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
POPLAR FARM SCHOOL, GRANTHAM

Contents

The application form explained

Before completing your application, please ensure that you have read both the relevant _how to apply to set up a free school guidance and the criteria for assessment_ carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

Section I is about your suitability to set up and then run a free school. The form is available here.

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	y☐	☐
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	y☐	☐
Section B: Outline of the school	y☐	☐
Section C: Education vision	y☐	☐
Section D: Education plan	y☐	☐
Section E: Evidence of need	y☐	☐
Section F: Capacity and capability	y☐	☐
Section G: Budget planning and affordability	y☐	☐
Section H: Premises	y☐	☐
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	y☐	☐
4. Have you fully completed the appropriate budget plan(s) where necessary?	y☐	☐
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?	y☐	☐
6. **Independent schools only*:** Have you provided a copy of the last two years' audited financial statements or equivalent?	☐	N☐

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

* 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: • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	Y☐	☐

Declaration

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

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

- the requirements outlined in the *how to apply to set up a free school guidance*;

- the funding agreement with the Secretary of State;

- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and

- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed: ███████████

Position: ████████████████████████████████

Print name: ██████████████████████████████

Date:27.9.2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

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

- complete the Section B tab in the Excel spread sheet; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

Section C – vision

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

Please:

- use the space provided below; and

- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

The Community Inclusive Trust propose to open a 2 form Primary free school, Poplar Farm, with a capacity of 420 pupils. The school will be designed to allow it to be extend to 3 forms. It is the Trusts intention to move to 3 forms, within 6 years of opening, increasing the capacity to 630.

Rationale for establishing Poplar Farm:-

The need for more mainstream primary places to the west of Grantahm centre has been identified by CIT and Lincolnshire County Council. To meet this need it is proposed to build a 2 form entry primary, to the west of Grantham with the option of 3 form as and when required. The location is at Poplar Farm, Grantham NG31 8SR where there is a large building development which is well underway and will have 1800 homes (only 33 are for older residents by design). This has been identified by there being a new housing estate being built, due for completion within the next 10 years as highlighted on their website, hence our aim to open the Poplar Farm Academy on the same estate in September 2018.

By the proposed opening of the school there will be approximately 753 houses completed. There are currently 287 complete and 466 in progress. Planning permission has also been granted for a further 527 homes on the land adjacent to the Poplar Farm development (within 100 m of the school). Finally there are 1000 homes in pre planning stages on the the same site to the west of the school.

The plans and drawings have been submitted along with the application. LCC advise from their plans attached that they are designing a two storey building. The ground floor area is 1335.67m2 and a first floor area of 979m2 giving a total area of 2314.67m2. The asset advisor at LCC has advised Poplar Farm is approximately 1.8 hectares. They are unable to give the exact figure until the co-ordinates are received. Plans and

drawings are also submitted along with a map. This information has been provided by ████████████ ; School Organisation Planning Manager for LCC and Lincolnshire County Council. It will be designed taking into consideration BB103 which is the standard DfE guidance for primary schools.

CIT believe they have both a credible proposal and are a credible provider for the following reasons:-

> **1.) CIT has a clear vision and set of values, that underpins its schools curriculum and the exceptional outcomes that its pupils achieve.**

STRATEGIC VISION

To create a first class infrastructure that influences education and enables outstanding lifelong learning.

PURPOSE

To put learners first every time and prepare them for their future.

VALUES

All members of CIT are accountable for the following values:

TRUST – We underpin all relationships with trust.

RESPECT – We celebrate all individuals, organisations and cultures.

OUTSTANDING PROVISION – We develop excellence in learning that is at the heart of the community.

PERSONALISED LEARNING – We will nurture and inspire everyone.

The Vision and values of Poplar Farm will continue to underpin CITs vision for outstanding life long learning.

Poplar Farm School will be a place of choice, where parents, staff and members of the community recognise that the outstanding provision harnesses the potential in all, leading to excellence.

The purpose of Poplar Farm will be to put learners at the centre of everything that we

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

do. This will be achieved by working in partnership with all those involved across the local community and the Trust.

The relationships that are created through a shared vision will provide outstanding outcomes for all. This common purpose will be underpinned by an atmosphere of openness, trust and respect that enables people to undertake their responsibilities in the best interest of the individual, which will allow them to flourish.

As a Trust we have a fundamental belief that has driven the success across our academies that high challenge and support enables everyone to excel. At Poplar Farm the Trust will develop and implement an exciting and varied curriculum which meets the needs of the 21st Century learner.

To ensure every child and adult has a zest for learning, we will seek, through rigorous and continuous assessment, to continually review the needs of all stakeholders, thereby facilitating every learner to be on a pathway to success. We will recognise individual strengths and areas for development of each learner and ensure that there is a curriculum which enthuses and unites the community.

In summary the unique selling point of Poplar Farm is:

Through the outstanding experiences that are on offer across the different settings in CIT academies we aim to provide all our pupils opportunities which will be their passport to success:

- Every child will work alongside other members of the Academy Trust.

- There will be 'Family Learning Together' days where successes are celebrated.

- Visits to our Forest School to learn in an outdoor setting.

- Residential visits and experiences designed to foster resilience and life skills.

- Curriculum which will develop a love of life long learning.

2.) CIT has a proven track record of school improvement and the central resource to support and implement change:

Following the verbal and written feedback received from the DFE after our unsuccessful bid in wave 11 CIT have worked to address the areas identified for improvement as well as reviewed and updated the bid in its entirety.

Within our Wave 12 bid, to address the feedback, we have responded to the following:

- Recruited a new Principal Designate with a broader range of experience in

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school leadership and curriculum development.

- In partnership with the new Principal Designate we have ensured there is clarity with respect to the vision for Poplar Farm and how this is underpinned by CITs vision.

- In partnership with the new Principal Designate we have reviewed and intend to implement a new curriculum offer.

- A clarification has been detailed on how pupils progress and attainment will inform target setting and ultumatly drive the outcomes for pupils.

- As a Trust we have articulated how schools within CIT are held to account and supported to achieve outstanding outcomes. We have also articulated the breadth of experience and proven track record available to the Trust as a resource.

- We have updated the data which supports the need for a primary school at this location.

If this application is successful, Poplar Farm will be able to share and benefit from the leadership, expertise, resources and experiences that CIT has to offer.

One example of the positive transformation a school has under gone since joining CIT, is that of Isaac Newton Primary, a sponsored Academy ██████████████████ ████████████████████████████ During its time with CIT, Isaac Newton has grown from 320 to just under 400 pupils and for the past two years has produced outcomes for it's pupils, which are signifincantly higher than the national average for other sponsored Academies.

The success at Isaac Newton has been driven by the Trusts vision for "Outstanding Life Long learning". Following Isaac Newton being placed in special measures and converting to Academy within CIT, in December 2014, a new Local Governing Body and leadership team were put into place. The Governors and senior staff now lead a dedicated team, who have adopted the Trusts vision as their own. The Leadership have worked with a clear focus, to engage with all stake holders in the schools journey to success. The Trust has worked with the schools leadership, to undertake a due diligence of the school, ensuring that this informs a robust self evaluation and an agreed set of targets, to drive the school forward. The school constantly reviews the progress of individual pupils, groups of pupils and the quality of teaching and learning. This constant review process has supported the school leaders to focus resource from within the school and across the Trust on achieveing the targets set and the best outcomes for pupils. The Trust has support this process through informal observations, monitoring of performance, sharing of good practice, coaching programs and a formal

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annual "Health Check", that measure the schools progress towards achieving the targets set. The "Health Check' provides a high level of Challenge and support as well as informing the next stage of development for the school. The Local Governing Body and leadership within the school are also able to focus purely on the outcomes for pupils, Teaching and Learning and safe guarding, as all other operations/activites are under taken by the Trusts central function. CITs' central services funded through the top slice covers: payroll, HR, legal support, finance audit, safeguarding support, insurances, annual health checks, educational visits coordination, provision of school mini buses and within the next 6 months a centralised IT infrastructure and support system.

CIT are proud to share in greater detail Isaac Newtons 2016 results:-

Combined score of 57%, achieving expected levels in Reading, Writing and Maths, this result being 4% above national average.
The school was above national average in Reading, Writing and Maths.
The progress scores are as follows:-
Maths 2.1
Reading 1.6
Writing 0.9
Based on the table below (from STA) we should be in approx top 20% for maths, 30% for reading and 40% for writing.

The table below provides the percentile distribution across the three subjects. All of the schools below the progress element of the floor standard in an individual subject will be in the bottom 5% in that subject.

Percentiles	Reading	Writing	Mathematics
Top 5%	4.6 and above	4.4 and above	4.3 and above
Next 20%	1.8 to 4.5	1.9 to 4.3	1.6 to 4.2
Next 15%	0.7 to 1.7	0.8 to 1.8	0.6 to 1.5
Middle 20%	-0.6 to 0.6	-0.5 to 0.7	-0.6 to 0.5
Next 15%	-1.6 to -0.7	-1.6 to -0.6	-1.6 to -0.7
Next 20%	-4.0 to -1.7	-4.8 to -1.7	-4.0 to -1.7
Bottom 5%	-4.1 and below	-4.9 and below	-4.1 and below

As mention previously Isaac Newton has also performed more than favourably, compared to other Sponsored Academies Nationally and in 2016 its year 6 pupils achieving 14% higher than the national average for other sponsored academies open

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for two years.

Table E: Difference from average attainment by school type and length of time open England, 2015 and 2016 (mainstream schools)

	Achieved level 4 or above in reading, writing and mathematics: Difference from average in 2015 (percentage points)	Reached the expected standard in reading, writing and mathematics: Difference from average in 2016 (percentage points)
Sponsored academies		
Open for one academic year[6]	-	-11
Open for two academic years	-10	-10
Open for three academic years	-9	-10
Open for four academic years	-13	-12
Open for five or more academic years	-5	-7
Converter academies		
Open for one academic year	-	2
Open for two academic years	3	3
Open for three academic years	1	1
Open for four academic years	3	3
Open for five or more academic years	4	7

Also within Grantham, CIT leads 2 Special schools (Ambergate and Sandon – GANF) in Grantham who are both graded as "outstanding" by OFSTED in 2013. These schools have a primary and secondary curriculum with specialist teachers who through the Trust Teaching school provide support to other schools within the Trust in areas such as behaviour support, special educational needs, outdoor education, forest school and specialist subject support for gifted and talented pupils within primaries.

Across the Trust as a whole there are 4 other special schools. The Garth, graded "Outstanding" by Ofsted in the summer term 2014, Priory, graded "Good" in the spring term 2013, John Fielding Good in 2013 and Woodlands which converted on the 1st of August 2016. Woodlands were graded Outstanding, in the summer of 2015, this followed an 18 month NLE support package led by CIT.

The Trust have also established LEARN (Lincolnshire Education and Research Network Teaching School) and this is a driving force in maintaining and improving standards whilst developing new and existing teachers. This ensures CIT academies continue to be at the forefront of educational research and innovation.

The Leaders within the Trust not only have experience in implementing change in their own organisations, they have a track record of doing so across the education sector as whole. Their experience in school improvement includes all of the following, however

this list is not exhaustive:

- Whole School Review and Improvement
- Leadership Coaching
- Curriculum Design and Implementation
- Assessment
- Teaching and Learning
- Behaviour Support
- Subject Specific Support
- Safeguarding
- Health and Safety
- Outdoor Education

As an organisation this support is brokered to schools within our Trust and beyond through the Teaching School, our National Support Schools and Lincoln Teaching schools Together.

For many of the employees within the Trust these skills have been formally recognised or accredited.

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

[redacted]

The Trust also have many staff, with skills in the areas listed that aren't nationally recognised. However their skills are used to impact positive change in many of the schools CIT supports.

The Trust constantly looks for opportunities for its staff to share their skills, improve outcomes for pupils, as well learn from others. If successful, CIT opening Polar farm will provide opportunities for the organisation and staff, but support the ambitions of the Trust. See Strategic plan which is attached in paper form in the application. because of the size of the document. This has been shared and discussed with the Regional commissioner, Jenny Bexon-Smith.

Currently the significant piece of work CIT is undertaking is to provide interim leadership to Caythorpe Primary, a school causing concern to the LA.

The skills and experiences detailed, place CIT ideally to deliver a credible free school, through pre opening, resourcing, staffing of the school, implementation of the curriculum and ensuring the best outcomes for the future pupils of Poplar Farm.

We have met with the Regional Commissioner and have the following letter approving our capacity to apply for a free school (see attached).

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

Department for Education

Level 7, St Pauls Place
125 Norfolk Street
Sheffield
S1 2FJ

Email: EMH.RSC@education.gsi.gov.uk

12 February 2016

Community Inclusive Trust
Ambergate Sports College
Dysart Road
Grantham
NG31 7LP

Dear Peter

Thank you for taking the time to speak to me on 3 February 2016. It was very interesting to hear your plans for the future.

I believe that your trust has the capacity to apply for one free school at the present time.

If you have any further questions please do not hesitate to contact my office.

Yours sincerely

Whilst we appreciate that this letter is from the last wave we have approached the ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ again and it has deemed not necessary to write another letter as per this email:

From: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮
Subject: Free school question
Date: 22 September 2016 17:47:37 BST
To: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

Further to our conversation today, I understand that CIT now proposes to resubmit the Poplar Farm application by the deadline of 28th September, taking into account the feedback received.

I've discussed with colleagues and we agreed that it won't be necessary for Jenny to issue a further capacity letter, as one was issued earlier this year. You can still submit an application without the capacity letter. As discussed by telephone, colleagues have advised that you concentrate on addressing the key areas which were highlighted in the verbal and written feedback."

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

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Section D – education plan: part 1

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

- use the table below; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

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

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	90	90
Year 1			60	60	60	60	60	90
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		60	120	180	240	300	390	480

Section D – education plan: part 2

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

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

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

Subject/Other Activity	Hours per week EYFS / Key Stage 1	Hours Per week Key Stage 2	Mandatory/ Voluntary	Comments
English Literacy Hour Guided Reading / Individual Reading / Handwriting,	5 hrs (include extended writing within this time) 1 hrs 40 mins (taught within literacy hour and across the curriculum)	5 hrs (include extended writing within this time) 2 hrs 40 mins (taught within literacy hour and across the curriculum)	Mandatory	
Oracy	30 mins	1 hr	Mandatory	
Mathematics	5 hrs	6 hrs	Mandatory	
Science	1 ½ hrs	2 hrs	Mandatory	
RE	55 mins	1 ¼ hrs	Mandatory	Statutory requirement though parents have the right to withdraw their child.

ICT	55 mins	1 hr	Mandatory	
PE	2 hrs	2 hrs	Mandatory	
Art	1 hr	1 hr	Mandatory	
Music	40 mins	45 mins	Mandatory	
History	45 mins	50 mins	Mandatory	
Geography	50 mins	50 mins	Mandatory	
DT	50 mins	50 mins	Mandatory	
PSHE/ British Values and Citizenship	40 mins	40 mins	Mandatory	
Philosophy (KS1)	40 mins	-	Mandatory	
MFL(TBD)	10 mins	30 mins	Mandatory	We will determine the languages taught, based on the specialisms available within the Trust in conjunction with the demographics of the children.
Forest School/Enter	40 mins	40 mins	Mandatory	Our classroom in the woods at Wyville is 3 miles from the new

prise				academy.
Total	**22 hrs 5 mins**	**24 hrs 20 mins**		
Breakfast Club	1 hr 30 mins	1 hr 30 mins	Voluntary	
After School Club	2hrs 30 mins	2 hrs 30 mins	Voluntary	

In KS1 and KS2, Philosophical enquiries are used weekly as a teaching methodology. Due to a thematic, meaningful and interlinked curriculum design, some of the sessions outlined above will be taught in a dual purpose way , therefore altering the timings but ensuring coverage is achieved.

The above teaching times are in accordance with guidelines which recommend a minimum of 21 hrs of teaching time a week for children in Key Stage 1, and a minimum of 23 ½ hrs each week in Key Stage 2, exclusive of registration, collective worship, breaks and lunch.

[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

Although Poplar Farm will be located geographically close to CITs other schools in Grantham we feel that the demographic will be significantly different. The cohort of pupils with needs most aligned to Poplar Farms prospective intake is Isaac Newton Primary. However, Isaac Newton serves one of the most deprived estates in Grantham. The number of pupils attending Isaac Newton entitled to free school meals is 26%, approximately 10% above the national average. Isaac Newton also meets the needs of a significant number of pupils who have English as an additional language (currently 24%). The housing stock on the Poplar farm estate is likely to attract a more affluent set of families, so we anticipate the number of families entitled to fee school meals to be significantly below the national average. Although both schools will continue to follow

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

the national curriculum at Poplar Farm the curriculum has been designed to meet cohorts of pupils meeting their expected levels of development on entry and the aspirations of the new community. Through continued assessment and reflection the curriculum will be adapted meet the actual needs.

CONTENT, ORGANISATION, PLANNING & MONITORING

Rationale

At Poplar Farm Academy, we believe that:

- education, at home and at school is a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well-being of the individual.

- education is a route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable future.

- education should reflect the enduring values that contribute to these ends. These include valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

- education should also reaffirm our commitment to the virtues of truth, justice, honesty and a sense of duty.

- education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work.

The School Curriculum: Values, Aims and Purposes

The school curriculum comprises of all learning and other experiences that we plan for our pupils. The National Curriculum is an important element of the school curriculum. The school curriculum has two principal aims which include:

Aim 1

To develop and implement an exciting and varied curriculum which meets the needs of the 21st century.

Aim 2

To provide children with high quality, relevant school experiences which promote high

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake
standards of achievement academically, personally, socially, morally, mentally, economically, culturally and spiritually. The two aims reinforce each other. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve. We recognise that development in both areas is essential in raising standards of attainment for all pupils. The following grid outlines the details of these aims more fully:

Aim 1	Aim 2
To develop and implement an exciting and varied curriculum which meets the needs of the 21st century.	*To provide children with high quality, relevant school experiences which promote high standards of achievement academically, personally, mentally, socially, morally, culturally and spiritually.*
We aim to ensure that the school curriculum: - develops enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils. - builds on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively.	We aim to ensure that the school curriculum: - promotes pupils spiritual, moral, social and cultural development and, in particular develop principles for distinguishing between right and wrong. - develops their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. - passes on enduring values,

- equips them with essential life skills:

  - Language and Communication skills

  - Skills in Independence

  - Emotional Intelligence Skills

  - Thinking skills

- romotes an enquiring mind and capacity to think rationally.

- contributes to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the global dimension of their lives.

- encourages pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and promotes a personal response to a range of experiences and ideas.

- provides rich and varied contexts (including extra-curricular provision and support for learning out of school hours) for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills.

- gives pupils the opportunity to

developing pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.

- promotes equal opportunities and enables pupils to challenge discrimination and stereotyping.

- develops their awareness and understanding of, and respect for, the environment in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.

- equips pupils as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights

- promotes pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

- develops their ability to relate to others and work for the common good.

- become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.

- develops their physical skills and encourages them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe. (including sex education and attention to drugs misuse.)

- Promotes British Values and an understanding of tolerance/ extremism. Equally it promotes a depended understanding of relevant issues such as Gang culture and current topical issues.

- promotes sound economic and financial understanding

- enables pupils to respond positively to opportunities challenges and responsibilities, to manage risk and to cope with change and adversity.

- prepares pupils for the next steps in their education, and equips them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure.

