



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

PAIGNTON CHURCH OF ENGLAND ACADEMY



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## The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

### Sections

#### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

#### All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *how to apply to set up a free school guidance document* and the *criteria for assessment*, for the information your group should include in these sections.

**Section A** asks you for applicant details in the Excel form.

**Section B** asks you to outline your proposed free school(s) in the Excel form.

**Section C** asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

**Section D** asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

**Section E** asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

**Section F** asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

**Section G** specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

**Section H** asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

**Section I** is about your suitability to set up and then run a free school. The form is available [here](#).

Failure to submit all the information required may mean that we are unable to consider your application.

### **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

[FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to:

[applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

It is essential that the hard copies are identical to the version you email.

### **Submitting Section I**

Section I, i.e. the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to

[due.diligence@education.gsi.gov.uk](mailto:due.diligence@education.gsi.gov.uk) stating the name of the school in the subject title.

## **Data protection**

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

## Application checklist

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



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

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

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

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

## Declaration

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

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

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

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

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

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

**Signed:** [REDACTED]

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

**Print name:** [REDACTED]

**Date:**

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

# Completing the application form

## Section A – applicant details (use Excel spread sheet)

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

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

## Section B – outline of the school (use Excel spread sheet)

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

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

## Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

#### Introduction

The Learning Academy Partnership (LAP-SW) wishes to establish three Church of England schools in the south west to address the increasing need for school places in the region and to provide excellent education within a distinctively Christian context for all children within their local communities. Church schools have a distinctive identity and ethos and are still the school of choice nationally for parents and the Church school ethos is recognised as a major benefit to holistic education.

This document specifically focuses on the two new proposed primary schools.

- Ilsham C of E Learning Academy: [REDACTED]
- Paignton C of E Learning Academy: a two-form entry primary school to be located at Preston, Torbay [REDACTED] opening in 2018.

A separate document focused on the proposed all through school provision.

[REDACTED], stated that:

“Christianity in action, at the service of our fellow human beings and excellent education which flows from Christian beliefs.....Church Schools are distinctive in being explicit communities that unashamedly offer a Christian vision to guide our young” [REDACTED]

Our schools are explicitly not seeking to convert, but to serve. All evidence shows that a strong Christian ethos and educational vision help to raise standards and achievement and enable every child to fulfil their potential.

Our schools will serve all children in the communities in which they are situated, and welcome those of all faiths and those of none.

#### Rationale for our schools

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

Opening the free schools will address the basic need for primary school places in each of the locations where the schools will be and the new schools will add to local choice and diversity. Please see section E1 in the primary schools' document and the all through school document.

Torbay Council has identified the need for a new primary and nursery school in Paignton to meet the growth in pupil number locally and to provide greater parental choice. LAP-SW is working with the Diocese of Exeter and together, propose a new Church of England Primary and Nursery School for Paignton to open in September 2018. The new school will have an admissions policy that is fully inclusive and will serve the local community. Faith criteria will not form part of the admissions policy of the school. As with all existing Church of England schools in the LAP-SW, the new school will have a distinctive Christian character whilst being welcoming, nurturing and open to all children of all faiths or none.

**An Entitlement to an exceptional education for every young person.**

There is a huge divide in equality and opportunities for so many young people and their families in our coastal town of [REDACTED] Paignton.

We observe regularly the ongoing impact of the socio economic disadvantage, the variance of quality provision across schools and how this translates into poor quality experiences, low academic standards, aspirations and poor life chances.

Transforming young people's lives means that they too can then live life to the full and have a transformational effect on society.

We believe that every young person, regardless of their background has an entitlement to educational excellence and our MAT delivers that promise. Our approach is to 'do what it takes' to remove all barriers to learning, nurturing, nourishing, and challenging the status quo.

We are committed to ensuring the same high achievement for all young people across all our schools by breaking the barriers of inequality and improving the life chances for more young peoples and their families. Our primary schools and our new free schools will have their foundations in the successful model of excellence at our current founding MAT school, Ilsham C of E with additionality, specific to and relevant to the context, and needs of those communities.

Our rationale for opening Free Schools in Paignton [REDACTED] is born out of our experience, expertise and successful track record at our MAT schools and beyond to challenge the unfairness and impact of disadvantage on young people's lives; whether that be poverty, or by circumstance of the quality of school they attend.

Our current MAT schools all serve very different contexts, presenting the full spectrum of wealth and poverty and other than Ilsham our founding, consistently high performing school, all joined from a position of vulnerability, including being in the Ofsted categories of special measures and requires Improvement. They are now all strong schools where young people flourish and lives are being transformed.

For example, prior to Ellacombe being sponsored by our MAT, the majority of young people at that school were failed, year on year.

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

As part of our MAT raising aspirations focus, our new free schools will work beyond the classroom, in deep and impactful relationships with families and communities, working in system led partnerships to deliver a breadth and depth of curriculum and educational excellence for all our young people.

Through exposure to a 'Widening of Horizons Curriculum' offer, underpinned by high academic success that reflects the uniqueness of every young person's journey to success, we will ensure that genuine life enhancing, credible career choices can be realised.

### **The Applicant MAT**

The Learning Academy Partnership (South West) (LAP-SW) is a local, successful Trust with an exemplary track record of supporting school improvement in Devon and Torbay schools. The trust's founding school, Ilsham Church of England Academy, has been consistently one of the top performing schools nationally for a number of years. The LAP-SW provides high quality education for all its children in a nursery school and across four primary schools in Torbay and South Devon. Schools that have joined the LAP-SW have seen rapid improvements, and wider opportunities and improved outcomes for all children.

### **Our vision**

Our shared aim is to establish a family of outstanding schools where world class leaders place the children in our care at the heart of everything we do and provide them with a genuinely transformational, world class education system that improves outcomes and life chances for every child. We passionately believe that every child should be taught by an outstanding teacher in an inspirational school where exceptional leaders care enough to always put children first. We are united in promoting, sharing and developing outstanding practice across each of our schools. Our motto, rooted in our core values, is simply 'Together We Empower Excellence'. Collectively, we can and do empower that excellence, through developing and investing in a network of exceptional leaders at every level, to ensure that every school is an exceptional school.

In addition, through partnerships with our families and the local and wider communities, the core purpose of our trust is to serve all our children by enabling them to flourish emotionally, spiritually and socially as we strive for them to excel academically and develop their God-given talents.

The LAP-SW core values are our moral compass and drive the way we do things together:

- **Collectively:** we are all one team and we agree to work as one
- **Excellence:** we champion excellence and equality for all, and in all that we do
- **Empower:** we invest in each other, our communities and our future, achieving more than we ever could individually whilst preparing for the next stage of our development

These core values are underpinned by our 6 Principles of Excellence:

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

1. Priority: children first in every action we take and decisions that we make
2. Aspirational expectations: a culture where every child will succeed
3. Excellence in teaching and learning: excellent, passionate staff transform children's lives; for our children, we collectively empower excellence
4. Professional development: investing in people and committing to world-class, bespoke continuing professional development; for our staff, we collectively empower excellence
5. Distinctiveness: we embrace, encourage and celebrate the uniqueness of each of our schools, recognising the context of the community that it serves and the curriculum that it offers to meet those needs; for our communities, we collectively empower excellence
6. Leadership with vision and efficiency: working together, we deliver and achieve much more than we could ever do individually. Collective expertise, accountability and financial efficiencies add value and improve outcomes for children.

Through these values, we share a determination that all our schools will achieve an Ofsted judgement of 'outstanding'. We firmly believe that no school in our partnership be graded less than consistently good ever again. Our moral imperative drives a collective passion in promoting, sharing and developing outstanding practice across our schools and beyond our trust. This imperative permeates all levels of our organisations. We believe that collaborative partnerships with 'hard wired' system leadership and governance systems are the most effective way to achieve this aim.

Currently , the MAT consist of four primary schools and a child care centre. In addition, Ilsham is a National Support School and a designated teaching school; All Saints Teaching School Alliance [www.astsa.org](http://www.astsa.org) . The growth plan for the MAT is to expand its provision to improve the life chances of more and more young people. Toward this aim, we are currently in a management partnership with a federation of three primary schools pending the process of academy conversion to join the MAT in Spring 2017. A further management partnership has been established Autumn 2016, with The Spires College (11-19), pending academy conversion.

The MAT will therefore be a group of 9 settings 8 schools, a child care centre/ nursery school and including an 11-19 school in 2017.

The aims of the MATs strategic 5 year plan is to offer an exceptional broad based education provision within schools that are centres of excellence, across the South West and in regional hubs:

- **Partnered:** A range of partnerships internal and external to MAT, across the educational and Business fields, working together, improving opportunities and outcomes for more and more young people and their families.
- **Integrated:** *Fully realising shared service model, both operationally and educationally, continually improving quality, efficiency/cost to provide high quality provision that improves outcomes for all students.*

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

- **Leading Edge:** System leadership, Self-Improving School System with a distinctive quality 2-19 curriculum based offer. Teaching School impact-ITE provider of choice (100 places ) ,Research, CPD
- **Outstanding:** *All Academies to be Good or Outstanding (OfSTED) within 2/3 years*
- **Transformational:** *6,000+ Pupils, 10 + Schools, each accessing 0-19 Provision in regional Hubs*
- **Sustainable:** *Succession Planning- High quality Leadership and staff development at all levels, including governance. Employer of choice. Students in Regional Hubs providing All Through Provision (2-19). Achieve Free School. [REDACTED] income + Teaching School.*

### Capacity

Since establishing the MAT in 2011, we have built a wealth of expertise and additional capacity to ensure success in supporting schools both within the MAT and those befitting from high levels of School to school support through our work as a National Support School and Teaching School Alliance lead. We have now also built and established expertise and capacity within a strong back office or central services to support each school.

The new schools being proposed, would become part of the MAT and immediately would benefit from the already strong and established central school improvement, family support services and business operation services of the MAT.

The schools will also be part of a wider formal strategic and operational partnership of shared support and challenge that work in partnership with the MAT, these include:

- The family of Church of England Schools that support and encourage each other. This support from within the Trust and across the Diocese will collectively increase the educational opportunities for all learners.
- University College of St Mark and St John,
- Haygrove School, a successful secondary school
- All Through Free School, Plymouth School of Creative Arts.
- Our collaborative partners also include Torbay Teaching School Alliance and Primary Excellence Teaching School and together we can draw upon a wide range of school to school support. We are also members of South West Teaching School Alliance.

Recognising the different contexts of each community that we serve, the LAP-SW values the unique and distinctive nature of each of our schools and their needs, and the strengths and aspirations within each community.



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

'I came that they may have life and have it to the full" John 10 is the inspiration of The Trust's vision of Transforming Children's lives. Our Christian values are developed and explicitly linked to the curriculum in each of our schools and our MAT operational values of Collectively , Empowering Excellence are underpinned by our agreed non-negotiable 6 core principles as set out below. This is our operating moral compass that drives the distinctive vision and features of each of our new schools.

### **Partnerships**

A key aspect of our MAT is our committed to working in partnership with local communities, parents, churches, schools and the Local Authority to shape the new schools' unique identities and to ensure the best possible outcomes for all, as each school grows and flourishes. Family support services, parental support, adult learning etc. are a strength of our current MAT, focusing on removing barriers for students and enhancing the communities that we serve; this will be a core feature and driver in the delivery and success of the new schools. LAP-SW is a family of inclusive and aspirational early years settings and primary schools. We work together within a fully inclusive multi-academy trust (MAT) with a Church of England foundation that welcomes both Church and community schools in all Ofsted categories and has a fully inclusive admissions policy.

### **More about schools currently in the MAT**

Currently, the MAT consists of:

- **Ilsham Church of England Academy:** a 5 to 11 primary school that joined the LAP-SW in 2012. Its founding Headteacher, now CEO of the LAP-SW is a National Leader of Education with a successful track record of providing outstanding school to school support for schools across Torbay and Devon. Whilst Ilsham is the designated National Support School, all schools in the LAP-SW benefit from and contribute to effective school to school support. The LAP-SW staffing structure supports system leadership The most current Ofsted report (2014) judges the school as 'good' with 'outstanding' leadership and management. In 2014, Ilsham was in the top 4% of schools for pupil achievement when compared to schools nationally. The 2014 SIAMS (statutory inspection of Anglican and Methodist schools) report judged the school as 'outstanding'. KS2 results for reading, writing and mathematics combined were 100% in 2015 compared to 80% nationally. Ilsham has consistently been the top performing primary school in Torbay for many years and in the top 10% of all schools nationally for significantly high pupil achievement across each key stage i.e. at early years foundation stage (EYFS), key stage 1 and key stage 2. As a result of these successes, we have requested an early Ofsted inspection as we believe Ilsham will be rated 'outstanding' for overall effectiveness. The SIAMS inspection in 2014 judged Ilsham and Warberry to outstanding in all areas
- **2016 results at Ilsham** once again see Ilsham as being the highest performing school in Torbay and well above national measures in every key transition point. From low starting points the outcomes at the end of 2016 are as follows:

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

EYFS-good level of development 92% (national 69%), Year 1 Phonics-96% (nationals 77%), Year 2 phonics 100% (national 88%), Year 2 reading, writing maths combined- 96% (national 60%), Key Stage 2 results-reading writing maths combined -89% (nationals 53%)

- National Teaching School: the impact of our successful work with schools across Torbay and Devon and the strength and capacity across the LAP-SW was recognised when Ilsham was designated a National Teaching School in 2014. We have worked actively across the South West establishing and developing, as founding strategic partners and supporting the development and success of a school led system, through our work with Cohort 1 Teaching School Alliance (Torbay Teaching School) and Cohort 3 TSA Primary Excellence TSA. The impact of our work as a Teaching school and National Support School has been described as exceptional and outstanding –Devon Babcock.
- Ellacombe Academy: this 4 – 11 school serves an area of high deprivation and is in the bottom 10% on the IDACI measure. In 2012, the number of students eligible for free school meals (FSM) was over 60%. Ellacombe Academy replaced a school that was placed in special measures as a result of the attainment of students being in the bottom 1% of students nationally. It became a sponsored academy within LAP-SW and received support from the current CEO who was then, Ilsham headteacher who took on the role of acting headteacher then executive headteacher. The school joined the LAP-SW in 2012 and is changing to church school designation in September 2016. It is currently rated 'good' by Ofsted with behaviour and safety and leadership and management judged 'outstanding'. Ellacombe Academy is now one of the top performing schools in Torbay in EYFS , Year 1 and Key Stage 1, despite pupils being significantly below expectations upon entry. Pupils make excellent progress throughout Key Stage 2, despite significant numbers entering with significant barriers to learning throughout key stage 2. Progress measures 2015 were: reading and mathematics 2 levels of progress and 100% in writing. Combined KS2 results for reading, writing and mathematics were 81% in 2015 compared to 80% nationally. Of this cohort, 75% of pupils were eligible for pupil premium funding and 25% of pupils had special educational needs or disabilities (SEND). The two pupils who did not achieve the combined results joined the school at the end of key stage 2. 2016 outcomes continue to be strong. Ellacombe serves the area with the highest levels of deprivation and no other school in similar circumstances in Torbay comes close to matching its achievement across all key transition points.
- 2016 results at Ellacombe significantly below starting points the outcomes at the end of 2016 are as follows:  
EYFS-good level of development 78% (national 69%), Year 1 Phonics-94% (nationals 77%), Year 2 phonics 96% (national 88%), Year 2 reading, writing maths combined- 83% (national 60%), Key Stage 2 results-reading writing maths combined -53% (nationals 53%) 80% of this cohort were Free School meals, 20% SEN and transience of this year group between KS1 and KS2 was significantly off the scale.

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

- We are the only trust in Torbay where all its schools are at national expectations or above.
- Little Stars Childcare Centre: a 3 to 4 nursery that joined the LAP-SW in 2012 to serve the needs of the community. Little Stars was rated 'outstanding' for overall effectiveness, leadership and management, teaching and learning and behaviour and safety in its most recent Ofsted inspection in 2013. In 2014, a further HMI survey inspection took place and Little Stars was featured in Ofsted's annual national publication of Outstanding practice.
- All Saints Teaching School Alliance: designated in 2014. It is a collaboration between All Saints Teaching School, Exeter Diocese, University of St. Mark and St John and schools, and academies from the South West and beyond. We work collaboratively with Torbay Teaching School Alliance and across Torbay and Devon.
- Warberry Church of England Academy: a 3 to 11 school that joined the LAP-SW as a converter academy in September 2015 after many years of 'coasting', which saw the school move from Ofsted gradings of 'satisfactory', to 'good', to 'requires improvement'. Following intensive support in 2014 – 2015 from the LAP-SW, it was judged 'good' in June 2015. A new leadership and governance structure will ensure its continued and sustainable improvement. We believe that Warberry will be rated 'outstanding' in its next inspection.
- All Saints Marsh Church of England Academy: a 4 to 11 school that joined the LAP-SW in September 2015 as a converter academy which was judged 'requires improvement' in March 2014. Intensive support in 2015 through our national support school with teachers from the LAP-SW working alongside teachers at All Saints Marsh, saw a rapid improvement in pupil progress to 82% achieving 2 levels of progress in reading, writing and mathematics in 2015. This had previously been predicted to be below floor targets. In 2016, 50% of students achieved the combined expected standard for reading, writing and mathematics from their significantly below starting points at KS1. This cohort made exceptional progress however. With 0 being expected progress, this cohort achieved:
  - Reading: +4.2
  - Writing: +4.5
  - Maths: +2.2

In addition to the schools currently in the LAP-SW, four further schools are in the process joining the MAT. Three of the schools are small schools that are currently working as a federation of schools called the Kingsbridge Area Church School Federation. A management partnership has been set up to formalise the relationship, including placing one of our MAT Headteachers into these schools as the executive headteacher. We have also established , shared governance, school to school support and specialist leaders of education (SLE) deployments. Two of these schools are currently rated 'good' by Ofsted and one 'requires improvement' but is on track to be rated at least 'good' at its next inspection. This will further increase our capacity.

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

**National Support School and Teaching School Alliance**

Our work to ensure that we do empower excellence is routed through Ilsham's status as a National Support School (NSS) and our Teaching School Alliance (TSA). Our schools go beyond collaboration as we work in structural partnerships, with shared leadership, governance and staff expertise to be able to do the things that will bring or sustain outstanding provision for all our children. We have a strong and effective system leadership and supporting structures for collaboration at trust shared services and trust school improvement levels, with a highly effective and proven track record of support, bringing about rapid improvement and effectiveness: The table below shows the impact of the National Support School work carried out in 2015-2016 at Galmpton School.

Impact of National Support School Work in Galmpton C of E Primary 2015 to 2016

End of year data in the Foundation Stage: Impact of Support:

- Increase of 10% in GLD
- Increase of 18% in reading
- Increase of 13% in writing
- Increase of 18% in maths

Year 1 Phonics Screening- Impact of Support:

- Increase of 20% on phonics screening test.

Year 6 SATS Results- impact of Support:

- Increase in reading by 14%
- Increase in writing by 21%
- Increase in maths by 11%

School Improvement in our MAT schools has been sustained

- Ilsham: this is shown through the key stage 2 results where the percentage of pupils achieving at least level 4 or above in reading, writing and mathematics improved from 88% in 2013 to 100% in 2015.
- Ellacombe: transformational improvements have also been made at Ellacombe Academy which joined the MAT in 2012. Prior to 2011, the percentage of pupils achieving level 4 or above in reading, writing and mathematics was below 40%. The predicted pupil outcome for 2012 prior to the support given was just 36%. Within two terms of rigorous support, accelerated progress had been enabled, although still well below floor targets at 57%. In 2013, the number of pupils achieving level 4 and above in reading, writing and mathematics was 60% and by 2015, this had risen to 81%.

