown (Portfolio Holder for Communities and Director of NET) to reveal historical, current and projected issues.
- 3rd June 2016 – Web domain for NPA purchased and developed.
- Week beginning 13th June 2016 – Website go-live, press release, social network creation, flyer creation and comment box concept designed ready for deployment. Social Media push gathers a high load of web hits and questionnaire completions. Additionally, all Cornish schools were emailed via their Enquiries and Head accounts to make them aware of the project.
- Week beginning 20th June 2016 – Local newspapers, Cornish Guardian and Newquay Voice go live with press release / story on front page. Website continues to gain traction and gather hits / receive questionnaire completions.
- 28th June 2016 – Public Engagement Evening.
- 29th June 2016 – 1st July 2016 – Data compilation from above activities ready for inclusion in the application.
- July 2016 – September 2016 – Continue to monitor social media and web channels, as well as incoming email to answer any additional questions which may arise. (Any questions / answers would be added to the FAQ sections of

E2 – successful engagement with parents and the local community

the website)

The writing of the application continues during this time.

- 28th September 2016 – Application deadline.
- TBC – Application returned. Press release issued through all above mentioned channels.
- TBC – Engagement Evening 2 – Consulting on finer details of application, physical site and design concepts.
- TBC – Site visuals created via in-house / external specialist collaboration and issued for community feedback.

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]	Falmouth	Yes	[REDACTED]	[REDACTED]	5
[REDACTED]	Newquay	Yes	[REDACTED]	[REDACTED]	5

				[REDACTED]	
[REDACTED]	Newquay	Yes	[REDACTED]	[REDACTED]	5
[REDACTED]	St Agnes	Yes	[REDACTED]	[REDACTED]	5

				[REDACTED]	
[REDACTED]	Near Newquay	Yes	[REDACTED]	[REDACTED]	5
[REDACTED]	Newquay	Yes	[REDACTED]	See CV	10 (.4 release: costed in Section D4).

			[REDACTED]		
[REDACTED]	Newquay	Yes	[REDACTED]	[REDACTED]	5
[REDACTED]	Newquay	Yes	[REDACTED]	[REDACTED]	7.5

F1 (a) Skills and experience of your team

As set out in Section C, Newquay Education Trust (NET) was established in 2014 and comprises two successful convertor academies: Newquay Junior (7-11) and Newquay Tretherras (11-18). NET was approved as a sponsor in 2014 and received Sponsor Capacity Funding in 2015. It is not currently sponsoring any academies, but the DFE and LA have agreed it has capacity to do so, and discussions are ongoing with the [REDACTED] about NET sponsoring a local RI Secondary. Currently a Primary School with a strong track record is consulting on joining NET (Goonhavern), and a local Outstanding secondary is also in discussions with NET about joining. NET's CEO and Chair were invited to a meeting in October 2015 with the [REDACTED], in which he strongly encouraged NET to open a Free School:

F1 (a) Skills and experience of your team



Department
for Education



23 November 2015

Dear

Thank you again to you and for attending the meeting on 20 October. I very much enjoyed our discussion about Newquay Education Trust's (NET) priorities and plans for the future. It's clear that the Trust has developed its systems and practice over the last year and that your key aims are to sustain and develop performance further over the coming year. I was impressed by the breadth and depth of your and Sarah's experience, your excellent working relationship and the skillset of your board.

One of the key areas of discussion was on 2015 results. You were pleased with overall attainment at Newquay, with the school achieving their set target of 80% L4+ combined. You discussed the exceptional progress 2015's Year Six cohort had made and expressed that you are working to ensure that the trajectory of this progress, going forward, is more even. At Tretherras KS4 results have increased this year to 62% of pupils achieving 5+A+-C including English and maths and you have successfully prepared for Progress 8.