D1 an ambitious and deliverable curriculum plan which is consistant with the vision and pupil intake.	
Area	**Each section is outlined in greater detail within this policy.**
Life Skills	Section **1** of this Policy
Knowledge ,Skills and Understanding, including General Knowledge	Section **2** of this Policy
School Experiences	Section **3** of this Policy
Promoting personal, economic , social and health education and citizenship	Section **4** of this Policy
Promoting Spiritual, Moral, and Social Development	Section **5** of this Policy

Teaching Life Skills

Poplar Farm aims to develop and implement an exciting and varied Curriculum which enables all pupils to reach their potential and become active, valuable and positive members of society. Underpinning this stimulating Curriculum, we believe that children should be equipped with a number of core life skills which will ultimately support them in the future, both academically and socially.

Key Principles

In conjunction with a Curriculum which enhances a child's subject specific skills and general knowledge, we believe that there are four key life skills which each child should have the opportunity to further develop and strengthen.

These include:

- Language (Oracy) and Communication skills

- Independent Skills

- Emotional Intelligence Skills

- Thinking skills

Each of these key skills is complex and can be subdivided further in order to prepare a child fully for the world in which they live. The details of each of these four skills are expanded in greater depth below:

1) Language skills (Oracy)

Key Skill 1: Communication

The key skill of communication includes skills in speaking, listening, reading and writing. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; to present information and to participate effectively in a group discussion. Skills in reading and writing include the ability to read a range of texts fluently and to reflect critically upon what is read. It is also the ability to write fluently for a range of purposes and audiences, including critical analysis of their own and others' writing. Opportunities to develop this key skill are provided through English and the use of language throughout the remaining curriculum areas.

2) Independent Skills

There are two types of Independent skills which are identified below:

- Independence in learning

- Personal and Social Independence

Independence in learning provides children with strategies in order for them to support and structure their own learning in any given situation. Social and personal independence allows a child to develop skills in relation to other people and their environment. This raises their awareness and provides strategies to overcome situations which may be adversely affect their learning.

3) Emotional Intelligence

Key Skill 4: Working With Others

The key skill of working with others includes the ability to contribute to small group and whole-class discussion and to work with others in order to meet a challenge. If pupils are to work with others they must develop social skills and a growing awareness or understanding of others' needs. All subjects provide opportunities for pupils to cooperate and work effectively with others in formal and informal settings. Emotional Intelligence should also include the appreciation of others and consider different perspectives in order to benefit fully from what their peers think, say and do.

Key Skill 5: Improving Own Learning and Performance

The key skill of improving their own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt. It also includes methods for identifying ways to improve their learning and performance. They need to be able to identify the purposes of learning, to reflect on the processes of learning, to assess progress, to take risks, to identify obstacles or problems in learning and to plan ways to improve learning. All subjects provide opportunities for pupils to review their work and to improve their learning. This element also provides each child with an understanding of how to learn effectively.

Emotional Intelligence involves the development of pupils as people in preparing them for the world in which they are going to exist. This strand will focus upon:

- self awareness

- attitudinal development

- managing feelings / resilience

- assessing self

- self motivation

- empathy

- social skills

- learning to learn

- leadership skills

- risk taking

4) Thinking Skills

Key Skill 6: Problem Solving

The key skill of problem solving involves pupils developing the skills and strategies that will help them to solve the problems they face in learning and in life. Problem solving includes the skills of identifying and understanding a problem, planning to solve a problem, monitoring progress in tackling a problem and reviewing solutions to problems. All subjects provide pupils with opportunities to respond to the challenge of problems and to plan, test, modify and review the progress needed to achieve particular outcomes.

Information-Processing Skills

These enable pupils to locate and collect relevant information, to sort, classify,

sequence, compare and contrast, and to analyse whole / part relationships.

Reasoning Skills

These enable pupils to give reasons for opinions and actions, to draw inferences and deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

Enquiry Skills

These enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

Creative Thinking Skills

These enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

Evaluation Skills

These enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

The Organisation and Implementation of Life Skills:

The Curriculum, which is committed to achieving high standards is broad, exciting and challenging and embraces the four key life skills at the heart of it. In implementing this Curriculum, it is intended that the subject specific skills and the aforementioned life skills are displayed clearly for the children to access within a session. This would be achieved by selecting one strand from each section of the curriculum Diagram:

Accurate Pitching of Life Skills

The expectations placed upon each child need to be clearly identified, modelled and taught. Children should be taught life skills which are appropriate to their academic and social stage of development, chronological age and their individual needs in order to prepare them fully for the world in which they live. In doing so, this provides a well tailored and bespoke curriculum that meets the needs of all pupils. Opportunities for teaching and learning these skills across the curriculum are identified in weekly lesson planning. Pupils are encouraged to reflect on what and how they learn, and they identify how these skills can be applied to different subjects, different problems and real-life situations. In school, these 'Life Skills' are broken down into strands and statements. Each strand identifies outcomes which can be used to benchmark the expected stages of development for each age group in school. This information is identified within the appendices of this

application booklet.

Section 2

Knowledge, Skills and Understanding , including General Knowledge

As outlined within the Curriculum wheel previously, knowledge, skills and understanding are taught in conjunction with the core life skills. The essential objectives relating to knowledge, skills and understanding are obtained from the following statutory documents:

> The Early Years Foundation Stage (EYFS) Curriculum for coverage of the six areas of learning.

Area of Learning	Reception
Personal, Social and Emotional Development	3 hrs 45 mins
Language and Literacy	3 hrs 45 mins
Mathematical Development	3 hrs 45 mins
Knowledge & Understanding of the World	3 hrs 45 mins
Physical Development	3 hrs 45 mins
Creative Development	3 hrs 45 mins
Total	22 hrs 55 mins (broadly 50% indoor, 50% outdoor curriculum)

- Key Stage 1 and 2 Programmes of Study for all National Curriculum subjects. The National literacy and numeracy strategies are used to support the teaching of English and mathematics respectively.

- Religious Education in accordance with the Lincolnshire Locally Agreed Syllabus

Curricular 'Key Skills'

In addition to subject knowledge and content, key skills are also used to underpin the Curriculum. This is to ensure that each child is taught a skills based Curriculum alongside elements of subject knowledge.

Tailoring the Curricular Provision Further to Meet the Needs of Individual Pupils:

In addition to the curricular provision outlined previously , specific plans further tailor the Curriculum to meet the needs of individual pupils, thus providing opportunities for all learners, including those with learning difficulties and

disabilities. These include:

- Individual Education Plans (IEPs) or Statements are created for pupils with Special Educational Needs. These provide specific targets and areas for development in relation to individual needs when accessing the curriculum.

- Individual Challenge Plans (ICPs) are created for Able Gifted and Talented pupils in order to challenge, enhance and support their specific curricular needs.

- Pupils will be identified when it is known what the cohort demographics are. However we will assess the children against the statutory information.

Section 3

Academy Experiences (Events, Routines, Visits and Visitors, Curricular, Extended Services):

Our Curriculum is designed to be responsive to local needs, be relevant and stimulating, be exciting and varied, promote creativity, achieve high standards and overall enhance enjoyment. We therefore aim to create an interlinked, relevant and meaningful set of learning experiences.

In conjunction with the statutory requirements and life skills we aim to do this in numerous ways. These include:

- Inviting visitors into school so that pupils can learn from first hand experiences

- Termly educational visits beyond the school environment to promote first hand experiences and meaningful learning opportunities. This includes educational visits to multicultural centres or places of worship to learn about communities in a diverse Britain.

- Participating in a range of workshops e.g. writing, drumming, dance, theatre

- Leading and Managing Responsibilities within the school community e.g. Tuck Shop Manager/Playground Equipment Manager

- Links with other schools both within and beyond the Trust

- Sustaining links with PCSO's including local responsibilities and actions

- Developing Links internationally and nationally with other schools to ensure

that our pupils are fully aware of the diverse nature of our country and beyond

- Engaging in Practical 'active learning ' tasks both inside and outside of the classroom

- Participating in Events held at School

- Extended Services (Extra curricular clubs, child care)

- Engaging in a full and varied range of extra Curricular Clubs or Activities

- Participating in 'themed Curricular weeks' such as Heritage Week or Healthy Schools week

- Gaining an understanding of Eco related issues

- Gaining an understanding of Healthy Foods and lifestyles

- Using the Outdoor environment to promote learning

- Link the learning within the week via a Key questions, theme or topic

Section 4

Learning Across The Curriculum- Promoting personal, social, economic and health education and citizenship

In conjunction with the life skills, Pupils' personal, economic, social and health education and citizenship are promoted through:

- discrete curriculum time (PSHE lessons)

- other curriculum subjects such as Philosophy and the 'British Values Framework'

- the ethos of the school including social activities and events

- the implementation of Social and Emotional Aspects to Learning programmes

- the understanding of a local and global community via International Links

- Sex and Relationships education

- A Curriculum which promotes a thorough understanding of financial capability and economic understanding.

- An underpinning aim of the provision designed to promote pupils' personal, social and health education and citizenship is the development of emotional intelligence i.e., the ability to recognise one's feelings and then to manage them effectively

Section 5

Learning Across the Curriculum- Promoting Spiritual, Moral and Social Development

Alongside the promotion of life skills and personal, social and health education, we equally value the promotion of Spiritual, Moral and Social Development. Opportunities to promote pupils' spiritual, moral, social and cultural development are provided through:

- Curriculum subjects – including Personal, Social and Health Education (PSHE)

- Extra-curricular activities

- Collective Worship

- The ethos of the school

- Teaching and learning strategies

- Relationships between staff and pupils

- Visits to multicultural centres and places of worship

- Educational experiences which promote awe and wonder alongside a spiritual awareness of the world in which they live

The ways in which we hope that our pupils will develop, spiritually, morally, socially and culturally are identified in the document in the appendices.

Planning The Curriculum

Long Term Planning

The Early Years Foundation Stage Curriculum and the National Curriculum are planned to operate within each age phase on a two year cycle, with each cycle having an allocated part of the curriculum to implement.

Medium Term Planning

Class teachers are responsible for producing medium term plans which reflect the curriculum themes and areas of study identified in the long term plan. Medium term plans are constructed using a range of guidance, and are built around the underpinning principles of our curriculum. Subject leaders are responsible for the monitoring of medium term plans to ensure appropriate curricular coverage.

Short Term Planning

For day to day planning, teachers use their preferred planning formats. For formal observations, school agreed short term planning formats are used which relate to OFSTED Outstanding criteria.

Step 1:   Select School Experience being planned for

Step 2:   Identify the subject / general knowledge, skills or understanding to be developed

Step 3:   Select the particular strand to be developed. Use the expected outcomes from the matrix (above: top layer = current year group, following layer = outcomes for next year group) to ensure the pitch is appropriate for the group of children being taught

Step 4:   Record planning stages as per planning overview sheet.

Planning for a Thematic Curriculum with Key Questions:

To ensure that the Curriculum at Poplar Farm Academy is meaningful and coherent, each week the planning has a focussed approach. This is achieved via a weeks key question which is shared with the children and displayed fully within the classroom environment, upon a learning board. Throughout each week, the learning is then tailored to answer the key question fully and subjects are interlinked and taught jointly where appropriate.

Our policy at Poplar Farm School is to ensure that the children are provided with a high quality, stimulating, exciting, creative, engaging and motivating learning

experiences, within an enriched curriculum, that leads to a high level of personal pupil achievement according to their individual abilities.

It is our belief that children learn through their *total* experience in a caring, creative enriching and positive environment.

The following information is a guide to what children do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.

Teaching and Learning

Learning

Learning is a response to teaching and other stimuli encountered in the school, and most importantly the environment. It includes the motivation, energy and effort that pupils put into their work, and their productivity, as a well as the gains they make in their knowledge, skills and understanding as a result of the teaching.

At Poplar Farm School we believe that children learn best when they:

- are happy, confident and enabled to develop their own informed opinions;
- develop strategies to promote independence in their learning and personal routines;
- experience memorable learning through enjoyment;
- are interested, motivated, engaged and excited by the teaching and learning;
- achieve success and gain approval;
- develop a positive attitude towards risk-taking;
- are able to self-reflect upon and self-assess their learning;
- are given tasks which match their ability and that enable them to learn in different ways;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are aware of a variety of learning styles and multiple intelligences – their own and those of others;
- are able to develop their thinking and research skills;
- are able to display their learning in a range of creative ways;
- have personal learning targets which individualise their learning;
- are challenged and stimulated

Teaching

Teaching is a process that brings about learning. The quality of teaching is judged in terms of its effect upon learning

As such, teaching should:

- be well paced and interesting

- engage pupils in productive and challenging activities

- be meaningful and ensure new learning is connected to prior learning

- impact positively on pupils' attitudes and behaviour, in order to prepare them for adult life.

- be delivered enthusiastically

- cater for the needs of different learning styles

- incorporate 'mind maps' as a mechanism for accelerating learning

- incorporate 'lots of starts' approach

- start at where the children are at in their learning

- create and make full use of a stimulating learning environment

- be clearly differentiated to provide challenge for pupils of all ability levels

- ensure children are engrossed in their work

- develop positive, caring attitudes

- provide a range of opportunities for children to work independently and collaboratively

- incorporate effective use of learning intervention when appropriate (see attached guidance)

- teachers should plan for opportunities for children to work with experts from

outside of school.

The quality of teaching and learning at Poplar Farm Academy is monitored and evaluated according to pupils' standards of attainment and on pupil achievement using the OFSTED criteria. The Trust supports judgements on delivery of lessons and the quality or teaching and learning through a programme of moderated learning walks, lesson observations and work analysis. It also undertakes an annual "Health Check" which identifies areas of strength across all academic operations of the schools as well as areas to develop. When an area to develop is identified schools are challenged on the actions they are already taking and supported to identify further solutions to drive improvement as well as being signposted to identified outstanding practice within and external to the Trust.

Making Judgements About The Quality of Teaching and Learning

See appendices at the end of this document

Responsibilities of Staff

- Academy ethos creates a 'can-do' classroom and school culture

- Teachers value children and encourage positivity – self-belief and self-esteem

- Teachers create the 'wow' and buzz factor and celebrate **all** achievement

- There are performance opportunities and success is celebrated

- Records of achievement help children to focus on their successes and recognise progress, however small.

- Accelerated learning is in process of being embedded into teaching and learning

- Teachers focus on **process** as well as content and outcomes

- Motivated, confident and enthusiastic staff who prioritise and do fewer things, but do them better

- Staff specialisms and strengths are used to best advantage.

- Teachers and support staff have opportunities to use and develop their talents

- Teachers have high expectations, and raise the children's expectations of themselves

- Staff use questioning effectively for a range of purposes

- Staff model and positively reinforce learning, skills and behaviour

- Staff use incorrect responses as an opportunity to make a teaching point

- Staff take an holistic view of the children, knowing their strengths and weaknesses, their different learning styles and multiple intelligences

- Focus on the big picture and tap into children's values and basic needs which may vary from day to day

- Teachers plan and teach to meet the needs of all children – knowing what is important to the school

- Appropriate teaching is matched with individual programmes and personalised learning

- Teachers encourage peer marking/ working/ peer teaching and learning

- Staff make no assumptions, and are open to new ideas, strategies and techniques

- Assessment for learning is used to accelerate learning

- Promote the academy's teaching methods

- Show initiative

- Actively participate in academy life and decisions

- Use their specialisms

- Enhance teaching and learning

- Have opportunities to use and develop their talents

- Ensure learning is meaningful and that new learning is connected to prior

learning

- Adopt a co-coaching approach to professional development

CLASSROOM MANAGEMENT

Approaches to Teaching

There must be a good balance of individual, paired, group and whole-class teaching. Teachers must choose carefully the style of teaching which is the most effective and groups will differ in composition and size for different activities. There may be several different activities in progress and at these times the teacher will be helping mainly one group or individual whilst the remainder will be involved in planned activities that do not require teacher input. It is important that while this is in progress children stay on task.

This can be helped by:

- having well organised and labelled resources;
- taking time to train children in procedures;
- making sure that children are aware of what they must do when they have completed an activity;
- making children aware that the teacher does not always have to be first in the line of contact, other children, student teachers and parent helpers can be used.

To maximise learning opportunities, a thematic approach to planning is adopted, which focuses specifically on the teaching of key skills as identified in the school's curriculum policy.

Time Management

It is important that activities are informed by assessment of need and well planned so that each child is working at their correct level, that they begin promptly and that the initial pace is maintained. All children should know what to do as soon as they enter the classroom and after they have completed an activity. A reminder list of tasks for individuals who have completed work ahead of the group is often helpful. Efficient planning and classroom organisation will significantly reduce time-

wasting activities.

Routines and Rules

Routines and rules in the classroom contribute to a happy and healthy learning environment. To be effective they should be:

- agreed by the children and clearly understood;
- fair and consistent;
- realistic and positive;
- kept to a minimum but enforced regularly;
- daily activities with which the children are familiar.
- all rules should result in the children knowing the boundaries of good behaviour (in line with the schools Behaviour Policy).

Assessment for Learning

Assessment for Learning is valued by all members of staff a and will be seen as a means of engaging pupils by personalising their learning. It is also viewed as enabling pupils to take ownership of their learning and participate in the process of moving it forward to the best of their ability.

Assessment that enables pupils to play a very strong part in making and recognising improvement in their work is likely to be excellent.

Information from assessments of pupils' learning is used directly in planning teaching. Pupils' work receives well-focused, diagnostic comments that help them to see how to improve. Pupils are helped to judge the success of their work and to set targets for improvement. Their understanding of new ideas is checked, for example, by asking them how to apply their learning in new situations. Information about the children's needs and achievements is shared regularly between parents and staff. A thorough programme of assessment and review is used consistently in all subjects throughout the academy. The outcomes of assessment are used regularly to set realistic targets, identify barriers to learning and where necessary seek external intervention to remove the barrier and close the gap.

The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class (both inside the classroom and outside);
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

Learning takes place in an environment which:

- is challenging and stimulating;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- welcoming;
- provides equal opportunities;
- provides a working atmosphere.
- the children feel they have ownership of and responsibility for
- promotes respect and a sense of pride

Display

Display in the school should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well

as ability. Displays will often show the process of how something has been learnt as well as the final product. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. Sometimes they can be 'interactive'. Displays should:

- Have a title clearly indicating the content of the display
- Have a balance between key questions, important information, key vocabulary and children's work.
- Incorporate mind maps and other techniques where appropriate
- engage children from the outset of a new topic (central interactive display)

One display board in each classroom should be an **Information Board**. The content of this board should include:

- Academy Code of Conduct
- Classroom Rules
- Weekly Timetable
- Class Targets
- Marking Scheme

Equal Opportunities

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. Through a life skill approach teachers must ensure that pupils turn take and share the equipment that is provided for them. All activities, including extra curricular activities are open to all children, numbers permitting.

Gifted and Talented Pupils

Some pupils may demonstrate exceptional performance within certain areas of their schooling. Poplar Farm School is committed to developing a school ethos that supports and celebrates the learning needs of all children. Provision for more able children is an integral part of the whole school teaching programme. Children identified as being exceptionally able in certain areas have Individual Challenge Plans (ICPs) which are reviewed on a termly basis with the child's class teacher,

the school's Gifted and Talented Coordinator and the parent. The aim of the ICPs is to ensure that very able children are provided with an educational experience appropriate to their needs, and which aids the development of their strengths and focus areas. Poplar Farm pupils will be ideally placed to benefit from the broad range of talents and skills of the educational environment that CIT provides across the Trust.

Record Keeping

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The academy has a policy for planning, assessment, recording and reporting of National Curriculum subjects that must be adhered to. Other records are left to the teacher's professional discretion.

Guided Learning

What is Guided Learning?

