



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

PASTON RESERVE PRIMARY SCHOOL

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>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?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[REDACTED]

Print name

Date: 2

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your applic

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

This application builds on the outstanding reputation of two schools: Arthur Mellows Village College (AMVC) (Secondary; 11-19; 1600 pupils on roll; rated “Outstanding” by Ofsted in 2014) and the Fulbridge Academy (Primary; 4-11; 800 pupils on roll; rated “Outstanding” by Ofsted in 2012). Both schools are oversubscribed: there were 644 applications to, or expressions of preference for, AMVC at Year 7 for September 2016 and 245 for Fulbridge (with 40 remaining on the waiting list for Reception even after school places had been allocated).

AMVC is an approved Academy Sponsor (change of status awarded 23 May 2016) and the two schools are in the process of joining together to form the Four Cs (Curiosity, Confidence, Courage and Constancy) Multi-Academy Trust. We expect this process to be complete by the end of December 2016 and a letter of intent from both Governing Bodies is included in Section F of this application. This application is therefore made jointly by both schools, but proposed at this stage by the AMVC Academy Trust.

The Regional Schools Commissioner for the East of England has approved the expansion of the MAT to sponsor two new build projects currently known as Paston Reserve Primary (the focus of this application) and Secondary Schools (the focus of a subsequent application) to open in September 2018 and 2019 respectively. ■■■■■ has also agreed that the DfE will consider further projects for the Trust on a case-by-case basis.

C2 The background to this application

The partnership between AMVC and Fulbridge provides the expertise, experience and capacity to support the establishment of two new and complementary schools on the same site at Paston Reserve. The first is the school to which this application

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

relates - a 4-11 Primary School opening for Reception Pupils in September 2018 with two forms of entry and a proposed maximum size of 420 pupils (with additional nursery provision for up to 30 pupils in each year).

The second school will be the focus of a second Free School application from the Four Cs MAT in March 2017 for an 11-19 Secondary School, on the same site, opening in September 2019 for Year 7 pupils with eight forms of entry and a proposed maximum size of 1220 pupils (including an expected Sixth Form of 360 students based on 180 students in each of years 12 and 13).

The applications for both schools are based on strong evidence of a basic need for additional high-quality school places in the proposed area for three reasons:

- The need for new primary (and secondary) school places across the wider Peterborough Local Authority area, as a result of significant population increases and a high birth rate¹, which has led to a projected shortage of school places for the period from which we propose to open the school (for example, in 2018/19, there is already a projected shortage in data supplied by the Local Authority of 73 reception places across the Local Authority, with the shortage becoming increasingly acute in subsequent years (e.g. a shortage of 424 Year 2 places in 2024/25)).
- The need for just over 300 new primary school places to meet the requirements of the new housing development at Paston Reserve (918 housing units over four phases of development, with the first two phases built and occupied and completion expected in the mid-2020s). The Local Authority has identified a site for the proposed schools and has granted planning permission for that site.
- The current lack of high-quality school places in the area closest to Paston Reserve and in the Local Authority area more generally. Of the 8 primary schools closest to the proposed site, only one school – Fulbridge Academy, one of the proposers of this application – is rated “Outstanding” by Ofsted. Four of the other seven primary schools in the local area have been rated “Good” by Ofsted, with two others rated as “Requires Improvement” and one not yet inspected by Ofsted. In contrast, as well as achieving high standards in external tests and examinations and being judged as “Outstanding”, both

¹ Peterborough is one of the fastest growing cities in the UK, with the second highest private sector employment growth at 5.5%. Its birth rate is the second highest in the country, with the highest gross fertility rate (2.34) (2015 School Organisation Plan – Peterborough City Council)

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AMVC and Fulbridge can demonstrate high levels of parent and student satisfaction². At a more detailed level, Fulbridge's latest provisional results for the end of Key Stage 2 compare favourably with both the Local Authority averages for Peterborough and National Averages for England (all figures from DfE provisional data published in September 2016):

	National	Peterborough	Fulbridge
Reading	66%	52%	70%
GPS	72%	62%	85%
Maths	70%	59%	82%
Writing	74%	Not yet available	79%
RWM	53%	39%	70%

Section E of this application sets out more detailed analysis of the three drivers for the need for the new schools: the Local Authority-wide shortage of places; the need for places driven by the new housing development; and the relatively low standards in local schools, in particular at the end of Key Stage 2.

The case for the additional places made in the application has been supported by the Local Authority (with a letter of support included in Section E1) and the Regional Schools Commissioner (with a letter of support included in Section F2).

C3 The overarching vision for the Four Cs Trust

Whilst we are completing separate applications for the proposed primary and secondary schools, there are a number of key features which are common to both AMVC and Fulbridge, which underpin the partnership between them, and which will guide the vision, ethos and approach of the two new schools and the Four Cs Trust more generally. We believe that it is important to see both schools as complementary

² The most recent parental surveys for both schools show, for example, that more than 90% of respondents "strongly agreed" or "agreed" with the first five questions in the Ofsted Parent View survey, with a similar percentage of respondents from both schools agreeing that they would recommend their school to another parent.

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

elements of the Trust’s vision and of its commitment to provide an outstanding education from entry to nursery to appropriate progression at the ages of 16 or 18.

At the heart of this commitment is the principle that AMVC and Fulbridge will enhance their proven track record of successfully teaching with innovative approaches to encourage learning in ways that are tailored to the pupil intakes of the new schools.

Through this partnership, we aim to ensure that:

- The MAT will replicate the outstanding achievements of students currently taught at both AMVC and the Fulbridge Academy, guided by and tailored to the specific needs of the local community in and around Paston Reserve;
- Every child in the new Primary School will fulfil their potential, based on our proven track records of high standards and the tried and tested approaches that we have refined over a number of years to achieve these results (the same applies to our forthcoming Secondary application); and
- The Trust will fully realise the benefits of the partnership between AMVC and Fulbridge (for example, in supporting more effective transition between primary and secondary phases, as well as the wider benefits of being part of a MAT).

Section D of this application sets out specific examples of how we propose to do this.

C4 The context of the new Primary School

Fulbridge’s status as an “Outstanding” school, with a pupil intake with much higher levels than national averages of eligibility for Free School Meals and of pupils who speak English as an Additional Language (as shown in Section D), is underpinned by the school’s commitment to “unlocking potential”. This commitment will be reflected in the proposed primary school, which will build on the aims, vision and approaches that have underpinned Fulbridge’s success.

From our discussions with the Local Authority and our wider research (including detailed analysis of Census data and Local Authority data and analysis), as set out in Sections D and E, we expect the local community around the Paston Reserve development to have a broadly similar makeup³ to the one around Fulbridge, which

³ 77.3% pupils whose first language is not English, 69.8% pupils eligible for FSM at any time in past 6 years (LA figures 40.1% and 18.1% respectively) – taken from DfE Compare School Performance website in September 2016.

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

means that the approach that we take in the new school will be very close to that which we take at Fulbridge.

C4.1 Our aims and vision for the new Primary School

The Fulbridge curriculum is designed and created with “Quality First Teaching” as our driving standard. Based on this principle, and taking into account Fulbridge’s track record of success as judged by Ofsted and measured in end of Key Stage results (see Section D1), we can demonstrate that the curriculum used by Fulbridge - that we will make the basis of our approach at Paston - works and caters for all learners, irrespective of their first language or of any Special Educational Need.

Fulbridge Academy is a Cambridge Primary Review Trust Alliance School and aims, in the words of the Review, to provide the children with a curriculum that “engages children’s attention, excites and empowers their thinking and advances their knowledge, understanding and skill.” The development of creativity, life skills (and “Holistic Intelligences”⁴) and Oracy - as well as the development of skills in reading, writing and mathematics - lie at the heart of our curriculum.

Both Fulbridge and the new school at Paston will follow the principles Cambridge Primary Review and will teach to the Review’s “eight domains of learning” to ensure consistency across both schools⁵. The timetable will be the same for both schools with the same weighting given to subjects as at Fulbridge Academy. The content of the Early Learning Goals and the Primary National Curriculum have been integrated appropriately into the “eight domains”, which means that we cover all aspects of the National Curriculum, but go beyond it in our offer. The new school at Paston will benefit from our experience of testing and refining this approach, which we will tailor to the needs of the new school.

At Fulbridge, we want creativity and innovation to be at the heart of all we do and will expect the same at Paston Primary. We expect creativity and innovation to define:

⁴ “Holistic Intelligences” are life skills and guiding principles that we are instilling in the children as means of building character and resilience for learning and life. We will develop this approach further in the new school. This approach is research- led and has been shown to develop skills that have a positive impact academic skills in a wider context. These “Holistic Intelligences” can develop skills for children to make them into lifelong learners.

⁵ From September 2014, Fulbridge started teaching, assessing and planning to the 8 Domains of the Cambridge Review: Arts and Creativity, Citizenship and Ethics, Faith and Belief, Language, Oracy and Literacy, Mathematics, Physical and Emotional Health, Place and Time and Science and Technology. We subscribe to the Review’s 8 priorities: Sustainability, Aims, Assessment, Community, Curriculum, Equity, Pedagogy and Voice.

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How Fulbridge and the new school are led; The staff's thinking processes; The ways in which we plan, deliver and assess. This extends to the way the children learn and think and the environment in which the children are working.

The approach at Fulbridge that we plan to replicate is also driven by the understanding that the school's curriculum must serve:

- The Individual: By ensuring well-being, engagement, empowerment and autonomy.
- The Wider World: By encouraging respect and reciprocity; By promoting interdependence and sustainability; By empowering local, national and global citizenship; By celebrating culture and community.
- Children's Learning: Through exploration, knowing, understanding and making sense; Through fostering skill; Through exciting imagination; Through enacting dialogue.

Our strapline at Fulbridge is: "Do you know a place that makes you long for childhood?"

Through this, Fulbridge aspires to develop children who demonstrate courtesy and good manners and have respect for themselves, their peers, adults and other generations as well as respect for difference, language and the environment both globally and locally. Again, the curriculum and aspirations for the new school will be based on these proven fundamentals. We aim for these to be consistent across the Trust.

At Fulbridge Academy and at Arthur Mellows Village College, we have worked for many years in collaboration with parents and the community, building on children's learning outside school, and are thus excited by the potential offered by coming into a new community at the early stages of its development. We hope that these high expectations that we have of ourselves and others will allow the school to become a clear and positive focus for the local community.

C4.2 Implementing our vision

Section D sets out in detail our approach to implementing our educational vision, but, in summary, there are a number of specific actions that we will take to ensure that we are best placed to build on the successes of Fulbridge in the new school. These include:

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

- Using the same exciting, engaging and purposeful curriculum that we have at Fulbridge and drawing on the expertise that we have in delivering it to enable the new school to offer the same high-quality provision from day one.
- Using a very similar structure for the school day in both schools, with the same subjects being taught on the same timetable for each Key Stage, although we will change the opening and closing time of the school to a single entry and exit time (the staggered times used at Fulbridge are predominantly a function of the school's size and site layout).
- Employing the same systems as Fulbridge for ensuring the quality of teaching and for teacher development and drawing on specialist support from existing Fulbridge staff to enable this.
- Ensuring that the same ethos and approach to assessment and target setting are employed in the new school. We will do this in the first instance by having joint induction for both schools to train staff in our assessment methodology. After that, we will continue to work across both schools and the Trust regularly to carry out moderation exercises and timetable our specialist teachers for assessment and teaching and learning to work with and support new staff in implementation.
- Transferring our successful approach to attendance and behaviour through to the Paston school. We will be able to track this because we will use the same MIS systems in both schools and will ensure that all staff have the same expectations in these areas through joint training and induction.
- Having the same principles for target setting across both schools to ensure that all children are well placed to make the same outstanding progress in both schools (again, this will be supported by joint training and induction and ongoing joint moderation).
- Building current staff capacity at Fulbridge during the pre-opening stage of the new school to ensure that standards do not slip at Fulbridge, whilst ensuring that our expectations of the highest standards of the new school are embedded from day one. This will support, for example, using current Fulbridge staff to support the recruitment process and allowing our specialist teachers time in the new school during pre-opening and its early life to work with relevant members of staff. We believe that we have that capacity to do this now as demonstrated by the work done by our SLEs.
- Mitigating the risk of being unable to recruit high-quality staff by using the local SCITT and continuing the close working partnerships with our three local university ITT providers that we have developed over the past five years.
- As at Fulbridge, celebrating diversity and seeing it as one of our key strengths, and transferring this ethos to the new school by having joint induction, professional days and engagement with the same CPD. Once the new school

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

is open, the fact that staff from both schools will be working together frequently will help ensure that this approach is embedded.

Section D – education plan: part 1

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

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

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

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

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

Section D – education plan: part 2

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

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

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

EYFS Timetable			
Subject/other activity (known as domains)	Hours per week	Mandatory/ Voluntary	Comments
Language Oracy Literature	6	Mandatory	This is when phonics, reading, writing and Oracy take place, These different topics are at different times of the day.
Maths	5	Mandatory	Maths time based on short input followed by various activities for the children based around the input.
Theme (this includes a blend of Place and Time, Faith and Belief, PE, Science and Technology)	14	Mandatory	'Theme' is a cross curricular time of the day when the learning can include elements from each domain.
Citizenship and Ethics	1.2	Mandatory	This is spread over a number of days and done in small "Pause for Thought" (P4T) lessons.
Theme is a time in the day when foundation subjects are covered in EYFS. These subjects are covered at various points in the week; sometimes one particular subject would be taught depending on the topic being learnt.			

Key Stages 1 and 2 Timetable			
Subject/other activity (known as domains)	Hours per week	Mandatory/ Voluntary	Comments
Language Oracy Literature	7.5	Mandatory	This includes Writing and Reading. Typically we have 30 minutes for Guided Reading and 1 hour for Writing on each day. Within this time

			<p>for Writing we include Oracy based activities.</p> <p>Within this time there is also approximately 30 minutes per week for MFL.</p>
Maths	5	Mandatory	The Maths is based on a 5 minute starter then mental arithmetic with a 40 minute lesson with different challenges from which the children then choose based on their own learning.
Place and Time	1	Mandatory	The Place and Time is based on a 5 minute starter then a 40 minute lesson with different challenges from which the children then choose based on their own learning.
Faith and Belief	1	Mandatory	The Faith and Belief is based on 5 minute starter then a 40 minute lesson with different challenges from which the children then choose based on their own learning.
Physical and Emotional Health	2	Mandatory	Each hour session is either in a hall, on our 3G pitch or on our field (we expect to take the same approach at the new school, subject to the available facilities).
Citizenship and Ethics	1.5	Mandatory	We have a weekly 30 minute Citizenship and Ethics session with 4 x 15 minute Pause for Thought sessions. These are short opportunities for the children to share and discuss the topic that is currently being studied to a class, citywide, national or worldwide issue. This is a great opportunity for the children to learn about and discuss the Holistic Intelligences.
Performing Arts	2	Mandatory	This is either Performance, Dance, Drama or Music.
Science and Technology	2	Mandatory	These sessions follow on from each other and are planned in 2 parts (1 for each session). They follow the same structure as Place and Time.
Morning Task	20 mins	Voluntary	From the time the children come into the school they can be getting on activities set up in the classrooms.
Clubs	1	Voluntary	We have over 30 after school clubs running and across the school. They are voluntary and are run by adults

			from the school. The number of clubs may be smaller at the new school in its early years, but this represents the blueprint that we expect to adopt as the new school gets closer to capacity.
NB the time spent on each of these curriculum domains is the same across the whole school and each Key Stage.			

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		
Table D1b sets out the current timetable for Fulbridge Academy and for the new school:		
Table D1b: Timetable		
Current Fulbridge Academy Day Timetable		
Start of day	Reception Year 1 and 2 Year 3 and 4 Year 5 and 6	8.30am 8.30am 8.30am Open door from 8.00am
Lunchtime	Reception Year 1 and 2 Year 3 and 4 Year 5 and 6	11.45am 12.15pm 12.45pm 1.15pm
End of day	Reception Year 1 and 2 Year 3 and 4 Year 5 and 6	3.00pm 3.05pm 3.10pm 3.15pm
End of after school clubs	4.15pm	
NB: As a result of the size of the school, we currently offer staggered beginning and end of day. This is a vital aspect of our access arrangements as the school is situated in an estate with one way systems and is the best way of our parents accessing the school without causing undue traffic in the community. However we would expect the new school to have a single open and close time as referenced below. There would still staggered lunch times, however, as this		

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

will enable the necessary number of school dinners to be provided most practically.