**2016 results show similar standards:**

LAP EYFS GLD 2016 - (2015 Nationals 66%)

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

	Ilsham	Ellacombe	ASM	Warberry
2016	92%	78	89	85%
2015	92%	71%	81%	79%

**LAP Y1 Phonics Screening (2015 Nationals 77%)**

	Ilsham	Ellacombe	ASM	Warberry
2016	100%	94%	100%	87%
2015	96%	96%	100%	98%

**LAP KS1 DATA ( figure in brackets is 2015 result)**

	Ilsham	Ellacombe	ASM	Warberry
Reading	96% (96%)	86% (87%)	94% (94%)	83% (82%)
Writing	96% (96%)	84% (84%)	88% (86%)	80% (72%)
Maths	96% (100%)	90% (90%)	94% (86%)	78% (70%)

**LAP KS2 Attainment (nationals in brackets)**

	Ilsham	Ellacombe	ASM	Warberry
Reading (66%)	92%	63%	78	81%
Writing (74%)	88	75	83	83%
Maths (70%)	96%	63	61	75%
RWMA (53%)	88%	53%	50	63%

**Basic Need for more pupil places**

Torbay Council has identified the need for a new primary and nursery school in Paignton [REDACTED] to meet the growth in pupil number locally and to provide greater parental choice. LAP-SW is working with the Diocese of Exeter and together, propose a new Church of England Primary and Nursery School for Paignton to open in September 2018. The new school will have an admissions policy that is fully inclusive and will serve the local community. Faith criteria will not form part of the admissions policy of the school. As with all existing Church of England schools in the LAP-SW, the new school will have a distinctive Christian character whilst being welcoming, nurturing and open to all children of all faiths or none.

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

We plan that the trust will grow to a total of 9 primary schools by 2017 with therefore, 3 additional schools. We then plan to have a total of 12 schools by 2018 and a total of 20 schools by 2019 (or 3000+ students) in the south west region. Steps towards this growth has already started, with four schools, three primaries and a secondary school with 6<sup>th</sup> form provision joining in Autumn 2016 in a formal management partnership pending Academy conversion in 2017.

The new schools, through strong family/community based engagement/support and shared services and aspirations, will be an integral element of the larger Academy Trust, to realise our 'all through' 0 to 19 vision of transforming life chances for all children. The schools will be part of a wider family of Church of England Schools that support and encourage each other. This support from within the Trust and across the Diocese will collectively increase the educational opportunities for all learners.

Recognising the different contexts of each community that we serve, the LAP-SW values the unique and distinctive nature of each of our schools and their needs, and the strengths and aspirations within each community. We will use the trust's vision and core principles as set out below as the bedrock on which to build the distinctive vision and features of each of our new schools. We are committed to working in partnership with local communities, parents, churches, schools and the Local Authority to shape the new schools' unique identities and to ensure the best possible outcomes for all, as each school grows and flourishes. Family support services, parental support, adult learning etc. are a strength of our current MAT, focusing on removing barriers for students and enhancing the communities that we serve; this will be a core feature and driver in the delivery and success of the new schools. LAP-SW is a family of inclusive and aspirational early years settings and primary schools. We work together within a fully inclusive multi-academy trust (MAT) with a Church of England foundation that welcomes both Church and community schools in all Ofsted categories and has a fully inclusive admissions policy.

In addition to the schools currently in the LAP-SW, four further schools will be joining. Three of the schools are small schools that are currently working as a federation of schools called the Kingsbridge Area Church School Federation. A management partnership has been set up to formalise the relationship, including placing the executive headteacher in the schools, having shared governance, school to school support and specialist leaders of education (SLE) deployments. Two schools are currently rated 'good' by Ofsted and one 'requires improvement' but this school is on track to be rated at least 'good' at its next inspection. This will further increase our capacity.


We also work in partnership with an 11 to 19 secondary school, The Spires College (formally Westlands School). A management partnership has been set up from September 2016, pending full academy conversion to join the MAT. Whilst the college was rated inadequate in 2013 and placed into special measures, a support package was put in place which included putting in post a new principal from the Ivybridge Community College. an outstanding college rated 'outstanding' by Ofsted over six consecutive inspections.

### **Our vision**

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

Our work to ensure that we do empower excellence is routed through Ilsham’s status as a National Support School (NSS) and our Teaching School Alliance (TSA). Our schools go beyond collaboration as we work in structural partnerships, with shared leadership, governance and staff expertise to be able to do the things that will bring or sustain outstanding provision for all our children. We have a strong and effective structure for collaboration at trust shared services and trust school improvement levels, with a highly effective and proven track record of support, bringing about rapid improvement and effectiveness including as described above for Ilsham and Ellacombe.

**National Support School and Teaching School Alliance**

- 
  - Ellacombe: transformational improvements have also been made at Ellacombe Academy which joined the MAT in 2012. Prior to 2011, the percentage of pupils achieving level 4 or above in reading, writing and mathematics was below 40%. The predicted pupil outcome for 2012 prior to the support given was just 36%. Within two terms of rigorous support, accelerated progress had been enabled, although still well below floor targets at 57%. In 2013, the number of pupils achieving level 4 and above in reading, writing and mathematics was 60% and by 2015, this had risen to 81%.

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

Writing	96% (96%)	84% (84%)	88% (86%)	80% (72%)
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	Ilsham	Ellacombe	ASM	Warberry
Reading (66%)	92%	63%	78	81%
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Maths (70%)	96%	63	61	75%
RWMA (53%)	88%	53%	50	63%

**Edginswell Learning Academy- All Through School Secondary Capacity-**We also have a strong relationship with an 11 to 19 secondary school, The Spires College (formerly Westlands School). A management partnership has been set up from September 2016, pending full academy conversion to join the MAT. Whilst the college was rated inadequate in 2013 and placed into special measures, a support package was put in place which included putting in post a new principal from the Ivybridge Community College. an outstanding college rated 'outstanding' by Ofsted over six consecutive inspections.

The new principal of The Spires College (TSC) leads with vision, ambition and dogged determination that all students through an entitlement to a high quality, world class education will succeed so that they can go on to live successful lives. She was appointed to TSC as a school improvement solution to provide interim leadership capacity from the outstanding Ivybridge Community College, when there was an intention for TSC to join Ivy bridges MAT. Eight months after the new principal's appointment, The Spires College was removed from special measures (March 2015). A further Section 8 Inspection in May 2015 stated that *'the school has continued to improve since the last inspection.'* Since then improvements have continued to be rapid and sustained. The principal has restructured both senior and middle leadership, the effect of which has been to create a skilled and driven team of leaders, with a shared determination to create an outstanding school for the benefit of its students and their community. An ASCL finance report in June 2016 stated that *'The leadership and management at the highest level in the college is excellent. The vision, moral purpose and clear improvement strategies in place are very impressive and are already bearing fruit.'* Middle leadership has moved from being a weakness in early 2015 to a strength within the college. *'Senior leaders have been highly effective in coaching middle leaders'* (Ofsted May 2015) and this, combined with external coaching; both internal and external development programmes; effective use of capability procedures and high quality recruitment has ensured the college can demonstrate quality leadership at all levels.



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

The principal has acted decisively in eradicating weak or inadequate teaching so that the quality of teaching is now at least good. Twenty two permanent new teachers have been appointed to the college since 2014, including five Heads of Department. This has supported the shift in ethos at the college to one where students and their achievement are the priority for everyone. The relentless pursuit of excellence is shared by all and this permeates the culture of The Spires College. Weekly CPD has become the norm for staff at The Spires College and all are committed to their own learning. We are confident that The Spires College will be rated at least 'good' in its next Ofsted inspection.

The Spires College is a medium sized maintained 11-18 college serving inner Torquay and located next door to Torquay United Football Club. The college has a PAN of 220 and a design size of 1350. The college is an early PFI re-build and is mainly located in a bright, modern and well-maintained single building.

Torbay maintains selective education and the Spires is unique in being a bilateral school with a 60 strong grammar school stream. There is very little spare capacity at secondary level in Torbay and an expected bulge in demand from 18/19 that has led to a request to increase the Spires' PAN to 250. The college had suffered from falling rolls over the past few years, reaching a low point in 2014, due to its history of being in special measures.

The arrival of the new Headteacher in 2014 has seen rolls starting to recover by approximately 30 students each year. It is currently operating with 944 pupils, including 136 in the 6<sup>th</sup> Form. Community confidence in the college is evident as the number of parents citing The Spires College as their first choice of school is increasing by approximately 20% per year.

### Curriculum

We will offer all young people, regardless of their starting points, **academic excellence** within a rich and vibrant environment that provides our children with an inspirational, high aspirations and **careers focussed curriculum** that equips them with **learning skills** for successful and fulfilling lives. Through fun, exciting and engaging experiences, working within a local, broader national and wider international context, all children will be inspired to learn and become independent, confident and successful learners. We will fully embrace our **geographical location** to draw upon and develop a curriculum that is unique and capitalises on its context and incorporate our coastal location, Geo Park status within Torbay and the proximity to Dartmoor National Park. We will add value to learning and our values based curriculum through embedding these into our learning opportunities. Recognising the uniqueness of each child, our 'curriculum of excellence' will ensure that every child succeeds and flourishes, enabling them to live life to the full now, and for the future.

The Curriculum will have 6 main strands: Tracey- can you headline Curriculum linked to our 6 principles as headlines in c1 as this will need linking to what you are doing in curriculum section

- Children first-individual journey- nurturing talents- tracked- realising potential

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

- Aspirational Expectations: A culture where every young person succeeds- a Widening of Horizons curriculum
- Academic Excellence: Excellence in Teaching and Learning eDiscrete English and Maths teaching with ongoing Assessment for Learning, a no excuses culture where all young people make excellence progress
- Distinctiveness- Geographical location, Church of England ethos and distinctiveness in Church schools
- Leadership- of key points Transition to and Subject specialists inspiring learners
- Partnerships: Family, Community, Universities and Business partnerships

## 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.

### Early Years and Foundation Stage

**Foundation Stage 1- Nursery** : Flexible curriculum hours































































**Foundation Stage 2- Reception:** Full time Hours 8.45 -3.00pm

Additional and optional after school enrichment opportunities, Reception, Key Stage 1 and Key Stage 2 pupils. 4.00-5.00pm.

Before and after school child care 7.30- 8.45 and 3.00-6.00pm



	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024	2025

██████	██	██	██	██	██	██	██	██	██
██████									
██████	██	██	██	██	██	██	██	██	██

**Paignton Church of England Primary School  
Primary School (3 to 11) provision to open in 2018**

## Section D – education plan: part 2

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

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Nursery		30	30	30	30	30	30	30
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		90	150	210	270	330	390	450

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.**

**Both primary schools will follow the following curriculum:**

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>Early Years Foundation Stage (EYFS)</b>			
The prime areas of learning:			Support will be provided to students so that they can achieve their early learning goals (ELG). This includes following these four specific areas in addition to the three prime areas: <ul style="list-style-type: none"> <li>• literacy</li> <li>• mathematics</li> <li>• understanding the world</li> <li>• expressive arts and design</li> </ul>
Communication and language development	10	Mandatory	Approximate numbers of hours are shown here as the hours will be determined on the individual child's learning and development needs.
Physical development	6	Mandatory	Approximate numbers of hours are shown here as the hours will be determined on the individual child's learning and development needs.
Personal, social and emotional development	6	Mandatory	Approximate numbers of hours are shown here as the hours will be determined on the individual child's learning and development needs.
<b>Total hours:</b>	<b>22</b>		
<b>Key stage 1</b>			
English	4.5	Mandatory	
Mathematics	4.5	Mandatory	
Science	2	Mandatory	
Art and design	2	Mandatory	
Computing	2	Mandatory	
Design and technology	1	Mandatory	
Geography	1	Mandatory	
History	1	Mandatory	
Music	2	Mandatory	
Physical education	1.5	Mandatory	

Religious education	1	Mandatory	
<b>Total hours:</b>	<b>22.5</b>		
<b>Key stage 2</b>			
English	5	Mandatory	
Mathematics	5	Mandatory	
Science	3	Mandatory	
Art and design	1	Mandatory	
Computing	1	Mandatory	
Design and Technology	1	Mandatory	
Foreign languages	1	Mandatory	
Geography	2	Mandatory	
History	2	Mandatory	
Music	1	Mandatory	
Physical education	2	Mandatory	
Religious education	1	Mandatory	
<b>Total hours:</b>	<b>25</b>		
<u>Enrichment activities</u> We will offer a wide range of activities to support and enrich the curriculum and these will be bespoke to the cohorts of children.  Types of enrichment we can offer include:  debating, choir, enterprise club, football for boys and girls, gardening club, samba club, science club, Arsenal soccer school club, guitar, violin, ukulele, recorder, trumpet, drumming, chess club, art club, netball, Language club, First Aid Club, Tennis Club, Cricket Club,		Voluntary, dependent on pupils' interests.	These enrichment activities take place before and after school and enrich the curriculum experience within school.



<p>Fencing, Multi-Skills, ICT, Book Club Parkour, food and healthy lifestyles, Fit Kids, Taekwondo. Our PE team are able to offer all seasonal sports as additional clubs.</p> <p>In addition, we provide additional enrichment within areas such as Maths and Reading.</p>			
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[Add more lines as appropriate]

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

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

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

**Our curriculum principles**

At The Learning Academy Partnership, we underpin all that we do with our Six Principles of Excellence and our Christian Ethos. All of our schools build on these foundations to ensure that our children are successful and live long and fulfilled lives.

Six Principles of Excellence

- **Children First** - through our curriculum provision, each child is recognised as an individual and on an individual journey. We will nurture talents and build aspirations to ensure that all children realise their full potential.
- **Aspirational Outcomes** - our curriculum fosters a culture where every young person succeeds through our Widening Horizons curriculum,
- **Academic Excellence** - we deliver excellence in teaching and learning and will ensure excellence for children through discrete English and Maths teaching which is built upon each child's starting points. We provide a no excuses culture where all young people make excellent progress and flourish.
- **Distinctiveness** - we embrace our Christian Distinctiveness and the development Christian Character in our schools. The schools are positioned in

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

a geographical location, which can enhance the provision - we are based within a Geo Park as well as surrounded by coast and moorland.

- **Leadership** - this is key to ensuring our excellent outcomes for children. We provide our schools with subject specialists who are able to ensure our learners are inspired as well as successful.
- **Partnerships** - we recognise and understand the challenges of education in coastal towns and the challenge of instilling aspiration through the entire community. We provide services and work in partnership with families and the local community. To support our Widening Horizons curriculum, we partner with universities, the Church and business partnerships to enhance and inspire our offer to children and our wider community.

We describe our curriculum offer as a Widening Horizons curriculum, which is our vehicle to raise aspirations in our children, our families and wider community to ensure that we are secure successful outcomes for our young people and ensure that they are able to contribute to the economic success of our country. We believe that a Widening Horizons curriculum embeds the Six Principles whilst drawing upon the benefits of our geographical location. It delivers academic success with a focus on basic skills. It embraces our aspirations for successful careers for our students, which are inspired through our partnerships with Universities, Business and community.

Our Christian Distinctiveness underpins all that we do and our schools reflect the Christian ethos through our values led curriculum. We are not exclusive because we are a church school, we are inclusive and believe that all children should have the opportunity to live life to the full. John Cox, in his book "More than Caring and Sharing" maintains that it is beliefs that underpin Christian Values, which makes the real difference; Beliefs about God, about what it is to be human, about the Church and about the World.

The principles will permeate through all the schools in the trust, including the two new schools and so:

- We want to transform the lives of all our pupils and ensure that they all flourish and so be independent and confident be hard working and contribute to society
- At the heart of the curriculum will lie an explicit emphasis on the development of skills and capabilities for lifelong learning and career aspirations as well as acquiring the skills for operating effectively in society in line with our vision to work towards transforming children's lives.
- We recognise that in order for all our pupils to be aspirational, they need to be immersed in a culture of aspiration and to see and feel real life examples where this has been achieved.
- There will be a curriculum based on a culture of feedback, critiquing and redrafting.

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

In addition to OfSTED inspection, Church Schools are inspected under a SIAMs inspection framework. Our Distinctive curriculum has been recognised as a strength across all our Church of England School.

Our Christian ethos will underpin the curriculum for all schools within our MAT and in our Church Schools will be explicitly distinctively Christian.

Ilsham SIAMs inspection Outcome: **'The distinctiveness and effectiveness of Ilsham as a Church of England school are outstanding'**

'The Christian distinctiveness of Ilsham is reflected in the way that its explicit Christian values and spiritual development are an integral part of the life of the academy. This is a community underpinned by a Christian ethos that transforms the lives of children and adults through the opportunities for personal development and the support that its core Christian values make to the children's academic progress.'

Underpinning the curriculum in our new schools, we have clear principles based on the successful foundations in our current schools within the LAP and will reflect the Six Principles of Excellence which are embedded throughout our MAT.

In developing the distinctiveness in our new schools and building upon the MAT values and ethos, First and foremost, we must recognise the demographics of our coastal location and the barrier of low aspirations. In coastal locations exposure to the breadth of careers and opportunities can be limited- we will raise the ceiling through our curriculum offer. Through our 'Widening Horizons Curriculum' we will be able to embed an aspirations based curriculum which enables children to work in partnership with local business, the geographical location and universities.

Our Widening Horizons Curriculum will recognise the rich environment which is local to the schools. We will underpin our curriculum experiences with local resources such as the coast, Dartmoor, Geopark and proximity to rural and historical locations. Our children need to experience the richness of their own environment and what it offers and ensures it underpins the curriculum experiences. Our schools will be able to share the richness of curriculum resources across the MAT as well as utilise different learning experiences. Examples of this include the Centres of Excellence which are made up of able young people across the academies, as well as other groups such as Maths Masters, Astonishing Artists and Wow writers etc.

Secondly and crucially, in order to develop aspirations, we will expose children, in meaningful contexts (curriculum) to the wealth of opportunities, careers and pathways which can be followed. This will be done within the context of the curriculum for example; we may inspire the next David Attenborough by working within the Geo Park location with the Coast and Country Rangers- helping children to see available careers in context and also within their own environment. We will also expose them to wider experiences such as university visits; working with professionals and seeing careers in action.

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

Thirdly, we need to develop the lifelong learning skills and the aspirations to realise their potential career choices. This is about learning to be a craftsman and all the skills which go with it: resilience, self-reflection, peer to peer learning and feedback, researching, drafting, editing, learning from experts, perseverance, presenting to an audience, experiencing informal and formal situations. This approach develops pupils as craftsmen from the earliest age - Nursery. By starting at the earliest point we will ensure that children refine the skill of learning and lifelong skills which will enrich their adult life skills and inspire and enable them to not only have aspirations but exceed them. These skills will be taught explicitly throughout the primary curriculum using a Building Learning Power and critical skills approach. The teaching of learning skills will develop learning 'muscles' and learning capacity. Its success is shown through outcomes at Ilsham.

These principles can be applied to the subjects and areas of learning. This ensures that we are still able to adapt curriculums to meet cohort and individual needs but without losing the principles of what is required to achieve the outcomes we have identified.

These principles will permeate through all the schools in the trust, including the three new schools and so:

- We aim to transform the lives of all our pupils and ensure that they all flourish and so be independent and confident be hard working and contribute to society
- At the heart of the curriculum will lie an explicit emphasis on the development of skills and capabilities for lifelong learning and career aspirations as well as acquiring the skills for operating effectively in society in line with our vision to work towards transforming children's lives.
- We recognise that in order for all our pupils to be aspirational, they need to be immersed in a culture of aspiration and to see and feel real life examples where this has been achieved.
- There will be a curriculum based on a culture of feedback, critiquing and redrafting.

The Widening Horizons Curriculum will be delivered by excellent practitioners who consistently deliver outstanding lessons. This will be carried out in collaboration with staff and Specialist Leaders of Education from existing schools in the multi-academy trust (MAT) and from across our Teaching School Alliance, ensuring consistency of high standards across the primary school and the all-through schools we are proposing.

If they can see it and experience it, they can aspire to it. To achieve this, our curriculum will have three distinct features that combine to underpin, support and shape it:

- a rigorous programme of traditional academic subjects, establishing depth before breadth.
- an aspirations and careers experience (ACE) based curriculum. This will be focussed on leadership and skills, teaching pupils the essential skills and strategies for lifelong learning.