Guided Learning is an instructional sequence for small groups which is integrated into lessons to provide a bridge between whole-class teaching and independent work. It is direct teaching and works best when pupils are acquiring and developing concepts or skills in a subject. It can also be used to consolidate and refine skills and understanding. Guided sessions are flexible and can last from 10 minutes to 40 minutes depending on the nature of the task and the objectives. It is not a discrete or separate programme, but one part of a rich, challenging and coherent curriculum.

Guided learning enables teachers to support and challenge pupils by meeting the needs of individual pupils. It does this by grouping pupils to provide structured support and challenge inside or outside normal lessons to address aspects of progress and specific need.

In guided learning groups, the teacher does more than' listen in' or 'join in'. It is a place where you continue to **teach,** but are much closer to the pupils – you can monitor their responses and adjust what *you* say or do, and what you ask *them* to do or say, accordingly. It is assessment for learning in action. The teacher is helping the pupils make sense of the learning material or stimulus and the learning experience. In this sense, the teacher can be magnifying and sharpening the learning outcome. It should be added that, if presented effectively, guided learning

provides an excellent opportunity to model behaviours of effective learning, teaching pupils behaviours of lifelong learning.

The Learning Climate

For guided work to take place, an effective learning climate needs to be established including high standards of behaviour, positive relationships, clear expectations in standards of work, routines and a well presented environment. The teacher needs to therefore praise and reward appropriate behaviour and outcomes. Guided learning is therefore as much about positive orientation in the learner as about teaching skills or strategies the learner might use.

Guided Group detail is available in the appendices at the end of this document.

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

Assessment is the means by which the progress of pupils is monitored and accelerated. It is an integral part of the Teaching and Learning process. The purpose of this document is therefore to provide a comprehensive guide and framework by which to assess all pupils across Poplar Farm Academy. It is therefore intended to identify what pupils have learned and form summative judgements about whether they are on track to meet expectations. Furthermore, It should continually be used as a guide for ensuring that the pitch of teaching is accurate on a daily basis across all subjects.

The Purpose of Assessment

Assessment is a tool to inform curriculum planning and learning programmes and as

such it serves several purposes:

- Formative i.e that assessment should be an important part of the curriculum planning and used to identify next steps

- Diagnostic i.e provides a detailed picture

- Summative i.e provides a picture in time of a child's development.

As a new school we would expect to make ongoing judgements which influence day to day planning. However pupils assessment information will be summarised on the database twice each terms ie 6 times per year.

What do the levels within this document mean?

The high achievement and effective progress of our pupils is of paramount importance to our Academy. To meet the criteria of "Life without Levels", Popular farm will implement the following assessment system:

the tracking system will detail pupil progress and ensure that the assessment of pupils and the pitch of teaching are entirely accurate. The expectations by the end of each age phase, created in accordance with the current National Curriculum Programmes of study, can be identified below:

- 0 represents Foundations stage, through to 6 representing year 6

- A: "Good Level of Development'", B: "Expected", C "Below Expect"

Level 0B

Level 1B= Year 1

Level 2B= Year 2

Level 3B =Year 3

Level 4B =Year 4

Level 5B= Year 5

Level 6B= Year 6

Identifying when to award a Level 'C or A'

Within each phase, a pupil who is highly competent in relation to the 'Expected' Level B statements , can demonstrate and apply their knowledge confidently in a range of contexts, and can achieve some but not all statements within the next whole level

above, can be awarded a level A e.g. 3A. Alternatively, if a pupil can achieve some of the listed statements in relation to the Expected ' Level B' column but not all of them, they should be awarded a Level C at the stage in which they are working e.g. 3C

Assessing Pupils Accurately

At Poplar Farm School, we fundamentally believe that it is important to gather information from a range of sources, including test and task outcomes, in order to 'Build a Picture' and provide a sound, accurate and reliable judgement of attainment at each stage within a child's education. In order to assess pupils accurately in NC subjects, a range of sources may be used to gain a 'picture' of the child's abilities. The sources are:

•   On going test data over time from the Assertive Mentoring Tests and additional Sandwell Assessments.

•   Levelled assessments which are pitched in relation to National Curriculum expectations.

•   Pupils work showing the application of concepts and knowledge.

•   Independent Problem Solving activities which demonstrate the ability to apply their mathematical skills and knowledge

•   Guided group work, individual work and dialogue with the pupils including notes made as a result of this.

Planning

Each member of staff should be familiar with the programmes of study. The effective planning of the curriculum is entirely linked to the effective assessment of pupils. Assessment information is used to inform plans at each of the 3 main planning stages:

- Long term planning. (Yearly) This allows for the national attainment targets to be addressed.

- Medium term planning (Termly) Teachers produce termly plans identifying programmes of study and curriculum coverage. At this stage of planning, the broad level of learning intention is determined.

- Short term planning (Weekly and Daily) This is where teachers can articulate their judgements about children's performance and make decisions about children's future learning. Lessons planned at the short term planning stages will be constructed using assessment outcomes from previous lessons.

D2 – measuring pupil performance effectively and setting challenging targets

Statutory Assessment Requirements

At the end of Key Stages 1 and 2, a teacher assessment (TA) must be made at the level achieved in each of the three core subjects of English Maths and Science. At Poplar Farm we will also record spelling and grammer throughout the key stages. Standard testing in the statutory subjects must be administered in accordance with the instructions issued from the relevant Body concerning statutory assessment. Results will be recorded no later than 2 weeks before the end of the summer term. At the end of Key Stage 2 tests must be despatched for external marking.

Year One pupils will be tested in the summer term using the Phonics Screening materials and results will be reported to parents by the end of the summer term. Pupils who do not reach the expected level will be retested at the end of year 2.

Entitlement

In addition to the statutory requirements, the following formal assessments will also be carried out – see appendices at the end of this document.

Pupils in the Reception Class will be assessed as part of an ongoing process using the Early Years Framework and Development Matters.

In addition, targeted assessment of selected children (predominantly children in years Reception to 2 inclusive) will be undertaken to inform Ruth Miskin literacy groups. This will be via RML screening materials and Salford Reading Age analysis.

Teacher Assessment and Record Keeping

Teacher assessments should:

- Aid teachers in planning work, identifying problems and helping children make progress.
- Be ongoing throughout the year and inform future teaching.
- Be carried out in the context of the classroom, during usual planned activities.
- Allow children to demonstrate what they know.
- Allow for differentiated work, show a variety of assessment techniques and be both formal and informal.
- Help develop children's self esteem through positive and constructive feedback and should lead to effective target setting.

Teacher assessments are made for all subjects, using National Curriculum end of year expectations, and recorded using the academy's tracking system. A selection of

D2 – measuring pupil performance effectively and setting challenging targets

objectives within each subject are selected and assessed by the teacher during termly assessment weeks. These assessments are recorded by the teacher. At the end of the year, an overall level is reached by taking account of standards attained by each pupil throughout the course of the year.

The number of children working at age related expectation will be recorded by the Leadership Team and by Subject Leaders. The purpose of this is to provide initial information regarding pupil progress and standards of attainment within each subject. This information is then used by subject leaders to determine improvement priorities within subjects and / or specific phases within the academy.

Teachers may also keep additional assessment information as necessary to support judgements about standards of pupil attainment and rates of pupil achievement.

In order to support teachers in the accurate assessment of subjects, exemplification of standards documents have been produced to demonstrate pupil outcomes expected at each particular age group.

CIT, throughout the year, will challenge its individual schools to justify that its targets for individual pupils, cohorts for pupils, and the school as a whole are stretching and meet the needs of each learner. CIT will also review the progress towards these targets and the actions that the school undertakes to ensure the best possible outcomes for the schools pupils. This is achieved through head teachers and staffs performance management as well as annual "Health Checks".

Assessment for Learning

In essence, assessment for learning is the process which ensures an accurate understanding of a child's attainment level is determined by staff, and the next steps in their learning are identified, planned for, and implemented. To focus the nature and pitch of assessment, staff are expected to use subject assessment criteria alongside National Curriculum expectations to identify appropriate levels of learning for pupils, and to identify gaps in learning through the use of well targeted assessment for learning strategies.

Strategy	Summary
Teaching Groups to Remain Fluid	**Strong Impact When:** Groups are organised by pre-assessment information as opposed to 'general groups' within each topic being taught. Consequently, learning is pitched at relevant level for each child from SEND to G&T Teacher questioning is targeted to each fluid group, drawing responses from all children

	Children are target taught following pre-assessment activity for each topic.
	High quality guided teaching is used to target groups of pupils accurately identified as having similar learning needs
	Children are made aware of the link between initial self assessment and 'fluid groups' during independent work
	Expectations are aspirationally high and planned for. Eg – G&T children are given separate challenge during the beginning of the session to effectively assess their capability prior to main teaching input and task.
	Graduated questions are provided prior to a topic being taught in order to determine fluid groups for each topic start.
Pupil Self Assessment: Graduated Questioning at Start and End of Session	***Strong Impact When:***
	Children are very clear of content of and reason for using differentiated WILF sheets
	Teacher intervention facilitates pupil reflection on learning
	The classroom climate allows children to self assess within their own confidence levels using graduated questions.
	Children are used to the system, thus allowing swift deployment to task when initial assessment is complete.
	Adults create opportunities for pupils to reflect on the progress they are making within a lesson. Children's perception is that this approach is of benefit as they feel they have ownership over their learning.
	Adults use end of session self assessment to ask children to self assess by pupils placing themselves on a continuum identifying how well they think they have achieved. Adults spot check some children. Teacher records outcomes to use as the initial assessment for the next lesson. This strategy is used periodically by teachers.
	More able children are given periodic opportunities to self asses and then mark own work from given mark schemes, thus giving maximum self reflection time for the most able learners
	Classroom climate allows children to discuss their learning in a focused way
	Systems exist to manage the self assessment process
Pre and post Topic Mind Maps (Medium Term Strategy)	***Strong Impact When:***
	Mind maps used to recap previous sessions and add next stages of learning
	Displayed and used interactively within the classroom
Weekly session to	***Strong Impact When:***

allocate time to assess understanding of next topic prior to implementation	This strategy is used to identify broad operational levels of children (most effective within mathematics)
Use of peer assessment to motivate and encourage reflective learning	***Strong Impact When:*** Children are given time to discuss what is being looked for within the lesson. This causes the children to be very focused on the session purpose and associated outcomes. Children are given opportunities to assess partner and self against WILF sheets, identifying topic and personal targets Morning work is used to introduce or reinforce the learning target Post it notes are used to record targets for their partner
Purposeful plenary sessions implemented	***Strong Impact When:*** The plenary is to used to review the <u>extent</u> to which children have acquired new skills, knowledge or understanding The 'next steps' in the learning sequence are established and briefly discussed (where appropriate within the learning sequence)
Marking	***Strong Impact When:*** Comments are provided which give: - praise - summary of main successes in relation of learning target - a follow up question / task which children are able to respond to before the next session is implemented in order to deepen their learning

Target Setting

The Leadership Team will analyse assessment data.

Strategic Targets

Future targets for school improvement will be set in relation to the performance of children in National Curriculum assessments following Leadership Team analysis of RAISEonline, Fisher Family Trust (FFT), and school based data.

Overall percentages will be reported to Governors, Trustees and Parents.

Class / Group Targets

- Cohort Targets will be set and used as part of the academy Performance Management process

- Targets will be driven by the developmental needs of each cohort of children, and will generally be set for English and mathematics in line with units of work being studied

Individual Targets

Targets will be realistic and achievable yet challenging, and will be set as follows:

Reading

- Reading targets shared with groups orally in guided reading sessions. Targets are taken for each group from the relevant descriptors

- Early Years Foundation Stage (EYFS) profile scores shared with parents at Autumn and Spring Parents' Evenings as appropriate

Writing

- Example of expected outcomes for writing to be displayed in classrooms for each unit of writing, pitched at an aspirational standard. Staff to list required examples of such writing and share amongst the team in order to support the sourcing of such examples

- Personalised Targets - via 'WILF' (What am I looking for?) method linked to:

  - unit of writing studied
  - generic, ongoing writing needs

  In FS/KS1, generic target reminders are given to children orally. In KS2 (Y3 as appropriate), children will add Personalised Targets to WILF sheets after reviewing marking comments on previous pieces of work

<u>Maths</u>

- Maths targets to link to oral / mental skills development. Common class focus, differentiated to meet needs of groups. As with writing, targets should be aspirational for all groups

- Ongoing targets to be given via written feedback from marking, linking to assessment for learning strategies

<u>General</u>

- Target reviews to be part of discussion within Parent's Evening discussions

- Common approach to language of targets:

  - Sessions will have one Learning Target for Curriculum, and one Learning Target to incorporate the relevant Life Skills focus
  - Targets on WILF sheets are classed as <u>Personalised Targets</u>

- Individual Pupil Targets are set and reviewed termly in line with Parents' Evening discussions. The system is as follows:

  - All children other than those identified with SEND or to be AG&T, will have one literacy, one numeracy and one personal target.
  - SEND pupils are to have their individual plan (IEP) targets recorded as their termly areas of focus.
  - AG&T pupils are to have their Individual Challenge Plan (ICP) targets recorded as their termly areas of focus, along with personal targets as appropriate
  - In YR, targets are shared with parents at each Parents Evening and are recorded for parents to take away with them
  - Targets are to be referred to during guided sessions, and reference made to remind children to be aware of their targets in general.

Pupil Tracking

The high achievement and effective progress of our pupils is of paramount importance to our school. As such, all pupil data is analysed to ensure children are on track to meet or exceed expectations based on prior attainment. The document 'Tracking Pupils: Target Indicators'. See appendices for further details.

Pupil Tracking is formally undertaken at the mid point and end of each academic year, and is used to coincide with the Performance Management Cycle.

<u>Introduction</u>

At Poplar Farm we believe that marking is a crucial process in helping children to advance their learning. As such, the following policy identifies the principles which underpin our approach to the use of marking.

MARKING POLICY

Aims

We believe that marking has several functions all of which impact on standards of pupil attainment. As such, the following are the key aims of this policy:

1   To give praise and encouragement to all children.

2   Marking to contribute to the assessment of children's work and to help teachers gain information for future planning.

3   To provide a point of discussion with children

4   To encourage self-correction

5   To provide consistency of approach by all staff.

6   To provide a "path" through which a child can make sense of the curriculum.

Entitlement

1   All children are entitled to have a clear and consistent style evident in the marking of their work. They are also entitled to prompt feedback in a style appropriate to their age and ability.

2   All children are entitled to have their work marked according to specific learning objectives determined before the work is set.

Marking

1   All marking will be consistent with the child's proven ability.

2   Written comments will be made where the teacher thinks it is appropriate. Comments will be evaluative and will, where appropriate, identify next steps in learning. Next steps or targets will be identified as follows:

FS: target written inside a thought bubble

KS1:   △

KS2   ◯

Comments will be mainly positive and will encourage improvement in future work. Whenever possible, comments should form the basis of discussion between the teacher and the child. The use of targets will be used regularly where appropriate to the child. It will not be used for every piece of work.

3   If work is marked with the child present detailed comments may not be necessary.

4   All teachers including supply teachers are involved in the marking process. A copy of this policy and the marking key will be provided for all supply staff.

5   Children's work will be marked in black or blue ink. All staff will use a common method of correcting errors in subject areas (see the marking key attached)

6   All marking will reflect the learning objectives identified. Written comments will be targeted to the objectives of the lesson.

7   Not all errors will be corrected. The amount of correction will depend on the age and ability of the child and the objective of the session.

8   Children should be encouraged to look for mistakes. There are occasions for children to mark their own work and this is at the teacher's discretion.

9	A marking key will be displayed on the wall of each classroom.
10	Children should have the opportunity to read any written comments at the beginning of each lesson and to act upon comments made by the teacher.
11	Targets set for individuals will be achievable and realistic.
12	Homework will be set for pupils each week, and will be set for a range of reasons. As such, homework will either be marked as a whole class (pupil marking), marked by the class teacher or not marked. The method used will be determined by the class teacher and will reflect the nature of the homework set.
13	When children 'self mark' or when their peers assess work, this will be done using coloured pencils / highlighter pens or post it notes as appropriate.

This policy will be adapted to meet the needs of EYFS.

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

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

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

- use space provided below; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

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

See the Organisation Chart for Poplar Farm as well as the financial spread sheets for staffing levels. These are in the appendices.

██████████ will be Principal Designate with Leadership and staffing being sought/recruited externally or internally from CIT where appropriate. A robust selection process will ensure that all new staff share the schools and CITs values and educational philosophy. They will have the potential or current skills to deliver life long learning to our pupils in line with our curriculum and policies.

As previously detailed in section C1 we will benefit from economies of scale with CIT central services providing functions such as finance, best value checks, compliance with EFA rules, HR, and Health and Safety. Poplar Farm will have a designated safeguarding officer and a designated safeguarding governor on the local governing body. The local governing body will play an integral role in the recruitment of staff, supported and guided by the robust processes already in place across the Trust. Initial concversations have already taken place with serving local Governors to start to form the core of Poplar Farms Governing Body. In the months leading up to the opening date CIT will use its network to recruit Governors with the skills to support and challenge the school in terms of outcomes for pupils, teaching and learning and, most importantly, safeguarding.

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

Poplar Farm will have no particular religious designation but will be welcoming and inclusive to everyone. To ensure that this is possible the following documents outline how we will welcome all. We will ensure that we overcome any language barriers by appointing parent embassadors to liaise with families new to the area. The Trust has comprehensive policies and training on safeguarding, child protection, anti-bullying, health and safety – all designed to keep children safe.

Spiritual, moral, social and cultural development including British Values

Rationale

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

At Poplar Farm we aim to create a welcoming learning environment where everyone can be safe, happy and therefore able to learn.

The spiritual, moral, social and cultural (SMSC) development of our pupils is a crucial element in all areas of our curriculum. It is often implicit and hidden. We aim to make it explicit and open.

SMSC development is at the core of education and therefore some contribution must be possible from each area as opportunities occur across the curriculum for pupils to come to terms with issues and values of a religious, spiritual, moral and cultural nature. We will identify these opportunities clearly and use them to inform planning and assessment.

The Nature of Spiritual, Moral, Social and Cultural Development

Effective provision for Spiritual development needs a curriculum and approach to teaching that embodies clear values and enables pupils to gain understanding through reflection on their own and others' lives and beliefs. It relies on teachers valuing pupils' contribution across the whole curriculum. Religious education and Collective Worship can make a significant contribution to spiritual development.

Effective provision for moral development is to build a framework of values regulating personal behaviour through principles rather than through fear of punishment. The school needs to foster values such as honesty, fairness, and respect for truth and justice. Pupils need the opportunity to explore ideas to enable them to express themselves, to extend their understanding and to further develop.

Social development needs an acceptance of group rules and the ability to set oneself in a wider context. The forming of attitudes to good social behaviour and self discipline is of crucial importance. There needs to be opportunities for pupils to work co-operatively, in competition, taking the initiative and responsibility towards contributing to the life of school.

Cultural development is concerned both with participation in and appreciation of cultural traditions. The school needs to seek to enrich pupils' knowledge and experience through visits to museums and art galleries and to work with artists and performers. Music of other cultures is valued as is the contribution of many cultures to development of science and technology.

Promoting British Values

Our government believes that, 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support.

These values are reflected in the responsibilities, rights and privileges of being a

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

British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.'

The values we support are not unique to Britain and are shared by many people in the world.

We support the values of democracy, rules of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum. These values are found in our own school values identified by the children as respect, kindness, honesty, hard work, cooperation, fairness, confidence, tolerance, politeness and responsibility.