Paston Primary Proposed Day Timetable

Start of Day	8.30am	
Lunchtime	Reception	11.45am
	Year 1 and 2	12.15pm
	Year 3 and 4	12.45pm
	Year 5 and 6	1.15pm
End of day	3.15pm	

We will run after school clubs in the new school, finishing at 4.15pm. As the school increases in size the range of clubs will increase as well.

D.1.1.1 PUPIL CHARACTERISTICS

Figure D1c sets out the pupil characteristics in the three mainstream primary schools most local to the Paston Reserve site (taken from the postcode [REDACTED]) and compares them with Fulbridge Academy, the Peterborough LA as a whole, and national averages.⁶

As we note in Section C of this application, we would expect a significant proportion of local pupils (as with Fulbridge Academy) to have EAL compared to averages for the rest of the LA area and the national averages for England.

⁶ All data from compare-school-performance.service.gov.uk as at September 2016

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Figure D1c: Local Pupil Characteristics

	% Pupils whose first language is not English	% Pupils eligible for Free School Meals (FSM) at any time in past 6 years	% Pupils with SEND statement or EHC plan
Fulbridge Academy	77.3	69.8	1.4
Dogsthorpe Academy	49.6	43.6	1.1
Paston Ridings Primary	33.5	50.9	1.8
Welland Academy	56.2	50	1.2
Peterborough	40.1	18.1	1.6
England – National (Primary)	19.4	26.4	1.4

Based on our local knowledge and population and demographic data drawn from the 2011 Census, we would expect to see at the new school similar percentages of FSM eligibility to the three primary schools nearest to the Paston Reserve site (which are lower than the figures for Fulbridge, but much closer to Fulbridge levels than national averages). Even if these levels at the new school are lower than these figures, we would still expect them to be measurably higher than the averages for England. As the schools will be serving a new housing development, these are working assumptions and subject to change once the demographic profile of new residents become clearer.

We do not expect significantly different levels of EAL among local pupils from those levels at Fulbridge. We believe that our approach at Fulbridge is tried and tested for all pupils, and includes differentiated approaches to meet the needs of all pupils including those with EAL or any additional need. It should therefore not be necessary to make material changes to our curriculum in light of differences in actual levels of EAL in the new school.

Whilst we are convinced of the benefits of, and need for, the school to offer nursery provision of for up to 30FTE pupils (with Section E setting out the need for these places), we have not yet come to a definitive view on how that provision should be delivered. The options that we have in mind include direct delivery of the nursery by the school or (as at Fulbridge) delivery of the provision by an external provider. We will evaluate these options in more detail in pre-opening, based on the outcome of

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discussions with key Trust staff, the local community and the Local Authority, and have therefore not included these pupil numbers in the table above.

At Fulbridge, some of our expectations are that:

- Critically, we put the children at the heart of decisions made and base this on recognised educational research.
- We promote high quality professional development and have high expectations of children and adults.
- We foster appropriate pupil-pupil and pupil-teacher relationships.
- We use new technologies to support our innovation and creativity.

We will take these – and other - expectations into the new school at Paston Reserve to support us in delivering outstanding outcomes for all of our pupils and for the local community.

D.1.2 CURRICULUM PRINCIPLES

Fulbridge Academy is a Cambridge Primary Review Trust Alliance School and aims, in the words of the Review, to provide the children with a curriculum that “engages children’s attention, excites and empowers their thinking and advances their knowledge, understanding and skill.” The development of creativity, Holistic Intelligences⁷ (Life Skills) and Oracy - as well as the development of skills in reading, writing and mathematics - lie at the heart of our curriculum.

At Fulbridge, we want creativity and innovation to be at the heart of all we do and will expect the same at Paston Primary. We expect creativity and innovation to define how each Academy is led, the staff’s thinking processes and the ways in which we plan, deliver and assess. This extends to the way the children learn and think and the environment in which the children are working. The children will receive high quality input across all subjects: as at Fulbridge we will use, for example, specialists to deliver performing arts and physical education.

Both Fulbridge and the new school will follow the principles of the Cambridge Primary Review and will teach to the Review’s “eight domains of learning” (through which we

⁷ “Holistic Intelligences” are life skills and guiding principles that we are instilling in the children as means of building character and resilience for learning and life. We will develop this approach further in the new school. This approach is research- led and has been shown to develop skills that have a positive impact academic skills in a wider context. These “Holistic Intelligences” can develop skills for children to make them into lifelong learners.

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cover all aspects of the National Curriculum, but go beyond it) to ensure consistency across both schools⁸. The timetable will be almost exactly the same for both schools (barring a minor change to the staggered school day we have at Fulbridge, which is explained earlier in D1.2.1), with the same weighting given to subjects as at Fulbridge.

The Fulbridge curriculum is designed and created with “Quality First Teaching” as our driving standard. Based on this principle, and taking into account Fulbridge’s track record of success as judged by Ofsted and measured in end of Key Stage results - as shown in Table D1d- we can demonstrate that the curriculum used by Fulbridge and Paston works and caters for all learners, irrespective of their first language or of any Special Educational Need.

Table D1d: Key Stage 2 Results for 2016 (from DfE provisional data published in September 2016)

	National	Peterborough	Fulbridge
Reading	66%	52%	70%
GPS	72%	62%	85%
Maths	70%	59%	82%
Writing	74%	Not yet available	79%
RWM	53%	39%	70%

D1.3 ENSURING A CONSISTENT APPROACH TO TEACHING AND LEARNING

We will approach our teaching of the eight domains of learning in the same way across both schools, and will adopt the same thematic based cross-curricular approach in both schools.

⁸ From September 2014, Fulbridge started teaching, assessing and planning to the eight Domains of the Cambridge Review: Arts and Creativity, Citizenship and Ethics, Faith and Belief, Language, Oracy and Literacy, Mathematics, Physical and Emotional Health, Place and Time and Science and Technology. We subscribe to the Review’s 8 priorities: Sustainability, Aims, Assessment, Community, Curriculum, Equity, Pedagogy and Voice.

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This will be done in a number of different ways. In pre-opening, we will ensure that all staff that will work in the new school will have joint training with existing staff from Fulbridge, for example, on curriculum development, the “Fulbridge Way”, assessment and moderation. Professional days for both schools will be conducted together to ensure parity across the two schools in professional development.

We will also ensure that staff transitioning to the new school will be involved in recruitment of staff to the new school. When the new school opens, given the smaller number of pupils in a 2FE year group and the associated budgetary constraints of that, there will not be a need for a full Senior Management Team, therefore at opening the new school will have a Principal in post, alongside an EYFS phase leader and the other staff set out in D3.

To supplement this leadership capacity during the early stages of the new school’s life, we will second (our current expectation is on a part-time basis) a member of the Fulbridge Leadership Team to the school as well giving the new school additional capacity from year group specialist practitioners as we describe below. This will enable us to share common practice across both schools and will be an important means of developing collaboration across the MAT from the beginning. As well as staff working together, both schools will share the same educational (and wider) policies, so both sets of staff will have the same guidance and expectations from the outset.

We also expect to adopt the same approach to, and format for, timetabling at the new school. This will be tailored, though, where required to reflect the initially smaller scale of the new school. We currently have three parts to the school day at Fulbridge - for Maths, LOL and Foundation subjects - and this would be the same in the new school so that lessons will be delivered at the same time in each school. One clear advantage of this is that it will enable us to share staff across both schools in subject times, meaning that specialist subject teachers can be used strategically across both schools where the need is most necessary.

The new school will follow the same topic approach as the one used at Fulbridge, with topics covered over one term on a two yearly cycle. Currently each phase of school (2 year groups working together) works on a different topic each term. These topics are then different throughout school, so we have year 1 and 2 topics, year 3 and 4 topics etc. This approach includes an experience to start the topic and stimulate the children’s interest, a few mini-experiences (or “truffle moments”, as we call them at Fulbridge) and an end-of-term celebration to end the topic. The value of replicating the process in the new school would be in engaging more children with the topic at one time- sharing experiences, costs of resources and personnel.

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In relation to individual areas of the curriculum, we propose to take a number of specific actions to support consistency in teaching and learning. These include the following:

- a) The planning of Mathematics and of Language, Oracy and Literature (“LOL”) will be supported and coordinated across the two schools so that planning in both is based on the same high expectations. For Mathematics and LOL, we intend for staff from both schools to plan the same topics together and then tailor the planning for the specific needs of the children in each school. Guided by our broad and balanced ‘whole’ education approach, we will use the expertise we have gained at Fulbridge, and our learning from other schools, to support staff in the new school in developing and refining their approaches to delivering the curriculum. We have focused on Oracy at Fulbridge, and see this as having made a clear contribution to our success, so we will be implementing a strong and robust Oracy “ethos” into the curriculum at the new school.
- b) We will coordinate the provision for PE and Arts and Creativity (Performing Arts) through our respective specialist teams as a shared resource across both schools. Our Physical and Emotional Health curriculum at Fulbridge is based on the latest sports science and research, led by our very experienced and qualified PE leader. In the Foundation Stage, we work on gross motor skills development through a very active approach, which includes opportunities to climb and improve balance and coordination. We teach skills based PE in Key Stage 1 through multi-skills and non sport-based skills learning. For Key Stage 2 we teach all skills through game-based play, meaning that all skills are learnt through playing games. We have recently introduced a number of new sports into the curriculum, including indoor curling, fencing and archery, all of which are included for all children to access. We would expect to do the same at the new school, subject to the site having comparable facilities.
- c) Our current thinking is that ICT will be procured jointly as two schools to support the efficient and effective use of resources and the ICT curriculum will be delivered in much the same way with the same resources shared where appropriate (and without the inappropriate transfer of resources to the detriment of the “donor” school). Currently, at Fulbridge we have 10 iPads, a Digiboard and a netbook per class. This level of provision is something that we would want to replicate at Paston as we have seen a positive impact on children’s learning and understanding as a result of the use of this equipment.
- d) Science and Technology will be resourced jointly so that both schools can access high quality resources for the topics they need. At Fulbridge, Science and Technology is focused on the exploration and understanding of this world, both in

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terms of understanding the scientific process all around us and, importantly, how to use and apply this understanding. Children need to understand how they can change and alter the world around them through innovation and discovery, but they must also comprehend the consequences of human action and the impact this can have on their surroundings. In order to reflect this our teaching of Science and Technology is project focused: learners are given an impetus to act upon, such as problem to solve or a manufacturing goal. Through this we are reflecting the true nature of Science and Technology by giving our learners a reason to apply their understanding in a practical and ultimately “real” way. Furthermore, we develop strong cross-curricular links to provide learners with an opportunity to apply their understanding within a broad and balanced curriculum. This ethos and curriculum vision will be the same for both schools. We will procure resources jointly in much the same way as with ICT (though they would be deployed by the individual school as required) and also aim to conduct joint planning of investigations (and potentially discuss the collected data together as two schools).

e) Other domains will be planned in collaboration between the two schools, using the relevant expertise from Fulbridge to develop the approach of the new school. Resources will be procured and shared between the schools at every level to help with cost saving and resource management (though, again, we will be careful to ensure that there is no inappropriate transfer of resources from Fulbridge to the new school and will ask the Trust Board and LGCs to monitor this in their discussions with the Trust’s Executive). There will also be opportunities and expectations for staff expertise to be shared across the schools. These will include, for example, regular and rigorous moderation exercises. Middle leaders will be responsible for either their subject or year group and would be monitoring the data from those areas. The Principal will analyse the data for the school and interpret action points from that data; at Trust level the Executive Principal would be responsible for ensuring achievement and attainment are at expected levels for the individual primary schools (please see F2 for more detail). Data assessment, analysis and moderation will be carried out jointly by the two schools. This will be supported by both schools using the same MIS, Pupil Asset, which can be used to create a portal for senior leaders to quickly and efficiently analyse data from both schools and to compare and contrast performance. More detail of our approach to assessment is set out in D2.

Fulbridge is also a National School of Creativity and a Whole Education Partner school. This allows us to access national support to transform professional learning, influence thinking of staff at all levels, innovation in school, school improvement and having a positive impact on young people. This means that both schools will be able to learn and develop best practice from across the Whole Education Network, through the links that Fulbridge made as a National School of Creativity and as a

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Cambridge Primary Education Trust Alliance School. In addition, the [REDACTED] and works alongside Future Leaders. As a result, we are well placed to be at the forefront of the latest educational thinking and research and to apply this to both Fulbridge and the new school at Paston.

D1.3.1 THE DEVELOPMENT AND TRAINING PROGRAMME FOR TEACHERS AND OTHER STAFF

The training that staff from both schools will undertake will be centrally managed by the Trust. At Fulbridge, we currently provide various in-house courses for staff, ranging from general Induction Training to specifics such as in LOL on aspects such as Reading and Oracy. We intend to do the same in the new school and will offer these courses to all staff.

We have specialist SEND staff at Fulbridge that will work with the new school to ensure that our approaches to safeguarding and child protection will be kept compliant, consistent and up to date across both schools (we say more about our approach to this in D4). In summary, this will be done via a mixture of staff meetings and one-to-one meetings, but will be managed by a central team to ensure consistency.

During Induction (which lasts for the duration of the autumn term), staff are taken through the journey that makes Fulbridge what it is, given a detailed explanation of our practices and offered opportunities to ask questions and seek advice. In the second half of the term, induction becomes more subject specific and enables the new staff to look at the “eight Domains” in more detail by hearing from the Domain Coordinators. These are a group of middle leaders who are responsible for the teaching and learning within their Domains and carry out this role by monitoring data, moderation and regular and rigorous classroom monitoring. As the new school comes online, these staff will be responsible for the development of the Domain. As the school increases in capacity these Domain Leaders will report to the Principal to provide specialist input to those subjects which may need support.

This induction process also enables us to identify relevant, additional CPD with which we can engage staff, for example, making use of the Specialist Leaders in Education we have at Fulbridge in Leadership, Maths, Science and ICT. We also have nationally recognised teachers in LOL and Science and Technology, all of whom will play a vital role in the professional development of staff across both schools.

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D1.3.2 SYSTEMS FOR MONITORING THE QUALITY OF TEACHING

At Fulbridge, we currently operate a coaching/mentoring system to monitor the quality of teaching based on the Peer Review system in place at Whole Education. This approach includes internal monitoring periods within the school where a specific subject is focused on and members of the SLT will visit every class in the school over a 2 day period. We assign different aspects of teaching to each SLT member, who then focuses on that aspect only when visiting classrooms. We also conduct thorough pupil and staff interviews based around that subject, conduct a book scrutiny and planning scrutiny. We also check data against expected levels of progress and look for evidence of this from the pupils' books.

We will take the same approach at the new school and we will ensure that we do so by initially having experienced staff conduct the monitoring with new members of the new school's SLT to ensure that we are developing from the outset their understanding of the rationale and the practicalities of the monitoring process.

This holistic approach has been very well received by all staff at Fulbridge as they are provided with written feedback on the aspect we have seen and then given support as required by our specialist teachers. These teachers will be seconded (we expect on a part-time and time-limited basis, which would be defined in the pre-opening phase) to the new school and tasked with developing the areas for development in year groups or for individual staff.

This scrutiny will align with and be supplemented by Trust-level scrutiny. As we set out in Section F, a half-termly assessment cycle will track progress against the relevant performance measures for each phase and Key Stage. Once the Executive Principal has interrogated the data with the Principal and teaching staff, the data will be passed to the LGC and the Executive Management Team.

Beyond this, the CEO will meet with the Principal and Chair of the LGC each half-term to review and monitor performance and – subject to the views and approval from the Board's Standards Committee – will challenge the school's SLT on the Committee's behalf on any resulting concerns that the Committee has. This would include the Board agreeing the nature and scope of any interventions from the Trust to support the school's performance.