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

- to ensure that 'Beautiful Work' is created which is based on the work of Ron Berger - An Ethic of Excellence. This approach introduces the element of craftsmanship to the curriculum and will draw upon experts working with the children. This also supports the aspirations elements which underpin our approach.
- To develop aspirations within the community through Family Support, Family Education and a seamless link between home and school in order for children to be inspired about their future and parents to be able to support their child's aspirations. The Widening Horizons Curriculum extends beyond the classroom and includes our families and stakeholders.

As a result of our curriculum, our pupils will enable:

- pupils to reach their full potential and achieve the outcomes that they are capable of
- have aspirational ambitions with a drive and commitment towards a life enhancing career
- become lifelong learners
- understand how to 'craft' a piece of work to ensure it is of the highest quality ensuring that they have the highest expectations of themselves as learners
- aspire to top universities of their choice or a real career enhancing alternative.
- To be supported and inspired by their families and communities.

These principles can be applied to the subjects and areas of learning. This ensures that we are still able to adapt curriculums to meet cohort and individual needs but without losing the principles of what is required to achieve the outcomes we have identified.

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- At the heart of the curriculum will lie an explicit emphasis on the development of skills and capabilities for lifelong learning and career aspirations as well as acquiring the skills for operating effectively in society in line with our vision to work towards transforming children's lives.
- We recognise that in order for all our pupils to be aspirational, they need to be immersed in a culture of aspiration and to see and feel real life examples where this has been achieved.
- There will be a curriculum based on a culture of feedback, critiquing and redrafting.

**Iisham C of E Learning Academy. 3-11 with the potential to grow to (all through) provision**

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

[REDACTED] Ilsham C of E Academy, taking full account of the specific context of the school as set out below.

Under the leadership of the current CEO, and in her role as Headteacher from 2003, Ilsham became a highly successful school. In 2008, Ilsham was judged to be outstanding in all areas and as noted in section C, and the performance of pupil outcomes at all stages has continued to improve since this time. The most recent Ofsted report (2014) judges the school as 'good' with 'outstanding' leadership and management. KS2 results for reading, writing and mathematics combined was 100% in 2015 compared to 80% nationally.

The 2014 SIAMS (statutory inspection of Anglican and Methodist schools) report judged the school as 'outstanding'.

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

An outstanding aspect of the academy's Christian ethos is the extent to which explicit Christian values make a difference to the children's well-being and support their learning. The school community has been highly successful in identifying opportunities in all areas of school life for these values to make an impact. For example, there is an explicit link between the encouragement of all children to identify aspirations and the celebration of each child as a unique individual in the eyes of God with gifts and talents that the school helps children develop.

Since becoming a sponsored academy, achievement at Ellacombe has increased significantly despite pupils' extremely low starting points and high levels of deprivation and transience. Prior to being part of the Learning Academy Partnership, Ellacombe was consistently the worst performing school in Torbay (33 schools). Over the last three years, Ellacombe has now also been in the top three performing schools at EYFS, Year 1 and Year 2 as well as progress measures at Year 6; this is a huge achievement as it was at the bottom in terms of achievement prior to its academy status and in special measures. The success of our Widening Horizons Curriculum is partnership. Ellacombe exemplifies excellent and impactful partnership with parents and communities which tackle low aspirations and barriers to learning in such a deprived area within our coastal town.

We recognised the need to engage families and support them as research shows us that the biggest impact on children's aspirations are parents. If we do not engage our parents and raise aspirations and widen horizons there would be a ceiling for the children. We have built these raised aspirations through understanding and responding to the community and providing supports and services to ensure success. This has been replicated in schools across the Trust. Some examples are providing GCSE classes for parents to help them raise aspirations of themselves, we have helped parents back into work which has then set an example to their children and raised attendance and achievement, we open up the curriculum to parents by educating them in how to support, we use visitors and visits to places which inspire children and expose them to experiences that are new. We use residential which

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

take advantage of our geographical location and use the sea, coast and moorland to experience outdoor life and survival skills.

We raise aspirations for parents through initiatives such as parent led anti-anxiety classes, parent craft workshops, parent work with local providers and charities which help them into work, understanding children's mental health, we run parent classes such Triple P, Nurture Programme and other programmes which our family support team design to meet the needs. All are based on creating an aspirational view of themselves and their child to help create a more seamless message between home and school.

Academic Excellence and High Aspirations are our key principles. This is exemplified at Ilisham which has also continually won the Schools', Students and Teachers Network (SSAT) national award standard since 2010 for attainment and progress. The school has consistently been in the top 10% of schools nationally for attainment and top 20% for progress, meaning that the academy has enabled pupils to achieve excellent standards in reading, writing and mathematics. The subjects, quality of teaching and depth of provision that are offered at Ilisham and Ellacombe will be offered at all three proposed schools.

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

### **EYFS-**

We will continue with the EYFS model that we currently have at our primary schools and PVI, Little Stars Childcare Centre, Ilsham C of E Academy which is also used at our other schools Ellacombe, Warberry and All Saints Marsh. The MAT EYFS teams are led by a Trust EYFS specialist leader of Education, who leads more EY SLEs in consistently ensuring high quality provision and consistency across every one of our Trust Schools. Two EYFS SLEs will relocate to or lead the new providers.

In line with our principles and visions, the curriculum across our EYFS settings provides a high level of aspiration and consistency while ensuring that it is adaptable to meet the needs of the different contexts within each of our schools. Each of our early years settings have been rated 'outstanding' and Little Stars featured in Ofsted's Annual report 2014 as a case study of Outstanding practice. Ilsham Academy is also used for HMI and Ofsted 'outstanding practice' training. Despite their low starting points pupils have when they join Ellacombe and Ilsham, they make outstanding progress and achieve well.

We also lead the Early Years Network and Continuing professional development for Torbay schools. The early years foundation stage will make a crucial contribution to children's early development and learning. We will provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. These four themes for the EYFS will underpin our practice and ensure that every child has a curriculum that will support and nurture:

- a unique child: a curriculum with the child at the centre; building strengths and interests of each child and working with families to recognise, value and respect our differences
- positive relationships: support for children to develop the crucial relationships that support their self-confidence and self-awareness, so creating confident, resilient learners in a culture of trust and respect.
- enabling environments: outstanding learning environments that support children and incorporate learning opportunities. They stimulate and extend children's experiences.
- learning and development: through structured programmes that build on children's skills in specific areas of literacy and mathematics and targeted support and challenge. This will enable children to have no ceiling to their learning. We will build on the foundation of the prime areas of learning and children will be offered the wide reaching curriculum which will support their unique development, enabling each one of them to reach their full potential.

The seven areas of learning that make up the Foundation Stage curriculum will be:

- personal and social development

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

- communication
- language and literacy development
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development

With the EYFS principles in mind, we will offer exciting areas for independent child initiated activities and high quality teaching and learning both indoors and outdoors, providing continuous provision throughout the day.

Our teaching areas inside will provide learning prompts and fabulous, high quality resources to extend and challenge thinking. Creative development will be constantly extended with a variety of art and music opportunities and imaginative play. The quality of our current EYFS provision has been recognised as consistently 'Good' by recent and previous Ofsted inspections for our existing schools. Our nursery provision has been graded 'outstanding' and selected for an Ofsted best practice case study.

The outdoor environment will also be a very special part of the EYFS curriculum. As such, it will be carefully planned for and available each day. The reception unit will have its own specially equipped outdoor area which will be in constant use and ensure continuous provision both indoor and outdoor. This will embrace the natural environment and offer development which is different to indoor learning. All continuous provision will be immersed in a problem solving approach to develop collaborative learning, oracy, social development as well as the basic skills.

The teaching to achieve the early learning goals will be through quality first teaching, first-hand experience and structured continuous provision. The areas of experience will be linked to the EYFS curriculum. Teachers and teaching assistants will keep records on the experience and attainment of our children. Assessments of development and learning needs will be ongoing throughout the school year. During the first half of the autumn term, teachers will carry out an 'attainment on entry assessment' for every child. This assessment will establish where they are in all aspects of their learning and development and inform future planning. The results of this early assessment will be shared with parents/carers at the parents evening in the Autumn term and targets will be set. By the end of the year the teacher will have built up an accurate profile of each child's development. Through an Interactive Learning Diary, parents will be able to view their child's learning remotely and contribute to their diary to ensure we have a rounded picture of their child's achievements.

We will focus on the development of children's reading, communication and mathematical skills from the very beginning. Much of this early learning will be achieved through carefully structured continuous provision opportunities which embrace the local environment and where our Widening Horizons Curriculum begins. We will raise aspirations from the very first transition activity with parents through

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

sharing our vision and values moving into the curriculum experiences that we provide children. We begin to raise aspirations and embed the careers based curriculum at the simplest level by introducing careers in the context of their experiences: vets, nurses, doctors, fire fighters, police, paramedics, authors. Who will be part of the curriculum experiences from the earliest stage.

Basic skills are key in the EYFS and through our specialist team, RWInc and the capacity and track record within the MAT we will ensure that excellence in those basic skills is secured at the earliest point. If a child can read, and write and have a basic understanding of number, the world is much more accessible. We support parents with this as well. Young children who cannot read or write often express their ideas and feelings through play. It will be an important way of developing new skills and building up relationships with other children both individually and in groups. A structured phonics lesson, using Read Write Inc, will be taught daily and reading will be taught through developing a love of books which will also involve parents through our workshops, joint projects and curriculum experiences. Parent learning through sharing activities and workshops will enable parents to support their child's learning. We will replicate this across the areas of learning.

### **Parent Partnership**

Parent partnership will be key to developing and supporting every child to reach their full potential. An open door policy, home learning, parent workshops and opportunities to be involved in school events will create a school community that both supports and extends how families communicate with the schools. Our track record of engaging parents is outstanding. For example, parent attendance at Ellacombe's initial parents' meeting in September 2016 was 100%. We have made our expectations very clear and parents trust us and understand the rationale as to why they must attend. The feedback we receive is always very positive. We have worked very hard to build this relationship and provide a wide range of opportunities on a weekly basis. This includes, coffee mornings lead by our family support team, craft workshops, anxiety workshops, toddler sessions, drop ins, mental health support, advice with benefits, parenting classes and drop ins, read with your child, curriculum events, stay and play sessions, as well as free crèche and access to basic skills to GCSEs all of which we deliver.

The provision may not be delivered at every school, on a continual basis, but parents from MAT schools do attend workshops or drop ins in another MAT academy if they prefer.

Teachers are always visible at the beginning and end of the school day to welcome parents and to give positive feedback. Weekly newsletters from each teacher as well as text messages ensure parents are kept informed and supported. Trained family support workers from the Trust central team are proactive in deepening the partnership and supporting parents so that any barriers to their child's learning can be addressed.

As with the EYFS, we will continue to use our existing successful primary model from Ilsham C of E Academy, the founding school in the trust and the enhanced Family support provision that is so successful at Ellacombe. The MAT Family Support

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Leader, leads the Best Practice FAMILY Support Network for Torbay Schools. Frequently over 60 participants attend.

**Primary Provision:** Subjects offered in our primary provision will be based on our successful models across our current schools and will include the following:

- **English (speaking and listening):** we will promote effective speaking and listening skills and value contributions by every pupil, encouraging them to actively listen and respond. Pupils will be encouraged to use language to express ideas, intentions and needs and to respond clearly and audibly. Speaking and listening will be an important part of the process, through which pupils read and comprehend texts. They will be an essential aspect of all of the school curriculum and life and will be prerequisites of effective learning.
- **English (reading):** reading will provide pupils with a door to a lifetime of opportunities for both learning and enjoyment and these will be reflected in the provision made at our schools. Reading will help pupils to make sense of the world through fiction, poetry and information texts. They will be encouraged to read a wide variety of texts and genres for enjoyment and information, so developing skills to become critical and independent readers who value and respect books. Pupils will have opportunities to take part in guided and independent reading and parents/carers will be expected to join in the reading partnership between home and school. Older children will use the library in the local community and be inspired through the work of authors and illustrators and visiting storytellers. We will secure excellence in early reading through embedding Read Write Inc in the schools, we have two model schools within the MAT who will be able to ensure excellence in the new schools. We then build upon this into Key Stage 2 through the use of Accelerated Reader to develop the reader from transitional to competent reader. Both programmes are selected as a result of research and recommendations from Ofsted Best Practice Guides and EFF research.
- **English (writing):** our pupils will be encouraged and taught to write with confidence, fluency and accuracy. Opportunities to write for a range of purposes and audiences will be provide to all pupils to enable this throughout the Widening Horizons curriculum. Activities that we carry out to develop pupils' writing will often be linked to the theme being experienced at that time and link to our careers based experiences. Pupils will be taught about grammar, punctuation, text structure and organisation as well as how to write with a fluent, joined handwriting style. Embedded will be the skills of grammar and punctuation so that the children can apply them in a meaningful context. We will adopt the Read Write Inc. Spelling Programme which has seen great success across our LAP schools. Currently, both Ilsham and Ellacombe are 'model Read Write Inc. schools'
- **Mathematics:** all pupils will have a daily maths lesson which will include an emphasis on developing mastery. Our approach is based upon the Shanghai method of mastery in mathematics. Lessons begin with problems and children are asked to present multiple ways of solving them, ensuring that they are deepening their understanding of the concept. This approach will ensure that

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children are able to reason in mathematics and achieve greater depths of learning. We will use our Mastery in Mathematics Specialist teacher and our Mathematics SLE to support staff in becoming experts in this method of teaching.

- **Science:** we believe that science should focus on exploring, discovering, investigating and understanding the world around us. The characteristic of good science in our school will be that it will involve pupils doing things themselves in a practical way. All staff will encourage positive attitudes including:
  - curiosity about interesting, new or unusual happenings
  - Originality
  - co-operation when working with others
  - Perseverance
  - open-mindedness
  - peer feedback
  - responsibility for oneself
  - care and concern for the environment.

We will build on the links that we have with secondary schools to enable KS2 children to experience Science in labs and use the expertise to bring Science to life. Where possible all science will be practical and set in a meaningful context through use of experts, trips, equipment and an enquiry based approach to teaching science.

- **Religious Education:** we will follow the Devon agreed syllabus for religious education, which encourages children to respect the religious, spiritual and moral values of others and to consider thoughtfully their own values and beliefs. Pupils will study Christianity as a major topic and some aspects of other religions represented in Britain.
- **Physical Education (PE):** PE will involve pupils in the continuous process of planning, performing and evaluating. We will promote a physical confidence and competence that will enable all pupils to move efficiently, effectively and safely. Activities pupils carry out will develop personal qualities of commitment, fairness and enthusiasm. PE will also be a medium in which we will promote good diet and a healthy lifestyle as we teach how the body responds to exercise. Every class will have weekly PE lessons with a sports coach and efforts will be celebrated each year during sports day. Pupils will be taught by PE specialists and have the opportunity to engage in a wide range of competitive sports. In line with our principles we will deliver our Widening Horizons Curriculum by inspiring the future Olympians and World Cup Winners of the future! We will be able to take advantage of our geographical location and draw upon our local sports provision: Exeter Chiefs Rugby, Torquay and Exeter United, local water sports - sailing, kayaking, surfing. Children will be inspired by real sports men and women. Our all through provision will benefit all children in all schools by being able to draw upon the Trust Centre of Excellence where specialists can be support the development of skills from the earliest age. Our range of extra curricular activities will give children the opportunity to pursue their sporting aspirations. An example of this is how in one of our schools we have two children who are

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part of programme which develops future Olympic skiers. We will widen horizons.

- **Music:** from an early age, children experience music in various forms, for example, nursery rhymes, background music, songs and games. We will aim to nurture and build on these experiences in order to develop an understanding and enjoyment of music. Pupils will be given opportunities to sing, play a variety of instruments, explore sounds, compose, perform and listen to music from a range of times and cultures.
- **Art:** our aim will be to encourage pupils to experiment with and show increasing control over a range of materials, tools and techniques. Pupils will have opportunities to experience drawing, painting, printmaking, textiles, clay and 3-D work. They will make images and artefacts for different purposes and reflect on, adapt and improve their work. Pupils will be taught how to recognise works of art, craft and design and to study the intentions of the artist and the time and place they were made.
- **History:** history is the exciting world of the past and we will give pupils the opportunity to learn about it and the ways in which it differs from their own way of life. As well as giving pupils an understanding of past societies and environments, we will also give pupils a sense of chronology and the realisation that we can learn about the past from many sources of information.
- **Geography:** geography aims to teach pupils a variety of skills that will enable them to develop knowledge and understanding about places and, through observations, to make comparisons and express their own views and judgements. Through these skills they will learn about the human and physical features of their own environment and increase their awareness that the world extends beyond their own locality. Our Widening Horizons Curriculum will embrace our local environment. We have access to a Geo Park within walking distance of our schools and we are based in a coastal town with a short drive to the moors. We will base many curriculum experiences on this physical location as we know that many children may never have visited a beach despite living within 1 mile of miles of coastline. We need to expose our children to their locality, many of whom will not have experienced more than the town centre and their local environment. We work with Torbay Coast and Country Rangers to help children understand the opportunities and careers available to them! We want to inspire the next Steve Backshall or the future David Attenborough! Our children must understand the environment where they live.
- **Information Technology:** the overall objective of Information Technology (IT) will be to encourage and promote the use of IT in as many aspects of everyday school life as possible. Within education, IT is a subject which lends itself to all other national curriculum subject areas. Every classroom that we have will have an interactive whiteboard and our main aim will be to assist pupils to regard computers as one of a range of tools and develop their skills for lifelong learning.

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- **Design Technology:** design technology will provide to our pupils early technological experiences through solving problems, responding to needs created in their everyday world in the classroom. Pupils will use a wide variety materials to design and modify, drawing on a variety of experiences as well as investigate and evaluate what they are doing.
- **Personal, Social and Health Education (PSHE):** our PSHE curriculum will help pupils learn about being healthy and the importance it has in our lives. Pupils will learn about sex and relationships, internet safety, the danger of strangers and life kills such as first aid. We will also encourage pupils to lead active and healthy lifestyles. This is key to us, as Torbay has some of the highest teenage pregnancy rates, high levels of drug and alcohol dependency and depending on which Ward you live in, significant life expectancy differences. Our Widening Horizons Curriculum will provide children with the aspirations and knowledge to make choices and the correct choices about how to live a fulfil

### **Paignton C of E Primary School: primary school (3 to 11).**

As with Ilsham, we will base the provision in this school on the successful provision which already exists at our current primary schools taking full account of the specific context of the school as set out below. Please see Ilsham provision and our outline as described above.

This will be a two form entry primary school. It is expected that the pupil intake of this school will be similar to the four primary schools nearby, Sacred Heart, Curledge Street and Hayes which all have a higher proportions of disadvantaged pupils. The other primary, Oldway, whilst in close proximity, serves a catchment on the other side of town where the percentage of pupils eligible for the pupil premium is typically low. Using the intake data from these four schools, it is expected that the intake for this school will have a higher proportion of students with SEN and 'Ever 6 FSM' and a lower intake of EAL students when compared to national averages. We expect that this school will typically be comparable to one of our existing schools, Ellacombe Academy. As a Trust, we have a strong track record of successful school improvement in schools with high levels of need, working with and supporting families to removing barriers to disadvantage. As described above, we will use the vehicle of our Widening Horizons Curriculum to ensure we provide excellence for all of our school community, including parents and families. We have an established and successful way of working with families which empower them help children achieve the academic excellence that we pursue, relentlessly.

In addition, with the increase in net migration to the area, we will take this into account and so prepare for it by establishing a curriculum that is flexible, relevant and can cater for students of all backgrounds, abilities and needs. Our track record of successful outcomes for pupils in schools within I predominantly white British working class coastal towns will ensure that we are able to put the principles into action to ensure impact from day 1! Paignton is a transient area with many pockets of temporary accommodation. This is not a barrier to learning because we understand the context and the MAT has the track record of addressing the transience so that it is not a barrier.