We will plan assemblies and lessons, particularly in PSHE and RE, to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. The topics and lessons in the school's curriculum are designed carefully and planned by teachers to provide a rich learning experience that will have a positive impact on pupils' spiritual, moral, social and cultural development. Whilst focusing on all children developing good skills in English and Maths and all subjects, we ensure they experience extra-curricular clubs such as music, a variety of sports, the arts and outdoor learning. Visits are planned linking with the class topic to provide children with further understanding of the world they live in. We also link with other schools to take part in singing and sporting events. Competitions provide the opportunity for children to meet other children from different schools whilst experiencing the process of decision making and understanding rules and fairness.

As well as promoting British values we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views and principles.

Overview

Being part of Britain

 As a Trust, we value and celebrate the diverse heritages of everybody. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Patron Saints Days and celebrations at Christmas. We also value and commemorate national events

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

such as Remembrance Day. This is particularly important as Lincolnshire has a high RAF presence.

  Children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

> •its coasts, rivers and mountains

> •where Britain is in relation to the rest of Europe and other countries in the world

 If successful the following will be adopted by the new school -

British values

Democracy

Democracy is embedded in the school. Pupils are listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. The School Council will provide a more formal platform for class representatives to raise issues such as becoming a more eco responsible academy.

  Once we have older pupils in the school they will act as playground friends and lunchtime monitors helping younger children. However we expect that pupils from other academies within the Trust will visit and play an active part in supporting the success and growth of this new school.

 We believe that encouraging our children to take on responsibilities and to work together for the good of the school creates positive relationships and is a valuable preparation for future life in our democratic society.

 Parents' opinions are actively sought at CIT through methods such as questionnaires, feedback at parents' evenings and regular liaison with parent groups.

The rule of law

In order to help children understand how society cannot operate without a set of laws, we teach them how our school rules create an ordered, fair and safe place in which to learn. The class rules will be agreed by the children and displayed in classrooms. We help children to distinguish right from wrong and adopt restorative justice approaches to resolve conflicts.

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

Individual liberty

Our children have the opportunity to make individual choices and express opinions that develop their character and self-belief. However, they are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. We model freedom of speech through pupil participation in class in the context of a safe, fair, supportive and ordered learning environment. We discuss and challenge stereotypes and implement a strong anti-bullying culture.

Mutual respect and tolerance of those with different faiths and beliefs

Respect is one of the core values of our Academy. Children are encouraged to respect themselves and to respect individual differences. This is a fundamental principle that is put into practice in the classroom, around school, in the playground and in assemblies.. We help our children to acquire an understanding of, and respect for their own and other cultures and ways of life. Our aim to prepare our pupils for the 21st Century which is a driving force towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures.

Extremism

The school is aware of the need to be vigilant when it comes to extreme attitudes or behaviour of any kind and appropriate actions will be taken accordingly. All staff will undertake Prevent training and be aware of the need to alert the Senior Leadership Team and Governing Body if they have any concerns of this nature. Our overriding aim is to teach children to be resilient to such attitudes. This involves pupils being taught how to ask probing questions and make sound judgements for themselves about what is right and wrong.

Implementation

SPIRITUAL

AIM: to create opportunities for spiritual development across the curriculum including RE and Collective Worship in order to:-

[]   Sustain the self-esteem of pupils

[]   Develop capacities for critical and independent thought

[]   Foster emotional life, the ability to express one's own feelings and extend

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

appreciative range

[]   Provide opportunities for the development of imaginative and empathetic experiences

[]   Encourage the setting apart of moments for stillness and reflection

[]   Provide learning material and situations which encourage moral responses and obligations towards other people

[]   Provide opportunities to discover the values and identity of a person and human life

[]   Experience feelings of 'transcendence', giving rise to an awareness of an ability to go beyond above everyday experiences - a consciousness of a divine being.

MORAL

AIM: To foster pupils' knowledge, understanding, attitudes and behaviour in relation to what is right and wrong:-

- Telling the truth
- Keeping promises
- Respecting the property and rights of others
- Helping those less fortunate and weaker than ourselves
- Acting with consideration towards others
- Taking personal responsibility for one's actions
- Self-discipline

SOCIAL

AIM: to create opportunities across the curriculum for pupils to:-

- Take their place in a wide range of roles relating to adult life
- Relate positively to others

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

- Think and act for themselves

- Become self-disciplined

- Take on initiatives and responsibilities

CULTURAL

To ensure that the school is welcoming to pupils of all faiths and world views and none we will ensure:

- Participate in their own and other cultural traditions

- Appreciate the diversity and richness of their own, and other cultural traditions

ENGLISH

Literature and poetry - writer's perception of issues in events and activities.

Development of empathy - seeing from a different point of view.

Awareness of careful approach when expressing own points of view in discussions

Listening to others - evaluating issues.

MATHS

Appreciation of applications in life - order, balance, perspective, shape, relationships in number principles and rules.

Basis of investigation and exploration.

SCIENCE

Awe and wonder - of nature.

Ethical issues in environment - pollution, health, genetics etc.

Man's use of good and evil - power to decide.

TECHNOLOGY

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

Awe and wonder:- skills and initiatives

Development of good-evil - fitness for purpose

God's gifts to be explored and potential maximised.

HISTORY

Other lifestyles and values - appropriate for past - change and development

Actions and decisions - morality

Heritage - Christian and others.

GEOGRAPHY

Develop understanding and consider other ways of life, systems, cultures and values - developing countries and issues involved.

RELIGIOUS EDUCATION

Understanding relationships between belief and behaviour

Christian values and practices, beliefs, obligations, responsibilities.

Impact on history - past and present.

Evaluate issues.

MUSIC

Appreciation of skill, order, pattern.

Expression of feeling.

Development of spiritual and cultural qualities

Co-operation in performance

DRAMA

Complexities of human relationships - self and others.

Understanding of other points of view and behaviour.

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

Co-operation in performance

PE

Appreciation of skills, teamwork, discipline.

Self expression and fulfilment

ART

Self expression, skill, technique.

Understanding of others - past and present, interpretation of ideas and thoughts.

PSHE and Moral Education

Personal views, independent judgements, moral issues, rights and wrongs - exploring self/society - sex, drugs, bullying etc.

I.C.T.

Impact on lives - have/have nots.

Applications.

Awe and wonder.

Man's use of.....

ENVIRONMENTAL EDUCATION:

Care of environment - differing views.

Citizenship - responsibilities of and in society

EXTRA CURRICULAR:

Co-operation with others

Teamwork

Relationships

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

PASTORAL CARE:

Nature of relationships...Care for others...
Viewpoints...Rights...Decisions...Obligations...Responsibilities.

COLLECTIVE WORSHIP:

Support, reinforce moral values of school community

Spiritual development.

Participation.

Transcendency.

If Successful the following policy will be adopted -

Inclusion

Introduction

Inclusion is a prominent principle of government policy at both a national and local level. At CIT Multi Academy Trust,we aim to implement this principle by focussing on individual well-being, encouraging pupil participation, celebrating achievement and viewing diversity as a rich resource to support the learning of all.

The Council for Disabled Children define inclusion as 'A philosophy which views diversity of strengths, abilities and needs as natural and desirable, bringing to any community the opportunity to respond in ways which lead to learning and growth for the whole community and giving each member a valued role. Inclusion in the school context requires striving for optimal growth of all pupils in the most enabling environment by recognising individual strengths and needs.'

Our policy on inclusion aims to ensure appropriate learning and positive experiences for all pupils. This process involves structuring the environment, culture, curriculum and classroom organisation so that we are able to respond to the diversity of pupils and take into account the views and experiences of children and adults working in school. This distinguishes it from integration, which focuses on the placement of an individual

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

or group having to adapt to what the academy is able to offer.

The Principles

The following principles underpin this policy:

We include and educate all pupils in a community in which they are encouraged to show respect for themselves and others. They are valued and listened to and all are expected to contribute to the well being of others.

We respect and value all pupils equally and we view diversity within the school as a resource.

We regularly review the provision we offer to ensure inclusion for all pupils. We allocate resources in a way that makes the commitment to inclusion explicit and transparent.

We aim to overcome physical and developmental barriers and offer all pupils access to an   appropriate curriculum and social activities.

We develop specialist and multi-agency support, where appropriate, to enable pupils to engage with the curriculum, in the life of the learning community and the life of the wider local community.

We promote parents'/carers' and pupils' involvement whenever possible in decisions that affect learning. Staff and parents act as advocates for those pupils who are not yet able to formulate their own views.

These principles are reflected throughout the school day in the way we value all pupils and endeavour to overcome barriers to learning.

Promoting an Inclusive Environment

In order to promote and achieve an inclusive environment for pupils we aim to:

Ensure the early identification of need through on-going assessment.

Actively and creatively seek pupils' views and provide advocacy for those pupils not yet ready to formulate their views. Wherever possible pupils participate in the development of learning programmes. Pupils' views and opinions are also expressed via our School Council meetings.

Ensure that high expectations of pupils are established and specific, achievable targets

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

are evident.

Plan for teaching and learning so that pupils are increasingly able to make choices, express opinions and pursue interests.

Provide and reinforce the importance of continuing professional development, which fosters best practice for all members of staff.

Endeavour to work in partnership with parents/carers and the pupils to provide opportunities, choice and a response to diversity.

Encourage flexibility in rules, routines and curriculum. Every care is taken to ensure that all pupils experience the full range of curriculum activities.

Implement group educational planning for all learners, various forms of communication are also encouraged. Learning programmes fulfil learners' curriculum entitlements and are differentiated according their need

Plan for and design quality environments to enable access to all facilities and resources. This means reviewing existing provision, making adaptations where necessary.

Expect quality service from all professionals working with the learner. Members of staff work with external agencies to promote education, well-being and independence of pupils as appropriate.

 Encourage proactive approaches to facilitate social integration, develop life skills, independence and autonomy and transitions. Links are made with local community events and we encourage visitors from the local community to attend functions in school.

Endeavour to provide age-appropriate resources.

Plan for displays, events and educational programmes to reflect our diverse community and beyond.

Ensure that the school celebrates and reflects diversity.

Equal Opportunities

(Poplar Farms Equal opportunities Policy will sit within the CIT policy).

For some pupils it will be appropriate to target the pupil's inclusion in their own peer group. Inclusion may relate to experiencing group activities when saying good morning, passing and receiving curriculum artefacts or attending assemblies either in class or whole school. Creative planning is essential to ensure that all pupils are included in as wide a range of activities as possible and where this is not appropriate that activities

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

are brought to the pupil.

All targets are written in jargon free language and presented in a 'child friendly' format.

We ensure that all displays, equipment and materials reflect our inclusive community.

Evaluation and Monitoring

The effectiveness and usefulness of inclusion arrangements will be monitored and evaluated by members of the Provision and Standards Governors Committee and those responsible for monitoring teaching and learning practice in school. Evidence will be visible around school through display and display presentation and through the educational programmes created to meet the needs of all children.

If successful the following policy will be adopted -

Introduction

This Equality and Diversity Policy has been developed in accordance with the Equality Act (1st October2010) by the Governors, Trustees and staff at CIT Multi Academy Trust represents a commitment to a common set of values and objectives and to a consistent approach to communicating, implementing and monitoring the policy.

Aims

CIT Multi Academy Trust is committed to promoting and achieving equality of opportunity for all pupils, parents, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity irrespective of:

Age

Race

Disability

Religion and belief

Gender reassignment

Sex

Pregnancy and maternity

Sexual orientation

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

Values, Principles and Standards

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

equality and social justice acknowledging and valuing diversity respect for others

compliance with equal opportunities legislation

elimination of all forms of prejudice and unfair discrimination

active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour commitment to inclusive education which enables and supports all pupils to develop their full potential

accountability for compliance with this policy by all members of the School communities and others engaged in School business or activities.

Objectives

The objectives of this Equality and Diversity Policy are to:

•   develop an ethos which respects and values all people

•   actively promote equality of opportunity

•   prepare pupils for life in a diverse society

•   promote good relations amongst people within the School community and the wider communities within which we work

•   eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour

•   deliver equality and diversity through academy policies, procedures and practice

•   do our utmost, within available resources, to remove barriers which limit or discourage access to academy provision and activities

•   take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations

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

- monitor the implementation of equality and diversity within the academy

- set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.

Communication of Equality and Diversity Policy

We will take active steps to communicate this Equality and Diversity Policy to all pupils, parents, staff, and governors of the academy.

Responsibilities and Accountabilities

The Governors are responsible for:

making sure the academy follows all of its equality and diversity policies and codes, and meets its legal responsibilities with respect to equality

The Head Teacher is responsible for:

ensuring policies and procedures are in place to comply with all equality legislation ensuring that the academy implements its equality and diversity policies and codes of practice

following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying

ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying

School managers are responsible for:

putting the academy's equality and diversity policies and codes into practice

making sure that all staff know their responsibilities and receive the support and training necessary to carry them out

following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying

All staff are responsible for:

promoting equality and diversity, and avoiding unfair discrimination

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

challenging any incidents of unfair discrimination, or racial, sexual or other stereotyping, perpetrated by pupils or other staff

keeping up-to-date with equality law and participating in equal opportunities and diversity training reporting any incidents of unfair discrimination, harassment or bullying to senior managers

Pupils are responsible for:

respecting others in their language and actions

obeying all of the academy's equality and diversity policies and codes.

Race Equality

(Poplar Farms Race Equality Policy will sit within the CIT policy)

Introduction

At Poplar Farm, we believe that all people are equal, and that all people should have equal access to opportunities provided by the school. We promote this by:

- Ensuring that all ethnic minority children are seen as potential high achievers and encourage them to reach the highest possible standards.

- Respecting all members of staff's and children's cultures, beliefs, languages and lifestyles, recognising their experiences and the importance they place in ensuring achievement.

- Recognising the skills and knowledge that children who are learning English as an additional language have, and providing appropriate support to ensure access to the curriculum.

Aims

We aim to:

- ensure that all the needs of Ethnic Minority children are met in accordance with the requirements of the Race Relations Amendment Act 2000

- secure entitlement to the National Curriculum for all pupils by giving them opportunity to develop the knowledge, understanding, skills and attitudes that

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

are necessary for their fulfillment and development as responsible citizens.

- ensure that all staff and children feel valued and are able to contribute fully to all aspects of school life.

Responsibilities

Governing Body

- The governing body is responsible for ensuring that the school complies with the Race Relations legislation including the general and specific duties.

- The governing body is responsible for ensuring that the policy and its related procedures and strategies are implemented.

- The governing body has a responsibility to ensure that fair recruitment and appointments are made, and that equal opportunity legislations are observed.

Headteacher

- The Headteacher along with the governing body is responsible for ensuring that the policy and its related procedures and strategies are implemented.

- The headteacher is responsible for ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfill their responsibilities.

- The headteacher must take disciplinary action against staff or pupils who racially discriminate.

Staff With Specific Responsibilities

- The headteacher is responsible for dealing with reported incidents of racism or racial harassment.

- All staff are responsible for the day-to-day implementation of the policy with regards to the children in the school.

Admissions

The school's admission policy does not discriminate against any ethnic group.

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

Identification

Children will be identified through pupil records. The child will be added to the whole school register of Ethnic Minority children held by the head teacher and Ethnic Minority Achievement Coordinator. Information will be given to the class teacher to enable him/her to provide the best opportunities for the children to achieve.

Curriculum Access

The school is committed to full inclusion and therefore children who are learning English as an additional language will not normally be withdrawn from the classroom and do not receive/produce separate work. Where a child is identified as requiring support, the school will contact the LEA Minority Achievement Support Service who will advise the teacher how to implement a programme of support within the classroom. The school will monitor the child's progress and meetings will be held termly to ensure individual needs are met.

Teaching and Learning Styles

Whilst maintaining the opportunity and respect for the use of home language, teachers will take action to support children who are learning English as an additional language by developing their spoken and written English in the following ways:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;

- Explaining how speaking and writing in English are structured for different purposes across a range of subjects;

- Providing a range of reading materials that highlight the different ways in which English is used;

- Ensuring that there are effective opportunities for talking, and that talking is used to support writing;

- Encouraging children to transfer their knowledge, skills and understanding of one language to another;

- Building on children's own experiences of language at home and in the wider community, so that their developing uses of English and other languages

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

support one another.

- Modeling the use of vocabulary and sentence structures and providing opportunities for children to experiment with language.

Teachers will ensure access to the curriculum and to assessment by:

- Using accessible texts and materials that suit children's ages and levels of learning;

- Providing support through ICT, video, audio materials, dictionaries and readers;

- Using the home language where appropriate

Assessment

- Ethnic minority children will be assessed in English according to the National Curriculum scales using the additional pre National Curriculum Levels where necessary

- The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

- In Mathematics and science test verbal or written translations of words or phrases in test papers are provided where deemed appropriate for the child with English as an additional language

Working in Partnership with Parents

The school is committed to working with parents to support the child's learning through:

- Providing an open door policy encouraging and inviting parents into the school.

- Providing an interpreter should this be required.

- Involving parents in their child's learning by recognising the skills they have to offer.

- Providing guidance and support for parents unfamiliar with the school system

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

The School Environment and Ethos

The school is dedicated to providing the right learning environment for all pupils. This includes:

- Representation of different ethnic groups, religions, languages throughout the school.

- Dealing with all racist remarks and incidences seriously and promptly, and knowing how to identify and challenge racial bias and stereotyping

- Ensuring the curriculum prepares all pupils for life in a multi-ethnic society.