You stated that one of the main challenges facing your trust is raising the aspirations of your pupils, particularly when considering the draw of seasonal tourism work in the area. I was pleased to hear of NET's efforts to nurture and develop the aspirations of its pupils and understand that changing this culture takes time. I was also pleased to hear of your plans to grow NET by potentially sponsoring a secondary school and can see the MAT growing by 3 schools by 2017.

We discussed the strengths of cross-phase education which has helped create greater collective educational responsibility from early years until the age of 18. In relation to this, you have expressed a desire to learn from another thriving cross-

F1 (a) Skills and experience of your team

phase trust in a coastal area, which you feel will be more beneficial than working with a single phase MAT.

From this meeting I noted several actions:

- [REDACTED] to broker an opportunity for NET SLT to visit and learn from a cross-phase MAT in Poole or Bournemouth.
- [REDACTED] will discuss Free School opportunities further with NET.
- [REDACTED] will discuss sponsoring opportunities with NET.

Thank you for your commitment to raising standards and improving outcomes for young people in your schools, I look forward to continuing to work with you.

Yours sincerely

[REDACTED]

Subsequently [REDACTED] has been in dialogue with [REDACTED] who has provided NET with a Free Schools Capacity and Capability Confirmation Letter (See Annexe F2). [REDACTED] Local Authority [REDACTED] are currently engaged in a dialogue regarding potential sponsorship.

NET is a very well regarded cross phase 7-19 Trust, both academies are popular with parents, consistently oversubscribed, and achieve results in line with and above national averages. It is currently in dialogue with two more secondary schools about joining in 2016-17: one is rated Outstanding and one Requires Improvement.

NET is led by a [REDACTED]

[REDACTED]. There are 8 Directors and 5 Members, with a variety of experience in the Private and Public Sectors. Together, the Board of Directors, The Executive Leadership Team and Directors of Central Services possess a wide experience of Leadership (in a variety of settings), Managing School Finances, Project Management, Marketing, Human Resources, Safeguarding and Health & Safety. Both NET Academies are led by experienced, well qualified Headteachers who, in turn, have the strong support of established and well trained senior leadership teams. In addition, both NET Academies Are National Support Schools with significant experience of school to school support and outreach work.

F1 (a) Skills and experience of your team

NET is the lead partner in the Kernow Teaching School Alliance (KTSA) and is the STEM Champion Academy for the local Aerohub. NET both leads, and draws upon, the capacity of the whole strategic membership of the KTSA for its wide ranging CPD and school to school support programme. The KTSA Board also includes The Learning Academy Trust (TLAT); the Atlantic Centre of Excellence (ACE); and The Acorn Academy Trust. NET works very closely with these three local MATs on collaborative school improvement planning, joint CPD, Leadership and Governance training. The KTSA has considerable capacity to support Newquay Primary Academy: its talent register includes 2 NLE's (Primary and Secondary), 1 NLG, 1LLE (Primary) and 15 SLE's, along with expert practitioners in in EYFS, KS1, KS2 and leading English and Mathematics teachers. NET will continue to draw upon the expertise of the whole KTSA to support CPD and school improvement in Newquay Primary Academy, which will automatically become a member of KTSA. NPA's Executive Headteacher Designate, the Head of School (once appointed) staff and local Governors will benefit from working in close partnership with the Heads, staff and Governors of almost 20 academies, and 4 CEO's across all the KTSA MATs.

Since its inception, NET has set up strong central services in HR, ICT, Marketing & Communications, Finance, Capital Strategy & Estate Management, Assessment and Data Tracking, Catering and Cleaning. These central teams are led by leaders who have considerable experience working across more than one academy, and support other academies throughout the KTSA and beyond. These central teams will be fully involved in the pre-opening period of NPA and will provide the Project Lead and Core Team with a very wide variety of expertise in Finance, Estates, HR, ICT, Marketing, Communications, Data and Assessment. The Core Team for NPA possesses a wide range of skills in Educational and Financial Leadership, Project Management, ICT, Marketing and will have full access to the rest of NET's central teams for HR and Assessment expertise.