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The barriers will be lifted through drawing upon the expertise of the Family Support Workers and team from within the Trust. The Family Support Team were created through the recognition of the need to support and work with the families and communities and find routes through. When we began our journey at Ellacombe parents did not engage in school and because the school had previously not understood the context. By understanding that families need nurturing, supporting, understanding and challenging we have a track record in ensuring parents can support their child and their education. For example, the first coffee morning we held at Ellacombe attracted 3 parents! We now have a 'Crafternoon' where over 40 parents regularly engage and whilst engaging in craft activities are learning how they can support their child. We also run the GCSE programme from Ellacombe. We have supported parents back into work, we support with housing, financial planning and our partner work with local charities and foodbanks ensure that we minimise the barriers to children being in school. These will all be features of our new Free Schools. One success measure is our above national attendance in our MAT academies.

### **Aspects which will permeate the trust including the two new primary schools**

#### Modern Foreign Languages

Every young person will be given the opportunity to learn French which aligns with our approach across our Trust. Our approach begins in the early years through to KS2 and introduces language at the earliest stage with games and word play and songs building up through the years where a greater range of vocabulary is developed alongside phrases and entering into conversation pieces. Throughout the teaching method will be oral, engaging and use games, songs and opportunities to practice out loud. We will enhance the passion for learning a language through additional extra-curricular clubs.

#### Enrichment

The LAP-SW are committed to providing a rich and exciting enrichment curriculum for all students. Our aim is for students to excel in different areas of interest and skill. Enrichment curricular clubs can provide this alongside giving an opportunity for students to get to know other members of the school community.

The sessions will be run by members of staff and outside specialists to ensure that each opportunity delivers the highest quality experience for students.

For our primary phase enrichment activities, we will use the successful model which already exists at Ilsham C of E Academy, where we currently offer eleven different enrichment opportunities:

- choir
- new age kurling club
- football for boys and girls
- gardening club
- samba club
- science club
- Arsenal soccer school club



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- chess club
- art club
- netball
- French club
- Parkour
- First Aid - which involves parents
- Pet Club
- Maths and Reading Clubs
- Child Philosophy
- Fencing, Dodgeball, Multi Sports, Tennis - full range of sports which

We will therefore have the same provision for primary school students across the three new schools. In addition, we will have a variety of other enrichment activities such as debating, drama, music, a variety of other sporting activities such as cricket, rugby and hockey, volunteering work and the Duke of Edinburgh award for students in key stages 3, 4 and 5.

Peer coaching, where older students coach younger students with reading, writing, mathematics or subject specific support will be offered. Students will be trained on how to coach younger students with older 5 students being able to offer support in-class. Peer coaching has been proven to be a very effective way for students to develop their understanding of a subject, whether it be the student being coached or the student who is the coach. There will also be planned opportunities for older pupils from Edginswell to coach and mentor younger pupils at primary schools within the trust.

### Teaching and learning

Across all age phases for both schools, we believe that in order to achieve our principle of academic excellence through high standards it will be paramount that the focus is on the classroom. Our requirement will be that all students will be provided with high quality learning experiences through the Widening Horizons Curriculum that will lead to consistently high levels of achievement and skills which will enable them to become lifelong learners across all of our schools.

Therefore, across all the phases of our schools, we will adopt a common approach to teaching and learning based on the research of educational researchers: Dylan Wiliam, John Hattie and Shirely Clarke - a culture of critiquing, feedback and improvement. However, the details of this common approach will be adapted to meet the needs of individual pupils. These needs will also clearly be age-related. Therefore, the approach for the youngest pupils in KS2, for example, will be different than that for those students in KS4.

Adopting this common approach consistently will help all pupils to become accustomed to particular classroom practices, for example, and help to lead to a successful approach to teaching and learning. This will maximise the chances of pupils learning and achieving as highly as they can.

Therefore, while taking account the need for flexibility as noted above, all lessons at our schools will include the following:

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- learning objectives: these will be displayed at the beginning of each lesson and will be reiterated orally unless it is intended by the teacher that the learning objectives are to be discovered during the lesson. These will be explained so that pupils understand the difference between the task that they are completing and the learning that comes from it.
- success criteria: this will allow pupils to understand what the outcome of their learning should be. It also enables pupils to self-assess and peer-assess work and know what they need to do to develop their learning further. More details of assessment are in section D2.
- planning: teachers will plan each lesson carefully so that pupils' abilities and needs are taken into consideration when planning how to teach the curriculum. Teachers will differentiate the curriculum, for example through task, pace, outcome, time, teacher/adult support and will make it clear in the planning, how different groups will be catered for. Resources and equipment for each lesson and where the lesson will be taught will also need to be taken into consideration. High quality and 'manageable' planning will be absolutely vital to ensure that the lessons go smoothly and that all pupils are challenged with work that is at the appropriate level.
- feedback and effective marking: these will be embedded in everyday practice and will inform future teaching and learning. This will enable pupils to understand their strengths and areas of development and the next steps to move their understanding and learning forward. Feedback will be oral or written.
- assessment: pupils will be encouraged to self-assess their work throughout the lesson so that they are able to decide for themselves what they need to do to improve. In some lessons, it will be appropriate for the teacher to plan time for peer assessment, where pupils assess each other's work. Teachers will assess throughout the lesson so that misconceptions are quickly picked up on and the lesson can be adapted if necessary. More information on assessment is in section D2.
- questioning: this will be used to challenge pupils and to deepen their thinking and learning. These opportunities will be planned and go beyond the recall of facts and will focus on Bloom's taxonomy and higher order thinking skills.
- modelling: a key aspect of teaching will be the clear and specific modelling of the tasks pupils are required to do. This will guide the pupils to the expected outcome.

Teachers will evaluate each lesson and use what they have found in the planning of subsequent lessons.

### Reading, writing, communication and mathematics

All of our pupils, no matter what their starting points, will need to be literate and numerate. At all schools, it will be established that the teaching of reading, writing, communication and mathematics is the responsibility of everybody which reflects our

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principle Academic Excellence. We are committed to Every Child a Reader by Aged 6. This is a commitment that we realise, even for our most disadvantaged.

With mathematics, all teachers will:

- embed an approach which reflects a reasoning approach to teaching of mathematics. We will use the nationally recognised Maths No Problem approach to ensure consistency and rigour to this approach.
- ensure that pupils are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage pupils to use these correctly.
- be aware of appropriate expectations of pupils and difficulties that might be experienced with numeracy skills for their subjects
- provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups and topics.
- provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.
- Support gaps in learning for transient pupils and pupils with SEND through our suite of Numbers Count interventions and Trust Specialist team.
- Engage parents in maths and dispel myths through providing parental information workshops. Providing experiences of working with 'real life' mathematicians and change the dialogue about how maths is perceived - Widening Horizons!
- Providing a relevant curriculum which involves challenges and enterprise projects to develop the real life aspects of maths and widen horizons.

Students will need to be able to speak, listen, read and write and articulate their thoughts so that they are able to communicate with others. There will be attention to detail paid to the correction of spelling, punctuation and grammar. The impact and consistency will be achieved through our work from Ron Berger - Ethic of Excellence where feedback and critiquing at the heart of empowering children to impact their own learning.

It is expected that students who arrive at any of the schools without the expected minimum skills will catch up quickly. Through the triangulation of available data, the ability of students will be ascertained and personalised programmes put in place for them. It is through this quick identification that the appropriate intervention strategies will be put in place so that individual students will catch up and are able to access the wider curriculum.

With writing, students will be taught how to spell and use key terminology specific to subjects. They will learn how to organise their writing so that what they are trying to convey can be put forward and communicated clearly. Teachers will plan for opportunities where students can develop their reading, writing and communication skills in every lesson.

Consistency across all schools in the Learning Academy Partnership Trust

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High quality teaching staff will be employed to ensure that teaching and learning at our schools will be outstanding. To help staff achieve this, we will offer them a detailed professional learning package as part of their development. These sessions will take place across all of the schools in the MAT so that teachers from different schools can share best practice.

A rigorous monitoring system for teaching and learning will be in place to ensure that there is consistency across the LAP-SW. These will take the form of:

- lesson observations
- learning walks
- work scrutiny
- moderation in departments and across the schools in the MAT.
- peer feedback and coaching
- half termly work scrutiny and feedback

#### Personalised learning

As students progress through school, they will be taught according to their needs to ensure that they are stretched and challenged, developing their skills to the fullest in all subjects. Work will be set in class to meet the next steps pupils need to take to develop their learning further. Because all pupils develop at different rates, their learning will also develop at different times. Some aspects of learning will happen quickly and others will take time. Consistency through the Widening Horizons Curriculum will ensure an equity of provision the ability to draw upon expertise within and across the MAT in order to secure the outcomes for children, no matter what their starting points.

#### Special educational needs and disabilities (SEND)

At the LAP-SW, we are committed to developing an education provision that provides equality of opportunity and high achievement for all children and young people. We will meet the special educational needs of students in a positive and proactive way. The focus within our schools will be on preventative work to ensure that the special educational needs of pupils are identified as quickly as possible and that early action is taken to meet those needs. We will exploit best practice when devising interventions and the interventions for each pupil will be reviewed regularly to assess impact. We will adopt a multidisciplinary approach to the resolution of issues by working cooperatively with all appropriate agencies. Pupils with SEND will be offered full access to a broad and balanced and relevant education. The wishes of our pupils with SEND will be taken into account (in the light of their age and understanding) and we will work in partnership with parents to ensure that we take into consideration the views of individual parents in respect of their child's particular needs. We will have high expectations of all our pupils. We will want pupils on our SEND to make progress that compares well with the progress made by other pupils in our schools.

All pupils are different and learn at different rates and all have their individual needs. At our schools, we will not teach to a class age expected ability but will cater for a

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

range of all abilities within each class through differentiation and appropriate challenge.

Students with SEND will be identified in the following ways:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school/setting.
- Tracking of attainment outcomes indicate a lack of progress.
- Pupil observation indicates that they have additional needs in one of the four areas:
  - communication and interaction
  - cognition and learning
  - social, emotional and mental health
  - physical and sensory.

Many children and young people have difficulties that fit clearly into one of these areas while others have needs which extend across more than one area. For some, the precise nature of their need may not be clear at the outset. We will also take into consideration other factors that may impact on progress and attainment such as:

- disability
- attendance and punctuality
- health and welfare
- English as an additional language (EAL)
- being eligible for pupil premium funding
- being a Looked After Child
- being a child of a serviceman/woman

The curriculum at each school will be matched to suit the needs of all pupils. We believe that all children and young people learn best with the rest of their class and our aim is for all children and young people to be working independently, in class, with no ceiling on expectation. Our teachers will plan using pupils' achievement levels and differentiate work to better match their ability. When a pupil has been identified as having SEND, their learning and work set will be further differentiated by the class or subject teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, pupils with SEND may be provided with additional support that may include specialised intervention, equipment or resources. When considering an intervention, we will look first at the pupil's learning and development profile in order that we can select the intervention which is best matched to them. Interventions are often crucial in closing these gaps and will be monitored closely, primarily by the class teachers and overseen by the special educational needs and disabilities coordinator (SENDCo).

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

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all pupils. All teachers will be responsible and accountable for the progress and development of the pupils in their class, including pupils who access additional support from learning support assistants or specialist staff. Pupils with a disability will be provided with reasonable adjustments in order to increase their access to the taught curriculum.

All pupils will have individual curriculum targets in their subjects, set in line with national outcomes to ensure ambition. These will be discussed with parents/carers at events such as parents' consultations and the termly progress report for children. Students whose progress through the curriculum is causing concern will be identified very quickly and will be discussed in half termly student progress meetings. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and her/his peers.

The progress of all pupils with SEND will be closely monitored and the class and subject teacher will take steps to provide additional differentiated learning opportunities. If the pupils do not make progress, despite the modified and differentiated curriculum, additional action to increase the rate of progress will be identified and recorded on a SEND concern form. This will include a review of the impact of the differentiated teaching being provided to the pupil alongside the results of assessment and any other relevant information or data.

Regular meetings will be held to review the actions taken for pupils who are the subject of the SEND concern form. A decision will then be made as to whether further assessment is required, if there needs to be further modifications to teaching approaches, and/or whether the student requires targeted provision. If the review indicates that additional or a different form of support is required then the views of all involved, including the parents and the pupil, will be obtained.

Parents will be informed if the school considers their child may require SEND support and their partnership sought in order to improve attainment if any issues arise. Appropriate evidence-based interventions will be identified, recorded and implemented or a bespoke individualised programme will be devised and may be delivered by a learning support assistant. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from the SENDCo or external agencies regarding strategies to best meet the specific needs of the pupil.

Referral to external agencies will only be undertaken after parent permission has been obtained. Types of referrals will include the involvement of:

- the educational psychology service
- the hearing Impairment team
- the visual impairment team

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

- the speech and language therapist
- school nurse
- child and adolescent mental health service (CAMHS)
- social care
- Torbay Education Safeguarding Service (TESS)
- early years advisory team.

Additional individualised assessments may be undertaken at this stage by the SENDCo and a report produced to aid the setting of suitable targets. SEND support will be recorded on an individual support plan (ISP) that will identify a clear set of expected outcomes, including specific and relevant targets, together with the personalised provision to enable the pupil to achieve these targets. Progress towards these outcomes will be tracked and reviewed termly by the class or subject teacher with the full involvement of the parents and the student (where possible and appropriate).

For a very small percentage of pupils whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority (request for a statutory assessment) to conduct an assessment of the pupil's education, health and care needs. This may result in an education, health and care plan (EHCP) being provided. For pupils who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an education, health and care assessment that will be undertaken by the local authority. If the application for an EHCP is successful, a member of the local authority will preside over a meeting with the relevant professionals involved with the student/family from health, social care and education. Parents and the student (where possible and appropriate) will also attend. The meeting will register the views and aspirations for the pupil together with details the barriers the pupil is experiencing. The EHCP will be reviewed annually. The annual review will enable the provision for the pupil to be evaluated and, where appropriate, for changes to be made, such as reducing or increasing the level of support.

#### Most able (gifted and talented) students

Across the LAP-SW, we will create an ethos where young people feel good about achieving excellence. We will encourage all young people to become independent learners and provide a wide range of resources to accommodate the needs of our most able. In addition, we will offer opportunities for most able pupils to work with older pupils of the same ability. This will include occasions where young people are involved in decision making for the school council or in their own learning. We will encourage young people to carry out their own research work and participate in out of classroom activities to further enhance their learning.

Understanding the prior knowledge of pupils will be fundamental, as it will prevent unnecessary repetition of work which can be extremely demotivating for them. All

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

teachers will plan thoroughly and know who the most able pupils are in each class so that lessons can be planned accordingly. We want pupils to:

- Problem solve and investigate
- Develop reasoning, questioning and thinking skills
- Work independently
- Evaluate their own work and make improvements where appropriate.

We will work closely with parents/carers, including making them aware of their role in recognising their child's interests and abilities and supporting and encouraging their child's learning by providing resources and opportunities at home and setting realistic targets. We will also celebrate the achievements of our most able students.

### Looked after children (LAC)

The most common reason for children to be looked after is a result of abuse and/or neglect. Where a school has LACs, appropriate staff will be made aware of the different care orders and what they mean through safeguarding training. There will be a designated member of staff at each of our schools who will oversee the provision for LACs and ensure that the appropriate provision has been put in place. They will ensure that staff are aware of who the LACs are, who should be collecting the pupil after school, ensure that records and plans are kept and maintained regularly, and provide training for staff.

The designated member of staff will also work with external agencies in ensuring that these pupils reach their full potential. External agencies will include:

- educational psychologists
- school nurses
- CAMHS
- attendance and inclusion service
- social care workers.

All staff will be trained in safeguarding so that when there is a concern, staff will know the procedure for reporting the issue

### Pupil premium and bursary students

Pupil premium and bursary funding helps pupils from disadvantaged backgrounds who may underachieve use to their personal circumstances to reach their full potential. The funding can be used in the following ways:

- 1 to 1 tuition
- literacy and numeracy intervention
- the provision of learning mentors
- homework clubs



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

- attendance intervention
- careers advice
- holiday revision sessions

### Transition

There will be a range of transition programmes in place for young people at all key transition points: EYFS to Key Stage One, to key stage two and to key stage 3 as well as other times throughout a young person's journey. This will provide a number of opportunities for pupils and parents to meet staff, whether it be those joining a school within the LAP-SW or whether they are leaving to join a school outside of LAP-SW. Accompanied visits to other providers will be arranged as appropriate including for pupils transferring to local schools.

Where there are pupils with SEND transferring between schools, the SENDCos of both schools will meet to discuss the needs of these students in order to ensure a smooth transition. The records of pupils who leave our schools mid-phase will be transferred within five working days of the parents notifying us that their child has been enrolled at another school. Strategies used to ensure a smooth transition will include:

- the use of bridging materials
- the sharing of information between schools, and within different key stages at the all through school
- pupils' visits to schools/phases with current teachers and parents
- information booklets to explain what to expect and advice on transition
- joint social events between schools.

There will be transition arrangements within each of the schools which will help pupils to transfer from key stage to key stage. For example, with regard to those pupils transferring between KS1 and KS2 there will be ongoing liaison between the relevant members of staff. Clearly, the all through school will facilitate effective transition between KS2 and KS3 especially as the all through school will have common assessment systems as well as, more generally, a shared culture across the whole school.

We will also manage the transitions effectively for all pupils leaving our post 16 provision. This will include preparing post-16 students for higher education or employment by encouraging attendance at University Open Days and we will offer specific HE and careers guidance in tutorial sessions from year 11 onwards. We will forge and develop strong links with universities including Russell Group institutions.

### Home Learning

Partnership is one of our key principles and this reflects our commitment to empowering parents and acknowledging that 80% of what children learn is learnt at home! We have to make that 20% count! We believe that the partnership between parents and school is valuable in developing all learning opportunities. We will ask

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

parents/carers for their support in helping their child so that all pupils make the maximum progress possible during the time they spend with us. Teachers of different subject areas and year groups will set learning appropriate to the age and needs of their pupils. To encourage pupils to develop their work at home and attitude to learning independently away from the classroom, we will refer to this support as 'home learning'.

Home learning will create a positive image of learning and will encourage pupils to see that learning can take place in the home environment and other settings. Home learning tasks could include:

- parents/carers listening to their child read regularly
- activities that reinforce new skills learnt in the lesson
- providing an opportunity for pupils to practise skills
- reading in preparation for a lesson
- independent research
- an opportunity for a pupil to come up with a new idea or opinion
- completing a project.
- Engaging in school open sessions
- MY Maths
- Accelerated Reader

Most tasks will include an element of consolidation and practice as learning will take place at different rates for different subjects for different pupils. All will require repetition and practice for pupils to become better at that skill.

### **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**

### **Assessment**

We will use the expertise which already exists across the trust to ensure that the systems and processes for reviewing success measures and targets regularly to improve the schools' performance. For example, our approach to assessment in the primary age phases of each of the two schools will be based on one of our current primary schools, Ilsham C of E Academy. As noted above, this is a successful primary school.

### **Monitoring evaluation and intervention**

Across the trust and in each the two new schools, the quality of pupils' learning will be measured by their performance and progress against agreed targets including termly milestone targets in order to facilitate an early intervention strategy if a target is judged to be at risk. The school will measure each pupil's performance formally in all subjects at regular intervals, every half-term as a general guide. Every member of the teaching team will take place in standardisation exercises as part of their professional development, to ensure that assessments are accurate, and that teachers clearly understand how excellent learning is clearly demonstrated and achieved. We anticipate all teaching and learning outcomes to be judged good or better using Ofsted criteria, with an increasing proportion of outstanding teaching over time when a longitudinal analysis is possible during the growth phase. We will make good use of pupil voice in reviewing quality of provision.

In the same vein as monitoring progress towards pupils' targets, for monitoring progress towards annual whole-school or key stage specific targets, class teachers, SLT and MLT will not wait for a target to be missed before acting. Informal but rigorously monitored termly milestone targets will also be set in this wider context and any whole-school target at risk of being missed will result in a tailored early intervention strategy being devised and implemented, based on a diagnosis of each individual situation, in order to maintain progress towards the target and ensure it is achieved.