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
There is a basic need for this school, there is parent demand and there is an opportunity here for quality provision. I have been advised on the 22nd September 2016 by ████████████ , ████ ████████████████████████ at Lincolnshire County Council, that the need situation has not changed since our last submission in March 2016. The latest figures will not be available until after the submission deadline of the 28th September 2016. This need has been identified by current and forecast shortages of places for schools in the area and with the potential for a nursery in the future. The benefit of this site is that expansion and the addition of a nursery would be feasible going forward as needs present. Information received from ████████████████████████████████ ████████ at Lincolnshire County Council is as follows:

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

Grantham Area 2015 LA Projections

Final projections - SCAP assumptions

Planning Area Name		Projected Reception Intakes				NOR (R - 11)	Adjusted Capacity (R - 11)	Spare Capacity (R 11)	% Total Surplus
		R (No.)	R (Pan)	R (Cap)	R (% surplus)				
Grantham West Primary	2015/2016	296	279	-17	-6%	1830	1953	123	6%
	2016/2017	272	279	7	3%	1887	1953	66	3%
	2017/2018	242	279	37	13%	1904	1953	49	3%
	2018/2019	270	279	9	3%	1935	1953	18	1%

Planning Area Name		Projected Reception Intakes				NOR (R - 11)	Adjusted Capacity (R - 11)	Spare Capacity (R 11)	% Total Surplus
		R (No.)	R (Pan)	R (Cap)	R (% surplus)				
Grantham East Primary	2015/2016	296	300	4	1%	1995	2100	105	5%
	2016/2017	276	300	24	8%	2028	2100	72	3%
	2017/2018	271	300	29	10%	2060	2100	40	2%
	2018/2019	258	300	42	14%	2033	2100	67	3%

Planning Area Name		Projected Reception Intakes				NOR (R - 11)	Adjusted Capacity (R - 11)	Spare Capacity (R 11)	% Total Surplus
		R (No.)	R (Pan)	R (Cap)	R (% surplus)				
Grantham Total	2015/2016	592	579	-13	-2%	3825	4053	228	6%
	2016/2017	548	579	31	5%	3915	4053	138	3%
	2017/2018	513	579	66	11%	3964	4053	89	2%
	2018/2019	528	579	51	9%	3968	4053	85	2%

*adjusted to account for existing PANs as published for September 2016 being applied to all year groups (for 2015/16 additional temporary places above PAN were provided to cope with local demand)
*projected figures include all housing with planning permission (this includes the 1800 homes for Poplar Farm and assumed a build/occupation rate of 100 per year creating 20 extra primary age pupils distributed evenly across all year groups)

Final projections - school assumptions
(assumes that all pupils that can't get a place at their school or preference will be re-distributed to a school that might not be their nearest or where they want to go)

Planning Area Name		Projected Reception Intakes				NOR (R - 11)	Adjusted Capacity (R - 11)	Spare Capacity (R 11)	% Total Surplus
		R (No.)	R (Pan)	R (Cap)	R (% surplus)				
Grantham West Primary	2015/2016	279	279	0	0%	1830	1953	123	6%
	2016/2017	261	279	18	6%	1887	1953	66	3%
	2017/2018	235	279	44	16%	1904	1953	49	3%
	2018/2019	264	279	15	5%	1935	1953	18	1%

Planning Area Name		Projected Reception Intakes				NOR (R - 11)	Adjusted Capacity (R - 11)	Spare Capacity (R 11)	% Total Surplus
		R (No.)	R (Pan)	R (Cap)	R (% surplus)				
Grantham East Primary	2015/2016	306	300	-6	-2%	1830	2100	270	13%
	2016/2017	280	300	20	7%	1887	2100	213	10%
	2017/2018	270	300	30	10%	1904	2100	196	9%
	2018/2019	259	300	41	14%	1935	2100	165	8%

Planning Area Name		Projected Reception Intakes				NOR (R - 11)	Adjusted Capacity (R - 11)	Spare Capacity (R 11)	% Total Surplus
		R (No.)	R (Pan)	R (Cap)	R (%)				
Grantham Total	2015/2016	585	579	-6	-1%	3660	4053	393	10%
	2016/2017	541	579	38	7%	3774	4053	279	7%
	2017/2018	505	579	74	13%	3808	4053	245	6%
	2018/2019	523	579	56	10%	3870	4053	183	5%

As you can see, some years in Grantham West show there to be very few places available with overall 1% surplus by 2018. The DfE aim is to maintain between 4% and

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

10% to meet with parental preference and maintain a reasonable level of capacity to cope with fluctuations in population and Fair Access Protocols and midyear applications. For Fair Access Protocols there were 0 in 2013/14 and 2014/15 and there have been 3 in this year already. We have been advised that there is sufficient capacity to cope with Sept 2017, but 2018 will no doubt be higher than those projected by the time we get there and the ONS data shows a growing trend beyond 2018 as below:

Lincolnshire Population Projection Tool
2012-based Projections

Lincolnshire Research Observatory

	Female	Male
Min age	4	4
Max age	11	11

| Year	Authority	Female	Male	Persons
2012	South Kesteven	6,025	6,012	12,037
2013	South Kesteven	6,028	6,070	12,098
2014	South Kesteven	6,107	6,163	12,271
2015	South Kesteven	6,266	6,314	12,581
2016	South Kesteven	6,352	6,473	12,824
2017	South Kesteven	6,465	6,598	13,063
2018	South Kesteven	6,527	6,718	13,245
2019	South Kesteven	6,524	6,789	13,313
2020	South Kesteven	6,532	6,803	13,335
2021	South Kesteven	6,611	6,870	13,481
2022	South Kesteven	6,646	6,913	13,559
2023	South Kesteven	6,628	6,930	13,557
2024	South Kesteven	6,631	6,911	13,542
2025	South Kesteven	6,640	6,921	13,561
2026	South Kesteven	6,643	6,923	13,566
2027	South Kesteven	6,637	6,917	13,554
2028	South Kesteven	6,625	6,904	13,530
2029	South Kesteven	6,612	6,890	13,502
2030	South Kesteven	6,594	6,871	13,466
2031	South Kesteven	6,574	6,850	13,424
2032	South Kesteven	6,552	6,826	13,378
2033	South Kesteven	6,530	6,803	13,332
2034	South Kesteven	6,509	6,781	13,290
2035	South Kesteven	6,490	6,761	13,251
2036	South Kesteven	6,474	6,745	13,219
2037	South Kesteven	6,463	6,733	13,196

This tool allows you aggregate population projections for custom age ranges.

Please note that the data is presented in unrounded form to enable aggregation. Projections are not considered accurate at this level of detail. They are more robust at greater levels of aggregation, either by age and/or by area. Therefore we advise that data should be aggregated to at least five-year age groups and rounded to the nearest 100 people if quoted in any publication, presentation or documentation.

Data Source: Office for National Statistics
Subnational population projections for England
2012-based Publication date 29 May 2014

Office for National Statistics
http://www.ons.gov.uk/ons/rel/snpp/sub-national-population-projections/2012-based-projections/index.html

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

[redacted]

[redacted]
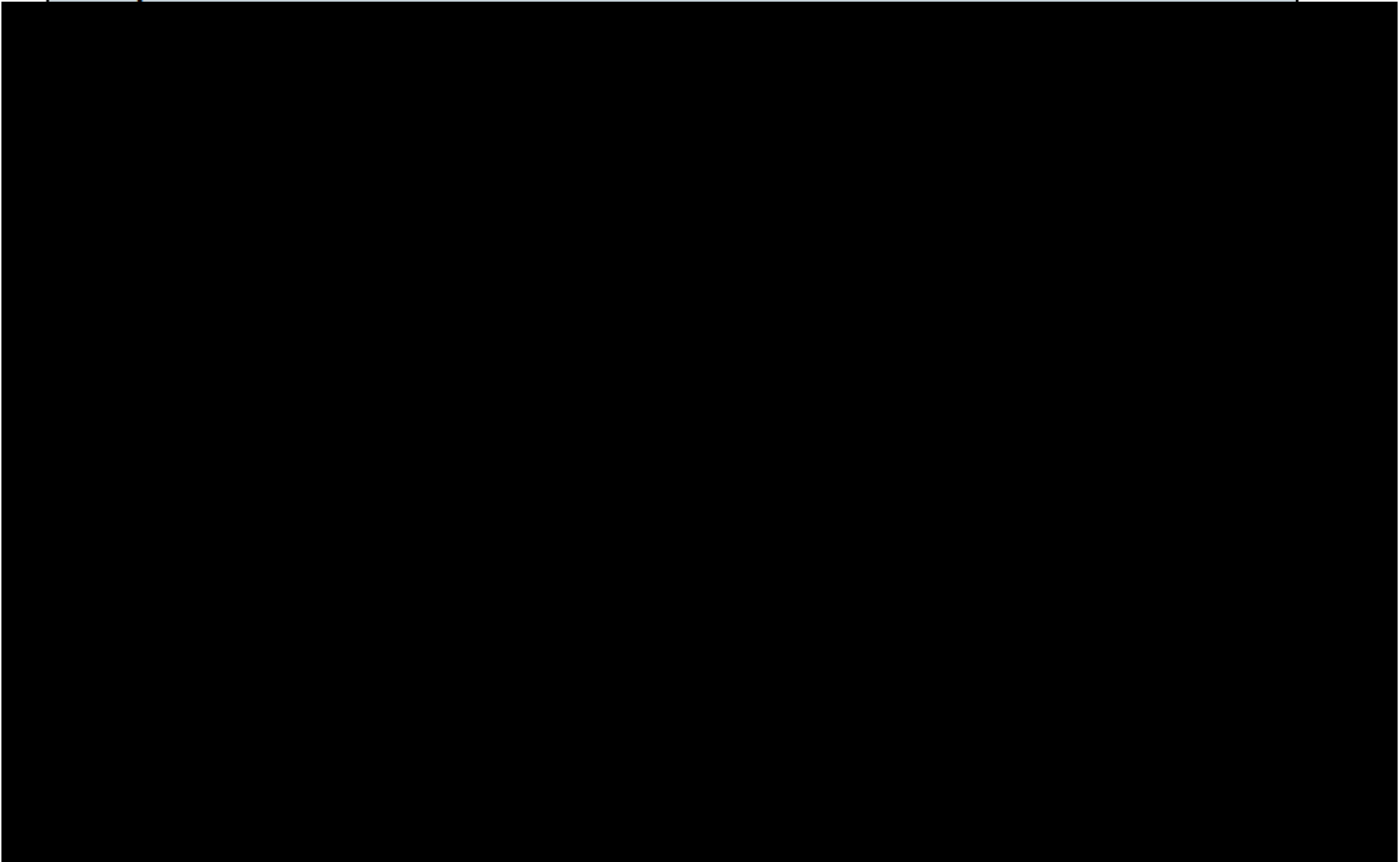
They have started the process of completing the building designs and achieving planning is in progress for a newly built and suitable for 2 form reception entry in Sept 2018 and building up to three form entry in the future. This will be enabled by a bridge being built over the train line to Gonerby increasing choice for parents on easily accessible schools and the extra capacity will also be able to accommodate mid-year starters. We note that over the last few years 48% of children in the schools local to the proposed academy did not get their first choice place offered to them. This additional provision will increase parental choice and help to improve this figure.

On The 17th May 2016 we received confirmation on a proposed bridge

[redacted] wrote:

"I have taken a look at the s.106 agreement in relation to the site, the bridge is required to be completed by the 751st certificated dwelling. There are currently around 272 dwellings on the site, assuming a build out rate of around 100 to 125 per annum – the bridge should therefore be completed in 2020/2021 sort of time assuming there is no pick up in the housing market which sees more houses built, or collapse in the market which reduces the number being built." This bridge will cross the railway line north of

E1 – provide valid evidence that there is a need for this school in the area
the development site and will open up access to the dwellings north of the railway line.   Isaac Newton has grown by from 320 in January 14 to 394 today and is full. Post codes of children likely to attend are NG31. No schools in the vicinity are in special measures etc or requires improvement.
Please tick to confirm that you have provided evidence as annexes:　　　**YES**

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
A public engagement event was held at the Eden House Hotel, North Parade, Grantham in the local area at 5pm on Wednesday 24th February 2016. We identified this as a good time and local venue for parents as it was after school and before bedtime and at the end of the working day. It was at a central, accessible hotel, some 1.1miles from the area in need of an additional primary school. This event was advertised in the Grantham Journal Newspaper in an advert and there was then also a newspaper article requested by the paper (Link : http://www.granthamjournal.co.uk/news/local/proposed-grantham-school-could-provide-hundreds-of-extra-places-1-7222881). The journalist also attended the consultation event. This then prompted an interview with a Radio Lincolnshire Journalist named ▮▮▮ for air on the 24.2 2016. We sent invitation letters for the meeting to stakeholders from the following groups– •　　　All local schools of all types and age groups. •　　　All local Nursery's and children's groups •　　　Local MP/ Councillors •　　　Local community groups and community centres (including Polish and

E2 – successful engagement with parents and the local community

Portuguese groups)

•   Social services

•   Local County and Borough Council

•   Local CVS and their contacts

We used Twitter and Facebook from the CIT, GANF and Isaac Newton Primary School accounts to raise awareness of those on social media and potentially better engage young people and parents in the area. This information reached 2181 people via sharing on Facebook. Twitter reached 462 people because of retweets.

We leafleted North of Dysart Road NG31 across to and including the houses on the Poplar estate that have been built. NG31 is the area we expect most children to come from.This was a total of 1000 leaflets inviting to either engage or attend the meeting to consult with local residents and families. All of the houses in this area were leafleted by an independent company called Dor2Dor of Grantham. Information was also placed on the CIT website www.citacademies.co.uk which had a link to the full story on the news page (with a link from the homepage):

http://www.citacademies.co.uk/index.php/staff/135-free-school-consultation-meeting

Those who wished to attend were asked to register their attendance by the day before so we could plan for numbers at the venue although late registrations were all accommodated.

The content of the meeting was a presentation covering the Values and the proposal for the school eg size and the area it will serve and a brief description of the curriculum. Delegates received a delegate pack containing the presentation, letter from CEO, curriculum, vision and values, school summaries, LEARN teaching schools. Those who hosted the event who were ████████████ we had 12 members of public registered for the event and we were delighted that 24 people attended on the night. These were from the following groups: prospective parents and local residents (10), other private and state education providers and Governors and nursery providers (16), journalist (1), 5 CIT trustees, councillors (2) and the mayor. These attendees sometimes had dual categories. We also had 19 people associated with the existing Multi Academy Trust, 9 of whom are counted in the 24 who attended on the night and were also there in their capacity as residents and parents. We were absolutely delighted with the attendance there was a good range of delegates and we were pleased with the overall support for the initiative, especially considering we are challenged by trying to engage with the residents of a new community which is in its infancy. The delegate list from the night is retained for scrutiny as needed.

E2 – successful engagement with parents and the local community

Minutes taken by ███████ – Meeting started at 5pm promptly.

Presentation by ████████ - Introduction. Introduced ███.

History of the CIT and schools explained and also a teaching school. Vision explained. Resources are shared (Physical and knowledge) between the local schools. Values explained. The proposal- explained it will serve the north west of Grantham. Nursery looks like it is not needed from initial research. ██████ reiterated that this is not in competition this is a need that has arisen for more primary school provision. Starting as 2 form entry hoping for 3 in the future. Opening with reception and then adding year on year. This must be flexible to meet the needs that present and we will approach the DFE if that changes to agree how we can meet those chosen needs. Poplar farm Estate will be 1800 houses and 30 approx for older people and 500 built by 2018. Explained that the places will be needed in the future and the intention is to meet the new need not take others pupils. The expansion is likely to continue as population grow to three form entry if the need warrants it. Had emails and thanked. The applications needs to be done by March and we will find out in June July 2016. The building needs to be built/ planned and we want to engage the community as it is their school. Opportunity for questions.

The attendees asked the following questions

1. Where is the location? It is designed to serve the estate but unable to give the exact location during this stage of the process and we need to go through planning first.

2. Opening with reception first? Is that 60? Yes two classes of reception then another two classes the next year and so on.

3. Who funds this? DFE fund the legal fees and pump priming the first few years. LA will do the build.

4. If CIT is not successful then what? At some point the LA will go to tender and ask for interest in that school project.

5. The nursery – what is difference between having it and not? We would we have it if it is identified as a need. Because there are sufficient in the area and we are not in competition. We are doing this because there is a need for primary and we feel that we can deliver it well.

6. Will you provide wrap around care? We would like to, even if we needed it to be a shared resource between our schools in Grantham if there is not sufficient demand for its own initially. We would need to see the demand and then decide how best to deliver it.

7. Location- will there be a catchment? There are not really catchments anymore it is

more about how close it is and there are other priorities based on the child's (EHC etc) needs and the location and parental choice. If oversubscribed then schools tend to go on distance.

8. Grantham is growing – how accurate can you be on numbers? What is the impact on the other small schools? If the need is not met then you can have a situation where the fair intake protocol is used and if oversubscribed and already full they need to take children– this can be a worse problem. We have a vested interest and do not want to attract pupils away from Isaac Newton either as that is in fact the closest school.

9. What about the impact on other schools on the east? What will be the impact because of the new road lay outs making easier access to the new school from the East. Isaac Newton is already full. There has to be a new school on the estate and that is why. Reiterated that we do not want to take others schools pupils. CIT threw our hat into the ring and asked and the LA had stated that they had also identified the need. Builders are hedging on the family homes they are building selling as is the local authority on there being a need for a school.

10. Do they have to ear mark there will be land for a new school on a new estate? Yes and along with that the LA have identified that they need to build a school in that area. It would be a free school presumption and we have offered to lead the build and run it for them if successful. Councillor/ Mayor added– there has to be provision for a new school. They have to give the land for the schools and that is a legally binding agreement for a school and that agreement has already been signed.

11. What will be the maximum capacity? 2 form will take us up to 420 pupils and it may then be going up to 3 form and the design enables this to be added later. Designed for a 420 primary school initially.

Everyone was thanked for attending and ▮▮▮▮▮ offered to talk separately as desired and gave out his card as part of his application pack. ▮ invited delegates and their contacts to go and visit the other schools and the email address and telephone numbers were provided. Asked to let us know if they would like to keep in touch.

This consultation and the information gathered prior to the application has resulted in the following adaptation to our proposal- dropping of the initial idea to also start with a nursery.

The http://www.citacademies.co.uk/ website has been enhanced to include information about the event. The contact email address has been used for people to register for updates and to look for information throughout the application process and pre-opening phase. The signing in sheet and contact emails have been retained should they be required. As a result of the campaign there are 16 on the keep in

touch list. Those interested persons have all been sent the presentation and other information pack details.

We have had a kind email from a local business within Grantham which states

"I read in the last edition of the Grantham Journal your plans to build a new free school in Grantham. As a local business we would welcome such an exciting new development not only offering first class educational facilities for children, but also creating new jobs for local people. With the new housing developments planned for Grantham a new school would be advantage and incentive to purchase a new home in the local area, which would result in an a very welcome additional boost for local businesses.

I personally and professional wish you every success in the new venture.

██████████████████████

We have also had another email from a Local Solicitors and also a local parent who states the following

"Dear Sirs,

I am a local resident to the proposed new primary school at Barrowby Edge Grantham. I have 2 children that attend local primary school already.

███████████████████████████████ *school for 10 years – there longest standing Governor at present.*

███████████████████████████████ *This is a 3 partner high street legal practice with offices in Grantham, Lincoln and Newark. We practice in residential and commercial conveyancing, wills and probate, family law, criminal law, employment law, personal injury and dispute resolution. We employ approximately 70 people across our three offices.*

I have personally practiced law in Grantham for 20 years.

We have seen the growth of housing in Grantham increase our client base. As a business woman, parent and Governor I am delighted therefore to see that this population growth in Grantham is being supported by future education needs being addressed.

I strongly believe that the continued improvement of educational facilities within Grantham will aid recruitment and staff retention for my business. I also hope it will attract other businesses to the area.

Please do not hesitate to contact me should you wish to discuss matters further.

Yours faithfully

████████████ , ████████████████████████████████

████████████████

All presentations, delegate packs, email contacts, signing in sheets, contact lists

E2 – successful engagement with parents and the local community

have been retained for scrutiny as required

We have continued to update those who have asked to keep in touch with regular emails. These have been sent on the following dates:

On 21st May 2016 we updated all those on the contact list. And advised that we would continue to maintain the website updates on the following link http://www.citacademies.co.uk/index.php/staff/136-free-school-consultation-update

21st June 2016 we were again in the local news paper on the following link

http://www.granthamjournal.co.uk/news/education/education-news/new-grantham-primary-school-at-poplar-farm-expected-to-be-open-by-2018-1-7442411

28th June 2016 we sent a post interview email axplaining that we hoped to hear the outcome in July 2016 and would keep those on our contact posted.

We were also mentioned in the following link on 31st August 2016 http://www.granthammatters.co.uk/new-school-set-for-approval-pictures-80500-2/ which was initially factually incorrect – the name of the school was incorrect and so ███████████████████████████████████ immediately called them to correct it.

On 22nd September 2016 we emailed our contacts again saying that we were resubmitting our application with more detail on the vision and that we would greatly appreciate any suggestions and comments in advance of the closing date. We also tweeted and put this out on facebook .

We have also maintained contact with the local building companies on the development and have ensured a ready supply of leaflets in the estate offices. Jane the sales consultant at Bellway homes stated over the telephone that they have 105 houses built and all sold. They have another 100 starting in January 17. ███ said there are "loads of babies moving in, new home, new baby!" and ███ was happy to have leaflets and info in pack for new owners. Unfortunatly ███ was unable to put this in writing due to company policy.

Likewise we have maintained a supply of leaflets at the Muddle Go Nowhere Pub and the attached childrens soft play centre.

