



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

SAPIENTIA PRIMARY PREP

Contents

The application form explained	4
Sections	4
Application checklist	7
Declaration	9
Completing the application form	10
Section A – applicant details (use Excel spread sheet)	10
Section B – outline of the school (use Excel spread sheet)	10
Section C – vision	11
Section D – education plan: part 1	22
Section D – education plan: part 2	23
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	23
D2 – measuring pupil performance effectively and setting challenging targets	52
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	65
D4 – the school will be welcoming to pupils of all faiths/world views and none	74
Section E – evidence of need	81
E1 – provide valid evidence that there is a need for this school in the areas	81
E2 – successful engagement with parents and the local community	88
Section F – capacity and capability	92
F1 (a) Skills and experience of your team	93
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	97
F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector	98
F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector	99
F5 – Independent schools have an appropriate, well-maintained, and secure site	99

Section G – budget planning and affordability	100
Section H – premises (use Excel spread sheet)	102
Annexes	103
CV template	104
Self-assessment form for independent schools	106
Governance self-assessment	112

The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: Sapientia Primary Prep 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 type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed: 

Position:  (please delete as appropriate)

Print name: 

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

Introduction

The Sapientia Education Trust proposes to establish a two-form entry day school for children aged 4-11 with boarding provision in years 5 and 6. We would seek to open in September 2018 with 60 Reception Students, 15 year 5s and 15 year 6 students. The Trust currently runs the largest state boarding school in England and Wales, Wymondham College, which educates 650 boarders and 650 day students aged 11- 18. The College is high achieving and was judged as ‘outstanding’ by Ofsted in its last boarding and education inspections. We are an approved academy sponsor. The Free School is integral to our MAT development plan and would crystallise our key values of educational excellence, diversity, outstanding extra- curricular provision and the development of students’ character as central to their growth as resilient and critical learners.

Rationale

The rationale to establish the ‘Sapientia Trust Primary Preparatory School’ is fourfold: the shortfall of places in local schools, the current attainment and progress of pupils attending existing local schools and a wish to capitalise on Wymondham College’s outstanding boarding provision by extending this expertise to a primary environment. As a corollary, we envisage that boarding provision will offer unique support to students with particular needs – specifically a need to board away from the home environment - hence this application also meets an identified Social Need as determined by the Department of Education.

We anticipate working with Charities such as Buttle UK and Springboard, with whom we have a long-established relationship, to support some of the most deprived students in the Country. These students, who are currently provided with assisted boarding places at

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

Wymondham College in Year 7, are invariably from deprived inner city areas. Such students would benefit from attending a primary school that offers them an exceptional level of both pastoral and academic support. We would also look to support the Ministry of Defence as currently there is very little state primary boarding provision for the Continuity of Education allowance.

Each strand of the rationale for this application is outlined below:

- **Basic need**

There is a growing demographic need for Primary places in our immediate vicinity which has been confirmed by Norfolk LA. Day place provision would help meet this growing basic need in the Attleborough/Wymondham area of Norfolk. As of July 2016, the Local Authority confirmed the total number of houses with planning permission granted to be 1905, with the potential of another 725. In September 2016 two further housing projects have been approved on appeal, which will add further 390 houses and an appeal underway for a further 350 homes in Attleborough, in addition to the development approved in District Council's Local plan.

- **The underperformance of schools in the vicinity**

A second aspect is to increase high quality KS1 and KS2 places within Norfolk, a county where there is considerable underachievement and a higher than national proportion of schools that are in the Ofsted category 'require improvement'. In July 2016, two local schools – Attleborough Juniors and Morley Church of England School – received warning notices. Whilst the reasons for underachievement are myriad and complex, in Norfolk they are rooted in a culture defined by a lack of aspiration and inspiration and where there is a latent belief that the function of Primary education is to meet students' needs at the point of entry to secondary school rather than being the first step on a lifetime journey of learning.