In all cases where an early intervention strategy is deployed, more frequent monitoring will then be used to examine the effectiveness of the intervention(s) and to plot course corrections where deemed necessary.

### **Recording and reporting**

In addition to real-time information provision online via the parent section of the school website, we will provide formal termly reports to parents alongside regular parent-teacher consultation events to ensure they remain engaged with and updated on attainment, progress and personal development matters. We will also offer support to parents which enables them to contribute to their child's learning where possible as we aim to maintain strong partnerships with parents as well as external

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

agencies and professional organisations in order to support students in their quest for the highest possible levels of achievement and personal development.

In terms of individual students and their progress, where this is giving cause for celebration or concern parents will be contacted with a view to reaffirming and maintaining good progress by devising the most effective early intervention strategy for pupils. Central to our vision and ethos is working closely with all parents to ensure that students make (at the very least) expected progress across a range of activities including academic, spiritual, social, moral and cultural.

The CEO, an accredited National Leader of Education (NLE), will continue to be accountable for the trust's effectiveness and business operation while enabling leaders and teachers to focus on teaching and learning. The CEO will be supported by a primary director of education and as our Trust grows a Secondary Director of Education will be appointed. They will support and challenge Executive Heads who will be responsible for regional hubs of schools. Each school will have a head of academy working collectively with executive heads as system leaders and supported by a number of specialist leaders of education (SLEs) and other expert central staff who work across the trust. Our model will be one of targeted and effective school to school support, challenge and mutual trust. We will work through a clearly defined school improvement strategy, including shared expertise and system leadership.

We designed the partnership structure to grow through clear systems of educational and business leadership with strategic governance. We believe that succession planning, at all levels, is key to growing our capacity and quality and ensuring every school is an exceptional school. Welcoming new schools to our MAT also contributes to this and we are a strong academy sponsor accredited by the Department for Education (DfE) and the Regional Schools' Commissioner (RSC).

Across the two new schools within the LAPSW, effective learning will be more likely to take place when pupils receive ongoing and tailored feedback so that they know where they are in terms of learning and the next steps to develop their understanding. Teachers will assess pupils throughout lessons and pupils will be encouraged to self-assess and peer-assess where appropriate too. This is fully aligned to our approach of critiquing. Feedback and assessment policies will reflect that the most effective feedback takes place in the classroom in order for pupils to be supported or challenged at the point of need. Teacher's feedback will be as close to the learning as possible and be positive, allowing pupils to see where their strengths are and what they need to do next. Feedback will be regular and consistent and easily understood by the pupils and their families who can help away from the classroom.

Assessment and marking will help teachers to gather information about the performance of pupils and monitor where they are with their learning so that any misconceptions that may arise can be picked up on and corrected quickly. This will enable teachers to adapt their lessons as they are being delivered and plan for the next lessons, ensuring that there is full understanding and depth of what pupils are required to learn.

There are two types of assessment which we will use at our schools:

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

- formative assessment: this will be the assessment for learning and will be ongoing. It will aid learning through regular feedback being given to the pupil. Formative assessment will take the form of verbal feedback or through written feedback, where the next steps will be outlined to the pupils. Opportunities for formative assessment will include teacher assessment through moving around the class to observe individual pupil's progress, through the use of plenaries, self and peer assessment, written feedback on homework, or through discussion of practical work.
- summative assessment: this will be the assessment of learning, which will take place in the form of tests and exams which will usually occur at the end of a topic, term or year. Such assessment will focus on the outcomes of what has been learnt. Summative assessments will be supported by standardised tests and fine level measures which will not only provide a summative judgement but will also provide teachers with a clear gap analysis and accurate information as to where to take learning next.

### **Marking and feedback**

Marking is feedback. Feedback can be verbal and at the point of need or it can be from a distance, when the lesson has finished. Distance marking of pupils' work will take place when it has impact and is meaningful. If distance marking is completed, it will be based on the longer term target that a pupil is working on. All marking and feedback, whether it be at the point of need or distance, will show impact in pupils' outcomes and pieces of work. We will adopt this approach based on government advice, Ofsted guidance, and Education Endowment Foundation (EEF) research. The type of marking will depend on the units of work pupils are studying and will focus on effectiveness rather than quantity. Marking will:

- be clear
- be concise
- be positive
- inform pupils of next steps
- challenge students to think for themselves
- provide an opportunity to open a dialogue with pupils.

Marking codes used for written feedback will be consistent throughout the school.

### **Target setting**

For EYFS and primary provision, we will be using the same model as one of our current schools, Ilsham C of E Academy. The targets for key stage 4 and 5 will be challenging and will all be above national averages.

The targets therefore for of each of our schools will therefore be as follows.

<b>EYFS</b>	<b>Target</b>	<b>National Average (2015)</b>
Good learning development (GLD)	100%	66%
Reading	100%	76%
Writing	100%	71%

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

Mathematics	100%	77%
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Key stage 1	Target	National Average (2015)
Reading (level 2+)	100%	82%
Writing (level 2+)	100%	72%
Mathematics (level 2+)	100%	82%

Key stage 2	Target	National Average (2015)
Reading (level 4+)	100%	89%
Writing (level 4+)	100%	87%
Mathematics (level 4+)	100%	87%

**Recording and reporting**

Pupils' targets will be recorded and monitored so that they can be modified if necessary. Each teacher will input data, based on progress, into the school system five times a year so that the information can be analysed and any concerns picked up on quickly. This data will then be shared with parents in a variety of ways:

- parents' evenings
- targets sent home
- reports home
- academic achievement days
- individual meetings with parents where there is a concern

Parents will be encouraged to contact the school if they are concerned about their child's progress. Teachers will include a full narrative of how pupils are doing and what they need to do to develop their learning further at three points in the year. As with all of our schools, we will make our expectations very clear on parental contact and ensure that parents trust us and understand why they must attend events such as information evenings, coffee mornings and workshops. We will also continue to be highly visible before and after school to welcome parents and give positive feedback. Communication will also be highly important, with each school sending text messages, newsletters and letters to families. Our trained team of family support workers will also aid this.

**Behaviour**

We will strive to develop an ethos that will encourage good behaviour in our schools and aim to help children and young people develop the values and principles that will guide them through the difficult decisions of life, enabling them to make a full and positive contribution to society. We will place great importance upon being polite and friendly, helpful and kind, on working hard and looking after each other and our

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

environment. Every pupil has the right to learn and no pupil has the right to disrupt the learning of another.

It is our aim:

- to create a happy, secure, safe and well-ordered environment for the whole school community, promote among pupils, self-discipline and proper regard for authority
- to encourage good behaviour and respect for others, be tolerant and understanding for the rights, views and property of others, and develop a responsible and cooperative attitude towards work and towards children's and young people's role in society
- through our community building approach to foster a deep understanding of what it means to be a responsible citizen and that all actions have consequences for ourselves and others
- to teach all members of our communities to have respect for and understanding of the impact of our own and others emotions on those communities
- to regulate pupil conduct where each person is valued for what they can contribute and accomplish, so raising self-esteem and promoting positive behaviour by valuing effort and recognising success
- to ensure that all members of the school communities follow and understand the principles of our behaviour policy
- to ensure that rules, rewards and sanctions are implemented fairly and consistently
- to work in partnership with parents to promote positive behaviour in our schools.

We will proclaim that we have these rights and responsibilities in establishing a positive school ethos:

Rights	Responsibilities
To feel safe To learn and teach To feel valued To be heard To learn skills for life and develop aspiration. To achieve our full potential.	To be a role model and care for others To respect everyone in our academy community To respect the school environment To be an effective citizen of our community locally and globally. To strive to be an independent learner. To listen and communicate effectively.

As part of our rights and responsibilities, we will expect our pupils to:

- attend school on the correct days and times set.
- be in the right place at the right time
- look after the school building, books and equipment and report any damage caused by themselves or others
- speak politely to everyone using title and name, observing the expectation of waiting to speak and not interrupting in an appropriate tone

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

- move gently and quietly around the schools always ready to open doors, offer to carry things, etc.
- listen when someone speaks to them
- respond to everyone in the school communities and visitors with respect
- make it as easy as possible for teachers to teach and for everyone to learn, including being on time, having everything you need, being silent while the teacher is talking, not calling out but raising a hand to ask or answer a question, listening carefully, following instructions, helping others, concentrating on work, not distracting or annoying others, completing home learning
- have concern for others who need any kind of help, showing understanding for the situation.

Our targets for behaviour and attendance across all phases in all schools will be:

- 98% attendance
- Below national persistent absentee rate
- no fixed term exclusions
- no permanent exclusions

Each school will keep records of ongoing inappropriate behaviour for individual pupils. This will be collected through record keeping of the number and level of consequences as well as the number of celebration points. This will be reported to parents/carers each term. Robust behaviour logs and recording systems allow staff to understand any patterns or triggers for individuals. These records will also be vital when seeking support for pupils from external agencies such as an educational psychologist. Any incidents that are recorded will be shared verbally with parents/carers. Record keeping will also enable each school to evaluate the effectiveness of this positive behaviour policy and make changes as deemed necessary.

## **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**

**Staffing structures**

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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

[Redacted]

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

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

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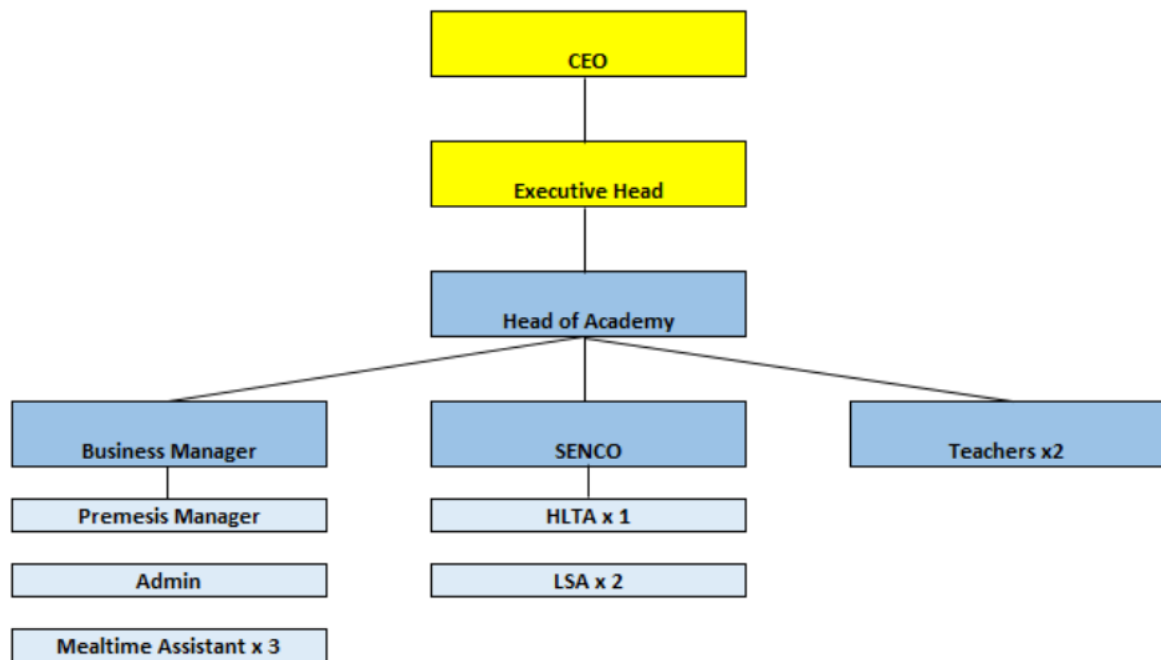
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**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

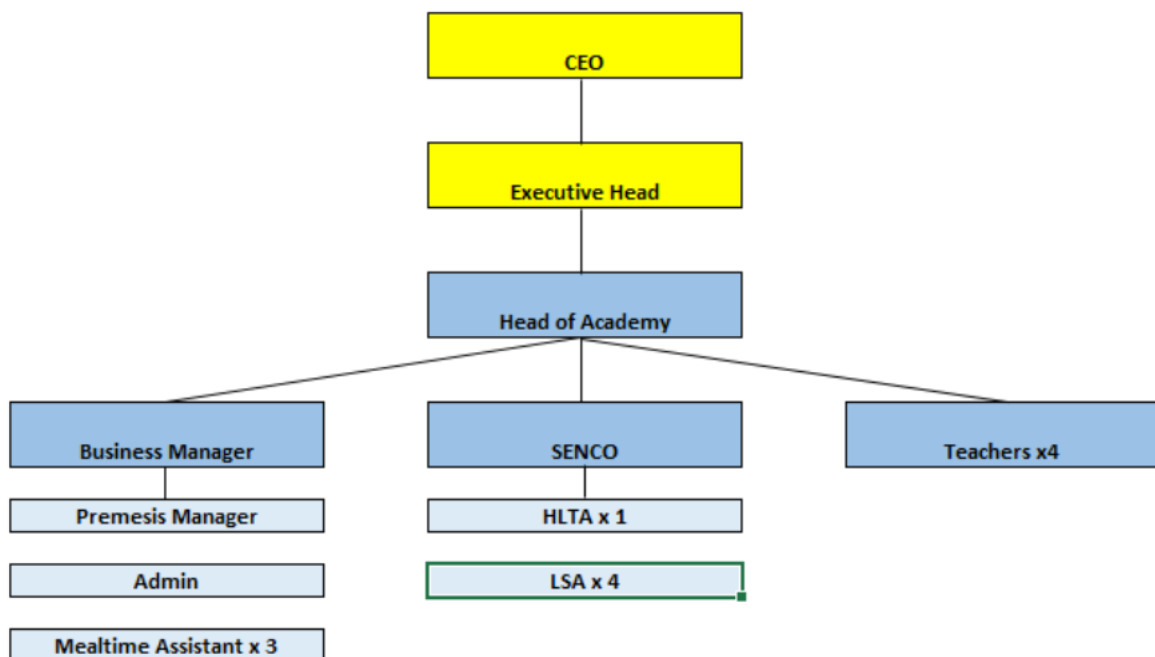
**Paignton C of E Primary School (3- 11) (2018 opening)**

The staffing structure for 2018/19, where there will be 60 pupils, will be as immediately below. Staff in yellow are MAT staff:

2018/2019

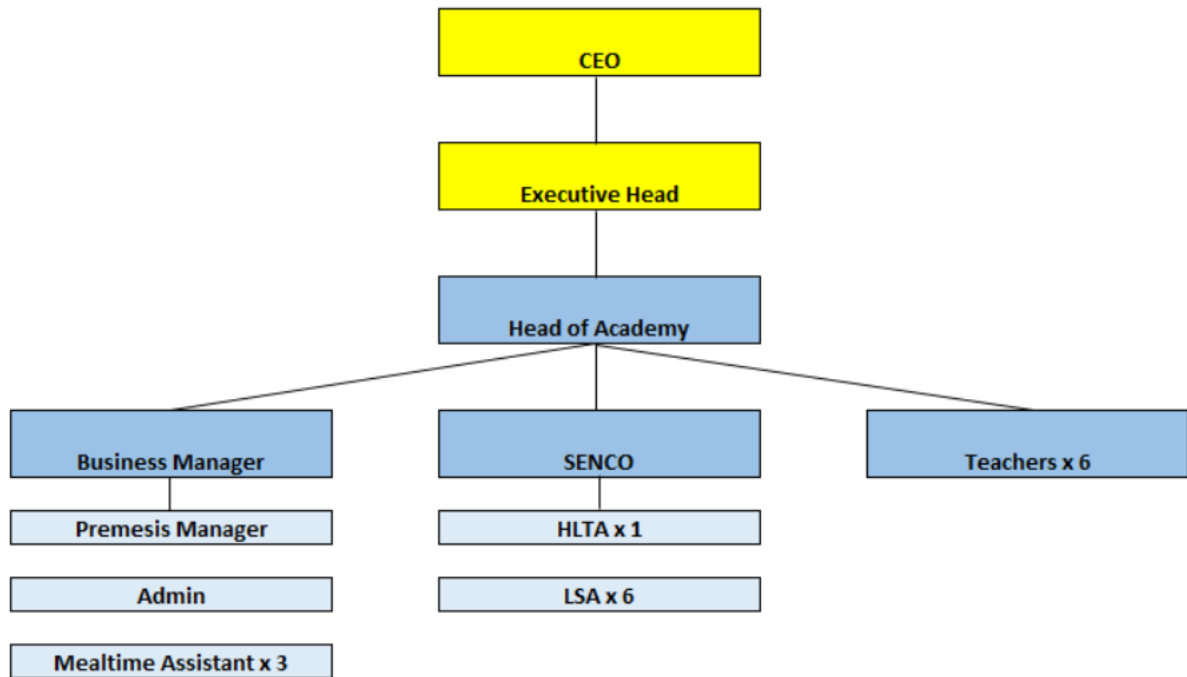


2019/2020

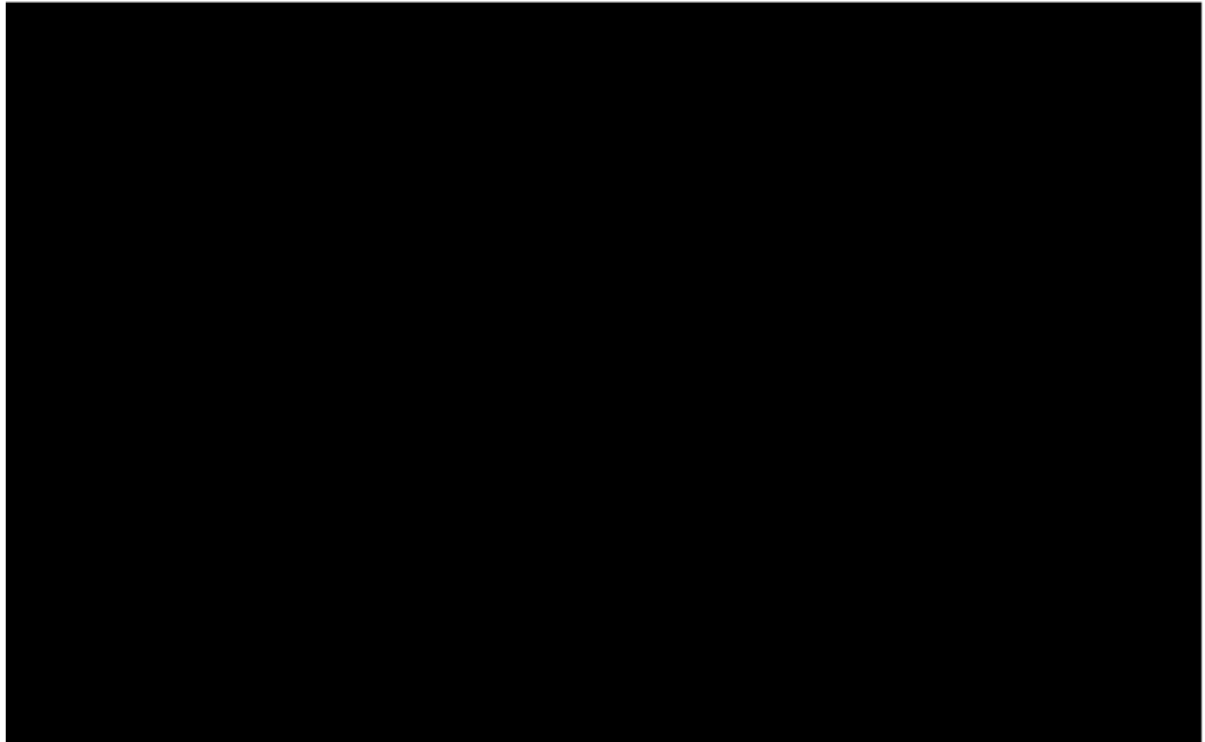


**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

2020 – 2021

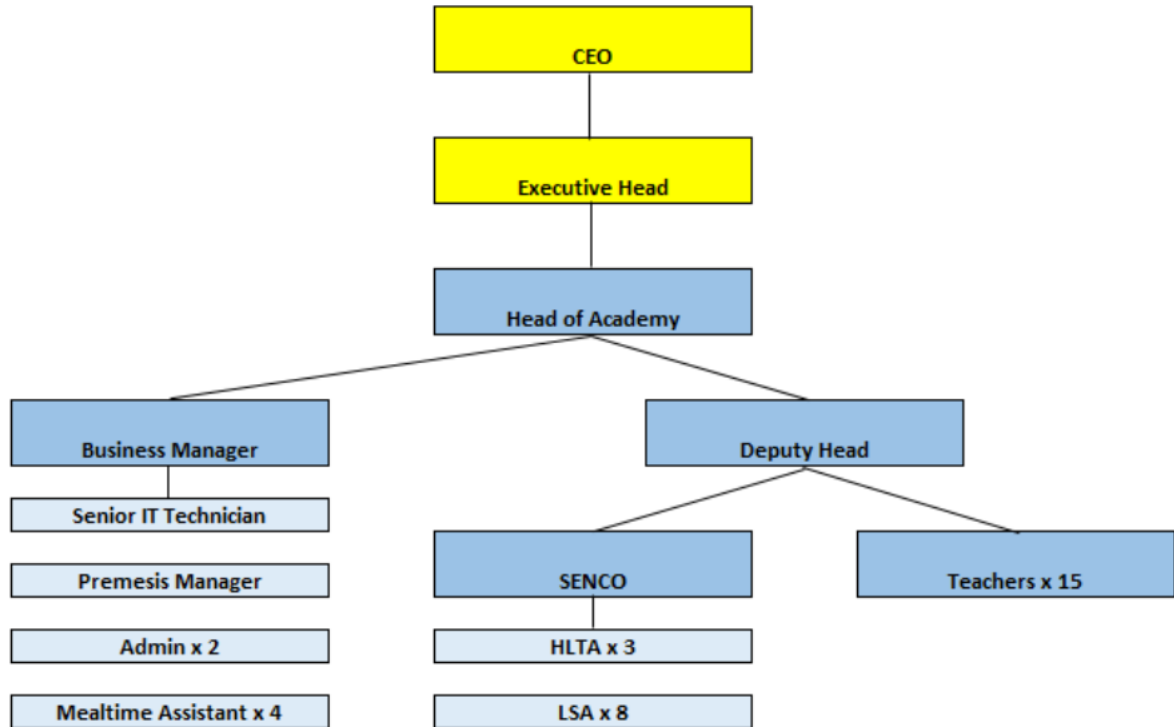


2021 – 2022

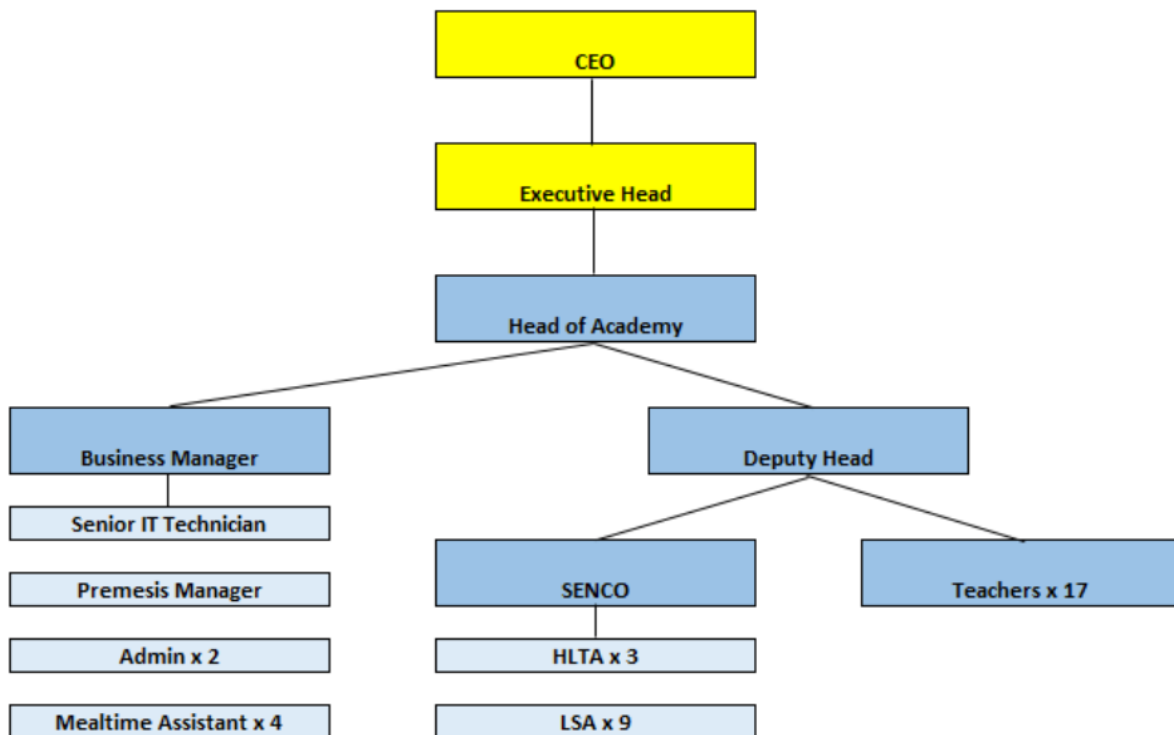


**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

2022 – 2023

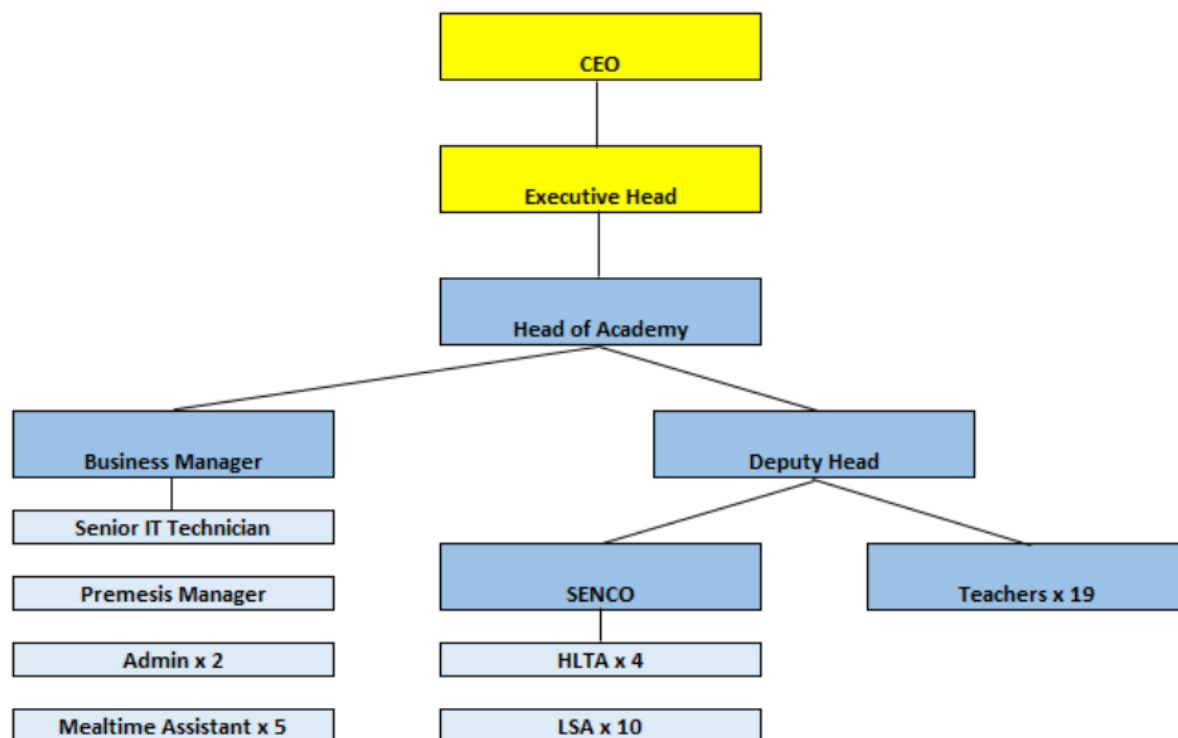


2023 – 2024



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

2024 – 2025



#### Roles and responsibilities

- Chief Executive Officer (CEO): the CEO is a founding trustee of the LAPSW MAT and with the board of trustees, is responsible for setting, developing and communicating the strategy for the trust. There is already a member of staff appointed to this role, a National Leader of Education with a track record of outstanding leadership and school improvement. The CEO was the founding headteacher when Ilsham first became an academy. She also established the MAT, Teaching School Alliance and the growth of the MAT to its current composition. All schools, including Ilsham, have continued to grow at this time. The CEO has been part of the Executive Educators programme (Cohort 1) over the past year, ensuring the development of the necessary skills to lead the ambition of the trust in the future. The CEO ensures that the guiding principles, culture and objectives of the trust are upheld, revisited and reinforced throughout the MAT. The CEO is also responsible for budgetary planning and making sure that the resources of the MAT are used effectively so that schools within the trust achieve value for money. The CEO is accountable to the trust members and line manages the director of education, director of operations and executive headteachers of the trust. The CEO is supported by a Director of Operations, Director of Education and an Executive Support Manager.
- Executive Headteacher: as the trust grows, including the addition of the two new free schools, the trust will have a minimum of 13 settings plus the



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

teaching school. The leadership structure will include executive headteachers who are outstanding leaders, including those who are currently members of LAPSW. Executive heads, accountable to the trustees, will support and challenge heads of schools and oversee 'hubs' of schools. They will work collaboratively to empower excellence and be responsible for delivering the strategic direction of the two schools in this application. They will communicate the vision of the trust and will line manage the heads of academy, ensuring that the schools meet their targets and achieve the best possible outcomes for pupils. The executive headteacher will be accountable to the CEO and will deputise for them in their absence.

- Head of Academy: heads of academy will be accountable to the executive headteacher. They will be responsible for all aspects of performance for one school. Heads of academy will ensure that their academies meet individual development plan targets and contribute collectively to empower excellence and to achieve trust priorities. Along with other heads of academy, they will share responsibility for the performance of all pupils and staff across the trust.
- Deputy headteacher: deputy headteachers will be responsible for the day to day running of the school and will have strategic responsibility for a specific area, for example, pastoral or academic. This role will be created as each school reaches full capacity. In the all-through school, this role will be focussed on curriculum. The deputy headteacher for each of the schools will be the designated safeguarding lead.
- Assistant headteachers: as each of the all-through school grows, the post of assistant headteacher will be created. The school will have two assistant headteachers, one responsible for pastoral and one for academic. The pastoral assistant head will line manage the SENDCo and some heads of department and the academic assistant head will line manage heads of department. Assistant heads will also quality assure the quality of teaching and learning in the school.
- SENDCo: the LAPSW has appointed a trust-wide SENDCo with extensive experience of strategic SEND provision across schools. Along with the SENDCo for each school, they will be responsible for ensuring that the needs of all pupils with special educational needs or disabilities are met. They will liaise with other schools, each phase in the all through school, external agencies and parents/carers to gather the information needed by the school for teachers to be able to take students' needs into consideration when planning. The SENDCo will line manage the higher level teaching assistants (HLTAs) and learning support assistants (LSAs).
- Higher level teaching assistants (HLTAs): are responsible for working with teachers, planning and supporting pupils in lessons. They will give additional support to pupils who are underachieving and may work with students in small groups. When classroom teachers are absent, they may be required to take on whole class responsibilities. They are accountable to the SENDCo.
- Learning support assistants (LSAs): like the HLTAs, LSAs will work with teachers, plan and support pupils in lessons. They will be accountable to the SENDCo.
- Senior IT technician: will be responsible for maintaining the IT equipment in the school. They will make sure that the equipment is ready for teachers to

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

use when it is needed and set it up if required. They will be accountable to the school business manager.

- Administrative assistant: will be responsible for administrative tasks such as photocopying to allow for teachers to focus on teaching and learning.
- Catering assistant: will be responsible for the preparation of food, cleaning the kitchen and ensuring that the dining hall and kitchen meet health and safety regulations.
- Mealtime supervisors: will monitor the behaviour of pupils in the dining hall, ensuring that it is a pleasant environment to dine in. Where there may be instances of disruption, mealtime supervisors will intervene along with teachers who are on duty.

We believe that these roles and the staffing structures described above will allow each of the schools to deliver the planned curriculum within the expected income levels and achieve the student outcomes set out in section D2.

We are confident that if any of the schools has to operate at less than full capacity because we have fewer pupils than expected, we will still be able to deliver a high quality curriculum and an outstanding educational experience for all our pupils. Our schools will therefore be resilient to changes in income as a result of having fewer pupils than we expect.

For example, if we were only to receive 70% of our income as a result of reduced numbers of pupils, in each year, we would prioritise reducing our expenditure on staffing costs (i.e. salaries and other staff costs), simply because this is the largest cost for any school. We would also reduce premises costs, the cost of educational resources, and the allowance for a contingency in direct proportion to the amount of funding we would lose as a result of the reduction of pupil numbers. We will also be able to save an appropriate amount each year for the pupil determined cost of depreciation.

This would be an appropriate staffing level for such a cohort size. Clearly, there would be a need to recruit staff with the appropriate experience and expertise across the curriculum for these Reception class aged pupils. This could be easily achieved through the recruitment of 2 teachers at 0.5 fte each with the appropriate range of experience and expertise. This which would help to ensure that there were across the staff the required experience and expertise.

### **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**

We will adopt a common approach across each of the schools to welcoming pupils of all faiths/world views and none as described below.

The LAP-SW has a Christian Church of England faith designation in the diocese of Exeter. The trust aims to serve its community by providing an education of the highest quality within the context of Christian values. We believe that we are all created by God and precious in His sight. It is our joint responsibility to nurture and achieve 'excellence for all'.

Our mission statement, through our core Christian values of friendship, humility, responsibility and respect, is to honour God. We aim to:

- Live and experience Christian values at the heart of all we do
- encourage an understanding of the meaning and significance of being part of a faith community through the experiences we offer
- see God in everyone
- Achieve 'excellence for all', wanting the best for everyone
- work in partnership with each other, with home, church and the wider community.

There will be regular acts of worship. Those pupils who do not take part in these events will have the opportunity to engage in activities which will encourage them to engage in reflection which presumes no particular religious faith.

The LAP-SW welcomes pupils of all faiths/world views and none by effectively embedding equality and diversity. This will be done through tackling discrimination in accordance with the Equality Act 2010. Embedding equality and diversity will be of utmost importance to us. It will underpin values that are integral to all teaching and learning, day to day activities, life within the broader communities, partnership innovations and developments, business, procurements and delivery of services. We will set high principles and develop innovative practices that embed equality and diversity into the fabric of the LAP-SW and its work with partners and the broader community.

We want to:

- create a happy, secure, safe and well-ordered environment for the whole schools' communities and promote self-discipline and proper regard for authority among pupils
- encourage pupils to have good behaviour and respect others, ensuring tolerance and understanding for others' rights, views and property
- develop a responsible and cooperative attitude towards work and towards each student's role in society
- develop a deep understanding in each student of what it means to be a responsible citizen and that all actions have consequences for ourselves and others

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

- ensure all our pupils understand and respect the impact of their own and others' emotions
- make sure each person is valued for what they can contribute which will ensure that their self-esteem is raised
- promote positive behaviour by valuing effort and recognising success
- ensure that rules, rewards and sanctions are implemented fairly and consistently across the schools
- work in partnership with parents to promote these values.

The LAP-SW will strive to continually improve on an inclusive culture and learning environment where all pupils, staff, workers, trustees, governors, partners, stakeholders, visitors and contractors can participate and contribute, feel welcome, safe, valued, fairly and respectfully treated and free from discrimination, harassment, victimisation or bullying of any type including cyber bullying. We will promote partnership working links to community building and cohesion. It will be through the establishment of this that pupils will understand what it means to be British, where all members of the community have mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

The head of academy will be responsible for coordinating the monitoring and evaluation and will work in partnership with the CEO. They will be responsible for:

- providing updates on equalities legislation and the academy's responsibilities in this regard
- working closely with the trustees and governors responsible for this area
- supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, LAC, minority ethnic, including students of the travelling community, EAL students and pupil premium pupils, in the following recommended areas:
  - pupils' progress and attainment
  - learning and teaching
  - behaviour discipline and exclusions
  - attendance
  - admissions
  - all forms of bullying, including incidents of prejudice related bullying
  - parental involvement
  - participation in extracurricular and extended school activities
  - staff recruitment and retention
  - visits and visitors.

The curriculum will promote equality for all pupils and will ensure that the views of all are shared. To achieve this, we will ensure that:

- curriculum planning reflects a commitment to equality
- the curriculum prepares pupils for life in a diverse society and how to use opportunities to reflect the background and experience of pupils and families in the schools
- there will be opportunities in the curriculum for pupils to explore concepts and issues related to identity and equality

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

- the schools will cultivate attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- we use images and materials which positively reflect a range of cultures, identities and lifestyles.

The curriculum will include the following:

- **Personal, Social and Health Education (PSHE):** our PSHE curriculum will help pupils learn about being healthy and the importance it has in our lives. Pupils will learn about sex and relationships, internet safety, the danger of strangers and life kills such as first aid. We will also encourage pupils to lead active and healthy lifestyles
- **British Values:** British Values will be an integral part of each curriculum area and they will thread through both the educational and social aspects of the school ethos and community. They are values that will actively be promoted by all stakeholders within each educational setting. Through the exploration of British Values, students will develop a grounded sense of self-awareness, resilience and belonging. They will be safeguarded from extremist views by being equipped with the skills and knowledge to live respectfully within a diverse society and to be able to challenge views that counter British Values. Pupils will explore the importance of living in a democratic society and the importance that this has in terms of individual liberty. They will explore the difference between religious law and British law and the importance of following, and abiding by, the laws of Britain. These values will also be inextricably linked within the SMSC provision offered to all pupils. As a result of the provision of British Values and SMSC, pupils will:
  - opportunities for pupils to understand the importance of respecting the faith and beliefs of others
  - opportunities for pupils to learn that discrimination, in any form, will not be tolerated and that such attitudes should be challenged
  - opportunities for pupils to discuss the importance of right and wrong and the importance of living within the laws of Britain
  - opportunities for pupils to discuss how they, as British citizens, can influence how decisions are made as part of a democratic process
  - have a deep sense of self-awareness, self-esteem and belonging to a community
  - become responsible citizens who are aware of the difference between right and wrong
  - be equipped to challenge extremist views that counter the values of Britain.

We will ensure that there is equality in the achievement of all pupils by:

- having consistently high expectations of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation

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

- ensuring adults in the LAP-SW are positive role models in their approach to all issues relating to equality of opportunity
- identifying the particular needs of individuals and groups within the LAP-SW and use targeted interventions to narrow gaps in achievement where there are any
- using a range of teaching methods throughout the LAP-SW and making sure that effective learning takes place at all stages for all pupils
- actively encouraging pupils to fully engage in their own learning.

Equality in the ethos of the schools will be established through:

- the activities of those involved in the leadership of the community who will be instrumental in demonstrating mutual respect between all members of the community
- striving to achieve a feeling of openness and tolerance which welcomes everyone to the partnership
- the pupils being encouraged to greet visitors to the schools with friendliness and respect
- the displays around the schools which will reflect diversity
- reasonable adjustments that will be made to ensure access for pupils, staff and visitors with disabilities
- provision that is made to cater for the cultural, moral and spiritual needs of all pupils through planning of assemblies, classroom based and offsite activities
- pupils' views which will be actively encouraged and respected.
- positive role models who will be used throughout the LAP-SW to ensure that different groups of pupils feel welcomed and included.