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

D2.1 PRINCIPLES OF ASSESSMENT

At Fulbridge, we have had wide-ranging experience of working with children from many backgrounds, including many who start school without any English or have English as an Additional Language. We do not see this as a risk factor for a lack of progress, but as a strength and opportunity for outstanding progress, as we have the expertise to ensure progress is made with all children, no matter what their background, as demonstrated by our results. We will apply the same mindset to our work at Paston through the use of specialist teacher support to ensure new staff will fully understand our ethos.

Data assessment, analysis and moderation will be carried out jointly by the two schools. As both schools will use the same MIS, Pupil Asset, we expect to use the same principles of assessment at Paston Primary that we have used successfully at Fulbridge for the past 10 years. We have created at Fulbridge a bespoke assessment procedure for assessment without levels, based on three main areas:

- Day-to-day assessment for learning.
- Formative recording of day-to-day assessment.
- Summative Assessment to support formative judgements.

Beyond this, we believe that assessment should include:

- Good quality initial assessment of what pupils already know and can do, and of where there may be misconceptions, at the initial stage of a unit of teaching.
- Rich open-ended learning activities that are well matched to pupils' starting points and allow for pupils to extend their skills and develop their thinking.

D2 – measuring pupil performance effectively and setting challenging targets

- Pupils making identifiable progress in lessons, against specific learning objectives, enabled by high-quality constructive feedback and marking, collaborative peer discussion, self-assessment etc.
- Teachers using their assessment of the progress pupils are making in their lessons (against specific learning objectives) to plan further teaching.

We currently administer intensive training with all new staff in assessment, both in terms of what it means at Fulbridge (i.e., how we assess, when and what we assess) and how to use the MIS to record the data. To give the new school the best chance to be as successful as Fulbridge, we will ensure that the same high-quality, thorough training in assessment is carried out with staff at Paston.

This will be done via a two-stage process. Before staff are in post, they will attend induction sessions and work with existing staff in the relevant year groups. Then once staff are in post, we will implement collaborative working with other staff at Fulbridge from the same year group and supplement this with the Assistant Principal for Assessment at Fulbridge spending some time each week (levels and duration to be confirmed in pre-opening) in the new school working with the new staff on our assessment systems. In a similar way, our Assistant Principal for Teaching and Learning will also spend time each week working with the new school's staff on assessment used to inform planning and teaching.

We recognise that these specialist teachers from Fulbridge will need to spend clearly identified time to help develop new staff in the Paston school and will ensure we have sufficient capacity within Fulbridge to guard against standards slipping by putting in place before the new school opens a plan for skills transfer and the "back filling" of capacity at Fulbridge where required. We have a tried and tested approach to this, and based on when our SLEs work in other schools, we have developed a model for "backfilling" the absent teacher. We have been doing this for over three years and there has been no drop in achievement or attainment in that time. The role of the MAT will be to ensure there is consistent moderation and assessment (this includes the LGC having assessment as a standing agenda item, overview by the Executive Principal for the Primary phase of the Trust and ultimately the Board/CEO having purview over the entire MAT). Scrutiny of assessment data by the MAT Executive and Board will be as per the principles and approach set out in F2.

D2.1.2 PUPIL TRACKING

Fulbridge is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the Academy. We will make the same commitment at Paston Primary. Pupil performance is tracked - or followed - carefully - throughout the pupil's time with us.

D2 – measuring pupil performance effectively and setting challenging targets

The purposes that drive our approach to tracking pupil performance are to:

- Monitor academic standards;
- Ensure that teachers always know the point that a pupil has reached in their learning;
- Use this information to plan future learning that is pitched at an appropriate level of challenge;
- Know which pupils require additional support (and intervene accordingly);
- Know which pupils require additional challenge (and provide this); and
- Be aware of pupils' rates of progress and consider the reasons for them.

Most pupils join our Fulbridge in the nursery or in reception class and, clearly, given the build up of pupil cohorts in the new school, we would expect this to be predominantly the case for at least the first few years of the school's life. As a result, we expect (as at Fulbridge) to undertake on-entry assessments once pupils have settled, within their first half-term in school. As at Fulbridge, we will use baseline assessments in reception as an initial starting point for measuring pupil progress between the start of a child's time at primary school to when they finish in Year Six.

We expect teachers to establish an accurate baseline against which to measure future progress for those pupils who join the school after the reception year. It is the responsibility of the teacher to establish quickly what point these children have reached in their learning. We would expect, for example, previous school records to be analysed to ascertain pupils' respective starting points. These key points will be part of our assessment induction for Paston and this will be developed through ongoing cross-school moderation exercises to ensure continuity in approach.

We are aware that this Section of the application does not only pertain to academic assessment, but also to how we will monitor and evaluate the success of our school as a whole. As our school will be in a new community we are currently considering how we might reflect this in our targets by including a goal relating to, for example, attendance at our open school days, pupil participation in voluntary enrichment activities or parent satisfaction.

D 2.1.2 PRINCIPLES OF TARGET SETTING

We expect the pupil cohort at Paston to be of a similar ability to our current intake at Fulbridge, and we would therefore expect similar exit data for the new school, so we intend to benchmark the new school against the targets we have set at Fulbridge, though there may be some amendment to this once we have a clearer understanding of the prospective intake. Currently, our new reception cohorts are different year on year. We adjust targets accordingly to make all staff aware of the progress the

D2 – measuring pupil performance effectively and setting challenging targets

children need to make each year and across each Key Stage to ensure they achieve their potential.

At Fulbridge, we currently achieve near to the expected standard for the end of Key Stage 2 and make above expected progress with our pupils. The pupil cohorts at Fulbridge typically come into school below the national average, but they make outstanding progress throughout school. When they get to the end of Key Stage 1, they are still below the national average, but closer to the average than they were on entry. However, by the time they get to the end of Key Stage 2 we achieve:

- 70% for Reading Writing and Maths Combined
- 70% Reading
- 85% SPAG
- 82% Maths
- 79% Writing

We would expect to make very similar levels of progress in the new school as we are expecting a similar intake in terms of eligibility for FSM, but probably slightly fewer pupils with EAL. As we note earlier in Section D, we have a strong track record in achieving outstanding progress with our children and we will expect ourselves to do the same in the new school.

Finally, we have created a very inclusive approach to learning at Fulbridge. Children with particular types of Special Educational Need may not necessarily make outstanding progress, but are, like all children, pushed to achieve the best they can. We expect children, no matter what their background, to achieve. We do this through the creative thematic curriculum that we have in place which “fills the gap” in their lives and gives them experiences to develop their learning. We challenge all of the children to excel and expect them all to do irrespective of language or ability or background. The same approach and principles will apply at the new school.

D2.1.3 ATTENDANCE AND BEHAVIOUR MANAGEMENT AND TARGETS

As with academic metrics, we also expect absence percentages in the new school to be similar to Fulbridge. Attendance is a core value at Fulbridge and we would seek to set this expectation from the outset at the new school. We expect the children to be in on time every day and actively challenge all children who are late. We expect every child to be in school every day and again we challenge any absence that is not authorised. We have high levels of parental engagement concerning this and will seek to replicate this in community around the new school. As part of the “Fulbridge Way” we ensure that staff have these high expectations of attendance and time is given to in induction to explaining this ethos to the staff.

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Currently we achieve around 97% attendance at Fulbridge and we would expect to see a similar level in the new school. We would benchmark this measure against the current school's performance because the approaches we take to ensuring high levels of attendance will be substantially the same. We know that children's absence can have a major impact on their learning and this one of many reasons why we place so much emphasis on it.

Likewise, children who do not behave well are at greater risk of not making the expected progress. We have clear whole school behaviour management strategies at Fulbridge that are concise and easily transferable, which we would also employ in the new school. The behaviour system we have in place is simple and easy to follow for children, staff and parents. All children know and understand the expectations that are in place and the sanctions that occur if children fail to meet those expectations.

Alongside this, we will ensure our current behaviour management systems are put into place in the new school to minimise this risk of poor behaviour. Behaviour is not an issue at Fulbridge and, by using the same systems and approaches, we would not expect it to be in the new school either.

We believe that, first and foremost, outstanding teaching and learning, through engaging lessons, pitched at the right – and challenging – levels are the best behaviour management strategies that a school can employ. For example, we instruct new staff that they must “get control” of the whole class as an entity before dealing with individuals.

We ensure at Fulbridge that effective behaviour management is an essential ingredient of our approach of “Quality First Teaching”. However if we ensure we have “Quality First Teaching” then poor behaviour should not be an issue. As we note, an essential ingredient of our approach is that there should be engaging and challenging lessons. Lessons must be well planned and organised with plenty of child participation. This includes clear routines for the children around timings and expectations of what the children will be doing and when. We ensure there are clear boundaries and that staff are firm but fair.

Specific strategies include having a “happy side” and a “sad side” on the class whiteboard. If the children are rewarded then they can earn either merits, house points or class points depending on the phase of school they are in. If a child does something which warrants a sanction then their name is placed on the sad face and they miss time from break or lunch. If the child continues to not meet expectations then more time is taken from break and lunch until the behaviour is sufficient to remove them from the class.

These approaches are applied consistently across the whole school, so that every child understands what behaviours we expect to see from them at all times.

D2 – measuring pupil performance effectively and setting challenging targets

Honesty, a Positive Mindset and Self-Belief are critical for ensuring that we develop resilient learners as well. We expect to carry this forward to the new school by ensuring that staff are well versed in the “Fulbridge Way” by using staff from the existing school to instil the values of a positive mindset in the children and any new staff to the school. We will ensure that staff new to the school will be paired with an experienced member of Fulbridge’s staff in a coaching role to help develop this mindset.

We will ensure that staff new to the school will be paired with an experienced member of Fulbridge’s staff in a coaching/mentoring role to help develop this mindset. As the new school grows, we expect that an experienced member of Paston staff can be paired with new members of staff in this role.

D2.1.4 APPROACH TO ASSESSMENT

We will use the same assessment procedures for the new school as those at Fulbridge. We will also work from the same assessment documentation so that we can ensure we have consistency across the two schools.

At Fulbridge, we have integrated the New Primary Curriculum into the eight Primary Review Domains and created areas for assessment within these domains, supplemented by planning and assessment formats based on those 8 domains and ‘no levels.’ We have commissioned a company called ‘Pupil Asset’ to create a custom-made assessment package that gives us all the analytical tools that we need to prove progress within our assessment framework which we have used for the past three years.

To enable this, we give the children challenges in every lesson to show how *well* they know the material, not how *much*:

1. A challenge where the children can continue to practice the skill that the teacher has taught them.
2. A challenge where the children further their learning by applying the skill to another area of previous learning within the same domain.
3. A challenge where the children apply the skill learnt to other skills within other domains.

Sometimes these challenges are differentiated further and are tailored to link to the final outcome of the unit of work. When teachers plan they look at what outcomes they want for the unit. These are differentiated based on the age expected expectations from the New Primary National Curriculum that we have rearranged into the 8 areas of learning.

We have created four stages of assessment of these outcomes for each age band: Beginning, Developing, Embedding and Mastering. These stages of assessment

D2 – measuring pupil performance effectively and setting challenging targets

allow us to assess how well children have learnt rather than how much they have learnt. Children self- and peer-assess each other against the four stages of learning, as do the teachers, support staff and anyone else who has contact with the children. Lessons are therefore planned, taught, differentiated and assessed based on the New Primary Curriculum as well as the four stages of assessment.

At Fulbridge, our approach to assessment started from the principle that we wanted a package to assess the whole child, which could be used from the Nursery and Foundation stages through to Year 6 without creating excessive paperwork. We have replaced the Foundation Stage areas of learning in favour of the eight Domains of the Cambridge Primary Review. The content of the Early Learning Goals and the Primary Curriculum has, though, been integrated appropriately into the eight Domains. The new school at Paston will benefit from our experience of testing and refining this approach, which we will adopt at the new school.

We assess against four stages of learning similar to the three stages in the EYFS, though we assess whether a child is ‘Beginning, Developing, Embedding and Mastering’ rather than ‘Emerging, Expected and Exceeding’ as per the EYFS stages. We have made sure that we created an approach that was not too time consuming for staff but still assessed the whole child without the need to refer to hundreds of tick boxes, whilst still demonstrably measuring and showing progress beyond the ‘core subjects.’

The children in Early Years follow a more structured curriculum and as a class will all have access to subject related activities; during their LOL time all the activities that the children can choose from are LOL related. This means that our reception practitioners can more accurately assess from the one area of learning rather than trying to assess areas of the EYFS curriculum. The success of this approach was highlighted in a recent Local Authority Moderation, in which staff were praised for having such good knowledge of the children and the children praised for being able to confidently talk about what they have achieved and their next steps in their learning.

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

D3.1 PROPOSED STAFFING STRUCTURE/BUILD-UP

Figure D3a sets out our proposed staffing structure for the new school.

The staffing for Paston Primary will grow incrementally as the school fills up over seven years. Pre-opening grants and diseconomy funding in the early years of the school's life will enable us to put in place key staff ahead of opening. Together with the wider Fulbridge and Four Cs MAT team, this will enable us to embed the essential elements of our school model – the culture and ethos, curriculum, teacher preparation and development, and approach to assessment – before the school opens, giving us the best possible chance of creating the culture of excellence to which we aspire.

To support the staffing of both schools we will utilise our local SCITT course; we currently use this as means of building staff capacity and have had a number of successful trainees complete the course. We aim to continue this relationship as a means of supporting recruitment and retention for the new school. Prospective new staff could, for example, spend the qualifying year at Fulbridge and then go to the new school to ensure that they have a good understanding of the “Fulbridge Way” and the wider aspirations and processes of the Trust.

Figure D3a – staffing structure and build-up

Staff/Year	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023	Sept 2024
Students on Roll	60	120	180	240	300	360	420
SLT							
Principal	1	1	1	1	1	1	1
Vice Principal				1	1	1	1
Administrative Officer	1	1	2	2	2	2	2
Total Leadership	2	2	3	4	4	4	4
Teaching Staff							
Assistant Principal/SENCo				1	1	1	1
EYFS Leader	1	1	1	1	1	1	1

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

KS1 Leader		1	1	1	1	1	1
KS2 Leader				1	1	1	1
English Leader				1	1	1	1
Maths Leader				1	1	1	1
Mainscale Teacher	1	2	4	2	4	6	8
Total Teaching staff	2	4	6	8	10	12	14
Teaching Assistants	4	8	12	15	18	21	24

Within this structure we will have Domain Leaders from Fulbridge operating across both schools. Initially they will work across both schools to ensure consistency in approach. As the school increases in pupil numbers the Domain Leaders will be managed by the Principal of the Paston School and will be deployed as necessary. We have begun backfilling Domain Leader responsibility by creating teams around each Domain- e.g. in LOL we have a team of specialist teachers working together to deliver the vision.

The SENCo role will be centrally managed with one person leading this for both Fulbridge and the new school, although the Principal of the new school will act as the SENCO in the early years of the school's life. This will be necessary on initial opening due to the small amount of the children and staff in Paston school. However as the school increases in size, there will be a discrete SENCo role within the Paston School; this will come under the Assistant Principal job description and would form part of that role.

The Vice-Principal and Assistant-Principal would job share one class and thus make one Leadership pay teacher.