The current keep in touch list is:

E2 – successful engagement with parents and the local community

Name	Organisation / address	Are you a Parent/ stakeholder/ Interested member of the publc
████████	Happy House Child Minding	Stakeholder
██████████	Bells Day Nursery	Stakeholder
███████████	Local Councillor	Trustees
████████	Gonerby Foot Hill	Stakeholder
██████████	Barrowby Lodge Resident (Dover Close)	Public
██████████	Barrowby Lodge Resident (Dover Close)	Public
██████	Barrowby Road resident	Public
██████	Barrowby Road resident	Public
██████████	Isaac Newton School/ resident	Public/ stakeholder
██████████	Isaac Newton School/ resident	Public/ stakeholder
███████	Isaac Newton School/ resident	Public/ stakeholder
████████████	Grantham Journal	Journalist
██████████	Little Explorers Nursery	stakeholder
████████	Local resident	Public
████████	Bambinos Nursery	stakeholder/ public
Nick Boles	MP	Stakeholder / MP
██████████	Local business /parent	public
████████	Local Business	Public
████████	Parent - barrowby Lodge- children start school in 2017,2019	public/parent /neighbour
	Longhurst Group	Building on site
	Bovis Group	Building on site

E2 – successful engagement with parents and the local community		
	Pygott Crone estate Agents	Estate Agent selling affordable homes on site
	Bellway/ Aspire	Building on site
	David Wilson Homes	Building on site
	BellWay/ Aspire sales office	Building on site
	David Wilson Homes	Building on site
	David Wilson Homes	Building on site

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)
█████	█████	██	██████████	████████████	███
██	████	██	███████	███████████	██
██	██████	██	████████	███████████	██
███	███	██	█████████	████████████	██
██	██████	██	████████	████████████	██

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

F1 (a) Skills and experience of your team
On successful application we will fully use the skills and support of the New School Network (NSN) and hopefully their development programme to develop a stringent project plan with the very best use of the broad yet relevant skills in our team. When we applied in the last wave we were advised after the NSN mock interview that we were not elegable for the development programme. We have approached them again in this phase and explained that we had been unsuccessful and they advised that we apply for the Development Programme again when it opens on the 5th Oct 2016 which we will do. We envisage monthly project team meetings with visitors as needed to fully inform the team of the latest activity and to foster careful informed decision making. A Lawyer will also be selected from a current short list of 3 firms who have already been spoken to about this potential opportunity. We believe that the skills listed in the CVs and the current track record of CIT in converting schools to academies and sponsoring together with our values will result in an excellent proposition team. A Project lead will be identified who will present at the CIT board meetings. See CVs to follow

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Pre-Opening a Free school- the process	As a Trust we have received written and verbal feedback from the DFE regarding our unsuccessful wave 11 application to open Poplar Farm.The gaps identified in the feedback specifically related to Executive Head experience, being able to articulate clearly the vision and a curriculum fit for purpose (including assessment).	██████████████████████████ ██████████████████████████ ██████████████████████████ ██████████████████████████ ██████████████████████████ ██████████████████████████ ██████████████████████████ ██████████████████████████ We aim to work with the New School Network on this and hopefully be accepted onto the development programme for their more in-depth support throughout the process. After being unsuccessful.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		We will apply for the Development Programme in the window opening on the 5th October 2016

[Add more lines as appropriate]

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

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

- use the space provided below; and

- refer to *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school
The Trust Board of Community Inclusive Trust leads and sets the strategic direction for seven schools for 14 months. When Ambergate School, one of the founding schools was designated as an Academy Sponsor, in 2014 the Trust set up it's Governance structures in such a way that its systems for monitoring and support were future proofed and allowed for growth.

The Trust Board operates within the EFA guidelines to ensure full compliance. There are dedicated committees for Finance and Audit. The Trust also employs a National Acedemies finance company to lead and implement its financial policies, as well as external auditors to complete our internal and external audits which report directly to the audit committee and the Trust Board.

There is a clearly defined scheme of delegation which is reviewed annually which governs the strategic and operational decision making at trust Board, local Governing Body and School Leadership level. This is attached to the application. This compliments our "Health Check" process, which reviews academic results, quality of teaching and learning, implementation of professional development and performance management and safeguarding. Health check results are discussed and challenged at all levels of leadership across the Trust. This starts with the Leadership withing the school, Local Governing Body and ultimately the Trust Board. If areas to develop are identified then clearly defined development plans are implemented and accountability identified. Finally, the Trust celebrates its many successes including four out of seven being graded "Outstanding" in recent years and the continued growth of the oreganisaton.

The proposed Free School is likely to be built within 2 miles of the current Primary and one of the Special schools, as well as CIT's central offices and Sandon's Teaching school base LEARN. Therefore we feel, that CIT are ideal positioned to smoothly and effectively project manage the opening and running of a Primary free school, within Grantham. |

Community Inclusive Trust Governance Structure
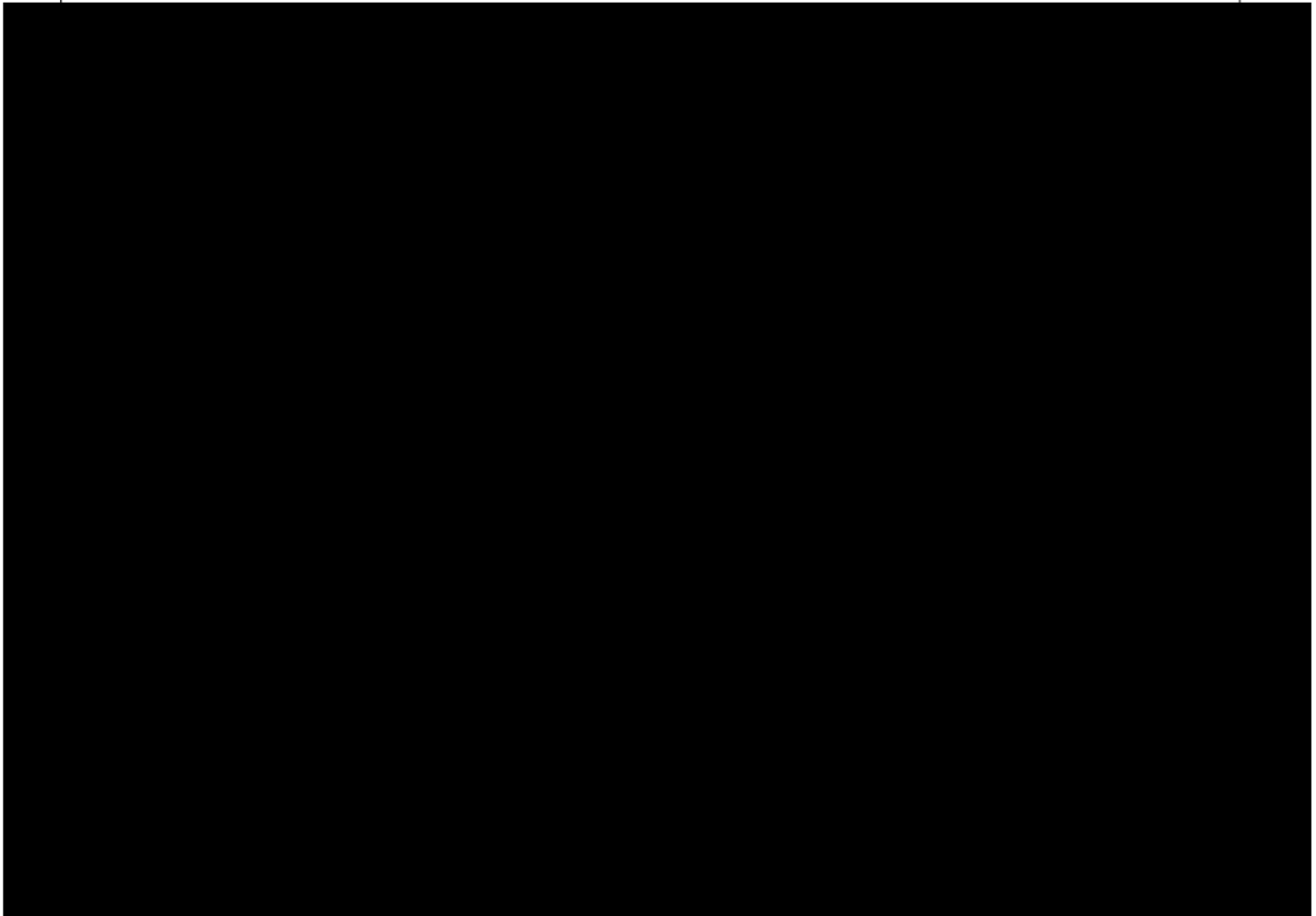
This details the Trust Board.

As detailed in our articles Parental representation is on the Local Governing bodies

Multi Academy Trust Governance Structure

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school
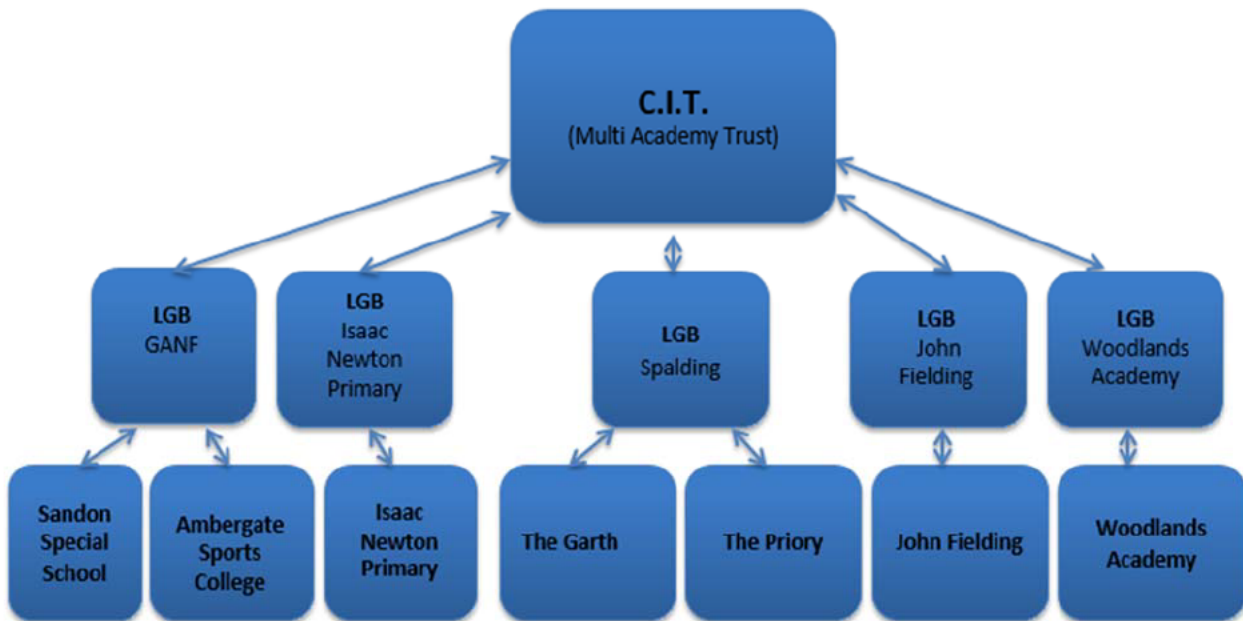
CIT has implemented a strategic Heads Board which is responsible for driving the Trusts Vision forward and implementing the challenge and support provided by the board and local Governing Bodies. This ensures that the Trust Board and LGBs are given the resource and surety of information to implement positive change.

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

CIT
Trust Board

CEO
████████
Executive Head GANF

Chief Financial Officer(Saaf)
&
Finance

Director of Education
████████████████

Headteachers and Principals

HR (Judicium)

Academy conversion and
Free school project manager
████████
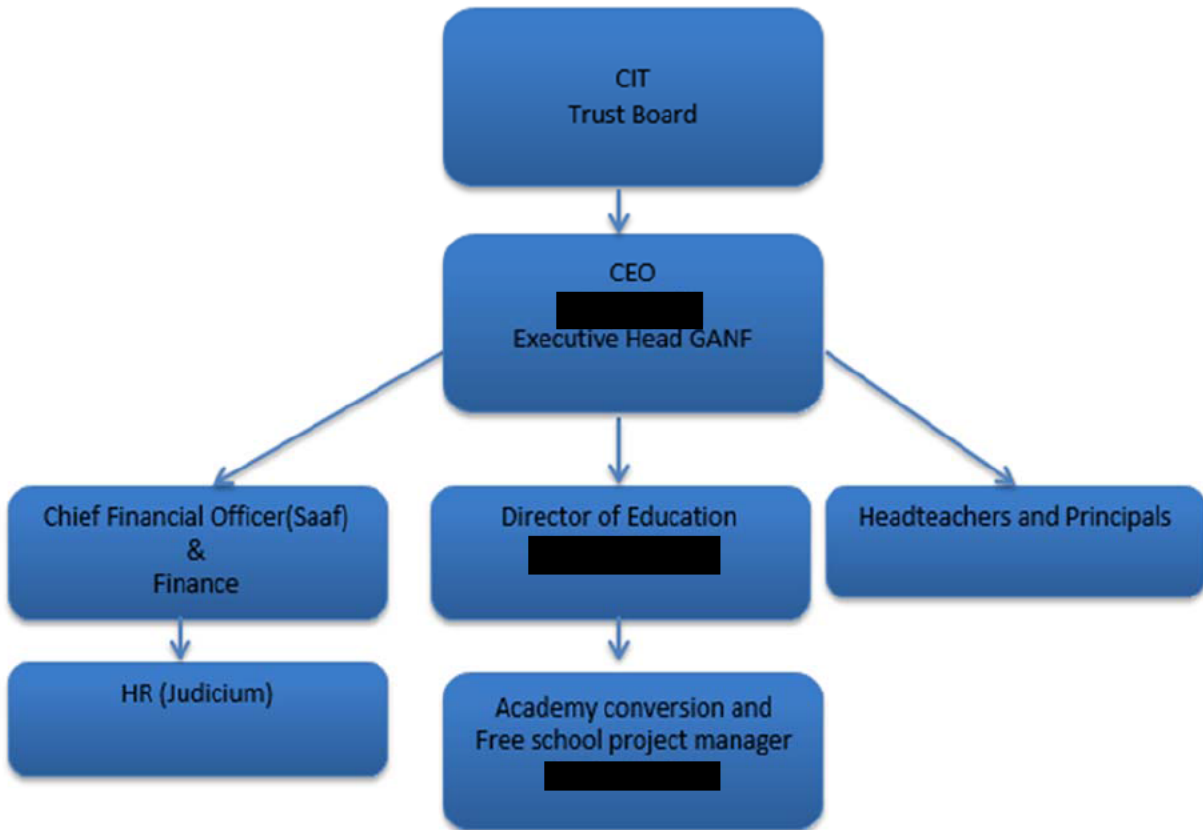
The typical make up of CIT's LGB is detailed below:-

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

Local Governing Body

Academy 1

LGB meet 4x annually and 2x Trust/LGB

Full Gov's and Standards
October/November

Premises and safety
January/February

Staffing & Finance
May/June

Full Gov's
July

Membership

Head Teacher/Head of School

Staff Gov's
one
Parent Gov's
Two
Community Gov's
Minimum of Three

(The LGB can request Directors to attend their meetings, or place items on the agenda for the bi-annual Trust meetings with all LGB's/Senior staff)

The areas of responsibility for The Trust, Local Governing Bodies and Senior Leaders are detailed in our scheme of delegating with or committees having Terms of reference.

Currently there are no identified conflicts of interest relating to the Free School Bid.

However, the Trust Board has robust systems for managing conflict of interests and identifying any possible related parties. It is a requirement for Directors, Governors, Trustees to declare any personal/pecuniary interests and any interest that might be seen as prejudicing their decision making.

The controls are as follows:-

Annual completion of Register of Interest of all staff, Local Governors and Trustees.

Standing agenda item on all Trust Board and Local Governing Body meetings "Declaration of Interest". Any interests declared, a decision made and minuted on appropriate action.

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

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

- use the space provided below ; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

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

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

- use the space provided below; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

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

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

- use the space provided below; and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);

- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and

- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and

- refer to the relevant section of the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.

- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.

- Refer to the relevant section of *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		**% Special Educational Needs**	**% Free School Meals (or pupils on bursaries)**	**% English as an Additional Language**	**% Persistent Absence**	**% Attendance**

Name of principal		**Additional information about the school**
		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]
Chair of governors		
Number of pupils currently on roll		
Capacity		

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

| Quality of teaching in your school | [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] | | |

Behaviour and safety of pupils	[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. 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. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Pupils attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]		

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]		

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.	[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]		
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.			

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
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. 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) Holding school leadership to account		
2. Structure of the board	Accountability system Structure of decision making		

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover		

Appendices

Curriculum D1 Planning

The Life Skills Matrix From The Foundation Stage to Year 3

Life Skill	Interaction	Independent Skills		Emotional Intelligence						Thinking Skills				
Key Skill	Key Skill 1: Communication	Key Skill 2: Independence		Key Skill 4: Work With Others			Key Skill 5: Improving Own Performance			Key Skill 6: Problem Solving				
Strand	A) Communication / Presentation Skills	B)Independence in learning	C)Personal and Social Independence	D) Empathy: Reading Emotions	E) Handling Relationships	F)Leadership Skills	G) Emotional Self-Awareness and Management of Emotions	H) Harnessing Emotions	I) Risk Taking	J) Information-Processing Skills	K) Reasoning Skills/ Decision Making	L) Enquiry Skills	M) Creative Thinking Skills	N) Evaluation Skills
YR	Pupils enjoy listening to and using spoken and written language. They readily turn to it in their play and learning. Pupils speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as 'please' and 'thank you'. Pupils extend their vocabulary exploring the meanings of new words. Pupils sustain attentive listening, responding to what they have heard by relevant comments, questions or action. Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.	Pupils can find equipment needed for a given classroom task, and can put it away in the relevant places.	Pupils can organise their own personal hygiene with prompting. They can dress and undress independently. They can be separated from their main carer with support.	Pupils are sensitive to the needs, views and feelings of others and can express them in the appropriate way.	Pupils interact with others, negotiating plans and activities and taking turns in conversation. Pupils know how to be friendly.	Pupils begin to take the lead role in a group situation, instructing and guiding others.	Pupils can name their own emotions. Pupils are aware of their own levels of confidence and strategies for developing this.	Pupils can respond to experiences, showing a range of feelings when appropriate.	The pupil begin to take a risk and try something new or unfamiliar with the support of an adult, displaying a positive 'can do' attitude.	With support, pupils can describe basic observations including colour, size and shape of an object/item.	When choices are simplified and presented, children can make simple choices and give basic reasons for this. They use R Philosophy Vocabulary to reason their argument.	Pupils ask questions about objects and events. Pupils try out things when handling equipment	Pupils answer simple questions and can begin to think of simple alternatives in a situation	Pupils, with support, recognises some of the difficulties encountered and areas which they like/approve of.
Y1	Pupils willingly talk about matters of immediate interest. Pupils convey simple meanings to a range of listeners, speaking audibly. Pupils usually extend ideas or accounts, when talking, by providing more detail. Pupils listen to others and usually respond appropriately. They can listen with sustained concentration. Pupils can take turns to speak whilst listening to others' suggestions.	Pupils begin to make judgements about choosing the best equipment for a given task. Pupils begin to justify their reasons for choices made. Pupils understand that the home learning board I s a summary of their learning.	Pupils can organise themselves to be ready for lunchtimes and playtimes. Pupils bring their reading book and lunch to school every day.	Pupils recognise and name increasing amount of emotions in other people and they can identify when others need their support/guidance.	Pupils look and sound friendly. Pupils cooperate in a group to achieve a joint outcome, taking turns and negotiating ideas.	Pupils are able to take a lead role in a group situation and direct others in order to complete a task.	Pupils recognise and name increasing amount of emotions. Pupils are aware of their own levels of confidence and strategies for developing this.	Pupils approach others to talk about feelings Pupils recognise things that make them feel good. Pupils can suggests ways of dealing with difficult emotions e.g. anger/fear etc.	The pupils can take a risk and try something new or unfamiliar displaying a positive 'can do' attitude.	With support, pupils describe a simple observation made. They can independently comment on obvious details such as colour, shape, size etc.	Pupils respond to prompts about cause and effect in simple situations. They begin to give their own reasons for situations and examples of experiences from their personal life to support this. They use Y1 Philosophy Vocabulary to reason their argument.	Pupils ask questions using a range of question stems eg How? What will happen if? Why? Tests ideas suggested to them.	Pupils develop questions and suggest possible outcomes. They begin to develop alternative, creative ideas in a situation.	Pupils can recognise some of the difficulties encountered and areas which they need to improve upon.