Equality will be promoted through recruitment and in turn will help pupils of all faiths and world views to feel welcome:

- all posts will be advertised formally and open to the widest pool of applicants
- all those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity
- steps will be taken to encourage people from underrepresented groups to apply for positions at all levels of the schools
- access to opportunities for professional development is monitored on equality grounds
- the equalities policy and practice will be covered in all staff inductions
- all supply staff and contractors will be made aware of the equalities policy and practice
- employment policy and procedures will be reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

We will not tolerate any instances of harassment or bullying by implementing the following measures:

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

- LAP-SW and each of its schools will counter and challenge all types of discriminatory behaviour. This will be made clear to all staff, pupils, parents and trustees
- the LAP-SW has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents
- LAP-SW currently reports to trustees on an annual basis the number of prejudice related incidents recorded and will continue to do so.

Where a pupil displays inappropriate behaviour, consequences will be applied. These will be age related and action related. Where pupils infringe standards of behaviour the academy will seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the individual who carried it out. Behaviour that may result in serious risk to the health and safety of the pupil or another person will be dealt with appropriately.

All pupils who join schools within the LAP-SW will be treated fairly and not be discriminated against. Groupings in school, for example, will reflect the population of the school and not segregate certain groups. There will be no faith criteria in terms of admissions to any of our schools.

## 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

##### E1 Contents

##### ■ Summary of Key Evidence

##### ■ Need for More School Places

- Population data and projections
- Proposed new housing developments
- Department for Education SCAP analysis
- Analysis of need and forecasts originating via Torbay Council

##### ■ Quality and Performance of local Primary Schools

##### ■ Summary of Key Evidence

There is a clear rationale for establishing the two new schools within [REDACTED] and (b) Paignton, i.e. Paignton Church of England Learning Academy.

[REDACTED]

The population of Torbay has been increasing in recent years and is projected to continue to increase. In response to this increase, a number of local primary and secondary schools, in [REDACTED] and Paignton, have expanded their capacity. However, there is no longer any more (bulge) capacity for expansion and therefore new provision primary schools will be vital to meet future localised demand and also to ensure parental choice, including for those who wish to consider a Christian-faith primary school.

In summer 2016, Torbay Council provided the proposer group with a position statement in terms of current primary school places – the essentials of which *include*:



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

- As of now, autumn 2016, there is only 3% spare capacity in [REDACTED] Paignton's primary schools
- Their internal pupil forecasts indicate that there will be no spare capacity in Paignton (the proposed location of Paignton Church of England) by 2018 and no spare capacity in [REDACTED] by 2020
- Since 2012, the Council has provided an additional 854 primary school places by expanding existing primary schools across Torbay. Further expansion of existing schools would not offer value for money or have a positive impact on teaching and learning

Ultimately the structured community engagement undertaken by the LAP-SW project team in summer 2016 indicated that enough (a) registrations of interest in each school and (b) expressions of parental/community support for each school exist to their establishment in the [REDACTED] Paignton localities a viable undertaking. Indeed, a number of existing resident local parents and carers who are resident in the TQ1, TQ2 and TQ3 postcode areas have registered an interest in their children attending each of the two schools.

**Need for More School Places – Population data and projections**

880,600 people live in Devon and Torbay and population projections suggest that there will be at least a 13% increase by 2022 in this population. Table E1 below demonstrates how the Office of National Statistics forecasts the population of 10 – 19 year olds resident in Torbay to particularly increase over the next 6 years.

*Table E1: Projections for population(s) of 10 – 19 year olds (source ONS 2014)*

LA area: Torbay	2016 Population	2018 Population	% change by 2018	2022 Population	% change by 2022 (from 2016)
10 – 14 years	7,000	7,000	None	8,000	+12.5%
15 – 19 years	7,000	7,000	None	7,000	None
0 – 19 years	14,000	14,000	None	15,000	+6.7%

Table E1 indicates that in volume terms, the number of 10 – 19 year olds resident in the Torbay locality is projected to increase by 1,000 children between the years 2016 – 2022. Additionally, Table E2 demonstrates how *the percentage* of 0 – 14 year olds (which therefore incorporates primary aged children too) that are resident in the Torbay locality is set to increase over the same period of time.

*Table E2: Future forecast resident population of 0 – 14 year olds in Torbay (Source: Torbay Housing and Health Needs Assessment November 2015)*

Year	2016	2018	2022
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**E1 – provide valid evidence that there is a need for this school in the area**

**Paignton – the proposed location of Paignton Church of England Learning Academy**

Paignton Town Centre and Seafront development	590
Paignton North and Western Area development	2,250
Other proposed developments including the major Clennon Valley development	1,445
<b>Paignton Total</b>	<b>4,285</b>

Assuming a yield figure of 4 new pupils per primary school (R – Y6) year group, it can be estimated that the developments would eventually lead to a need for an additional 1,200 places – at primary level in the Paignton locality.

**Brixham – where new housing development are (also) likely to place capacity pressure on localised primary and secondary schools**

Brixham Town Centre and Waterfront development	65
Brixham Urban Fringe development	260
Other proposed developments	335
<b>Paignton Total</b>	<b>660</b>

**■ Need for More School Places – Department for Education SCAP analysis**

Analysis of the Department for Education’s annual school capacity survey, published in February 2016, indicated that approximately 13% of the locality’s primary schools were full or had one, or more, pupils in excess of capacity, i.e.:

*Table E4: Number of primary schools that were in excess of the Torbay local authority area’s primary school(s) capacity (DfE May 2015)*

LA Name	Number of primary schools	Number of schools that are full or had one or more pupils in excess of capacity in 2015
Torbay	30	4

Additionally, the Department for Education’s annual school capacity survey May 2015 provided (increasing) pupil number forecasts up to 2020, for primary *and* secondary school level, in the Torbay local authority area – i.e.:

*Table E5: Projected increase(s) in pupil numbers at primary level up to 2019 – 2020 school year (DfE 2015) for Torbay*

LA area:	2016 – 2017 Pupil forecast	2017 – 2018 Pupil forecast	% change by end 2018	2019 – 2020 Pupil forecast	% change by end 2020
Torbay					

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

Pupil Numbers	9,880	10,120	+2.4%	10,360	+4.6%
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Table E5 indicates that the volume of primary school pupils in the Torbay is projected to increase in number by 480 pupils between the school years 2016 – 2017 → 2019 – 2020 – a figure that the proposed two primary Learning Academies would help to address.

**Need for More School Places – Analysis of need and forecasts originating via Torbay Council**

A Torbay Children’s Services report: *Supporting information and Impact Assessment* published in March 2016 outlined how:

- Pressures on capacity in (a) Paignton and [redacted] does “present problems” for Torbay Council – particularly when placing children moving into the area during the school year – and it means that there is little capacity to meet parental preference and choice
- There is currently no capacity for any unforeseen growth following completion of the South Devon link road
- There is currently no capacity for the increases in housing targets set by the regional government

Source:

<http://www.torbay.gov.uk/DemocraticServices/documents/s29108/New%20Primary%20School%20in%20Paignton%20Appendix%201.pdf>

[redacted]

[redacted]

[redacted]

In Paignton, the proposed location for Paignton Church of England Learning Academy, Torbay Council has expanded a number of primary schools, however the numbers of such pupils are forecast to continue to rise are no further viable options for the expansion of existing schools...

In summer 2016, Torbay Council provided the proposer group with a position statement in terms of current primary school places – the essentials of which *include*:

- As of now, autumn 2016, there is only 3% spare capacity in [redacted] Paignton’s primary schools
- Their internal pupil forecasts indicate that there will be no spare capacity in Paignton (the proposed location of Paignton Church of England) by 2018 [redacted]
- Since 2012, the Council has provided an additional 854 primary school places by expanding existing primary schools across Torbay. Further expansion of



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2016 performance across Torbay.

We are the MAT of Choice and the highest performing MAT in Torbay. All schools that join the LAP MAT improve, unlike other Torbay MATs.

Our MAT does not have any underperformance across all key stages and none of our schools have gaps for vulnerable pupils, and none of our schools are below nationals in any key transition measures.

In comparison, with regard to:

- Coast Academies, Cockington school since joining Coast Academies has fallen below nationals in every measure except Year 1 phonics and GPS. Combined RWM at Key Stage 1 is 40% and combined at Key Stage 2 IS well below at 45%
- Bay Education Trust: Its two primary academies , Curledge Street and Kings Ash ,which are in close proximity to the propose Paignton new school underperforms across all areas and key transition assessment points. E.g. Combined at the end of Key Stage 1 is 38% Curledge Street and 52 % Kings Ash. At Key Stage 2 combined it is 30% and 24%.
- CAST primary academies are all below nationals at the end of Key Stage 2 : St Margaret Clitherow 50% Priory 25% , Queensway 20 % , Sacred Heart 35%
- AET: Is performing better at 46% combined RWM at Key Stage 2

Our new Free Schools would be high performing and this high performance would be sustained.

[REDACTED] It can be noted that the most recent Ofsted judgement for the Priory Roman Catholic School was Requires Improvement (in December 2013).

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

In Paignton in terms of educational standards:

Four primary schools had Key Stage 2 results for 2015 that fell below the average percentage for Torbay local authority – which was 80%. These primary schools were:

- Collaton St. Mary CofE Primary School – where the Key Stage 2 percentage = 79% – and the capacity of which is 207 places
- Curledge Street – where the Key Stage 2 percentage = also 79% – and the capacity of which is 450 places
- Kings Ash Academy – where the Key Stage 2 percentage = 54% – and the capacity of which is 397 places
- Sacred Heart Roman Catholic Primary School – where the Key Stage 2 percentage = 60% – and the capacity of which is 247 places

The total number of places at the proposed Paignton Church of England Learning Academy is less than the combined number of places for these four establishments. It can also be noted that the most recent Ofsted judgement for Kings Ash Academy was Requires Improvement (in June 2014).

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**

#### **E2 Contents**

- Introduction to Engagement Phase
- Marketing Strategy
- Evidence of Community Engagement including supplementary Parental Survey
- Summary of Community Engagement

#### **■ Introduction to Engagement Phase**

The community engagement team who carried out demand gathering activities online and 'on the ground' in the [REDACTED] Paignton localities discovered significant support for the educational provision that it proposes to offer. A community engagement team received a briefing at the outset of the application process which reinforced and emphasised the ethos and vision of the proposed new school. The

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

community engagement team was briefed on how to explain the key features of the proposed primary and secondary education offers to parents, who they canvassed, and to local stakeholders.

### **■ Marketing Strategy**

In summer 2016 the community engagement team implemented the following processes in order to attain (a) community support and (b) registrations of interest in their proposed school:

- Undertaking of an online community survey and registration of interest process, via the dedicated website for the proposed school
- Supplementary face-to-face canvassing using structured materials – including a requisitely informative flyer (see annexes) – in order to attain firm registrations of interest
- Ensuring engagement with all sections of the [REDACTED] Paignton communities, including those from a faith background and those of no avowed faith
- Promotion through the local media which promoted the ambition to establish the three schools

Marketing materials including a specific information flyer (see annexes) were designed to provide a depiction of the proposed schools, and the key characteristics that will underpin them. In addition, the websites for the proposed schools to which parents and stakeholders could refer, incorporated a prominent 'About Us' section describing key features such as the plans for the first year intake and each school's proposed ethos and vision. When the community engagement team were undertaking face-to-face canvassing with prospective parents and members of the local community, the relevant information flyer was always handed to them. Each flyer contained specifics about the type of proposed education provision, including an explanation that each school:

- Would be established by the Learning Academy Partnership
- Would have a distinctive Christian character whilst being welcoming, nurturing and open to all children of all faiths or none
- Will be committed to working in partnership with local communities, parents, churches, schools and the Local Authority to shape the new school's unique identity

We attained a number of firm registration of interests including through members of the community engagement team canvassing local parents and community members both (a) via the online survey/registration of interest response form and (b) face-to-face within the local community. Supplementary face-to-face engagement was undertaken at the following locations and settings:

- Potential pipeline early years settings located in the TQ1, TQ2, TQ3 and TQ4 postcode areas



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

- Community settings such as Torquay Library, Paignton Library and Waves Leisure Centre

The websites, for example: <http://www.lapsw.co.uk/2016/07/15/paignton-free-school/> provided prospective parents and members of the relevant community with the opportunity to (a) learn more about each proposed school (b) to provide their feedback about the local educational sector and (where applicable) to register their interest via a dedicated webpage, for example: <http://paigntonprimary.org/register/>. Parents and stakeholders who wished to learn more about the proposed establishment of each school, potentially before registering their interest, were directed to the relevant website for more information about the school.

Those parents who were keen to learn more about Learning Academy Partnership were encouraged to research and/or contact its existing portfolio of primary schools in the south west to get a flavour of how they operate and their general approach to education.

Regular updates and communications are being (and will continue to be) sent to those who have registered an interest in each school.

### **■ Evidence of Community Engagement including supplementary Parental Survey**

A Community Engagement Survey Form for each school invited supportive parents and members of the local community to provide the following details and feedback (*where applicable* for both): Name; Number and date(s) of birth of child(ren); Postcode; Contact e-mail; Personal view on the standards of local schools; Issues that they would like those behind each school name to take on board.



#### **For Paignton Church of England Learning Academy...**

**It can be noted that a total of 118 local parents and community members have, at the time of this application's submission, supported the establishment of Paignton Church of England Learning Academy and/or registered an interest in the school. Additionally, 148 children being raised by the parents represent a pipeline cohort (from September 2018 onwards).**

#### **For Edginswell Learning Academy...**

**It can be noted that a total of 105 local parents and community members have, at the time of this application's submission, supported the establishment of Edginswell Learning Academy and/or registered an interest in the school.**

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

**Additionally, 159 children being raised by the parents represent a pipeline cohort (from September 2018 onwards).**

There have been 132 registrations on the website and 4,200 hits on the home page.

**■ Summary of Community Engagement**

Essentially, we believe that the open, inclusive and educationally sound ethos of the proposed schools attracted registrations of interest from across the Torbay locality we propose to reach and serve. Underpinning and seeming through our entire marketing strategy was the need to communicate to parents – and the community engagement team – that the school will enhance (a diversity of) choice, continue to improve academic standards and develop community cohesion for local families. The table below summarises the methods and marketing/communication actions undertaken by the community engagement team, in summer and autumn 2016.

Distribution of flyers and face-to-face canvassing	Information flyers (and accompanying posters) which explained the ethos of LAP and which promoted the websites were distributed: throughout the Torbay ( [REDACTED] ) and Paignton) community.
Electronic canvassing and registration of interest collation	The relevant websites hosted a registration of interest page during the period leading up to the application. The link to such a page was widely distributed (including via global text message), to parents whose children attended local early years settings. The website links were also published on the information flyer (see annexes).

## 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]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

































[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
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				<ul style="list-style-type: none"> <li>█ [REDACTED]</li> <li>█ [REDACTED]</li> <li>█ [REDACTED]</li> <li>█ [REDACTED]</li> <li>█ [REDACTED]</li> </ul>	
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[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

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				<b>[REDACTED]</b>	
<b>[REDACTED]</b>	<b>[REDACTED]</b>	<b>[REDACTED]</b>	<b>[REDACTED]</b>	<b>[REDACTED]</b>	<b>[REDACTED]</b>

[Add lines as appropriate]

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

High quality staff will be recruited during the pre-opening phase including the principal designates for each school. These very important roles will be advertised nationally on websites such as Eteach and in newspapers such as the TES in November 2017. This will allow the successful candidate plenty of time to resign from their current role, ready for a Summer term 2018 start. If a suitable candidate is not recruited at this time, we will advertise for the roles again in January 2018. This will be before the February 2018 deadline and still allow plenty of time before the final May 2018 deadline. In the unlikely event that we are unable to appoint a principal for each of our schools, we will look to cover the roles with an interim principal until a suitable candidate can be found.

We will establish what our capability and capacity is through establishing robust planning and project management arrangements. The key members of the preopening team will form a project steering group and will have the responsibility of managing the project and reviewing what our capability and capacity is. We will secure good governance through setting up a plan where lines of accountability are clear. Appropriate professional development will also be provided to ensure appropriate strategic targets are set and established. This will also allow for the principals to be held to account.

During the preopening phase, we will ensure that we consult the necessary people on the opening of the free schools and enter into the funding agreement with the Secretary of State. Finances will be managed effectively through strong governance and structures that we will have in place. In terms of procurement and additional support, we will comply with public procurement regulations and this will be set out in our financial policies. As soon as we enter the preopening phase, we will consider whether we should appoint a project management company with the required skills and expertise to help us manage the preopening phase.

Through working with the EFA, a capital budget for the school will be agreed and the necessary procurement processes will be put in place. A site will be secured and buildings/necessary work for the free schools will take place.

We will have a pupil admissions policy which is fair and complies with the School Admissions Code and Appeals Code. We will work closely with our lead contact at the DfE and ensure that they are regularly updated with our marketing strategies and the progress we are making in pupil recruitment.

## 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.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Solicitor HR Specialist	Trustees and pre-opening team	We plan to fill this gap as soon as possible during the pre-opening stage.*
Marketing specific to the educational context	Trustees and pre-opening team	We plan to fill this gap as soon as possible during the pre-opening stage.*
Project Management	Trustees and pre-opening team	We plan to fill this gap as soon as possible during the pre-opening stage.*

**\*We will undertake an skills audit of trustees and the local governing board during the pre-opening stage and identify any gaps. We will work with the National Governor's Association (NGA) to do this and advertise for colleagues to fill these gaps.**

**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.

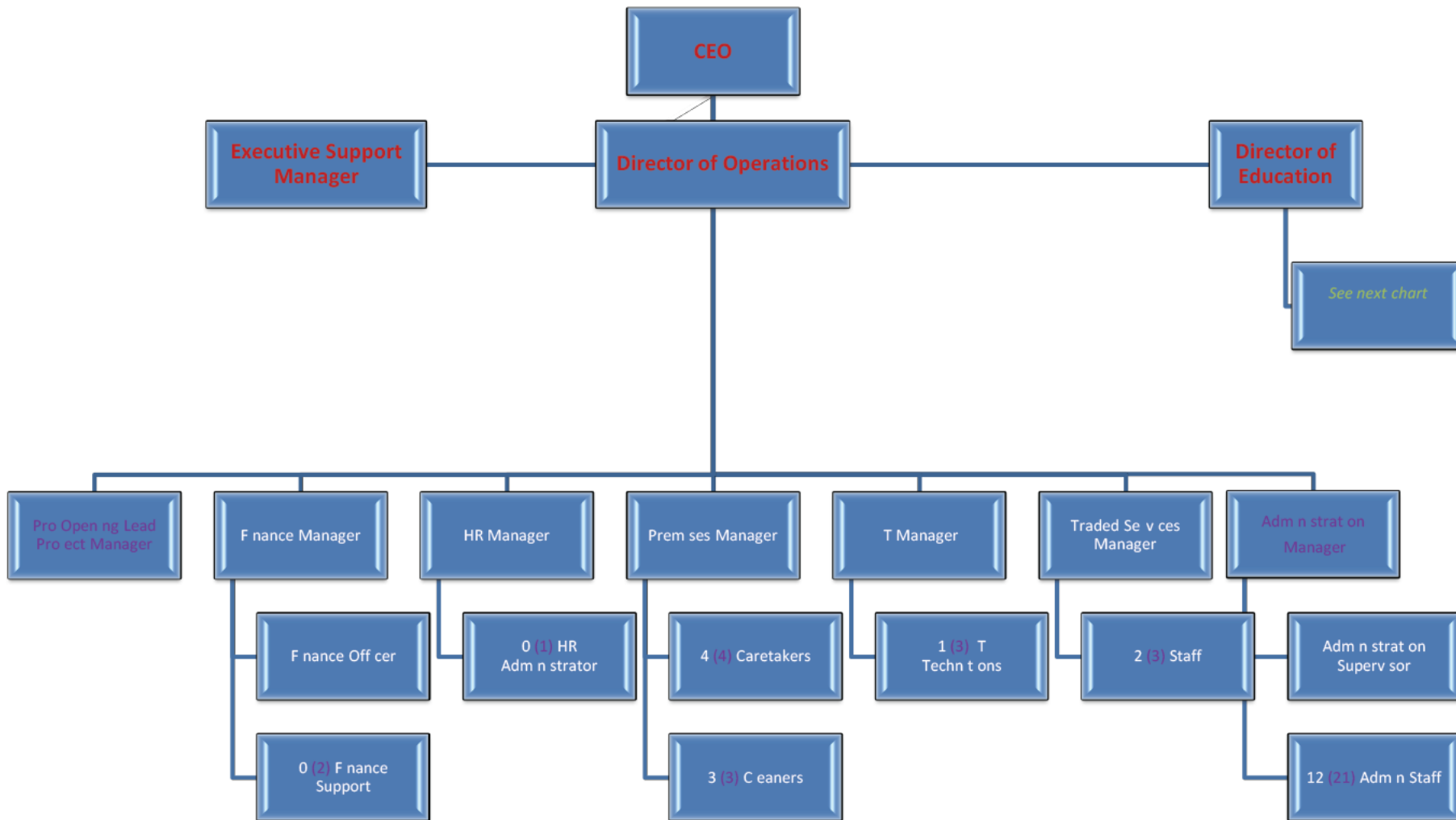
**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