Support Staff (non-classroom)

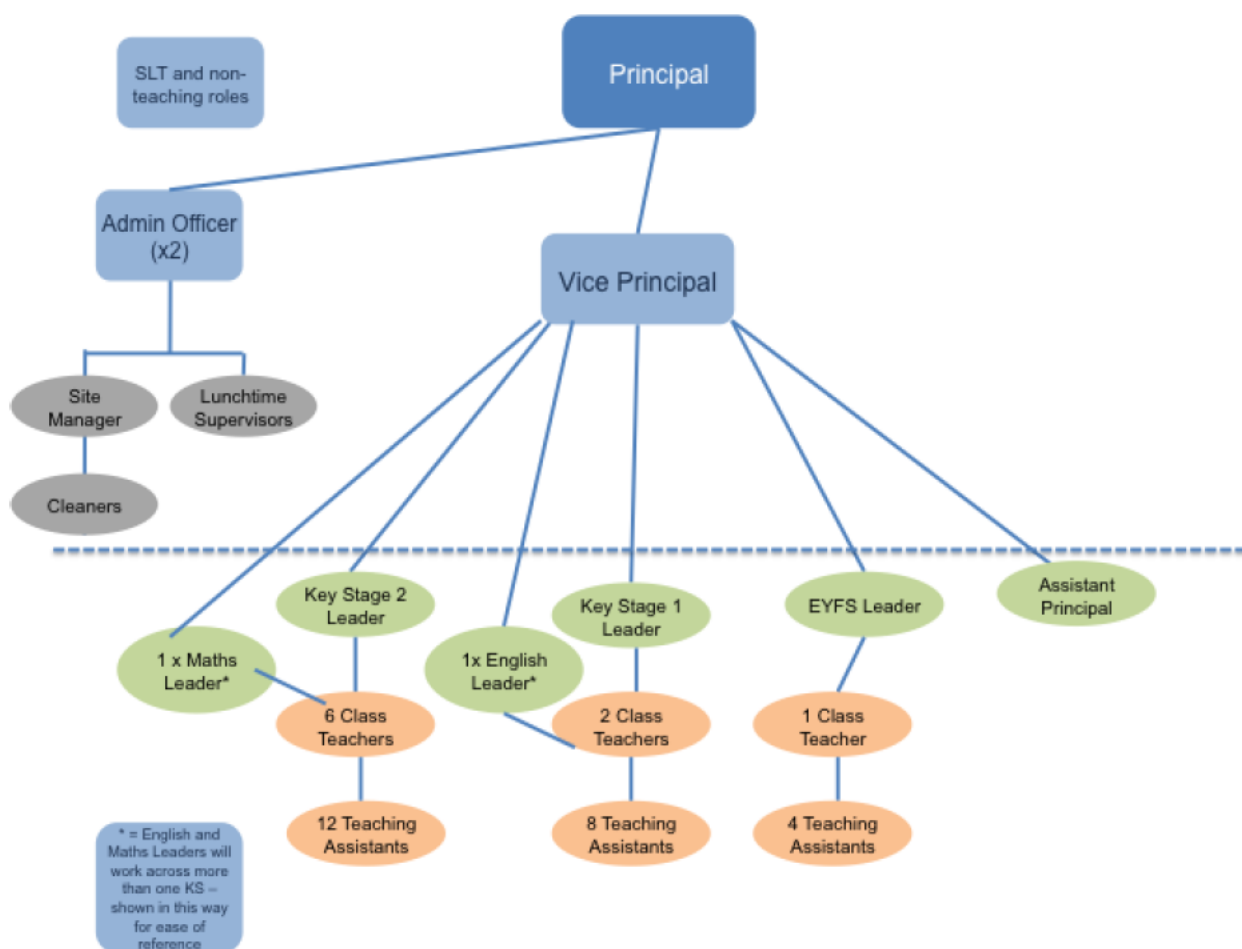
Site Manager	1	1	1	1	1	1	1
Cleaners	1	2	2	3	3	4	4
Lunchtime Supervisors	4	4	4	6	6	8	8
Total Support Staff	6	7	7	10	10	13	13

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

NB: we are currently working to define the expected level of support to the new school from Fulbridge staff as described in section D and will be in a position to offer more specific detail on FTE levels at interview.

D3.1.1 ORGANAGRAM

Figure D3b sets out the leadership model and management accountability in this staffing structure when the school is at capacity.



D3.2 SHARING EXPERTISE BETWEEN OUR SCHOOLS

As we have noted earlier in Section D, we plan to use specialist teaching staff from Fulbridge Academy to deliver aspects of the curriculum in the new school. During the initial stages of the new school's life we will deploy these staff across both schools and timetable them to teach in both.

In advance of this, we will take a number of steps to build capacity within Fulbridge to ensure that both schools receive high quality provision without compromising Fulbridge's

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

success. This will include, for example, focusing on developing during the pre-opening period staff who could potentially step up to cover the roles that we feel we will need to spread across both schools. An example of this will be to ensure now that our Assistant Principals for Teaching and Learning and Assessment are capacity building within Fulbridge to make sure that when they spend time in the new school, Fulbridge will not suffer. Both Assistant Principals have been working in this way at Fulbridge for over a year to develop a way of working across the Academy that will allow them to spend time outside Fulbridge.

In addition, in order to backfill specialist teaching posts that we will second to the Paston School, we have developed a team approach to running the Domains. We have put in place Domain Leaders backed by a team to support them in implementing the vision. This team approach will ensure that the quality at Fulbridge is maintained while support is provided to the new school.

The aspects of teaching on which Fulbridge will support the new school include PE, Arts and Creativity and ICT technical support. In conjunction with this we will also use staff with specific subject attributes to ensure that we have continuity between the schools. We have a number of SLEs on the staff as well nationally recognised members of staff with expertise in a variety of subjects.

The PE staff at Fulbridge, especially the PE leader, are very highly skilled and qualified to teach a vast range of sports and so they would be the ideal people to oversee PE in the new school in its early stages, so that PE would be one of the subjects that will be centrally organised and managed (by Fulbridge staff on behalf of the Trust) in the first instance⁹. We will also aim to build capacity within the new school to make sure that there is sufficiently enough highly trained staff so that Fulbridge staff can progressively “step back”.

As with our PE staff, Fulbridge’s Arts and Creativity team are highly skilled and some have been industry leaders in developing Performing Arts in a Primary Curriculum. We have staff who have been trained at Liverpool Institute of Performing Arts and have been on Broadway, and who have intermediate dance qualifications in Jazz, Theatre Craft and Freestyle.

⁹ We have a number of staff who are qualified in a wide range of sports which are currently being taught at Fulbridge. These range from highly qualified individuals in Football, Rugby, Fencing, Archery, Indoor curling, cricket and basketball. We intend to use this same team to lead the PE curriculum in the new school to ensure we maintain the consistently high standard of PE that we enjoy at Fulbridge. This same team will be involved in the recruitment of new staff to the new school under the PE staff structure currently in place.

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

Our Music teacher has led the music team at Fulbridge for a number of years and is himself skilled in many instruments. The Arts & Creativity team is lead by a member of staff with a degree in Art and Education and is an experienced member of the teaching staff.

We foresee both of these teams being integral to the running of these departments across both schools to ensure the delivery of a high-quality, broad and balanced curriculum. Fulbridge PE and Arts and Creativity staff will teach in both schools in the early stages of the new school's opening and they will be at first the sole educators for the new school in these areas, but as the new school expands recruitment will serve to build capacity and staffing within these areas of the curriculum. Again, we intend to build capacity now within Fulbridge to meet these commitments. This process will mean looking at our current staffing structures and developing a system that will allow for members of staff to spend time at the new school without a negative effect on Fulbridge's standards.

Our SLEs range from Maths and Leadership to Science and ICT. These staff have been deployed in various settings both locally and nationally for a number of years and have shown a positive impact in the settings in which they have worked. Within Fulbridge, we have benefitted from having these specialist teachers and we would further develop their remit to include supporting staff in the new school in their respective areas of expertise.

For example, we have a nationally renowned subject leader for LOL and have developed a new approach to reading in line with our mastery assessment framework alongside a bespoke Spelling, Punctuation and Grammar approach. We have also been at the forefront of developing a phonics approach ("Storytime Phonics") in collaboration with Cambridge University Faculty of Education. This approach is research-led and has been developed with Fulbridge children in the research groups so we have a strong belief that the approach works to improve standards. As our SLEs have engaged with school support in the past we are confident that we have capacity within Fulbridge to allow these specialist staff to work in the new school without standards slipping at Fulbridge.

As mentioned in D1, we have very experienced Foundation practitioners and as this will be the starting year group for the new school we will pay particular attention to have sufficient capacity to ensure "Quality First Teaching" in both schools. This will include, for example, Foundation staff from both settings working together and the experienced Fulbridge staff taking a lead on implementation of the Foundation curriculum and working, where necessary, in a supportive coaching role to new staff, whilst progressively "handing over" responsibility to the new staff.

D3.3 CONTINGENCY PLANS

We understand that during the process of establishing Free Schools, there are multiple pressures that can have an adverse effect on pupil recruitment. We will put in place

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

comprehensive marketing plans during the pre-opening phase in order to mitigate against this; however, we will also ensure that we continually monitor our financial plans so that we can ensure that the school is viable with a smaller than anticipated cohort.

In producing these financial plans, our first priority will be ensuring that we maintain the integrity of the educational vision laid out in this application. In order to do so, any variable costs which are dependent on pupil numbers, for example, educational resources, will be the first costs to be reduced. Similarly, as staff numbers reduce during the next phase, any variable costs dependent on staff numbers, for example, staff-specific insurances, will be reduced.

We understand, however, that in the instance of reduced pupil numbers, cuts to the proposed staffing structure will need to be made. The first steps here would be to reduce the number of teachers and TAs recruited in line with actual pupil numbers. These cuts will not, therefore, have a negative impact on the educational offer for our pupils. Wherever possible, the phase leaders would be retained, at their higher salaries, to maintain strong leadership as the school grows. Should the budget continue to require it, the appointment of other teaching staff would be delayed until pupil numbers increased. In such cases we would work to implement, for example, a 1 ½ form entry system, so that, for example, in KS1 we would have a Year 1 class, a Year 1/2 class and a Year 2 class (rather than 2 classes in each year group).

As the marketing budget would be protected, and this marketing work supported by the Trust's Executive Team, whenever pupil numbers were low in either school, we would work hard to ensure that this situation did not continue for more than the first year. Should more substantial changes be required, these would be made in consultation with the Principal and the LGC of the school.

As a MAT, we will be in the position to provide flexible and on-going support to any of our schools which are undergoing difficulties in pupil recruitment. In the first instance this might involve more substantial support from the Executive Team; should the situation persist, this might include developing a leadership or business management structure which provides efficiencies across a cluster of schools in the Trust.

To guard against the possibility of a lack of recruitment and as previously stated we will make use of the local SCITT course; this is a valuable asset to Peterborough and is another way of ensuring that we attract high-quality trainees to the area and to the schools.

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

D4.1 MEETING THE NEEDS OF ALL PUPILS AND PARENTS AND ESTABLISHING A SCHOOL WELCOMING TO ALL FAITHS / WORLD VIEWS AND NONE

Our educational ethos is highly supportive of the DfE's desire to create excellent schools that are welcoming to parents and pupils of all faiths, or world views, or none.

As we note in previous sections of the bid, we expect the area in which we want to set up the new school to have similar demographics to the area surrounding Fulbridge Academy (i.e. high levels of EAL among children and their parents) and we would approach our engagement with the new cohort of pupils and parents with the same ethos that we have used so successfully at Fulbridge, suitably tailored to the local community as our understanding of it develops.

At Fulbridge, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate them. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. We will develop this ethos in the new school and continue to ensure that all learners, regardless of their background, aspire to achieve their potential.

For example, we will consult with the local community and ensure that all faiths and beliefs represented in the community are being regarded. Currently in Fulbridge we have termly "open days" whereby the school is open for visitors of the local area, parents and invited guests and to come and tour the school and see the children learning as well as seeing all the hard work the children have produced. We will be doing the same in the new school to make the new school an integral part of the local area from the outset.

We also recognise that we have a duty to prepare our children for life in modern Britain - and to keep them safe - and keep at the forefront of our minds the Ofsted guidance concerning tolerance and respect.

We will ensure that through our school's vision, core values, rules, curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. Our

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

rigorous and inspiring curriculum also supports these aims. Our principle of “Quality First Teaching” means that we expect that all our pupils will be fluent in English and well prepared for secondary school, with our approach to writing (Language, Oracy, and Literature) supporting the rapid development of our pupils’ ability to read, write and speak English. Our wider curriculum will also ensure that all children are empowered with the knowledge and vocabulary they need to flourish at the heart of modern British society. All of these principles and approaches will be central to our work at Paston.

Based on the Fulbridge experience, we will work very closely with parents at the new school to ensure that all children, including those who do not speak English at home, can excel at school. During our admissions process, we assess the level of English that is being spoken at home and put in more support for those children and parents who do not speak as much. This will be an important dimension of our work in pre-opening for the new school, and we will draw heavily on the relevant we have from Fulbridge in this context. There is also a tried and tested approach to working with families and children who come into the school in-year and this would inform our approach in the new school as well.

D4.2 A BROAD AND BALANCED CURRICULUM

D4.2.1. PSHE

Under our eight Domains approach at Fulbridge, we call PSHE “Citizenship and Ethics”. This is taught through a 30-minute session once a week as well as regular P4T (“Pause 4 Thought”) sessions that are held four times a week. Citizenship and Ethics has both global and national components and helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. This area is truly cross-curricular and permeates everything we do in school. We want children to be confident individuals and responsible citizens who recognise their own worth, work well with others and become increasingly responsible for their own learning.

At both Fulbridge and the new school, we expect values of tolerance and respect permeate all areas of school life. This engenders a climate within which pupils feel safe and secure and facilitates the fulfilment of potential. Pupil Voice plays an integral part in driving the Academy forward, in particular, but not only, through the School Council. School rules at different levels are seen as the foundation upon which this can be achieved.

We are committed to serving our community and surrounding areas, and we will continue to place great value on this in the new school. We recognise the multicultural, multi-faith nature of the United Kingdom and of the City of Peterborough

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

itself and understand the crucial role our Academy plays in promoting appropriate values.

Our school assemblies uphold traditional values of empathy, respect and tolerance. These values are also taught within formal Pause for Thought, PSHE/Citizenship and Ethics and Faith and Belief lessons, and on an informal basis throughout the school days. We also focus on our Holistic Intelligences to reinforce the skills needed to be a successful learner and confident individual, as well as a responsible citizen and valued member of the community. We will ensure that children at the new school are well versed in the language and expectation of the HIs, so that they will be able to describe what each skill means, know how to demonstrate that to others, and more crucially understand how these skills will influence their ability to learn.

There are a number of specific examples of how we put these values into practice which we plan to adopt in the new school:

- We have an elected school council.
- The children elect house captains.
- We have children acting as Language Assistants, Digital Experts and Academy Ambassadors.
- We provide a broad and balanced curriculum that teaches elements of democracy, civic responsibility, rules and laws, the monarchy, equality, values and virtues, environmental awareness and understanding of other faiths.
- Visits to a range of places of worship.
- Visitors to the school from other faith groups.
- A positive behaviour policy which encourages tolerance and mutual respect.

As with Fulbridge, we expect the new school to develop pupils' resilience in a number of different ways across the curriculum, including through the PHSE programme of study, whole School and class assemblies, educational visits, drama workshops, debating, philosophy, and citizenship activities such as School Council.

D4.2.2 PREVENT

At Fulbridge, we recognise that any attempt to counter extremism and prevent radicalisation cannot be achieved by one organisation alone but relies on sharing information and productive partnership working. In upholding the Prevent duty, we have well established way of working with a number of partners that we will use as the blueprint for the new school. These partners include: The Education Child Protection Service; The Police and PCSOs; The Locality Team; Social Care; Community and religious leaders; Parents and the wider community; and Other educational organisations.

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

We believe that “actively promoting” also means challenging pupils, staff or parents expressing opinions contrary to fundamental human (British) values, including ‘extremist’¹⁰ views. We also understand the vital role that both schools will have in ensuring that groups or individuals are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. A number of the principles that guide our work are relevant here:

- Promoting good outcomes for all pupils including their spiritual, moral, social and cultural development.
- Promoting pupil happiness, well-being, self-esteem, sense of security, equalities and community cohesion.
- Building the resilience of the Academy, working with partners, to prevent pupils becoming the victims or causes of harm.
- Working with other agencies including the education child protection service, social care, the police, parents, and community and religious leaders to build community links and enhance positive networks.

We are fully aware of each school’s responsibility under the Prevent Duty 2015 and recognise that these responsibilities to prevent and protect children from extremism fit within the duty of child protection and safeguarding. The Principal at Fulbridge is the designated person for Prevent and has undertaken training for this role – we expect to follow this approach at the new school.