As NET is currently a 7-19 Cross Phase MAT, we quickly identified a skills gap at EYFS and KS1 at the start of the bid preparation phase. NET has recruited an experienced

[REDACTED] school, Goonhavern, is located in a village just outside Newquay and has a similar demographic to NPA (see Section D) and achieves consistently outstanding results which are always well above national averages (see Section D and Annexes Fb & Fc). Goonhavern is rated Good (previously Outstanding) and its recent 2016 results indicate very high percentages of children achieving the expected standards compared to national averages. He has [REDACTED] and knows the area well. He is a [REDACTED]

[REDACTED] Goonhavern's Governors have agreed to release [REDACTED] in the Pre-Opening Period [REDACTED] (see Memorandum of

F1 (a) Skills and experience of your team

Understanding Annexe C1). Once NPA is open,

[REDACTED]. In the 5th year of operation, this time will be increased to three days a week. Goonhavern is actively consulting on joining NET and will begin the process of conversion this Autumn Term. We fully anticipate that Goonhavern will join NET by January 2017. If, for any reason this does not happen,

[REDACTED] and this is reflected in the Memorandum of Understanding. As [REDACTED] will join, and provide verbal reports to, the NET Executive Leadership Team which meets fortnightly. He will [REDACTED] on a weekly basis, and will provide half termly written briefings to the Directors' Finance and Estates Committee which meets half termly.

[REDACTED]

EYFS will also be supported by the Chair of the NET Board who has significant experience with early Years (see above). Other Directors on the NET Board who will provide the Core Team and Project Lead with advice and guidance include the Head of Planning for Cornwall Council and the Portfolio Holder Communities for Cornwall Council. In addition, one of our Members is a local and county Councillor who can provide community support and advice. It is now strongly felt that we have addressed our skills gap.

Members of the Core Group will arrange to visit a successful open Free School in the Autumn Term 2016 to gain advice and guidance on the practicalities of setting up a new school.