	Pupils can explain their views to others in a small group situation. Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.														
Y2	Pupils are occasionally able to show awareness of the listener by including relevant detail when they are talking. They are developing understanding of how to present information to a small group. Pupils sometimes listen carefully and respond with increasing appropriateness to what others say. Pupils can work effectively in groups, e.g. taking a turn, challenging supporting and moving on. Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.	Pupils draw upon past experiences to ensure that they choose relevant tools and materials for a given task. Pupils show that they are aware of emerging strategies to develop and support their learning. E.g. by independently researching or asking a friend/ expert. With support, pupils begin to evaluate and summarise their own learning effectively e.g. via the home learning board.	Pupils follow school routines and procedures confidently, and support peers who may find this challenging. Pupils begin to identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them.	Pupils can recognise and name an increasing amount of feelings. They begin to understand the causes of feelings.	Pupils listen to others and do kind things for others Pupils describe factors which help a group to work effectively. They can share, take turns, listen and negotiate effectively in order to create a joint outcome. Pupils know thoughts, feelings and actions are linked. Pupils try to help others in an appropriate way when necessary.	Pupils are able to create new ideas and share these confidently with others. They are able to direct others in group in order to complete a task.	Pupils stop and think before acting. Pupils know strategies for calming themselves down. They know how to overcome barriers to learning. Pupils recognise how to remain positive after a mistake or disappointment. Pupils are aware of their own levels of confidence and strategies for developing this.	Pupils begin to stop and think before acting. Pupils calm themselves down when needed and they are aware of suitable strategies for this. Pupils know how to overcome some barriers to learning eg boredom and bounce back after a disappointment or a mistake	The pupil can identify when they are taking a risk or trying something new or unfamiliar They can displaying a positive 'can do' attitude.	Pupils describe observations made and with support, makes a simple comparisons. They can order and discuss the patterns in results.	Pupils, with support, recognises cause and effect. They can make simple decisions with confidence and explain reasons for their choices. They can use personal experiences to support their arguments. They use Y2 Philosophy Vocabulary to reason their argument.	Pupils ask questions using a range of question stems eg How? What will happen if? Why? They can suggest ways of testing their own ideas.	Pupils develop questions and suggest possible outcomes. They begin to think of varied and creative solutions to problems. They begin to develop alternative, creative ideas in a situation.	Pupils, can recognise some of the difficulties encountered, some of the areas for improvement and successful elements in a piece of work. They are able to suggest ways of improving something with the use of success criteria.
Y3	Pupils can speak audibly and clearly with confidence in a range of contexts, beginning to adapt their speech for a range of purposes and audiences. Pupils should be able to use vocabulary which is appropriate for different audiences for example, by choosing material that is relevant to the topic and to the listeners. Pupils should be starting to make reasoned arguments with others. Pupils can listen carefully to other people and give an appropriate response. Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.	Pupils show that they are aware of strategies to develop and support their learning. E.g. by independently researching or asking a friend/ expert. Pupils use the visual timetable without support. Pupils begin to evaluate and summarise their own learning effectively e.g. via the home learning board.	Pupils follow school routines and procedures confidently, and support peers who may find this challenging. Pupils identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them.	Pupils begin to understand another person's viewpoint and how they might be feeling. Pupils value and respect the thoughts, feelings, beliefs and values of others. Pupils can select the most appropriate way to support someone else.	Pupils give and receive compliments. Pupils recognise effects of their actions and they avoid using put downs. Pupils resolve conflicts so that all feel participants feel positive about the outcome. Pupils are able to listen carefully to others in a group and respond to their needs. They are able to negotiate difficult decisions as a group.	Pupils can share their ideas confidently with others and they can encourage others to follow their lead. Pupils can plan and manage a group task with relative confidence.	Pupils understand and predict likely emotional responses in given situations Pupils understand when becoming overwhelmed by their feelings Pupils accept themselves for who and what they are. Pupils recognise when things are hard to achieve. Pupils are aware of their own levels of confidence and strategies for developing this.	Pupils understand different ways for managing their own worries and uncomfortable feelings Pupils choose when and where to direct attention in order to concentrate and avoid distractions Pupils know how to evaluate learning and use the information to improve future performance	The pupil is motivated and can take a risk by trying something new or unfamiliar. They display a positive 'can do' attitude.	Pupils describe what happened, making comparisons where appropriate. Pupils order results where appropriate and they can discuss patterns in results.	Pupils recognise cause and effect in most situations and they can use this information in order to make a simple decision/ take action. They can use personal experiences to support their arguments. They use Y3 Philosophy Vocabulary to reason their argument.	Pupils, with support, ask questions leading to an enquiry. They can suggest and test their own ideas and ideas suggested by others fully.	Pupils develop questions and suggest possible outcomes. They think of varied and creative solutions to problems including resources and ideas. Pupils begin to develop alternative, creative ideas in a situation .They are able to test group and individual ideas in order to further strengthen them.	Pupils, can recognise some of the difficulties encountered, some of the areas for improvement and successful elements in a piece of work. They are able to suggest ways of improving something with the use of success criteria. With support, the child can suggest how a problem might be avoided next time.

Life Skills Matrix From Years 4 to 6

Life Skill	Interaction	Independent Skills		Emotional Intelligence						Thinking Skills				
Key Skill	Key Skill 1: Communication	Key Skill 2: Independence		Key Skill 4: Work With Others			Key Skill 5: Improving Own Performance			Key Skill 6: Problem Solving				
Strand	A) Communication / Presentation Skills	B) Independence in learning	C) Personal and Social Independence	D) Empathy: Reading Emotions	E) Handling Relationships	F) Leadership Skills	G) Emotional Self-Awareness and Management of Emotions	H) Harnessing Emotions	I) Risk Taking	J) Information-Processing Skills	K) Reasoning Skills/ Decision Making	L) Enquiry Skills	M) Creative Thinking Skills	N) Evaluation Skills
Y4	Pupils are able to counter arguments to opinions about narrative in a measured way. Pupils are usually able to adapt talk appropriately to suit the purpose, e.g. in a whole class debate. Pupils develop ideas thoughtfully. Pupils usually listen carefully during discussions, making contributions and asking questions that are responsive to others' ideas. Pupils can understand and use a variety of ways to criticise. Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.	Pupils can find equipment needed for a given classroom task, and can put it away in the relevant place. Pupils show that they are aware of strategies to develop and support their learning. E.g. by independently researching or asking a friend/ expert. Pupils can summarise and evaluate their own learning effectively e.g. via the home learning board.	Pupils follow school routines and procedures confidently, and support peers who may find this challenging. Pupils identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them. They are able to organise their own resources and equipment in preparation for a task.	Pupils generally understand another person's viewpoint and how they might be feeling. Pupils value and respect the thoughts, feelings, beliefs and values of others. Pupils can select the most appropriate way to support someone else. Pupils understand that their actions affect other people	Pupils make, sustain and break friendships without hurting others Pupils can be assertive when appropriate. Pupils resolve conflicts so that all feel participants feel positive about the outcome. They are able to negotiate and resolve difficult situations.	Pupils can share their ideas confidently with others and they can encourage others to follow their lead. Pupils can plan and manage a group task with relative confidence and they begin to have a vision for the ultimate outcome.	Pupils understand that feelings often elicit specific actions or responses from people Pupils recognise when and how they learn effectively Pupils take responsibility for own actions and learning. Pupils are aware of their own levels of confidence and strategies for developing this.	Pupils express a range of emotions in ways which do not hurt themselves or others Pupils set a goal, thinking ahead and considering consequences for self and others Pupils break a long term plan into smaller steps, setting success criteria as appropriate	The pupil is motivated and can take a risk by trying something new or unfamiliar. They display a positive 'can do' attitude.	Pupils can identify patterns in results and they can begin to give possible reasons for this. Pupils begin to identify which information is relevant to the task. Pupils can make comparisons between results.	Pupils provide explanations and examples which support their thoughts. They are able to make a decision by evaluating all outcomes in a situation. They can identify the pros and cons in a decision making situation. They use Y4 Philosophy Vocabulary to reason their argument.	Pupils,, ask questions leading to an enquiry. They can suggest and test their own ideas and ideas suggested by others fully.	Pupils consider the skill set of people needed to achieve desired outcomes. They think of varied and creative solutions to problems including beginning to develop alternative, creative ideas in a situation .They are able to test group and individual ideas in order to further strengthen them.	Pupils suggest how the enquiry might be improved and elements which are successful by using success criteria. With support, recognises some of the limitations of their idea/work.

Y5	Pupils are able to talk at length about a narrative and present a balanced view, justifying their opinion. Pupils are able to adapt talk to suit the purpose when giving a presentation to a small or large group. Pupils are able to describe events and convey their opinions clearly. Pupils use some of the features of Standard English, vocabulary and grammar. Pupils can listen carefully and make relevant notes during discussion, making contributions and asking questions that are responsive to others' ideas. Pupils can respond to criticism, using appropriate language and behaviours, e.g. seeking clarification, adjusting ideas. Pupils can vary their language according to the different context and purpose of use. Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.	Pupils begin to make judgements about choosing the best equipment for a given task. Pupils begin to justify their reasons for choices made. Pupils can identify the way in which they learn best and they use this information in order to strengthen their learning. They can also recognise elements which are having a negative impact on their learning and they seek to find a solution for this.	Pupils follow school routines and procedures confidently, remembering to bring the correct equipment to school with them. Pupils identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them. They are able to organise their own resources and equipment in preparation for a task.	Pupils understand that their actions affect other people and can make them feel better or worse. Pupils can read a range of emotions and they understand ways of supporting someone else to overcome them. Pupils value and respect the thoughts, feelings, beliefs and values of others. Pupils can select the most appropriate way to support someone else. Pupils understand that their actions affect other people	Pupils solve problems by thinking of all options, identifying advantages and disadvantages. They can listen effectively to the views of others and they act upon the advice given. They are highly capable of dealing with an opposing viewpoint and reaching a mutual understanding. They actively contribute to the team and they are aware of their role within it.	Pupils can innovate and create original ideas in a group situation, leading, directing, guiding and managing others in order to make their vision happen. The child can accept responsibility and be accountable for the decisions made.	Pupils understand that the same event can cause a different emotional response depending on how an individual feels at a given point in their life. Pupils are aware of their own levels of confidence and strategies for developing this.	Pupils understand that the ways in which they express themselves can change the way other people feel towards them. Pupils understand that by changing the way they think about people and events, alters the way in which they feel towards them. Pupils alter feelings by reflecting on past experiences and considering the consequences of these.	The pupil is motivated and can take a risk by trying something new or unfamiliar. They are beginning to see the positive and negative outcomes of a situation. displaying a positive 'can do' attitude.	Pupils can confidently describe relationships in information. They can link factors to the results and describe/comp are the relationships between them	Pupils sometimes relate patterns in results to knowledge where appropriate. Pupils can view both sides in an argument or situation and where appropriate, they are able to make a decision based upon their knowledge. They use Y5 Philosophy Vocabulary to reason their argument.	Pupils ask questions and offer own ideas for an enquiry, and with support, they improve questions to clarify the purpose of their enquiry.	Pupils reflect on the process undertaken and suggest alterations to the course of thinking. Pupils can think creatively and suggest interesting alternatives to ideas.	Pupils suggest how the enquiry might be improved and elements which are successful by using success criteria. With support, recognises some of the limitations of their idea/work.
Y6	Pupils can make a formal presentation in Standard English, using appropriate devices. Pupils can change the mood, tone and pace of delivery for particular effect. Pupils can sustain attention and listen analytically in a range of formal and informal contexts. They can listen attentively to others and build constructively on their spoken contributions by clarifying understanding and developing ideas. Pupils identify and comment on the main points of a talk, reading or television programme. Pupils take different roles effectively in discussion and make different contributions, Pupils ask questions and make contributions that clarify	Pupils draw upon past experiences to ensure that they choose relevant tools and materials for a given task. Pupils show that they are aware of emerging strategies to develop and support their learning. E.g. by independently researching or asking a friend/ expert.	Pupils follow school routines and procedures confidently, and support peers who may find this challenging. Pupils begin to identify things that may adversely affect their progress and learning. E.g. by moving away from someone on the carpet who is irritating them. They respect each other and can use their peers as a tool for learning. Additionally, they can identify the best sources and conditions for learning.	Pupils understand and accept responsibilities towards others. They can read any emotion in another person and they know appropriate strategies to support this. Even if someone else does not share their emotions/or has conflicting emotions, they know how to handle this effectively.	Pupils solve problems by thinking of all options, identifying advantages and disadvantages. They can listen effectively to the views of others in a team and they act upon the advice given. They are highly capable of dealing with an opposing viewpoint and reaching a mutual understanding. They actively contribute to the team and they are aware of their role within it.	Pupils can innovate and create original ideas in a group situation, leading, directing, guiding and managing others in order to make their vision happen. They are aware of other personalities in their group and they are able to adapt and lead others according to their individual needs. The child can accept responsibility and be accountable for the decisions made.	As Y5 but can use this information to select strategies to manage the outcome of the emotional response Pupils know that it is OK to have any feeling, but not OK to behave in any way that they feel. Pupils are aware of their own levels of confidence and strategies for developing this.	Pupils can adapt the way feelings are expressed in order to suit particular situations or people	Pupils can take a calculated risk by evaluating the positive and negative consequences of the situation before exploring it. They have the confidence to try something new or unfamiliar displaying a positive 'can do' attitude as they proceed.	Pupils can confidently describe relationships in information. They can link factors to the results and describe/comp are the relationships between them	Pupils relate patterns in results to knowledge where appropriate. Pupils can view both sides in an argument or situation and where appropriate, they are able to make a decision based upon their knowledge and understanding. They are able to formulate a persuasive and well informed argument in a given situation.	Pupils ask questions and offer their own ideas for an enquiry. They improve questions to clarify the purpose of the enquiry. Pupils offer highly thoughtful and meaningful questions which lead to the answers which they require.	Pupils apply their own and others knowledge, skills and understanding in order to develop desired outcomes. They can think creatively and are not bound by constraints.	As Y5 Plus Pupils can suggest criteria by which to judge a piece of work. They can identify how much to trust results and hey can justify reasons. Pupils evaluate work/ideas with a view to acting upon the points for improvement.

understanding and refine ideas. Pupils can use the appropriate Philosophy Vocabulary during a class discussion or debate.													

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Spiritual, Moral, Social and Cultural Development

	Pupils develop spiritually by…..	*Pupils develop morally by…..*	*Pupils develop socially by…..*	*Pupils develop culturally by…..*
…..*learning to value themselves*	[] recognising their own inner life [] reflecting on and questioning their beliefs, values, emotions, feelings and interpretations [] developing self respect [] acquiring an understanding of themselves and their responses to fundamental questions, including questions about God and the meaning and purpose of life	[] living with integrity according to what they understand to be right [] disciplining themselves to make responsible use of their talents, rights and opportunities [] balancing their rights and responsibilities and those of others when making decisions about how they should act	[] understanding and being confident in the contribution they make to their families and to local, national and global communities [] taking responsibility for their own lives [] striving with others for knowledge, wisdom and understanding	[] developing a sense of their own identity [] recognising how they are affected by a range of different cultural influences [] exploring, expressing and reflecting on ideas, thoughts and feelings through a variety of forms of expression; appreciating a wide range of cultural contexts and aesthetic experiences [] participating in a range of cultural activities
…..*learning to value relationships*	[] understanding and appreciating love, friendship and interdependence as major sources of human well being [] caring for others, showing they are valued [] exercising compassion, goodwill and commitment in relationships	[] acquiring and practising those skills needed to form and sustain good relationships including, where appropriate, those involved in good marriages and good parenthood [] respecting the privacy and property of others [] earning loyalty, trust and confidence	[] understanding and appreciating he contribution to human well being of a wide range of relationships including marriage and the family [] accepting and (where appropriate) respecting differences [] cooperating with others in the pursuit of shared goals	[] understanding how and why other people may think, feel, create, behave and live differently [] learning how a lack of cultural understanding can generate tension [] learning how to appreciate difference and diversity [] recognising common values which cross cultures
…..*learning to value*	[] understanding and appreciating the importance of social stability and	[] acquiring the will and the ability to be responsible members of local,	[] understanding and appreciating the legal, social, political and economic processes and institutions	[] developing a sense of belonging [] understanding society as a

society	human well being [] understanding an carrying out their responsibilities as citizens [] cooperating with others in the pursuit of truth, freedom, justice and peace	national and global communities [] setting aside self interest to work for the common good [] understanding and respecting the rule of law	upon which communities depend [] taking responsibility for their own well being and participating in democratic processes	mixture of different local, regional, national and international cultures [] understanding how cultures interact and societies change [] making and recognising own contribution
…..learning to value the environment	[] understanding and appreciating the interconnections of all forms of life [] reflecting on and celebrating the earth and universe as sources of sustenance, inspiration and challenge to human creativity	[] accepting habitats, species and the environment shaped by humanity [] recognising their personal obligation to promote the well being of all, including generations and species other than our own	[] recognising that a sustainable lifestyle can best be achieved by community action, based on consensus, shared values and acceptance of necessary trade offs [] understanding and appreciating the universe in which we live	[] identifying aspects of the environment which act as cultural influences [] developing the aesthetic sensitivity towards the broad cultural environment both natural and shaped and/or created by humanity appreciating the impact of the environment on own and others' cultural traditions

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Making Judgements About The Quality of Teaching and Learning

is on next page

Outstanding	Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress. All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum. Teachers and other adults generate high levels of engagement and commitment to learning across the whole school. Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains. Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.
Good	Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, make good progress and achieve well over time. Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum. Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning. Reading, writing, communication and mathematics are taught effectively. Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged. Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve. Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

Requires Improvement	Teaching requires improvement as it is not good.
Inadequate	Teaching is likely to be inadequate where **any** of the following apply: As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, are making inadequate progress. Pupils cannot communicate, read, write, or apply mathematics as well as they should. Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs. Learning activities are not sufficiently well matched to the needs of pupils.