Fulbridge staff have been trained on the Prevent duty and a copy of this policy is displayed on the school website – again, we will mirror this approach at the new school. Through our written and unwritten curriculum, we seek to promote community cohesion as well as British Values and have followed for a number of years the principles outlined in the 2008 DCSF toolkit.

D4.2.3 SMSC

We will enable pupils at the new school to interact online with each other using a safe moderated platform, as at Fulbridge. At Fulbridge, pupils receive updates on how to keep themselves safe online through the curriculum, during Anti-Bullying Week in November and in Internet Safety Week in February. Pupils are reminded of the importance of speaking to a trusted adult either in school or at home if they feel

¹⁰ Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”.

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

vulnerable or unsafe. This includes any concerns they have about images, messages or contacts online.

The aims of our curriculum are to encourage respect and cooperation, promote interdependence and sustainability and celebrate culture and community whilst encouraging the children to explore, know, understand and make sense of the world around them. Key to all of this is the use of dialogic teaching in all lessons and the development of the children's reflective skills. These aims are all closely and interdependently linked to our Holistic Intelligences. The children's demonstration of a particular Holistic Intelligence is regularly recognised and rewarded within school and on our online "Epraise" recording system.

After years of experimenting with different methods to develop the life skills of the children, we have been able to create a framework that will support the needs of the children to compete and develop within the 21st century. This uses knowledge and research from several renowned educationalists such as [REDACTED] and draws influences from Bloom's taxonomy. The framework that we have assembled now enables each child to be recognised in all aspects of their school and personal life. This will form the backbone of our approach at the new school.

This means that the traditional thinking of rewarding only academic success is a theory of the past. This allows those children who do struggle in academic surroundings to be recognised for the intelligence they offer. By identifying academic, social, creative and emotional intelligences we develop the whole child. The notion that 'everybody is good at something' is very apparent here as we highlight and ask children to model those intelligences to one another regardless of their ability in each of the subjects.

We want to celebrate and recognise the skills children use to complete tasks outside the classroom. The Holistic Intelligences should provide a strong foundation of skills that can follow the child throughout life. By identifying and acknowledging these skills daily, we are making the children aware that there is more to life than just academic success and that to be successful a broad skill set is needed to challenge for the very best employment opportunities in a very competitive environment.

Our approach also provides a comprehensive Health and Relationships Education that allows children to gain an understanding of themselves, physically and emotionally, and of others around them. The curriculum is covered through Science and standalone Health and Relationships Education (in Years 5/6).

Each term, the focus of that term is launched through cross year group circle meetings, led by our Year 5 and 6 pupils. These give the children the chance to discuss the aim for the term and relevant life skills they need to develop their understanding and questioning. This information is fed back to all staff to inform their

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

planning for Citizenship and Ethics lessons throughout the term, offering a truly child-led experience.

At the end of the term, the children come back together in their mixed year groups to reflect on what has been learnt and experienced. This offers a peer-to-peer support network across the whole school and encourages the Year 5 and 6 pupils to take leadership roles and foster inter-year group relationships.

Formative assessment is conducted during Citizenship and Ethics lessons. Life skills are assessed in other lessons as well and updated on our MIS as required for KS2. Children reflect on and identify what they have learnt and what they need to do to continue their learning.

In the new school, we will focus on ensuring that the staff and children are well versed in the Holistic Intelligences and there will be a period of specialist support from Fulbridge (we expect this to be for a term in the first instance) working with the staff and children on the Holistic Intelligences. After that point, the staff in the new school will be able to develop the children's understanding of them and support their application.

D4.2.4 SAFEGUARDING

The Fulbridge Academy is committed to safeguarding, is compliant with its duties including Prevent, positively promotes the wellbeing of all its pupils and expects all staff and volunteers to share in this commitment. Fulbridge is a happy school with an open door policy and excellent methods of communication. The Academy is proud of its multi-lingual and multicultural school community and has good relations with parents and the community. The school risk assesses for a number of purposes, including in staff recruitment, and is as vigilant as possible to any pupil at risk of grooming or extremism.

Fulbridge is aware of the risk of use of social media for online radicalisation. The Academy promotes a positive and protective school ethos. The Principal and a Vice Principal as well as the SENDco are designated personnel for Child Protection and Safeguarding. All staff receive annual Child Protection training. All of these dimensions will be mirrored in the new school.

The Academy has an "Acceptable Use of IT" Policy and during the school day restricts access to external sites that may be unsafe or unsuitable. If a member of the school community, a child, a member of staff or a member of the school community raises a concern that relates to the Prevent Duty, for example, a child at risk of radicalisation, or exhibiting extremism the school will take this matter seriously and will follow Child Protection procedures. We will have a lead SENCo and Single Point of Contact for both schools who will be supported by colleagues in the schools

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themselves (the Principal of the new school will act at the SENCo for that school in the first instance).

We have a fully qualified SENCo who will lead on this and coordinate a team to fulfil the needs of both schools through the use of specialist support, access to resources and learning mentors.

In addition, in line with the Education Act 2002, the school will ensure the following:

- *Recruitment:* All staff carrying out recruitment will receive safe recruitment training, and all elements of our recruitment process – DBS and passport checks, applications forms and so on – comply with the required standards.
- *Training:* all staff and governors receive training when they start with the school, both on the Trust's own approach and on the underlying policy and legal framework around safeguarding.
- *Point of contact:* in addition to our approach to having SPoC's, each school will have a Designated Child Protection Officer and each LGC will have a designated safeguarding lead.
- *Partnership and best practice:* We stay in constant contact with the relevant Local Authorities and play a full part in all authority-wide policies and processes regarding pupil safeguarding, for example managed moves or children missing from school.
- *Pupil voice:* We will provide pupils with opportunities to discuss issues and report problems affecting their safety and welfare.
- *Regular review and quality assurance:* All related policies will be reviewed by both the Board and LGC on an annual basis, and we will use external reviewers as part of this process.

D4.2.5 WELFARE

Our admissions policy at Fulbridge, which we expect to use at Paston Primary, states that all children are entitled to education under British law regardless of faith, ethnicity, gender, sexuality, political or financial status. We are truly a school for all. We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

Whilst Fulbridge is fully compliant in the Prevent duty (as the new school will be), and recognises the important role it has to play in this respect, we are committed to being thoughtful and proportionate in our responses to ensure that no individual or group feels needlessly disenfranchised or unfairly discriminated. Central to our vision is the

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

wish to promote a positive, warm, inclusive, compassionate, optimistic and harmonious school culture. Every child and adult must feel safe, happy and valued as a unique and precious individual.

We recognise personal achievement and reward success and use strategies within the National Curriculum and beyond to secure positive outcomes for pupils. The examples below show some of the many ways in which we seek to embed appropriate values (underpinning all our values are a range of curriculum topics with strong links to British and World History):

- In Years 5 & 6, pupils undertake an intense topic about World War One and Two (The World at War) and the impact that soldiers from all over the world had in fighting for the British Empire. This is linked with the annual Poppy Day celebrations where children purchase poppies and a minute's silence is held in specially created assemblies for the school. The children visit Ypres and have often attended the Remembrance Service in Peterborough city centre.
- In Year 5 & 6, pupils study Tudor Times taking advantage of the rich Tudor history that is found in Peterborough and the surrounding area. In years 3 and 4 history is taught, starting with a local study of our area. Periods studied include: The Roman Empire and its impact on Britain and Britain's settlement by the Romans and the Celts based around Flag Fen. The Egyptians are also taught in these year groups. In Year 1 & 2, there is a focus on the work of Florence Nightingale, Samuel Pepys, Queen Victoria and other British historical figures as part of the 'Back in Time' topic. The topics will be the same in the new school as in Fulbridge - as these topics are aligned with the National Curriculum - and this will allow for collaboration across the schools in terms of resources, planning, experiences and moderation.

D4.2.6 PROMOTION OF FUNDAMENTAL BRITISH VALUES

Our schools must be committed to serving their local community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, exemplified in the North Ward of Peterborough where Fulbridge is situated and in the growing community at Paston Reserve.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all schools. The Government set out its definition of British values in the 2011 'Prevent' Strategy. We believe that these values are not exclusive to Britain.

We follow all of these values and indeed consider them "Human Values". Each of our schools will have a School Council that is led by a member of staff and which adheres to democratic processes, reporting its actions to the children, school

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community and the LGC. We have links with City Councillors who have come into school and organised visits to the Town Hall and the Houses of Parliament to educate the children about upholding the law, understanding the electoral system and the role of the police and the Crown Prosecution Service.

We expect our pupils have the opportunity to have their voices heard through our School Council, pupil questionnaires and pupil conferences. The election of House Captains is based solely on pupil votes. Our behaviour policy involves rewards that the pupils have discussed.

We teach mutual respect by ensuring that all children are aware of the different backgrounds that make up the school and we encourage the children to celebrate them. One of the areas of our curriculum - and a Cambridge Primary Review Domain - is Faith and Belief. This is an opportunity to explore different religions, faiths and cultures and gives our children the opportunity to discuss and learn about each other.

Another domain we use to instil British Values is Citizenship and Ethics, whereby we give the children to chance to explore topic related issues that can be sourced from a local, national or global context. Our Holistic Intelligences are another example of using British Values within the curriculum, as they form the very basis of how the children understand their learning.

All of these approaches will be used in the new school as we know that they have succeeded in developing such an accepting and welcoming culture within Fulbridge. In particular, we will spend time working with the local community to understand the Holistic Intelligences and how they are used within the school. They are the principles by which we expect the children to learn and develop as global citizens so we will ensure that we work with the community to develop this understanding and engagement.

Before the children come to the school we will ensure that the children have all relevant information setting out our expectations relating to uniform, dress code, behaviour and expectations. To this end, we will be using Fulbridge itself as a way of prospective parents seeing what the culture and ethos will be like in the new school.

We aim to attract pupils from all backgrounds by demonstrating in our parental and community engagement that our curriculum is like no other because of the thematic and inclusive approach we take to learning. We have proved year on year at Fulbridge that the way in which we approach the curriculum meets the needs of all children irrespective of background, ability or ethnicity. In order to ensure parental engagement in the new school we will therefore start by inviting prospective parents and pupils of the new school to Fulbridge to see our approach.

Once the children start school, we expect our curriculum to teach all children to celebrate their diversity – and we believe that this will in turn bring the community

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

together because we will be able to prove that pupils, whatever their background, can work together.

Section E – evidence of need

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

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

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

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

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

E1. Evidence of need

As we note in Section C, there is strong evidence of the need for a primary school in the proposed area for three reasons:

1. The need for new primary school places across the wider Peterborough Local Authority area.
2. The need for new primary school places to meet the requirements of the new housing development at Paston Reserve.
3. The current lack of high-quality school places in the area around Paston Reserve and in the Local Authority area more generally.

We address each of these in turn in this section.

E1.1 The need for new primary and secondary school places across the wider Peterborough Local Authority area

The Local Authority's School Organisation Plan (updated in 2015, and subject to a further update as this bid was being prepared) emphasises the need for new primary and secondary school places across the wider Peterborough Local Authority area, as a result of significant population increases and a high birth rate.

Our analysis of the Local Authority's forward projection data for the required number of pupil places for the period from which the school opens suggests that there will be a shortfall of places in the period from 2018/19 for all year groups from Reception upwards (using figures based on 5% surplus as recommended by the DfE) and that the shortfall shown in Local Authority projections becomes more acute in the time that the proposed school reaches capacity.

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

For example, Local Authority projections¹¹ of the need for school places, excluding the need for places generated by new housing developments but allowing for a 5% surplus of PAN, show that there is a shortfall of 73 reception places across Peterborough Local Authority in 2018/19, which grows to a shortage of 376 reception places by 2024/25. In 2019/20, the first year in which the proposed school would have a Year 1, there is a projected shortfall in the same data of 183 places.

We have used this data to predict the shortage of reception places for the eight most local schools noted in Section D (NB – the Local Authority has not broken down data to this level of detail, so this calculation is based on the shortage for these local schools being proportionate to the total shortage for Peterborough relative to its PAN¹²).

In addition to the figures based on a 5% surplus, we have also included figures to show that there is still a shortfall of places even when using a 2.5% surplus figure (with the exception of there being one surplus place in these eight local schools in 2018/19 using that calculation).

	2018	2019	2020	2021	2022	2023	2024
PAN of 8 most local schools	510	510	510	510	510	510	510
Deficit in Reception places based on 5% surplus (excluding requirements from new housing estate = 44 further Reception places per year)	11	20	36	33	39	51	58

¹¹ Based on pupil forecast data updated by Peterborough CC in October 2015, supplied to AMVC/Fulbridge in August 2016 by Local Authority School Place Planning Team and Head of School Place Planning at Peterborough CC.

¹² PAN for these schools = 510; total LA PAN = 3251. PAN of these schools therefore = approx. 15.7% of total LA PAN. Deficit figures therefore based on 15.7% of the total deficit for the LA (local planning area figures not available). LA consulted on methodology in light of source data not being available to this level of detail.

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

Deficit in Reception places based on 2.5% surplus (excluding requirements from new housing estate = 44 further Reception places per year)	-1 (surplus in this year only)	7	22	19	26	36	44
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Based on data in the same Local Authority projections, longer-term data for each subsequent year group shows a growing level of shortage across the City. In 2018/19 there is a projected shortage of: 202 places in Year 1, rising to 445 places in 2024/25. Over the same period, the figures in other year groups are: Year 2, shortage of 241 rising to 424; Year 3, shortage of 128 rising to 399; Year 4, shortage of 186, rising to 351; Year 5, shortage of 175, rising to 337; Year 6, shortage of 196, rising to 301.

These forward projections reflect the actual figures seen in recent years. Peterborough is one of the fastest growing cities in the UK, with the second highest private sector employment growth at 5.5%. Its birth rate is the second highest in the country, with the highest gross fertility rate (2.34). Pupil numbers at primary level grew by 29.1% in the period from 2006-2015 (15,067 to 19,453).

Local Authority place planning data therefore suggests that this trend - and the attendant pressures that result from it - is likely to continue¹³. As the School Organisation Plan notes: *“there is no evidence in previous data of cohorts reducing as they progress through the year groups. The birth rate is known to be high so the overall school population will be rising each year for the foreseeable future.”*

In relation to the proposal for nursery provision alongside the new primary school, the Local Authority’s “Early Years Education Funding Entitlement: Market Position Statement” (April 2015) predicts a surplus in Paston of 6 places in 2015/16 (a place = 15 hours of provision; based on figures for provision for 2 year olds). However, the

¹³ Source, 2015 Peterborough LA School Organisation Plan. NB that within the primary figures the biggest growth has been in Reception pupils, which increased by 41% over the period. Further analysis by the Local Authority suggests that much of this overall increase comes from the rising number of Reception pupils rather than increases to cohorts that are already in school.

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

same document notes that the population of 0-4 year olds in the Paston Ward is projected to grow from 900 in 2016 to 1190 in 2020. It is therefore extremely likely that additional early years provision will be required in the area around the Paston development.

The Local Authority mainly fulfils its obligation to secure sufficient early years' education and childcare via the private and voluntary sector. There is only one nursery school in Peterborough and five primary schools include nursery provision. The nursery at Fulbridge has been rated "Outstanding" by Ofsted and is an integral part of the school's wider success, so we would expect a new nursery at Paston to increase choice and diversity of early years provision in the area, as well as meeting the need for new nursery places in Paston that has been identified in the Market Position Statement. The same position statement shows current projections of a need in Paston for a further 54 15 hour places in 2020/21 and a further 96 by 2025/26.

Through the nursery, we will seek to offer something that is not already provided locally. We envisage that the nursery will be a cornerstone of the brand new community and that, critically, joining this nursery will offer an opportunity for pupils to be educated in the local area within the Four Cs trust from the ages of 3 to 18.

E1.2 The need for new school places to meet the requirements of the new housing development at Paston Reserve

The proposed school will serve the new build residential housing currently being built on Paston Reserve (918 housing units) as well as the surrounding area where there will be a shortage of school places in primary phase. The Local Authority has already identified a site for the school (and for the secondary school for which we will submit a subsequent application in March 2017) and has passed planning permission for that site.