We believe that a school can provide tangible benefits for all members of the community and Wymondham College has a proven track record in community engagement: we have worked with students at Chapel Road Special School, at local Retirement Homes and will be holding a Community Arts Festival in July 2017. This engagement will be replicated in the Primary School – our PBL programme has been developed in conjunction with local employers and our projects for students in KS1 and 2 will gain additional accreditation if there is a positive community outcome. The College has an existing track record of engagement with the local community and with parents. Attendance at our 'day pupil forum' and 'boarding pupil forum' meetings held termly is strong and 'parent voice' at the College is equally robust: we actively seek – and act upon – parental feedback through meetings, regular bulletins via e-communications and PTA-led meetings. We have a long-established relationship with many local employers from SMEs through to

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

prestigious blue-chip companies who offer our students work placements, shadowing, internships and 1-2-1 mentoring and would seek to develop and extend these links appropriately for our primary cohorts. In essence, we appreciate that primary education is the optimum time to develop students’ ‘cultural capital’ and that schools working in partnership with parents and the community for this common purpose is crucial to deliver this.

The lack of aspiration and low standards in the area are compounded by lack of on-going staff development and a ‘recycling’ of staff at local level due to recruitment difficulties. Offering an innovative Primary school linked to one of the highest performing secondary schools nationally will provide a school that employs strategies proven to succeed in a Norfolk context. Two of the nearest Primary Schools to our preferred site received DfE warning notices in Summer 2016. (Morley Primary and Attleborough Juniors). A third local Primary School, Hingham Primary, has a history of underperformance.

School	2015 Combined Score (National in Brackets)	2015 Reading	2015 Writing	2015 Maths	Disadvantaged
Morley Church of England Primary	61% (80%)	90 (91%)	90% (94%)	81% (90%)	No data
Attleborough Juniors	63% (80%)	86 (91)	68 (94)	80 (90)	28%
Hingham Primary	70% (80%)	80 (91)	85 (94)	80 (90)	42%

Wymondham College has a strong track record in all of these areas of weakness, serving the same day community. This includes a DfE Pupil Premium Award in 2015 for the performance of our ‘disadvantaged’ students who achieve and make progress higher than non-disadvantaged students nationally and English and Maths progress rates are

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

significantly above national levels (91% and 92% 3 levels of progress in 2015.) Maths and English progress is significantly positive in Raise Online and in 2016 our basics measure was 89% at GCSE and estimated progress 8 +.74. The College has SLEs in Maths and English, who we would utilise to help raise standards at KS2.

The School will belong to a teaching school alliance, a growing MAT and have embedded CPD at the core of our work. In addition, the Sapientia Education Trust expects to run a network of primary schools by the time the school opens, offering additional capacity and capability during the opening stages. We have added capacity at MAT team level to ensure appropriate support is provided to our Primary Schools. This includes the addition of a new post 'Director of MAT growth and development,' the post holder was previously [REDACTED] and she, together with the CEO, have been expanding our primary knowledge through a series of visits to 'outstanding' primary schools. In addition we plan to appoint a further position to the MAT team from April 2017 – this post will lead work across Primary Schools within the MAT and will be a primary trained specialist. We will also use expertise from within the developing MAT – Old Buckenham Primary was judged to be 'good' by Ofsted in February 2016 and we envisage that at least one 'outstanding' and two 'good' primary schools will have joined the Trust by September 2017. This will ensure a range of expertise within the Trust. We already work extensively around transition and SEND.

- **The opportunity to offer Boarding provision for students in years 5 and 6**

A key reason for our application is our concern about the lack of quality boarding places within the state sector in England and Wales at Key Stage 2. Within our existing MAT we have the boarding expertise (including at governor/director level) to shape and deliver outstanding boarding provision for students in years 5 and 6. Only one State Boarding school - located in the South of England - currently offers KS2 boarding. They are experiencing an unprecedented number of applications for their boarding places and are unable to meet current demand. They report that they are currently full, with a long waiting list for places.