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

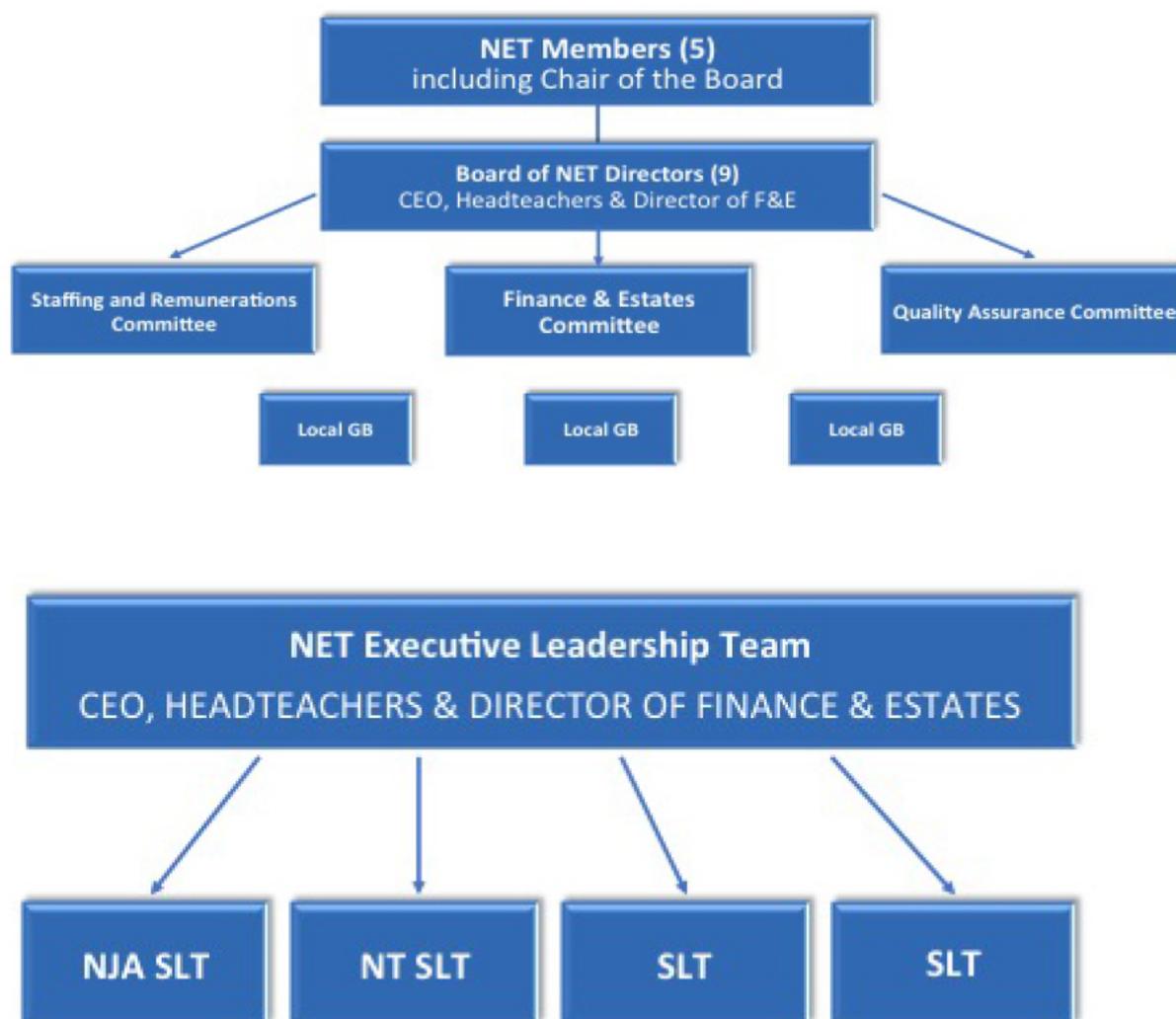
[Add more lines as appropriate]

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

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

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

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



In the current NET Governance structure above, the NET Members appoint Directors, examine the Audit Report and hold the Board to account for the achievement of its strategic objectives. Other than the Chair, the Members are not Directors. NET is aware that one of its 5 members is an LA County Councillor and that this constitutes

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

20%. It will appoint a further Member from joining maintained schools to ensure that this figure stays below 20%. The NET Board is charged with the strategic functions and statutory responsibilities for all NET academies, and this will include Newquay Primary Academy. Likewise, the NET Board includes two LA associated persons (an LA employee and a town Councillor) and this is above 20%. The NET Board will recruit two more non LA associated persons: the current Chair and Vice Chair of Goonhavern. In common with existing NET academies, NPA will have a Local Governing Body within the existing NET structure above. The LGB will include members of staff, parents and local community representatives. NET's articles make it clear that LGB's are chaired by a Director of the NET Board who will act as the chief means of communication between the LGB and The Board. NET's existing Scheme of Delegation will be used and, as the LGB will be very new, it will have no autonomy or delegated powers.

The three NET Committees will be tasked with monitoring all aspects of NPA performance as they currently do with both NET academies, holding the Executive Leadership Team to account for improvement in performance. The Finance and Estates Committee meets half termly and monitors all NET academy budgets, 5 year forecasts and Estates reports on each academy. Through Data Dashboards, the QA Committee monitors all Performance data, Teaching and Learning information, Behaviour and Attendance data etc. NPA's LGB will act solely as a local advisory/consultative group within NET's current structure and procedures. The Executive Headteacher will join the NET Executive Leadership Team which meets fortnightly and is also attended by the Chair of the Board (See structure above). It is responsible for driving improvement across the Trust and is accountable to the Full NET Board. The Executive Leadership Team presents Data Dashboards and Executive Reports and Action Plans to each of the Committees. The CEO and Finance Director report to the Board termly and to the Members twice a year. It is not envisaged that there will be changes to the current NET Governance structure and NPA will join the existing structure as outlined above. NPA's Executive Head will Chair NPA's SLT and will be the communication link between the SLT and NET Executive.