Figures provided by Peterborough City Council show the sequencing of the 918 housing units in the Paston development:

- Pre Phase 1 = 295 units (2 bed = 104, 3 bed = 100, 4 bed = 91): already built and occupied
- Phase 1 = 87 units (2 bed = 30, 3 bed = 42, 4 bed = 15): already built and occupied
- Phase 2 = 459 units (2 bed = 119, 3 bed = 243, 4 bed = 97): Reserved Matter Consent to be issued in October 2016, assumption that contractors will start on site in Q4 2016 with completion expected ca. 2020
- Phase 3 = 77 units (2 bed = 45, 3 bed = 25, 4 bed = 7): completion TBC but expected to be at or before the time that the school reaches capacity

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

Local Authority calculations for pupil yield show that the housing estate itself will generate a need for places for 308 pupils at primary level by the end of the development period in the mid 2020s (i.e. a 1.5 FE primary school in itself), which would coincide with the proposed school reaching capacity. The Local Authority calculations for yield by phase of development are (figures rounded up for presentation, hence the slight difference from the total yield figure of 308): 105 places for Pre Phase 1, 27 for Phase 1, 160 for Phase 2 and 18 for Phase 3 up. From this, the demand for places from the phases of development (ca 60% of the units are still to be built) will align well with the capacity offered by our school as it is growing.

Local Authority calculations therefore suggest that, in itself, the new housing development would generate sufficient demand for a 1.5 FE primary school in the period in which our proposed school would grow from its initial reception year to capacity. We would expect the remaining demand for places to come from pupils from outside the housing development but in the nearby area, based on the shortage of school places that we describe in E1.1 and the variable or inconsistent levels of attainment in other local primary schools that we describe in E1.3.

NB – the Local Authority does not calculate a yield from the housing development for individual school years and we have therefore, following discussions with the Local Authority, used a working assumption of 44 places in Reception generated by the development (308 places/7 primary year groups).

However, it is worth noting that given the levels of population growth in Peterborough, the Local Authority has already had to double the size of the St.Michael's primary school built on the very popular Cardea housing estate and is about to start a project to double the size of another primary school adjacent to the Cardea estate due to the levels of demand. There is therefore some precedent that actual pupil yields for Paston may well exceed those calculated above.

In addition, and although this is at a much earlier stage of planning and implementation and would not begin to be occupied until at least several years into this school's life, a further housing development in the nearby Norwood area will generate an additional, considerable need for school places (current modelling is for between 1350-2000 housing units), even if a further new school were subsequently built to serve that estate itself.

E1.3. The current lack of high-quality school places in the area closest to Paston Reserve and in the Local Authority area more generally

As we note in Section C, with the exception of Fulbridge itself, standards in local primary schools are variable, as is shown in Table E1a below.

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

Table E1a: Pupil numbers and educational performance in the 8 schools nearest to the proposed site (all data taken from data published in September 2016 on DfE Compare School Performance website)

Schools	Most recent Ofsted rating	Distance from Site (postcode PE4 7AA; in miles)	Pupil Population	Pupil Progress in Reading, Writing and Maths (pupils making 2 or more levels between KS1 and KS2 of progress in each)	Attainment Measures (L4 or above in Reading, Writing and Maths)
Dogsthorpe Academy (Years 3 to 6) *	Opened 1 Sept 2014, no report available	0.90	351	R=81% W = 88% M = 75% (below LA and England average in all 3)	65% (L4) 56%(4B and above)
Dogsthorpe Infants School (Reception to Yr 2)	2 in March 2016	0.90		N/A	N/A
Eye C of E Primary School	3 in April 2014	1.93	367	R=81% W = 91% M= 83% (below LA and England average in all 3)	72% (L4) 62% (4B and above)
Fulbridge Academy	1 in March 2012	1.27	766	R = 93% W = 97% M = 96% (above LA in all 3 and at England average in R, above average in W and M)	79% (L4) 74%(4B and above)

E1 – provide valid evidence that there is a need for this school in the area						
Gunthorpe Primary School	2 in March 2014	1.10	403	R=86% W = 82% M= 62% (below LA and England average in all 3)	56% (L4) 42% (4B and above)	
Norwood Primary School	2 in October 2012	0.99	203	R = 93% W = 100% M = 90% (above LA in all 3 and at England average in R and M, above average in W)	90% (L4) 83% (4B and above)	
Paston Ridings Primary School *	3 in May 2016	0.74	509	R=75% W = 96% M= 89% (below LA and England average in R & M, above LA and England average in W)	62% (L4) 48% (4B and above)	
Welland Academy *	2 in July 2015	0.66	336	R=92% W = 100% M= 88% (below LA and England average in M, above LA and England average in R & W)	62% (L4) 46% (4B and above)	
Peterborough				R=89% W=94% M=90%	76%	
England				R=93% W=94% M=90%	80%	

*** = one of the three closest schools to site (based on postcode PE47AA)**

As we note above, the data set out in the table shows that standards in local primary schools are variable:

- Only one school (Fulbridge Academy) was rated “outstanding” in its most recent Ofsted inspection. Based on most recent Ofsted inspection reports, 875 pupils are currently being taught in local schools that “require improvement”.

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

- Of the three schools with an Ofsted “2” rating in their most recent inspection, Norwood performs above City and National Averages for pupil progress and attainment at KS2, but the school has only one form of entry.
- Of the other two schools with an Ofsted “2” rating:
 - o Welland’s performance for Level 4 is below Local Authority and National Averages (though whilst it is below Local Authority and England Averages for pupil progress in Maths, it is above LA and England averages in Reading & Writing).
 - o Gunthorpe’s performance for Level 4 and for pupil progress is below Local Authority and National Averages.
- The two schools with “3” ratings from Ofsted (Eye and Paston Ridings), perform below Local Authority and National Averages for Level 4, with Eye being below both comparators for pupil progress by all three measures, and Paston Ridings does exceed both comparators in Writing, but is below them for the other two measures.

In conclusion, and in addition to the basic need arguments set out in E1.1 and E1.2, we are seeking to set up a primary school that will, by being outstanding in its standards of teaching, learning and student behaviour, have a positive impact on educational outcomes for children and young people in the local area.

Please tick to confirm that you have provided evidence as annexes:



E2 – successful engagement with parents and the local community

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

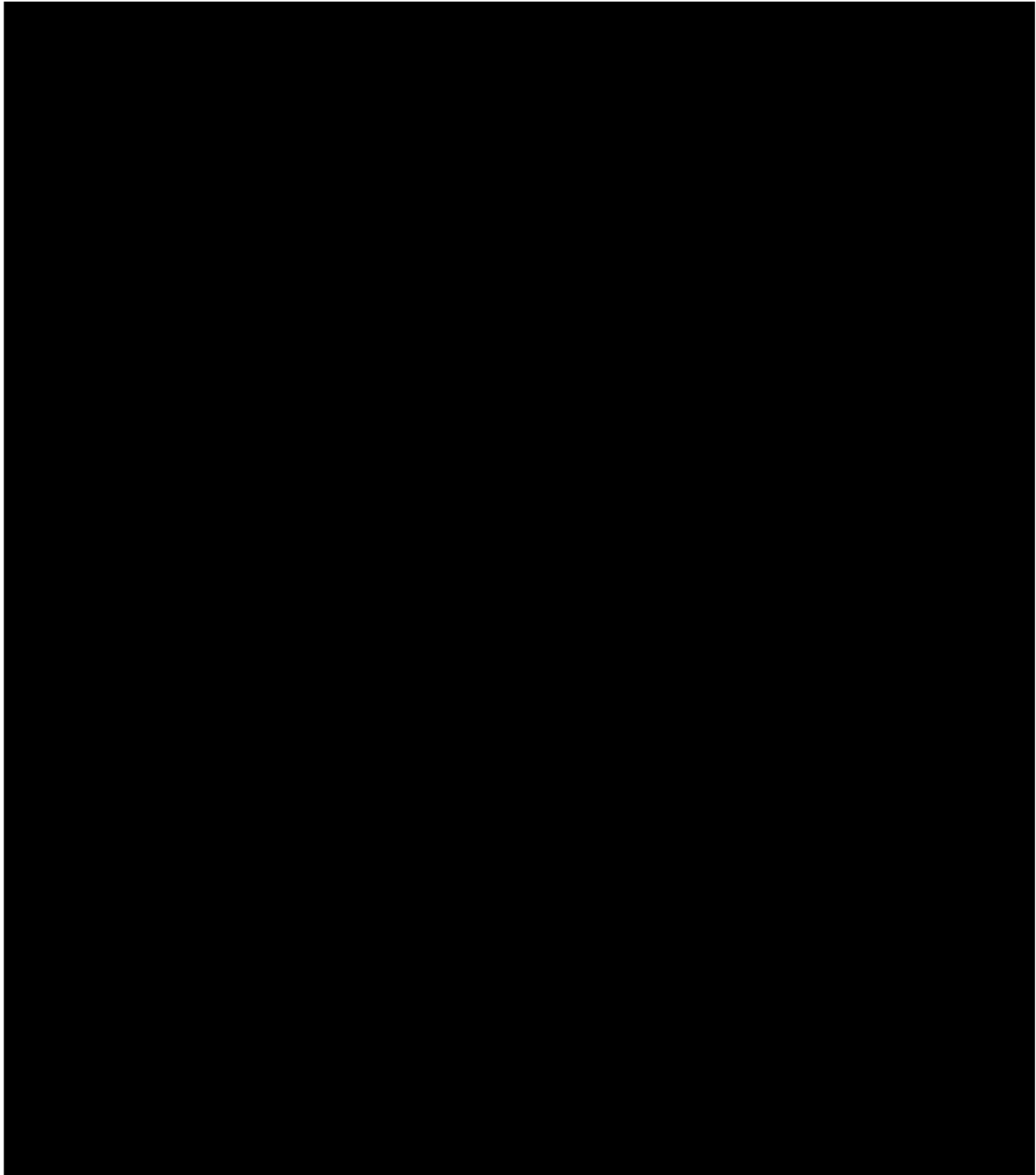
- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

E2 – successful engagement with parents and the local community

E.2.1 AREA OF FOCUS – PASTON RESERVE

We identified the local community as the region depicted in Figure E2a. This area is mainly centred in the Paston Ward, where the proposed site of our school is located, but will also expand slightly towards the North and Central planning areas of the City in line with the interest that we expect to receive from parents in those areas as a result of the shortage of school places and variable school standards in those areas.

Figure E2a: Area of Focus for Community Engagement



E2 – successful engagement with parents and the local community

Key

Local Primary Schools (Blue)

- A – Welland Academy
- B – Dogsthorpe Academy
- C – Fulbridge Academy
- D – Paston Ridings Primary School
- E – Norwood Primary
- F – Gunthorpe Primary

Local Nurseries and Children Centres (Orange)

- 1 – Caverstede Early Years Centre
- 2 – Shooting Stars Pre School Nursery
- 3 – Little Poppets Day Nursery
- 4 – Stepping Stones
- 5 – Honeyhill Community and Childrens' Centre
- 6 – Stars Pre School
- 7 – Manor House Nursery School
- 8 – Fulbridge Nursery

Places of Worship (Green)

- 1 – Calvary Baptist Church
- 2 – Christ the Carpenter C of E
- 3 – All Saints Parish Church
- 4 – Open Door Baptist Church
- 5 – The Parish Church of Paston all Saints
- 6 – Brookside Methodist Church

Local Community Hubs (Purple)

- 1 – Honeyhill Community and Childrens' Centre
- 2 – Dogsthorpe Community Association
- 3 – Millfield Community Association
- 4 – Salvation Army Church and Community Centre
- 5 – Paston and Gunthorpe Community Association
- 6 – Werrington Community Association

E2 – successful engagement with parents and the local community

E.2.2 METHODS OF COMMUNITY ENGAGEMENT

We have moved forward the submission of this bid from the expected Wave for Free School proposals in March 2017 in order to best match Local Authority planning timetables and the demand for the new school, so our community engagement is predominantly at the planning, rather than the implementation stage. Should we be invited to interview, we will be able to present a detailed and up-to-date summary of progress in relation to each of the proposed means of engagement we describe below.

We will benefit in that work from the extensive experience of community engagement undertaken by the Fulbridge team in relation to their current school, by AMVC more widely, and our local knowledge of the proposed site (with key members of our team having family links to the area).

To that end, we have begun to survey our existing parents at both AMVC and Fulbridge to ask for their views on the proposal for both schools to be the provider of a new primary and secondary school and already have some initial survey findings, which indicate that:

- 98.6% of 415 respondents said that AMVC provided good or better educational experiences for students.
- 92.1% of 415 respondents said that they would want to send their children run by the AMVC/Fulbridge partnership rather than choosing one of the other schools in the area.

We recognise the importance of community engagement and will seek to communicate our plans for the new school to the local community as and when the new housing is built. In the meantime we will publish our plans and vision in the following ways:

- A webpage for the school (and supporting social media links).
- Printed promotional materials (marketing collateral and questionnaires).
- Suitable local venues for community events and “drop in” sessions.

It will certainly be a challenge to engage with the local community when 60% of the housing phase has yet to be built, but information will be provided to estate agents to include in the Welcome Pack to new and prospective home owners. Given our strong reputation, word of mouth will also play an important part in disseminating information and interest.

We recognise that it is important for us to engage successfully with a cross section of the local community throughout the application and pre-opening process, and this will be one of our priorities after the application deadline. To build on our existing links with the local community, although the school will not have a specific faith ethos, we

E2 – successful engagement with parents and the local community

also intend to engage soon with the key leaders from religious and other community groups. Due to the high levels of EAL among the whole population, we are also mindful of the need to have in place at an early stage a range of possible solutions to communication issues. This may include allocating some of our demand budget to translation services for the most prevalent community languages.

We will also engage with the local community and potential parents online, setting up a dedicated website for the school (alongside separate, but closely linked websites for our proposed secondary school on the same site and for our Four Cs MAT). All our marketing collateral will make reference to the school's website in order to generate as much traffic as possible to the school and our other websites. Due to the potential language challenges we might face, we currently plan to add a 'Google Translate' toolbar to the top navigation to allow for translation.

We are also setting up a Twitter account for the school (and for the other two websites for the secondary school and the MAT) as well as using Fulbridge and AMVC's current website to raise awareness of the new schools. We will monitor closely the levels of engagement with our websites and social media activities and if there is a lack of social media engagement, we will look to boost our in-person engagement on the ground by, for example, visiting local nurseries, playgroups, places of worship and community centres.

In our "on the ground" engagement, we will aim to engage with as many parents as possible in a wide variety of settings, including those, such as children's centres, local nurseries and support groups which may be predominantly accessed by lower-income families and those who require additional support. We are committed to ensuring that families from all backgrounds, including the hardest to reach, are aware of our proposed school and have the opportunity to support our application.

We recognise that parents of young children are potentially harder to reach and will seek to engage as much as possible through systematic work on the ground and understand the importance of building productive relationships with local nursery provision in doing this.

We would use the pre-opening phase for the school to engage at a more detailed level with the local community as the new community moves into the new development and we "get to know" each other. This would allow us to communicate with prospective parents in detail about the approach which has underpinned our success at Fulbridge, to gain an understanding of the local population and their views of this approach, and - where appropriate - to tailor our approach to best meet local needs (this may include, for example, responding to a slightly different make-up of the heritages of our pupils with EAL).

Engagement with local schools has already begun via the Peterborough Schools Partnership, the 4C's Multi Academy Trust development, Headteacher and Local Authority Cluster meetings. There will inevitably be some anxiety about the prospect

E2 – successful engagement with parents and the local community

of AMVC/Fulbridge opening a Primary school that will be popular with families because of the outstanding reputation of its parent school compared to other schools in the area. This will be overcome by forging positive relationships and sharing good practice across schools in the locality that will raise standards for all children in the area. This aspiration aligns with AMVC Teaching School's aims and objectives to use Specialist Leaders in Education to support Peterborough schools.