Guided Group Information

A Step by step guide to guided group work	What this involves	How to do this/strategies with a group
1. **Clearly Establish the Focus for the session**	Clearly introduce the objective, task and content of the session.	• Display this on the board clearly • Ask the group to generate this with you.
2. **Review Prior Knowledge (Assessment for learning)**	Briefly review prior knowledge in the subject area and any learning which has taken place in the stage before. e.g. if pupils are about to learn connectives, can they write a basic sentence with a capital letter and full stop?	**Pupils may demonstrate what they already know :** • on a whiteboard • quick hands up • using talking partner and then feeding back the outcomes to the group • with apparatus • look in their books at previous learning

3. **The Teaching Input (Modelling/Guiding/Demonstrating**	Teach the strategy for learning and Model it.	**Share the Strategy and Model it by:** • Recording concepts on whiteboard, clearly and in a coherent sequence. • Model the concept on a whiteboard and ask pupils to identify deliberate mistakes. e.g. write a sentence with missing capital letters, can pupils spot what is wrong and improve it? • Using images • Using ICT • Using apparatus • Paired work- pupils share the strategy and teach each other • Talking partners- How many words can you find together? Share findings with a group. • Active learning- can you make an action to remember the concept? • Pupils question each other e.g. can you give your friend a problem to solve? Feedback to the group collectively.
4. **Pupils practise the skill/concept Independently (refine, reshape ,revise)**	Pupils complete the independent task with support and intervention from the teacher where required. If a majority of the group do not grasp the concept, the teacher should intervene and go back to stage 3 to model the concept further. During this time, the teacher intervenes, supports, challenges and guides pupils through the work . The teacher	**The independent task:** • Pupils complete the independent task identified by the teacher. • This may be strengthened by the outdoor learning space e.g. using chalk on the floor of the playground to practise concepts • The Facilitated Learning strategy may be used in which the pupils research an area of the curriculum themselves and present it. This is guided by questioning from the teacher. • Pupils may use ICT based games to practise a particular skill or concept.

	will also be carrying out a number of active roles including questioning, modelling, listening, observing and assessing to be better informed about subsequent intervention. The teachers time must be divided fairly amongst the pupils when they are working independently to ensure that their learning is maximised and one pupil does not dominate this time.	
5. **Review the Learning** (summarise ,share, appraise and extend)	The guided session should end with an input from the teacher. This must include a clear summary of the learning which has taken place , the progress made and the strategies or concepts involved.	• Refer to the Learning Target shared at the beginning of the session. • Ask pupils to model the concept to each other. • Provide pupils with the challenge of the next steps in learning if they have achieved and understood the Learning Target. • Pupils teach a partner how to do the Learning target.

Poplar Farm Assessment Schedule			
Year Group	**Autumn Term**	**Spring Term**	**Summer Term**
YR	EYFS Profile Writing Assessment (Level)	EYFS Profile Writing Assessment (Level)	EYFS Profile Writing Assessment (Level)

	Reading Book Stage	Reading Book Stage	Reading Book Stage
Y1	Reading Level Written Maths Level Writing Assessment Level Phonics Screen data Grammar and Spelling	Reading Level Written Maths Level Writing Assessment Level Phonics Screen data Grammar and Spelling	Reading Level Written Maths Level Writing Assessment Level Phonics Screen data Non-Core Assessment Level (Including Science) Grammar and Spelling
Y2	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Reading Level Written Maths Level Writing Assessment Level Non-Core Assessment Level (Including Science) Grammar and Spelling
Y3	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Optional SATs Reading Level Written Maths Level Writing Assessment Level Non-Core Assessment Level (Including Science) Grammar and Spelling
Y4	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Optional SATs Reading Level Written Maths Level Writing Assessment Level Non-Core Assessment Level (Including Science) Grammar and Spelling
Y5	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Optional SATs Reading Level Written Maths Level Writing Assessment Level

			Non-Core Assessment Level (Including Science) Grammar and Spelling
Y6	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Reading Level Written Maths Level Writing Assessment Level Grammar and Spelling	Reading Level Grammar and Spelling Written Maths Level Writing Assessment Level Non-Core Assessment Level (Including Science) Grammar and Spelling

See over for Scheme of Delegation

Scheme of Delegation

Strategic Head Teacher Board/ External Moderator	Key Function	Tasks	Decision Level				
			1 Trust	2 Local Gov. Body	3 Delegate to Headteacher Head of school	4 Headteacher/ Head of School Day-to-day	5 Business Manager
	1 Curriculum	To ensure National Curriculum (NC) is taught to all pupils (monitoring curriculum)				√	
	1.2 Curriculum	School agreed curriculum			√		
	1.3 Curriculum	To draft curriculum policy			√		
	1.4 Curriculum	To agree or reject curriculum policy		√			
	1.5 Curriculum	To implement curriculum policy			√		
	1.6 Curriculum	To monitor and review implementation of the curriculum policy		√			
	1.7 Curriculum	To ensure that the school meets for 380 sessions in a school year.			√		
	1.8 Curriculum	To set the times of school sessions and the dates of school terms and holidays	√				
	1.9 Curriculum	To ensure that the curriculum contributes to British values.			√		

	1.10 Curriculum	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)				√	
	1.11 Curriculum	To ensure that only approved external qualifications and syllabuses are offered to pupils of compulsory school age.				√	
√	1.12 Curriculum	To monitor standards of teaching				√	
	1.13 Curriculum	To take responsibility for individual child's education				√	
	1.14 Curriculum	To make and keep up to date a written policy on Sex Education		√			
	1.15 Curriculum	To prohibit political indoctrination and ensuring the balanced treatment of political issues/British Values	√				
	1.16 Curriculum	To set and publish targets for pupil achievement			√		
	1.17 Curriculum	To review and amend curriculum policies			√		
	Personnel	To ensure that the school appoints a Special Educational Needs Coordinator (SENCO)			√		
	1.18 Curriculum	To review (amend) and monitor the school's SEN policy.		√			

Strategic Head Teacher Board/ External Moderator	Key Function	Tasks	Decision Level				
			1 Trust	2 Local Gov. Body	3 Delegate to Headteacher Head of school	4 Headteacher/Head of School Day-to-day	5 Business Manager
	1.19 Curriculum	To discharge other duties in respect of pupils with special educational needs.				√	
	1.20 Curriculum	To review (amend) and monitor the governing body's other policies to ensure inclusion (in regard to gender, social disadvantage, race equality and disability discrimination).		√			
	1.21 Curriculum	To ensure that the Head Teacher sends the Foundation Stage Profile assessments and Key Stage 1 teacher assessments results to the LA?? Pupil Premium & Sports to website & impact.				√	
√	1.22 Curriculum	To monitor pupil achievement against set targets.		√			
	1.23 Curriculum	To approve off-site visits and activities of up to 1 day			√		
	1.24 Curriculum	To approve off-site visits and activities of more than 24 hours or which involve a hazardous pursuit or journey by air or sea.		√			
	2 Religious Education	To provide RE in line with school's basic curriculum & SACRE. (Implementation)				√	
	2.1 Religious Education	To ensure provision of RE in line with school's basic curriculum. (Monitoring)				√	
	2.2 Religious Education	To decide RE syllabus (in Foundation, VA, VC schools ONLY)		√			

	3 Collective Worship	In all maintained schools to ensure that all pupils take part in a daily act of collective worship (after consulting GB)			√		
	3.1 Collective Worship	To make application to the Standing Advisory Council for Religious Education (SACRE) to dis-apply the Christian requirements for collective worship (after consulting GB)			√		
	3.2 Collective Worship	To make arrangements for collective worship in schools without religious character (after consulting GB)			√		
	4 Behaviour	To decide a discipline policy	√				
	4.1 Behaviour	Head Teachers have powers to search, with or without consent, a pupil whom they reasonably suspect is carrying a knife or other weapon.				√	
	4.2 Behaviour	To exclude a pupil for one or more fixed terms (not exceeding 45 days in total in a year) or permanently	√				
	4.3 Behaviour	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions (and fixed term exclusions where necessary)	√				
	4.4 Behaviour	To direct reinstatement of excluded pupils	√				
√	4.5 Behaviour	To review the overall pattern and use of exclusions within the school.	√				
	4.6 Behaviour	To monitor and review pupil attendance				√	

				√				
	4.7 Behaviour	To set attendance targets		√				
	4.8 Behaviour	To implement parent contracts /includes attendance			√			
	5 Pupil Welfare	To decide the content, presentation, and cost of school food, and where there is a cash cafeteria system, set the standard meals allowance for those entitled to free meals. (unless responsibility retained by LA)		√				
	5.1 Pupil Welfare	To ensure that school policy and procedure for Looked After Children are consistent with measures set out in the statutory guidance.		√				
	5.2 Pupil Welfare	To decide whether to appoint a designated governor for Safeguarding Children or to retain as a full governing body task		Ind. Gov.				
	5.3 Pupil Welfare	To carry out annual review of Safeguarding Children and Child Protection policy and procedures and report to the the Trust		√				
	6 Parents	Local Offer			√			
√	6.1 Parents	To plan and coordinate strategies by which the governing body can demonstrate its accountability and consult parents and community		√				

		...community					
	6.2 Parents	To adopt and review home-school agreements		√			
	6.4 Parents	To ensure that school lunch nutritional standards are met.				√	
	7 Community	To consider matters relating to the role of the school in the community, including public relations.			√		
	8 Extended Schools	To decide to offer additional activities under extended schools provision – or to cease provision.		√			
	9 Finance	To prepare the first formal budget plan for each school.			√		√
	9.1 Finance	To approve the first formal budget plan for each school.	√				
	9.2 Finance	To monitor monthly expenditure.			√		√
	9.3 Finance	To receive & consider monitoring reports at least 3 times per year	√				
	9.4 Finance	To approve the writing off of irrecoverable debts and the disposal of surplus and damaged equipment.		√			
	9.5 Finance	To enter into contracts (above set financial limit) £10 000	√				
	9.6 Finance	To enter into contracts (below set financial limit) £10 000			√		
	9.7 Finance	To approve/make payments according to approved system				√	
	9.8 Finance	To establish and review ordering and payment systems	√				

	Ref	Task	1	2	3	4	5	6
	9.9 Finance	To set a charging and remissions policy	√					
	9.10 Finance	To ensure provision of free school meals to those pupils meeting the criteria				√		
	9.11 Finance	To approve transfer between budget headings (virement) within agreed limits of over (£2000)	√					
	9.12 Finance	To ensure that school fund is properly audited for presentation to the LGB	√					√
	9.13 Finance	To ensure that CIT & each school meet any EFA criteria.	√					
	10 Planning	To ensure that recommendations following OFSTED inspection are incorporated into the School Plan	√					
	10.1 Planning	To agree priorities for the School Plan		√				
	10.2 Planning	To approve School Plan		√				
√	10.3 Planning	To monitor School Plan overall	√					
	10.4 Planning	To identify and carry out risk management and inform Trust Board as appropriate in accordance with policy	√					
	11 Premises	To develop a school buildings strategy (including budgeting for repairs etc.) and contributing to Asset Management Planning arrangements	√	√		√		√
	11.1 Premises	To procure and agree a maintenance strategy for new buildings including developing a properly funded maintenance plan						√
	11.2 Premises	To review security of school premises and equipment.			√			
	11.3 Premises	To agree level of maintenance service the school will buy from service providers.	√					√
	11.4 Premises	To research and be involved in drawing up an Accessibility Plan for the school						√
	11.5 Premises	To recommend a hiring policy to the governing body and to oversee its implementation.	√	√				√

	11.6 Premises	To approve hiring policy and charges		√			
	12 **H & S**	To establish a health & safety policy.		√			
	12.1 **H & S**	To implement health and safety arrangements				√	
	12.2 **H & S**	To monitor health & safety arrangements		√			
	12.3 **H & S**	To ensure that suitable risk assessments are prepared and action taken to minimise risk.			√		
	12.4 **H & S**	To monitor accident book and agree appropriate action		√			
	13 Admissions **Foundation and** **VA**	To consult annually before setting an admissions policy	√				
	13.1 Admissions **Foundation and** **VA**	To implement Admissions Policy	√				

	13.2 Admissions Community and VC	To consult annually before setting an admissions policy	√				
	13.3 Admissions Community and VC	To implement Admissions Policy	√				
	13.4 Admissions Special Schools	To establish an admissions policy (where pupils do not have a statement) acting with the Local Authority.	√				
	13.5 Admissions Special Schools	To establish an admissions policy (where pupils have statements) – for Local Authority after consultation with the governing body.	√				
	13.6 Admissions All schools	To appeal against Local Authority directions to admit pupil(s)		√			
	14 Organisation	To draw up instrument of government and any amendments thereafter	√				
	14.1 Organisation	To agree proposals to change category of school	√				
	14.2 Organisation	To consider joining or leaving an academy chain.	√				
	14.3 Organisation	To appoint (and remove) the chair and vice-chair of a permanent or a temporary Local governing body	√				
	14.4 Organisation	To appoint and dismiss the clerk to the governors	√				
	14.5 Organisation	To appoint and remove community governors.	√				
	14.6 Organisation	To appoint and remove associate members	√				
	14.7 Organisation	To set up a Register of Governors' Business Interests	√				

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	14.8 Organisation	To approve and set up an Expenses Scheme	√				
	14.9 Organisation	To consider whether or not to exercise delegation of functions to LGB	√				
	14.10 Organisation	Agree a policy and protocol for governor visits to the school	√	√			
*All Staffing decisions below will involve taking advice from the Trusts HR department.					Decision Level		
Exec	Key	Tasks	1	2	3	4	5

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Leadership/External Moderator	Function		Trust	Local Gov. Body	Delegate to Headteacher Head of school	Headteacher/Head of School Day-to-day	Business Manager
	15 Staffing	To develop, review and oversee implementation of the governing body's personnel policies (with reference to Trust policies and guidance)		√			
	15.1 Staffing	To appoint Headteacher (on recommendation of selection panel) With LGB reps.	√				
	15.2 Staffing	All other staff recruiting powers delegated unless otherwise stated.		√			
√	15.3 Staffing	To appoint teachers to leadership group within agreed budget.		Chair	√		
	15.4 Staffing	To appoint non teaching staff outside the leadership group			√		
	15.5 Staffing	To draft/amend and review whole school pay policy	√				
	15.6 Staffing	To decide on recommendations relating to the pay of all members of staff. (with the exemption of the CEO/Ex HT& HT)	√	√			
	15.7 Staffing	To implement disciplinary procedures				√	
	15.8 Staffing	To agree disciplinary/capability procedures			√		
√	15.9 Staffing	To performance manage the CEO/ExHT & HT including performance related pay, disciplinary and capability	√				
	15.10 Staffing	To dismiss other staff (GB must act through Dismissal Committee but normally delegated to head) In compliance with HR advice.			√		

	15.11 Staffing	To suspend head	√ Ind. member				
	15.12 Staffing	To suspend staff (except head)				√	
	15.13 Staffing	To end suspension (head)	√				
	15.14 Staffing	To end suspension (except head)		√			
	15.15 Staffing	In Consultation with Headteacher and LGB the Trust retains the right to redeploy staff.	√				
	15.16 Staffing	To determine staff complement		√			
	15.17 Staffing	To approve applications for early retirement, secondment and leave of absence not covered by local agreements	√				
	15.18 Staffing	To establish and maintain a performance management policy	√	√			
	15.19 Staffing	To implement the performance management of staff				√	
	15.20 Staffing	To implement the performance management of head	√				
	15.21 Staffing	To draft and review a policy on absence management.	√				
√	15.22 Staffing	To agree and monitor a training strategy for teachers, support staff and governors.		√			

The Scheme of Delegation for all academies may be subject to change by the Community Inclusive Trust Board as and when necessary, either in response to government initiatives or to improve standards within the academies involved.

Poplar Farm Free School

Implementation Plan

Implementation Plan: Poplar Farm Academy

Establishment No: #####

URN: ####

Date	Action	Update
September 2017	• Staffing available to undertake strategic role in place: ***Govs*** - Executive Headteacher 0.1 FTE - Business Manager/ Finance Team 01. FTE • Consult with the Local Authority Project Team over the build details ***EHT/PMT*** • Ensure ARK ICT involved in discussion re ICT infrastructure ***PMT***	•

October 2017	• Establish Implementation Steering Group **EHT** • Begin marketing of the new academy (e.g. creation of the website, local publicity, public meeting) **EHT** • Agree Admissions Policy with LCC and EET Trustees **Govs / EHT** • Hold open morning at Autumn Park and invite prospective Poplar Farm families **EHT** • Consult with the Local Authority Project Team over the build details **EHT / DM** • Website developed for Poplar Farm **EHT**	•
November 2017	• Launch advert to agree logo within local community **PMT** • Trustees to establish uniform colour / design **Govs** • Hold open mornings at Autumn Park and invite prospective Poplar Farm families re Sep 2018 admissions **EHT** • Apply for DfE number **PMT** • Apply for DfE Support Grant 25K **PMT** • Consult with the Local Authority Project Team/Developers over the build details **EHT**	•
December 2017	• Consult HR re adding clause to academy contracts to ensure employees can be deployed across academies within the Trust **EHT / PMT** • Before and After School child care arrangements to be established (eg Kid's Club, local childminders etc) **PMT** • Consult with the Local Authority Project Team/Developers over the build details **EHT / PMT**	•

January 2018	• Agree logo in consultation with community **EHT / Govs**	• Funding Agreement and Articles established when MAT was formed.
	• Appoint uniform suppliers **PMT**	
	• Website for Poplar farm goes live **EHT**	
	• Prospectus drafted **EHT / PMT**	
	• Sep 2016 staffing structure agreed **EHT / Govs**	
	• Adverts for September 2018 staffing requirements drafted and placed **EHT / PMT**	
	• Closing date for admission applications for school places	
	• Set up new company and bank accounts etc including: **EHT**	

	- Inform DfE
	   - Agree governance model for Sep 2016.
	   - Ensure Articles of Association and funding agreement are in place and are current **EHT**	

	- Admissions: draft admissions arrangements submitted to DfE for clearance (prior to FA signing);	
	- Land: subleases to third parties cleared by DfE (prior to FA signing)	
	- Land: main lease agreed in principle	
	• Consider procurement issues re contracts **PMT** • Consult with the Local Authority Project Team/Developers over the build details **EHT / PMT**	

February 2018	• Job descriptions for all posts and staff in place *EHT* • Consult with the Local Authority Project Team/Developers over the build details *EHT/PMT*	•
March 2018	• Orders placed for equipment with longer lead in times eg: furniture, PE equipment, EYFS resources and ICT *PMT / EHT* • Agree printing solutions required and obtain quotes *PMT* • Agree layout and format of letterhead paper *EHT / PMT* • Confirmation of academy budget for 2017/18 *EHT / PMT*	•
April 2018	• Primary School places notified to parents • Agree transition arrangements for new starters *EHT* • Hold update meeting for parents *EHT* • Consider insurance arrangements for Poplar Farm *Govs / PMT* • School needs to register with Ofsted for pre-opening inspection *EHT* • Policies to D*f*E –to support pre-inspection *EHT* • Quote and details to be agreed for phone system *PMT* • Consult with the Local Authority Project Team/Developers over the build details *EHT / PMT*	•
May 2018	• Advertise for mid-day supervisors *EHT / PMT* • Hold parents' meeting re September intake *EHT* • Consult with the Local Authority Project Team/Developers over the build details *EHT / PMT*	•

June 2018	• Implement transition arrangements for new starters *EHT* • Order resources e.g. paper; books; pens etc *PMT* • Consult with the Local Authority Project Team/Developers over the build details *EHT / PMT*	•
July 2018	•	•
August 2018	• Final preparations prior to school opening e.g. delivery to site of all resources and kitting out *All Staff* • Implement additional transition arrangements to familiarise families with the academy • Consult with the Local Authority Project Team/Developers over the build details *EHT / PMT*	•
September 2018	• Poplar Farm Academy opens • Plan official opening event *EHT* • Consult with the Local Authority Project Team/Developers over the build/snagging details *EHT / PMT*	•
October 2018	• Hold elections for parental representative on the Governing Board *EHT / Govs* • Establish Academy Local Governing Body *EHT / Govs*	•

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