There will be no conflicts of interest. To ensure that this continues to be the case, every NET meeting commences with a declaration of interests. No Member or Director can vote on a matter where an interest has been declared. All contracts are conducted through an open procurement process in line with the Academies Financial Handbook. All Trustees and Directors have signed a declaration to comply with the Seven Principles of Public Life.

One of the

. This is not considered to be a conflict of interest as he has no personal or financial in any contract awarded.

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

Please see Annexe G1a NPA Mainstream Excel spreadsheet detailing the budget from 2018/19 forward for 8 years.

The budget plan shows an initial Reception intake of 60 in year one of operation which has been projected using current local authority data showing insufficient reception age places for the number of students in the Newquay area at the start of the 2018/19 academic year (67 pupils). The current projected figure for 2019/20 is 47 but with the ongoing inward migration to the area we estimate that this number will rise to a PAN of 60 within the intervening years.

In year one we have allowed for the appointment of an Executive Headteacher (0.4 fte), Head of School and a reception teacher. The staff profile will grow naturally over the following years based on an ongoing and consistent intake up to PAN of 60. This makes allowance for the teaching support and admin support functions appropriate for a school of this size, using comparative/benchmarking data from a range of schools in the local area.

Investment in resources, recruitment and marketing is deemed to be higher in earlier years due to the need to create the necessary curriculum and staffing resources for the education offer and ensure that NPA is a viable option to the Newquay community.

The wider Trust support, with a range of core services, have been included costing NPA in the region of 5% of income (this ranges from approximately ██████ in year one to ██████ once at capacity). This will include contribution towards costs of:

- CEO - monitor and challenge leadership and standards.
- Finance – including Director of Finance & Estates, accounting support and systems, transactional processing, guidance and training.

G1 – budget planning and affordability

- HR – including advertising and interview support, contract management, HR policies, annual performance review management and pay progression etc.
- ICT – including Director of IT and Media Services and team support involving full IT, communication and media guidance and system maintenance and development, both hardware and software.
- Data – including Director of Data and Information and team support involving data assessment, review and progress monitoring. Working closely with Heads, transitional and phase leaders to track progress throughout a student’s educational journey.
- Premises Management and Compliance – including support from a Facilities and Compliance Manager to maximise economies of scale across the multi-academy trust, site development and maintenance, ensure consistency of compliance requirements, and giving guidance and support with areas of health, safety and risk management.

As the above services are proposed to be on the same campus of the new school we expect that these will enhance the overall budget affordability. Outside of the core services contribution other external service level agreements within the whole multi-academy trust are purchased on a site by site basis and charged accordingly, although, as we have already found, trust wide economies of scale will help secure good value for money.

An allowance has been made for replacement of ICT equipment, other equipment and furniture. Other new areas of likely cost e.g. Apprenticeship levy have also been accounted for.

The annual bottom line balance gives a cumulative surplus growing from circa [REDACTED] to just short of [REDACTED] over the 8-year period. This is roughly 16.39% of the income figure and is deemed a reasonable balance for a school of this size.

As explained in section D3 good forward planning analysis, as is already undertaken across the other academies in Newquay Education Trust, will allow time for the Executive team and the Board of Directors to agree ways to flex the budget proposals in the appropriate way should student numbers not exactly meet the current estimate.

Assumptions and rationale have been detailed in Tab G5 of NPA Mainstream Excel spreadsheet where any indicators are not quite in line with the expectations programmed into the spreadsheet. We do not believe that any indicator is significantly different to what is deemed reasonable locally, especially where local benchmarking data has been used as a means to model the spend patterns.

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



Department
for Education

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