Activity	Timescale
Survey parents of AMVC to gauge support for a new Secondary school to be opened in September 2019.	July 2016
Survey parents of Fulbridge Academy to gauge support for a new Primary school to be opened in September 2018.	September / October 2016
Introduce a web page on to the AMVC/Fulbridge websites to publicise Paston Reserve Primary School to include supporting social media links.	November 2016
Produce printed promotional material to be included in Welcome Pack for new and prospective homeowners. This will also be distributed via local newsletters, nurseries, playgroups, community centres and supermarkets.	November 2016
Conduct house to house deliveries of updated promotional materials to keep residents informed.	Ongoing from November 2016
Identify and conduct drop in sessions and meetings at local venues.	November 2016 - March 2017
Set up a dedicated website for Paston Reserve Primary School with links to the Fulbridge Academy and AMVC websites, to include Google translate to overcome potential language challenges.	December 2016
Set up Twitter account for Paston Reserve Primary School to provide local community with updates.	December 2016

This is an indicative timetable; we may choose to bring forward these dates in line with NSN guidance (we will also benefit from wider support via the NSN Development Fund), local feedback and other demand.

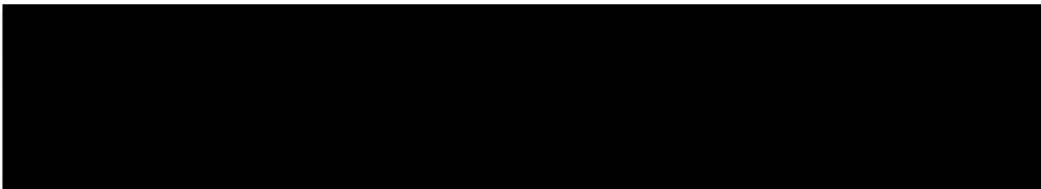
Letter of Support from the Local Authority



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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)

[Add lines as appropriate]

F1 (a) Skills and experience of your team

[REDACTED], will be the named lead individual for both projects in pre-opening. His CV is attached at Annex A.

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
MAT Governance	Pre-Opening Team, Trust	Whilst several members of our team and the Trustees of both AMVC and Fulbridge have direct experience of Academy governance and of conversion to Academy status, we will buy in additional governance expertise (including legal and accounting professionals) to supplement our in house knowledge and support the implementation of the MAT. To that end, we are in discussions with ██████████ concerning Sponsor Capacity Funding with our priorities including provision for this support to provide additional assurance that the governance arrangements set out in F2 are implemented as effectively as possible and are fully fit-for-purpose. In addition, and depending on the skills and experience of the Local Governors that we recruit, we may access additional support on governance matters through, for example, the National Governors Association and/or subscription to the Key for School Leaders and School Governors. In addition, if there is scope to do so within our pre-opening budgets, we would seek to bring in an appropriate (to be determined) level of external Project Management support from an individual or organisation

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
		experienced in working with MATs and in implementing Free Schools or new Academies.
Building and Premises	Pre-Opening Team, Trust and Local Governing Committee	The members of our pre-opening team have recent and relevant experience of working with the DfE/EFA, the Local Authority and local stakeholders to oversee the development of sites for the extension of current provision (with Fulbridge having recently opened a new building and AMVC having undertaken extensive refurbishment and extension works). However, we have less specific experience of design and build projects of this scale, so to support us in procuring cost-effective buildings and in on-going site management we are currently considering – in collaboration with the Local Authority - options for what external expertise we would need to bring in (for example, a consultant quantity surveyor or contract administrator with expertise in school programmes) to ensure we achieve best value for money.
School Finance	Local Governing Committee	Whilst the Trust will be able to provide strong financial oversight from existing Finance Teams at both AMVC and Fulbridge, we do not currently have a proposed governor with direct experience of school finances on either governing committee. We do, however, have Trustees with finance experience (including school finance experience) who will be able to support each governing body where necessary (and we are currently recruiting a Chartered Accountant onto the Board). We will scrutinise and compare schools' finances across the Trust (via both the Board and Executive Management Team) to ensure that individual schools are achieving the best value for money.
Human Resources	Local Governing Committee	HR experience will available at the level of the Trust, which will support both governing committees in this area. Whilst both our current schools

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
		have Educational Personnel Management, if any further HR capacity were required, we would expect our schools to purchase any additional support through Trust-wide procurement, which will quality assure the services being commissioned.
Safeguarding, Health and Safety	Local Governing Committee	We will ensure that one of our governors on each LGC takes responsibility for these areas, either by recruiting new governors with specialist expertise or by providing specific training to a governor with a different specialism.

F1.3 CV of Principal Designate

The CVs of [REDACTED] are included at Annex A.

[REDACTED]. We will seek to appoint a Principal for the new school so that he/she can be in place (at least, subject to recruitment processes) two terms before the new school opens and we have appointed two additional Assistant Principals at Fulbridge in the past year in order to build capacity in the current leadership team. This will allow all systems and procedures to be securely in place before the school opens and the Fulbridge way to form the basis of the new school from the outset.

Whilst we are currently in the process of defining the recruitment process for the role and are focused on taking care to make the right appointment, there would be several strong candidates amongst our current Leadership Team with 2 Vice Principals and 2 Assistant Principals, who each have their own strengths covering a wide range of leadership experience.

[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

F2.1 Changes to current governance arrangements linked to this application

The proposed governance structure set out below shows the evolution from the current governance arrangements for Arthur Mellows and Fulbridge as both schools join to form the Four Cs Multi-Academy Trust (MAT) by the end of December 2016 and the subsequent inclusion of Paston Primary (in September 2018) and Paston Secondary (in September 2019) in the Four Cs MAT.

Both Arthur Mellows and Fulbridge are currently Academies and their respective Governing Bodies of have signed (in September 2016) a Memorandum of Agreement to confirm that *“the Governors of the Fulbridge Academy and Arthur Mellows Village College will work together to form the 4Cs (Curiosity, Confidence, Courage and Constancy) Multi-Academy Trust of equal partners by the end of December 2016.”*

The governance arrangements for both schools have been judged positively by Ofsted in their most recent inspections:

- *“Members of the governing body are clearly visible in the school community and provide high levels of expertise, challenge, support and strategic leadership for the school. They ensure that safeguarding policies and procedures are robust and meet requirements.”* (Fulbridge)
- *“Governors are highly effective, particularly in ensuring that safeguarding arrangements meet statutory requirements...Governors have a deep and detailed understanding of the school’s performance data on students’ attainment and progress; they use this information to hold leaders to account for the academy’s performance and monitor progress towards the academy’s improvement priorities... Governors manage the academy’s financial resources well. Their financial competence enables leaders to support disadvantaged students effectively and increase the range of subjects students can study in the sixth form, promoting equality of opportunity”* (AMVC)

Senior Managers and Governors at AMVC and Fulbridge have worked closely with each other to agree a proposed governance structure and Scheme of Delegation (and accompanying transition plan) that will accommodate the growth of the MAT from two schools to four as the MAT incorporates the Primary and Secondary Schools at Paston

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

Reserve. The structure has also been designed to allow for the inclusion of other schools that wish to join the MAT.

The “Four Cs” MAT is also distinctive in that it represents the coming together of two outstanding schools, with an established track record of excellence, that are determined to make a positive impact on the standards of education and outcomes for young people in a locality where students’ attainment has been consistently below expectations of what is acceptable.

To that end, the Memorandum of Agreement notes that:

- *“Both parties will cooperate to develop a shared vision for the education of young people in the north of Peterborough. The Fulbridge Academy will be the lead school for the Primary phase and will take the lead on all Primary education concerns. Arthur Mellows Village College will be the lead school for the Secondary phase and will take the lead on all Secondary education concerns.”*
- *“Both parties see the benefits of this collaborative endeavour, have a desire to pursue the Multi Academy Trust and have determined, by mutual consent, that each brings unique expertise and experience necessary to accomplish the objectives outlined above.”*
- *“It is mutually understood that the two schools will act together to meet the needs of the children that they teach and in the best interests of the respective communities they serve.”*

The governance structure is underpinned by these commitments and is additionally based on the following general principles:

The Board

- The Board and Local Governing Committees will work collaboratively and in partnership at all times.
- The Board will make decisions, following consultation with Local Governing Committees, on matters which affect all Academies in the Trust: Local Governing Committees will make decisions on matters which affect individual Academies.
- The Board will put in place effective arrangements for monitoring and evaluating the performance of the Local Governing Committees and Academies.
- The Board will take action, including the full or partial withdrawal of delegated authorities to individuals, groups and Local Governing Committees should the individual, group or Local Governing Committees, fail to carry out their duties and responsibilities effectively.
- The Board will fully consult Local Governing Committees on proposals for the composition, membership, structure and terms of reference for Local Governing Committees and sub-committees, on arrangements for the recruitment and appointment of Governors, and on arrangements for the introduction of the Trust’s Multi-Academy governance arrangements before any decisions are made.

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

- The Board will fully consult Local Governing Committees before putting in place any arrangements that directly affect Local Governing Committees and individual Academies and before taking any decisions on policy or procedural matters.

Local Governing Committees:

- Local Governing Committees and Principals of Academies in the Trust should be autonomous under the delegation by the CEO/Executive Leadership.
- Local Governing Committees will have maximum delegation of responsibility and decision making of the strategic direction and day-to-day operation of their Academies unless it is deemed necessary for action from the CEO or Executive Leadership.
- Local Governing Committees will report regularly and frequently to the Board and will make available all relevant data and information on performance.

Other schools joining the Trust:

- The Governance arrangements of schools/Academies joining the trust will remain, in parts, unchanged except where changes are required in order to comply with legal or statutory requirements or to ensure operational effectiveness.

F2.2 The proposed governance structure

We believe that the proposed governance structure in Figure A will be fit for purpose until at least the end of the first year in which all four schools – AMVC and Fulbridge and Paston Primary and Secondary - are part of the MAT (that is, school year 2019/20). However, as part of a standing agenda item on Governance at Trust Board meetings, the Trustees will carry out an annual review of our governance structure and Scheme of Delegation (the current draft Scheme of Delegation is shown at the end of this section).

This process will have a particular focus on the Board's own capacity to review in detail the educational and financial performance a growing number of schools and on maintaining an appropriate balance between those powers retained by the Board and those delegated to Local Governing Committees, so that this balance remains fit for purpose and is in line with the requirements of the Academies Financial Handbook and other prevailing regulatory requirements (such as the EFA's Financial Management and Governance Self-Assessment). The Trust may commission external support as required, such as from a National Leader of Governance, to assist with this work. However, it is important to note that the Trust Board will have the right to review and adapt its governance structure at any time, which would include amending the Scheme of Delegation.

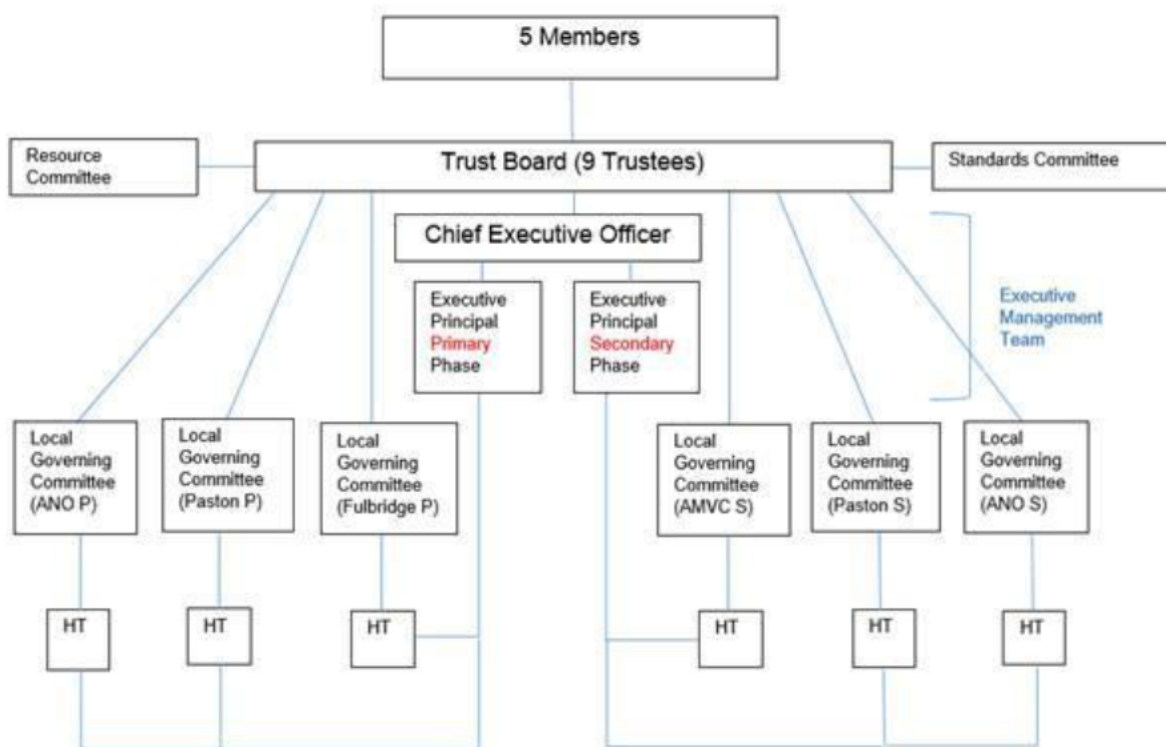
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Figure A outlines the governance and management structures that would underpin the work of our schools. It shows clear lines of accountability for both governance and management responsibilities, from school level up through the Executive Management Team to the Board.

Figure A – Proposed Governance Structure and Lines of Accountability

Governance Structure and Lines of Accountability

Delegation to Local Governing Committee (LGCs) with Executive Principals for primary and secondary phase.



F2.3 The strategic roles of each level of governance in the above structure

Overview

The Trust Board (appointed by the Members) of our MAT will delegate responsibility for delivery of the Trust’s vision and strategy to the Chief Executive Officer (CEO). In this Scheme of Delegation, the Trust Board will hold the CEO to account for the performance of the Trust, including the performance of the Academies within the Trust. The CEO will in turn hold other members of the Executive Management Team to account by line-managing them. While the Board cannot ever delegate its accountability, it can and must delegate some of the detailed scrutiny, oversight and decision-making.

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

Some responsibilities concerning the performance of each Academy will be delegated to the Local Governing Committee (LGC). These responsibilities may include monitoring whether the school is working within the Trust's agreed policies, whether targets for educational standards are being met, and if the school's budget is being spent effectively (and in line with the Trust's financial policies and procedures and delegated levels of financial authority).

The LGC will use its detailed knowledge and engagement with local stakeholders to ensure that its school is being well served by the Executive Leadership, and as a Committee of the Board will have direct access to the Board if there are concerns. The CEO will meet with the Executive Principal, Principal and Chair of the LGC each half-term to review and monitor performance in preparation for reporting to the Board subsequently. Additional meetings will be arranged to deal with ad hoc issues or concerns.

This means that as the CEO is accountable to the Board for the performance of the Trust as a whole, the CEO will report to the Board on the performance of the Trust including on the performance of the Trust's schools, and this may be supplemented where appropriate by monitoring reports from the LGCs.

The CEO will be performance managed by the Trust Board. The CEO and / or the Executive Principal for the relevant phase will performance manage the individual Academy Principals but will seek input from the relevant LGC Chair in this process.

The Role of Members

The Members of the Trust have a different status to trustees. As the signatories to the Memorandum of Association, they will have agreed the Trust's first Articles of Association (which themselves will describe how Members are recruited and replaced, and how many of the Trustees the Members can appoint to the Trust Board).

The Members will appoint all of the Trustees to ensure that the Trust's charitable objects are carried out and so must be able to remove Trustees if they fail to fulfil this responsibility. Accordingly, the Trust Board will submit an annual report on the performance of the Trust to the Members (which we would expect the Members to review at their Annual General Meeting). Members will also be responsible for approving any amendments made to the Trust's Articles of Association.

Whilst Members can be appointed as Trustees, in order to retain a degree of separation of powers between the Members and the Trust Board, and in line with DfE expectations, only one Member will also be a Trustee. Employees of the Academy Trust may not be a Member.