**LAP Staffing structure of central shared services**



**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**

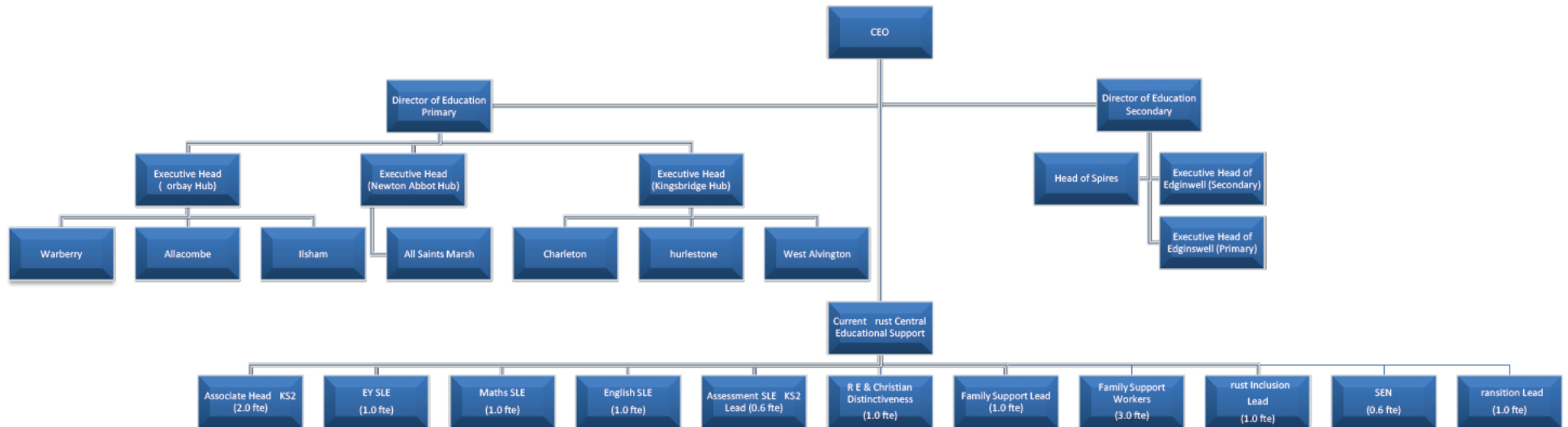
The following organogram shows the line management structure of the LAP staffing structure and the central shared services for the trust:



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

**LAP Trust Education Support Structure**

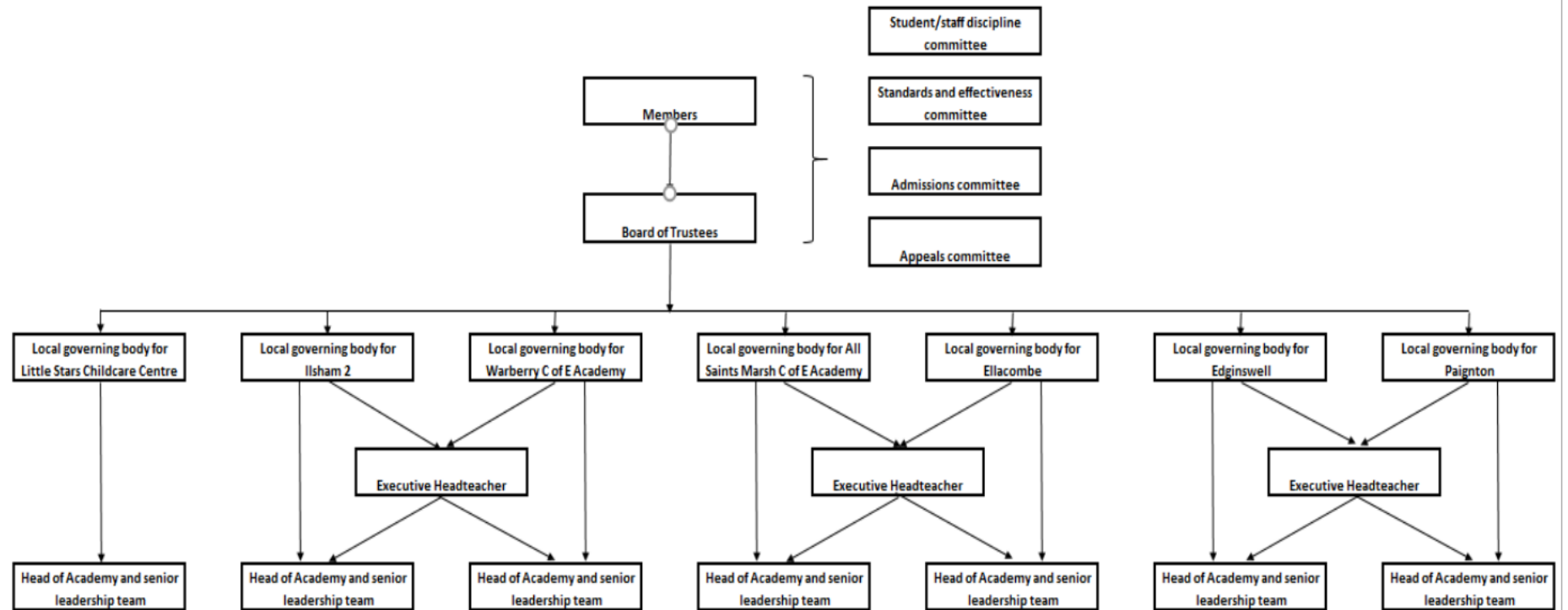
The following organogram shows the educational support structure for LAP:



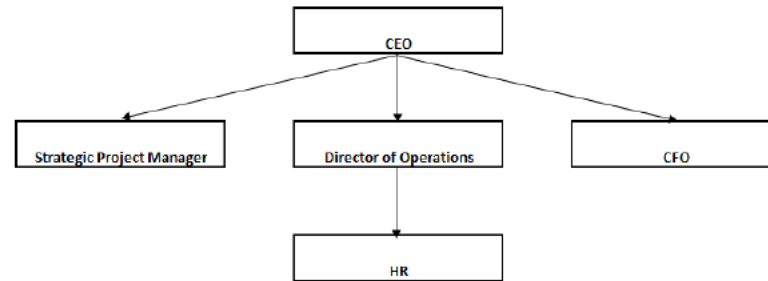
**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

**MAT Governance Structure**

The following organograms show the LAP MAT governance structure:



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



**Roles and responsibilities**

Members of the trust. There will be 3 members. Members are accountable to the DfE and have ultimate responsibility for the trust achieving its charitable objectives. They also sign off the Articles of Association and have the power to appoint and remove trustees. The current members of the trust are:

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

The board of trustees. They are appointed by the members. There will no fewer than 5 trustees at any point. Currently, we have 9 trustees:

- [REDACTED]
- [REDACTED]

## 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

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

Collectively, the board of trustees will deliver the core functions common to school governance. Trustees will also ensure compliance with company and charity law and with the trust's funding agreement with the secretary of state. Governance structures have a distinction between individuals who are members and those who are trustees, enabling members who are independent of the trustees to provide challenge and scrutiny. The board of trustees will understand and act appropriately in relation to its statutory duties as company directors as set out in the Companies Act 2006. Therefore, the board will:

- act within its powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not accept benefits from third parties
- declare any interest(s) in proposed transactions or arrangements.

The board of trustees will have three strategic core functions:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the CEO to account for the educational performance of the trust schools and their pupils
3. Oversee the financial performance of the schools and ensure that the trust money is well spent.

## **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**

The board of trustees will continue to meet at least four times a year: in September to elect the chair and agree the scheme of delegation and then at the end of each term. The board of trustees will also continue to appoint experts from their number to act as portfolio holders. Portfolio holders have delegated responsibilities.

Trustees have been appointed for their knowledge skills and/or experience in the following areas as required by the board:

- corporate and business strategy/development
- accountancy, compliance and business growth
- human resources
- legal

The chief executive officer is appointed ex officio. On an ongoing basis, other trustees may be appointed to supplement the above skills and experience.

The trustees may also appoint up to three co-opted trustees with the required skills and experience as is necessary to support its development from time to time.

The term of office for any trustee will be two years. This time limit will not apply to the chief executive officer or the foundation trustees. Any trustee may be re-elected.

### **Committees**

The Standards and Effectiveness Board (SEB) will continue to be the main committee of the board of trustees. This board comprises the portfolio holders, CEO and chairs of the local governing bodies (LGBs). This committee will continue to meet at least once during the autumn term and twice during the spring and summer terms. Its remit will be to:

- review and evaluate with the CEO the success of the vision realisation strategy
- oversee the process of school self-evaluation across the trust, including progress made towards targets as set out in the trust development plan and termly reports
- oversee curriculum and student outcomes through the work of the LGBs
- contribute to, to receive reports, to support, to challenge and review the work of the LGBs
- monitor finance, personnel, health and safety, safeguarding and curriculum matters and ensure they fit with the strategic plan for the trust
- review and evaluate with the CEO the strategy of the All Saints Teaching School Alliance

## **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**

- review the yearly cycle of decision making for recommendation to the board of trustees
- establish and review a code of conduct for the board of trustees
- act as an audit committee to ensure propriety and value for money
- offer additional support to the CEO on difficult and sensitive issues
- to plan the future direction of the trust with the CEO and make recommendations to the board of trustees.
- 

There are three other committees of the board of trustees with delegated powers:

- admissions committee
- pupil/staff discipline committee
- appeals committee.

These committees will meet as required.

### **The Chief Executive Officer (CEO)**

The CEO is supported on the business operational side by a growing team of professional staff. The following staff have been appointed and will be in post in Autumn 2016:

#### **Director of Operations**

Under the leadership of the CEO, the Director of Operations ensures that all business operation teams operate effectively, developing strategies and holding accountability for the schools' support services.

#### **Chief Finance Officer (CFO)**

Leading the financial team, ensuring that systems and processes around the financial management and functions are efficient, reliable and quality assured.

#### **Human Resources Manager**

Leading on all recruitment, HR policy, resources and internal HR quality control.

#### **Strategic Project Manager**

## **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**

Leading and supporting in all aspects of the Trust and supporting the delivery of our free schools.

### **Local governing boards (LGBs)**

LGBs will continue to work alongside and will be accountable to the board of trustees. The role of each LGB will continue to be crucial in providing support and challenge at a local level and in advising the board of trustees of the performance of academies, through the work of the Standards and Effectiveness committee. The role of the LGBs will be to inform and support the work of the board of trustees, working together to support and challenge provision to empower excellence and improve outcomes for all children and young people. The LGBs will support and challenge the academy ethos and curriculum provision, pupil achievement and pupil outcomes, and aspects of community cohesion and communication within each academy. LGBs will continue to play a crucial role in enriching community-based activities based on their first-hand experience and knowledge of their local communities and specific needs of those communities.

The composition of each LGB will continue to be determined by the board of trustees. The appointment of the chair of each LGB will be ratified by the board of trustees and each chair will also become a member of the Standards and Effectiveness Committee. The portfolio holder for standards and achievement may also attend each LGB.

Working groups may also be established and these will consist of a minimum of 6 people comprised as follows:

- up to 2 parents/carers; it is envisaged that they will form a Learning Academy Partnership parent forum
- for our church schools: 2 foundation members/members of the church community (voluntary controlled) or 4 foundation members or members of the church community (voluntary aided)
- members with the appropriate skills and experience.
- the relevant head of academy/headteachers will automatically be a member of the working groups.

Other members may also be appointed with the appropriate skills and experience.

Parent Representation: up to 2 parents/carers are appointed by the board of trustees and may be represented at the trustee board or the LGB. It is envisaged that a parent forum consisting of parent representation of each school in the LAP-SW will be developed to support the work of the board.

### **The executive headteachers**

Executive headteachers will be responsible for two schools each in the MAT. They will develop and implement strategies and report to the LGB the progress that has been made towards targets set. They will also work with the heads of academy to manage the annual



## **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**

budget and ensure its effective delivery and use. The executive headteachers will also advise the LGB on future budgetary requirements and major capital projects. Together with the heads of academy, they will ensure that the schools are ready for inspection.

### **The head of academy**

Heads of academy will be responsible for all aspects of performance for one academy along with the day to day running of the academy. They will ensure that their academies meet individual development plan targets and contribute collectively to empower excellence and to achieve trust priorities. Along with other heads of academy, they will share responsibility for the performance of all pupils and staff across the trust.

### **Conflicts of interest**

Currently, we do not anticipate that there will be any identified conflicts of interest with regard to members, the board of trustees, or members of the LGBs of the new schools. We will continue to be transparent and open in our relationships with all partners and endorse the 7 principles of public life, also known as the 'Nolan Principles'.

We have in place a conflict of interests policy which applies to all members, trustees and senior employees. The policy helps us to establish and maintain a robust strategy for avoiding and minimising any conflicts of interest and securing independent challenge to members, trustees, governors and senior employees. Members, trustees and senior employees will continue to understand and comply with their statutory duties to avoid conflicts of interest. They will not accept benefits from third parties and will declare any transactions or arrangements. No individuals will use their connection with the trust for their own personal gain. Payments will not be made by the trust unless they are permitted according to the Articles of Association.

All members, trustees and senior employees will complete a declaration of interest form which will be updated each term. Individuals will also be required to update this information as soon as they are aware that there is a conflict of interest. Such interests may include:

- directorships, partnerships and employments with businesses
- trusteeships and governorships at other educational institutions and charities.

For each interest, the following information will be need to be declared:

- the name of the business, educational establishment or charity
- the nature of the organisation
- the nature of the interest

## **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**

- the date the interest started.

### **Skills and experience**

Each term, we will complete an audit on the skills and experience of our trustees and governors. This will enable us to update the ongoing professional development programme which we will have in place. Where there is a gap in expertise, we will provide the relevant training or look to recruit individuals who have the knowledge and skills. Areas of expertise we will look for are in:

- education
- school improvement
- the curriculum
- human resources
- marketing
- financial matters
- legal knowledge and understanding
- IT hardware and software
- building/capital works.

Professional development opportunities will allow trustees and governors to understand:

- how to carry out appraisals for the headteachers
- financial management
- safeguarding procedures and matters
- staff recruitment
- Ofsted inspections and their requirements.

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

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

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

<b>F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector</b>
[Add text here. Table expands]

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

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

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

<b>F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector</b>
[Add text here. Table expands]

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

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

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

<b>F5 – Independent schools have an appropriate, well-maintained, and secure site</b>
[Add text here. Table expands]

## Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability

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

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

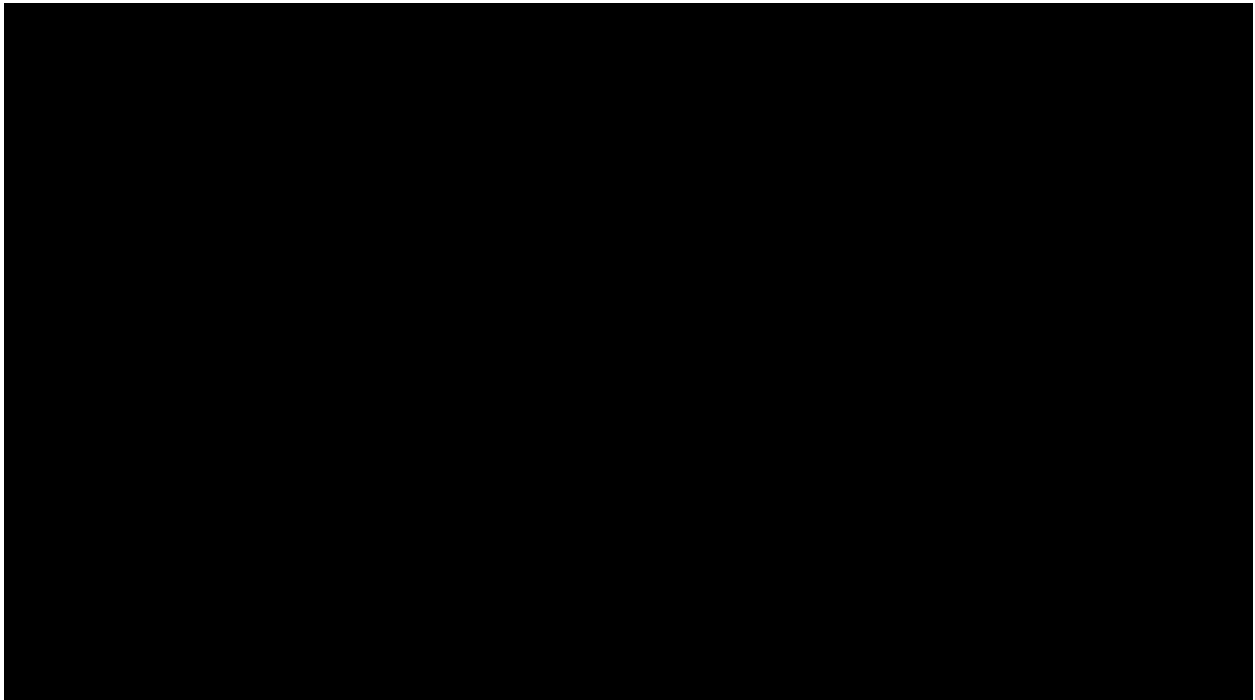
- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

## Annexes

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

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

**Screen shots from websites used for the engagement as described in section E2.**





Department  
for Education



2 Rivergate





11 August 2016

Dear [REDACTED]

## **FREE SCHOOLS CAPACITY AND CAPABILITY**

Thank you for your request for a letter outlining our current assessment of Learning Academy Partnership SW's capacity and capability to open new primary free schools in Torbay.

I am satisfied your trust has capacity and capability to deliver new schools should you be successful with your application, though we would welcome the opportunity to discuss your plans for further growth in due course. You are eligible, therefore, to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form.

Please include this letter when submitting your free school application to the department. Please note that this letter is not an endorsement of your application as a whole and does not imply your application will be approved.

The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide> . It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

If you have not already done so, please can I also encourage you to register your interest on the department website at [https://form.education.gov.uk/submitform.php?self=1&form\\_id=jHf1s573utr&1](https://form.education.gov.uk/submitform.php?self=1&form_id=jHf1s573utr&1) ; we will then give you a unique registration number that you should quote when you submit your formal application.

The New Schools Network (NSN) is a DfE-approved charity that helps groups interested in applying with the process of submitting an application. You can access information about the services NSN offer at: [www.newschoolsnetwork.org](http://www.newschoolsnetwork.org). If you have any questions or have any difficulties accessing advice or information, please contact [REDACTED]

I wish you the very best in developing your free school application further.

## Self-assessment form for independent schools

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

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

<p><b>Quality of teaching in your school</b></p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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**Quality of leadership in, and management of, your school**

[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.

The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.

Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.

please delete this guidance before submitting this form]

<p><b>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all  - progress on financial planning and cash management systems, including appointment of finance director  - budget predictions and resource for ongoing budget management  - trust's plans for ensuring funding agreement compliance  - ensuring adequate systems and controls in place, including accounting software package  please delete this guidance before submitting this form]</p>		
<p><b>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</b></p>			

## Governance self-assessment

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



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



Department  
for Education

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