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 Role of the Board of Trustees

The Trustees are the Charity Trustees (within the terms of section 177(1) of the Charities Act 2011) and are responsible for the general control and management of the administration of the Trust in accordance with the provisions set out in the Memorandum and Articles of Association. The Board of Trustees is the accountable body for the performance of all schools within the Trust and as such will:

- 1 Ensure clarity of vision, ethos and strategic direction.
- 2 Hold the executive to account for the educational performance of the schools and their pupils, and the performance management of staff.
- 3 Oversee the financial performance of the Trust and make sure its resources are used efficiently and effectively in line with Trust policies and regulatory requirements.

Because Trustees are bound by both Charity and Company Law, the terms ‘Trustees’ and ‘Directors’ are often used interchangeably. We use the term Trustee as it avoids the possible confusion caused when executive leaders are called Directors but are not Company Directors or Trustees.

The Trust Board will be permitted to exercise all the powers of the Academy Trust. The Board will delegate to the Chief Executive Officer the responsibility for overseeing the day-to-day operations of the Trust. In addition, the Trustees will be able to determine whether to delegate (or bring back to the Board) any governance functions in line with performance (this will take place at least annually when the Board reviews the Scheme of Delegation).

The Members will appoint a board of nine Trustees and ensure that the Trustee board has the relevant skill set and experience in education, governance, finance, personnel, planning, project management and corporate management to carry out the charitable objects of the MAT and ensure that standards are maintained across the MAT. These Trustees will be drawn in the first instance from the existing governors of AMVC and the Fulbridge Academy. No skills gaps linked to the above skill sets have been identified within this group, but it will be necessary to recruit new governors to replace at local governing body (to be called Committees) level.

By being recruited on a skills basis, in line with the skills audit we set out above, the Board (by holding the CEO to account) will have the strategic capacity and responsibility to operate a successful MAT. They will meet every half-term to review and monitor the performance of each school within the MAT, requiring the leadership of each school to report on progress since the last meeting.

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 Role of Committees (Trust Board Committees and LGCs)

In line with the current Scheme of Delegation, we expect that Trustees will exercise their right to establish two sub-Committees of the main Board (a Resources Committee (which will include responsibility for oversight of audit) and a Standards Committee) and an LGC for each new school in the Trust (depending on levels of delegated authority, these may make decisions on the Board's behalf or provide advice and support to inform the overall work of the Board). The Trust Board will have the power to appoint Committee Members and Committee Chairs.

However these Committees are not legally responsible or accountable for the discharge of statutory functions and the Trust Board will retain overall accountability and responsibility for decisions. The responsibilities of Board Committees will be set out in their Terms of Reference (we will use the current committee Terms of Reference as a starting point in drafting new ToRs) and the responsibilities for LGCs in the Scheme of Delegation.

In summary, we would expect the responsibilities of LGCs to include (depending on levels of delegation, with the Board retaining the right to withdraw powers at any time, and recognising the power of the Board to replace LGCs with an advisory council without delegation or, for supportive reasons, to withdraw some delegation to help an LGC strengthen its performance in particular areas):

- Carrying forward the Directors' vision for the Trust, in a way that reflects the specific pupil and local characteristics of each school;
- Supporting the implementation of the actions required to comply with the Funding Agreement, statutory regulations, and the financial policies, procedures and decisions of the Directors and monitoring progress on these matters;
- Supporting the implementation of the policies agreed by the Trust Board (including policies regarding admissions, safeguarding and health and safety) and monitoring that the school is working appropriately within this framework;
- Providing local oversight of the school's day-to-day activities, engaging with local stakeholders and building a clear understanding of how the school is lead and managed; and,
- Supporting the CEO and Board in holding the school's leadership to account for its academic performance, quality of provision and financial management and being able to report to the Board on the KPIs which have been set for the school (or on other matters as appropriate).

Our current thinking is that LGCs will have:

- 9 Governors.
- The Chair and majority of Governors appointed by the Trust Board (5 positions).

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

- In addition to the above, 2 elected parent Governors (in line with the skills mix set out below, though this may depend on prevailing guidance or policy from the DfE), 1 elected staff Governor and the school's Principal.
- (Ideally) a mix of skills including teaching, legal, finance, HR, buildings/planning, health and safety.
- Delegated powers reflecting the school's performance/capacity.
- For new schools, professional clerking services to ensure compliant and effective operations (if that capacity is not already available "in house").

In addition:

- A Code of Conduct for Local Governors will be developed and given to all Local Governors of our open schools on their appointment (or at the first meeting after the new Trust is operational), alongside their formal appointment letter.
- An introductory "Information Pack" will be given to all Local Governors and will be updated and re-circulated during each school year.
- Recruitment to LGCs will be based on both direct approaches to/from the Trust and other recruitment routes (including SGOSS and the New Schools Network).

The Role of the Chief Executive Officer (CEO)

The CEO will not be permitted to be a Member but may be appointed to sit on the Board of Trustees. The CEO will have the delegated responsibility for the operation of the Trust, including the performance of the Trust's Academies, and the CEO will thus performance manage the Principal of each Academy. We would expect this performance management to be conducted with the Chair of the relevant LGC, depending on the current levels of delegation.

As the Accounting Officer, the CEO will have overall responsibility for the day-to-day operation of the Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability, avoids waste and secures value for money. The Trust's Board and in particular its Resources Committee will oversee the CEO's discharge of these functions and the Chair of the Board will be responsible for the CEO's performance management more generally.

The CEO will lead the Executive Management Team of the Trust. The CEO will delegate executive management functions to the Executive Management Team in line with each member's Job Description and agreed KPIs and will be accountable to the Trust Board for the performance of the Executive Management Team.

To provide additional capacity for [REDACTED], in preparation for this role, AMVC appointed 2 Secondees to the school's Senior Management Team in September 2016 to take on responsibilities for Performance Management, Pupil Premium and Staff Development to allow the [REDACTED]

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

to step up to cover as required the Headteacher position and gain the relevant experience to ensure that standards do not fall while [REDACTED] is supporting other schools within the MAT. As the MAT grows, and when it can be financially sustained, a new Headteacher will be appointed at AMVC and [REDACTED] will function as a full-time CEO.

The Role of the Executive Principal (EP)

The Executive Principals for Primary and Secondary will be responsible for the performance of all of the schools in that phase and will thus manage the performance of the relevant Principals. The Executive Principals will be performance managed by the CEO but will report to the Trust Board when required. If the roles of the CEO and EP are combined (as we expect them to be for the Secondary EP role), then the responsibility for performance management of both roles will be held by the Trust Board. Ben Erskine, whose CV is at Annex A, will be the Executive Principal of the Primary phase

The Role of the Academy Principal

The Principal will be responsible for the day-to-day management of the Academy and will be managed by the Chief Executive Officer and/or Executive Principal but reports to the LGC on matters which have been delegated to the LGC.

F2.4 Managing Potential Conflicts of Interest

The Trust is committed to the principle of independent challenge, which can exist only where no individual has interests that might conflict with the best interests of the school with which they are involved. We will therefore ensure that we manage any potential conflicts through:

- *Recruitment*: wherever possible, we will recruit Governors, Trustees and others who do not have any interests that might conflict with those of the relevant school (or the Trust itself).
- *Declaration*: we will require all Governors, Trustees and others to make a declaration of their interests that will be recorded by the appropriate Clerk and held in a register that can be accessed on request by any member of the school community. We define “interests” broadly to include, for example, personal, financial and professional interests, and will ensure that all interests are declared, including those that are not immediately relevant to the school.
- *Non-participation*: where the potential for a conflict of interest does arise, the peers of the individual involved, i.e. the other Governors and Trustees at their school, must be satisfied that this has been appropriately mitigated before relevant proceedings continue. The actions to be taken will depend on the nature of the potential conflict, but might include:
 - The individual being excluded from the vote on a particular decision;

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

- o The individual being excluded from participating in a discussion on a particular issue; and,
- o The individual being required to physically leave the room during discussion of and/or voting on a particular issue.

Through these measures, we will ensure that the Trust's Academies are governed in line with best practice and the principles of transparency, fairness and the promotion of the best interests of their pupils above all others.

We will ensure independent challenge at LGC level by ensuring that each LGC is filled with competent and knowledgeable individuals who understand the Trust's vision and are able to hold the school's leaders to account. Straightforward but comprehensive performance data reports will be created by the schools – to Trust-specified templates – and circulated to all governors ahead of LGC or committee meetings. Trust-appointed Local Governors will be expected to act independently of the Trust's Board. Finally, the Trust will formally scrutinise the school's performance on a half-termly basis, holding both the Chair of Governors and the Principal to account.

F2.5 Current Potential for Conflicts of Interest

We do not consider there to be any current potential for conflicts of interest for any proposed member of either the Trust Board or an LGC.

F2.6 How the Trust will intervene to address underperformance or concerns at school level

The Trust will pay particular attention to aligning the reporting schedule for finance, health and safety, safeguarding, assessment and performance data with LGC meetings and standard monitoring points. With this approach, we believe that Academy performance data can be scrutinised promptly and effectively using a standardised format and passed on to the Trustees to review.

A half-termly assessment cycle will track progress against the relevant performance measures for each phase and Key Stage. Once the Executive Principal has interrogated the data with the Principal and teaching staff, the data will be passed to the LGC and the Executive Management Team.

As we note above, the CEO will meet with the Principal and Chair of the LGC each half-term to review and monitor performance and – subject to the views and approval from the Board's Standards Committee – will challenge the school's SLT on the Committee's behalf on any resulting concerns that the Committee has. This would

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

include the Board agreeing the nature and scope of any interventions from the Trust to support the school's performance.

If there are ongoing concerns about the performance of an LGC in holding a school to account, our draft Terms of Reference for an LGC state that the Board reserves the right to withdraw delegated powers from the LGC and disband it at any time. Beyond this, in circumstances where the Board has concerns or is satisfied that the standard of performance of pupils is unacceptably low, or there has been a serious breakdown in the way the school is managed or governed, the Board will also reserve the right to remove immediately any Governors of the LGC.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

DRAFT SCHEME OF DELEGATION

Key

Level 1: Members

Level 2: Board of trustees of the multi academy trust

Level 3: Chief executive officer

Level 4: Local governing committee (LGC)

Level 5: Academy principal

Blue box Function **cannot** be legally carried out at this level.

□ Action to be undertaken at this level

□ Action to be undertaken at this level

A Provide advice and support to those accountable for decision making

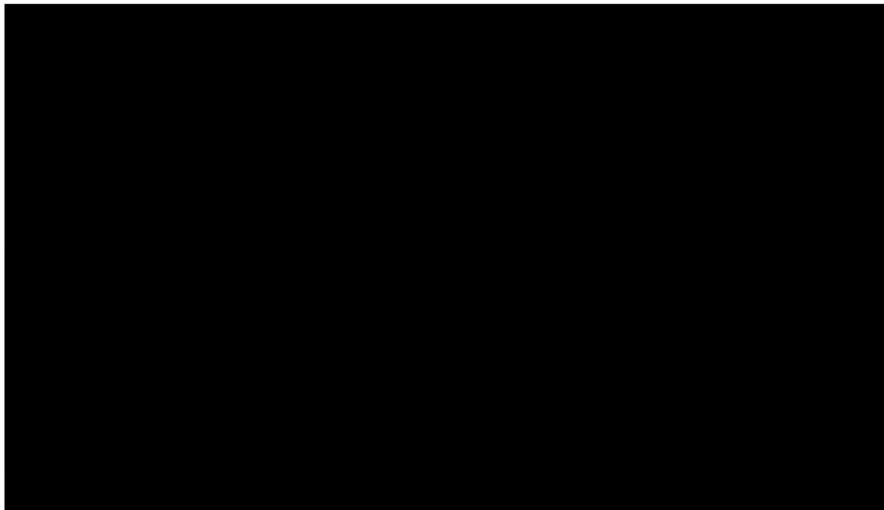
<> Direction of advice and support

Area	Decision	Delegation				
		Members	Trust Board	CEO/Executive Leadership	LGC	Academy Principal
Governance framework						
People	Members: Appoint/Remove	✓				
	Trustees: Appoint/Remove	✓				
	Role descriptions for members	✓				
	Role descriptions for trustees/chair/ specific roles/committee members: agree		✓	<A		
	Parent trustee/committee member: elected		✓		✓	
	Committee chairs: appoint and remove		✓	<A		
	LGC chairs: appoint and remove		✓	<A	✓	
	Clerk to board: appoint and remove		✓			
	Clerk to LGC: appoint and remove		✓		✓	
	Systems and structures	Articles of association: agree and review	✓	<A	<A	
Governance structure (committees) for the trust: establish and review annually			✓	<A		
Terms of reference for trust committees (including audit if required, and scheme for school committees): agree annually			✓	<A		
Terms of reference for LGC/local committees: agree and review annually			✓	<A		
Skills audit: complete and recruit to fill gaps			✓	<A>	✓	A
Annual self review of trust board and committee performance: complete annually			✓			
Annual self review of LGC performance: complete annually					✓	
Chair's performance: carry out 360 review periodically			✓		✓	
Trustee / committee member contribution: review annually			✓		✓	
Succession: plan			✓	<A>	✓	A
Annual schedule of business for trust board: agree			✓	<A		
Annual schedule of business for LGC: agree			A>	✓	A	

Reporting						
Reporting	Trust governance details on trust and academies' websites: ensure		✓	<A		
	Academy governance details on academy website: ensure		✓	<A		
	Register of all interests, business, pecuniary, loyalty for members/trustees/committee members: establish and publish		✓	<A		
	Annual report on performance of the trust: submit to members and publish		✓	<A		
	Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit		✓	<A		
	Annual report work of LGC: submit to trust and publish				✓	A
Being Strategic						
Being Strategic	Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and remissions; complaints; expenses; health and safety, premises management; data protection and FOI; staffing policies including capability, discipline, conduct and grievance: approve		✓	<A		
	Determine school level policies which reflect the school's ethos and values to include e.g. admissions; SEND; safeguarding and child protection; curriculum; behaviour: approve			A>	A	✓
	Central spend / top slice: agree		✓	<A		
	Management of risk: establish register, review and monitor		✓	<A>	✓	A
	Engagement with stakeholders	✓	✓	✓✓	✓	✓
	Trust's vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine		✓	<A		
	Schools vision and strategy, agreeing key priorities and key performance indicators (KPIs) against which progress towards achieving the vision can be measured: determine			A>	A	✓
	Chief executive officer: Appoint and dismiss		✓			
	Academy principal : Appoint and dismiss			✓		
	Budget plan to support delivery of trust key priorities: agree		✓	<A		
	Budget plan to support delivery of school key priorities: agree			A>	A	✓
	Trust's staffing structure: agree		✓	<A		
	School staffing structure: agree			A>	A	✓

Holding to account						
Holding to account	Auditing and reporting arrangements for matters of compliance (eg safeguarding, H&S, employment): agree		✓	<A>	✓	A
	Reporting arrangements for progress on key priorities: agree		✓	<A>	✓	A
	Performance management of the Chief Executive Officer: undertake		✓			
	Performance management of academy principal : undertake			✓	A	
	Trustee monitoring: agree arrangements		✓	<A		
	LGC member monitoring: agree arrangements				✓	A
Ensuring financial probity						
Ensuring financial probity	Chief financial officer for delivery of trusts detailed accounting processes: appoint		✓	<A		
	Trust's scheme of financial delegation: establish and review		✓	<A		
	School's scheme of financial delegation: establish and review		✓	<A		
	External auditors' report: receive and respond		✓	<A	✓	A
	CEO pay award: agree		✓			
	Academy principal pay award: agree			✓	A	
	Staff appraisal procedure and pay progression: monitor and agree		✓	A>	A	✓
	Benchmarking and trust wide value for money: ensure robustness		✓	<A		
	Benchmarking and academy value for money: ensure robustness				✓	A
	Develop trust wide procurement strategies and efficiency savings programme			✓		

MEMORANDUM OF AGREEMENT



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

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

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

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

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

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



Department
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