We already work in close partnership with Buttle UK, Springboard and Royal National Children's Foundation to support vulnerable students to board. We have received positive support from them regarding our boarding proposal.

'What an exciting idea. At the moment Buttle only funds children from year 7 upwards. In the future and if budget permits, I'm sure we would be open to considering a change in policy for some children in extreme need.' ([REDACTED])

'This is excellent news ... It would be good to know more before making any detailed

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

response. But in principle it sounds great.' ([REDACTED])

Given the undoubted success of state boarding schools, and boarding in general in terms of both academic achievement and personal development, offering earlier boarding provision to students who are disadvantaged or with a boarding need will help overcome the barriers that these students face. We anticipate that of the eventual 30 places for boarders in years 5 and 6 combined, a high proportion will be 'disadvantaged' or eligible for Pupil Premium funding due to military service family backgrounds. As such, via Boarding, our application adds not only diversity of provision to the local area, but also addresses a specific Social need – the need to provide an outstanding education which has strong pastoral support for vulnerable learners from disadvantaged backgrounds. Wymondham College has over 7 years of success in offering students from deprived city areas, supported by national charities, a stable environment which develops their horizons both in terms of educational and personal progress. We currently educate 35 boarding students from the charities outlined above.

Finally, Army 2020 is the Army's response to the Government's Strategic Defence and Security Review published in October 2010. Amongst the measures presented in Army 2020 is the withdrawal of the Army from Germany to become an entirely UK based land force. Detailed educational plans are not known at this stage, but the College Principal sits on the Boarding Schools Association State Boarding Forum which works with the British Forces Education Service to assist in developing these plans. In this capacity, we have already been involved in informal discussions with The Ministry of Defence who have identified a potentially increased boarding need and pressure on Primary School places at KS2. At present there is an absence of KS2 boarding places available in the state sector, which in turn knocks on to routes in to secondary boarding provision. Increasing state primary boarding places will inevitably improve value for money as MOD students will be able to board from Year 5 and progress to Wymondham College in Year 7, rather than start to board in more expensive independent prep schools.

• **Ethos**

Our school has at its core a belief that an outstanding primary education is one where the development of a student's transferable academic and social skills are underpinned by resilience, high personal expectations and a belief in the individual's ability to contribute positively to society throughout their lifetime. In short: we believe that primary education should facilitate a 'growth mind-set' and that students from Reception class onwards should be afforded the opportunity to work in partnership with teachers to discover and develop their unique talents and aspirations. To meet this brief, the Sapientia Trust Primary Preparatory School will provide its students with numerous opportunities for self-development both academically and pastorally, together with a

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

curriculum that nurtures reflective independent learning from the beginning.

As outlined above, an important part of our offer would be to work in conjunction with the Norfolk LA Assisted Boarding Scheme, Springboard Trust, Buttle Trust and the Royal National Children's Foundation to open up boarding provision for disadvantaged students that does not currently exist. We have a strong track record of working with all these institutions to meet the boarding needs of students from disadvantaged backgrounds and have garnered their in-principle support for our application to open primary boarding provision (See Section E).

• **Key Features**

The boarding provision will improve outcomes for these students by combining high levels of pastoral care with high quality classroom teaching and a wide ranging extra-curricular programme. We will include a comprehensive well-being programme in our core offer, building on the programme already in place at Wymondham College to help address underlying well-being issues. Our extra-curricular programme will ensure opportunities for personal development, explicitly developing self-esteem, confidence and resilience. Working with Sixth form mentors from Wymondham College will help raise aspiration, self-esteem and provide a strongly aspirant culture. Learning gaps will be overcome through evening prep and catch up sessions. For day students, we anticipate an intake in line with the local context, as detailed in Section D1. As such, our likely intake of day students will have a higher than average proportion with identified SEND and lower than national levels of EAL and free school meals. The latter is not unusual in rural areas and should not mask pockets of rural deprivation and the EAL needs of students within our community.

Day students will access our extended school day, complete meaningful prep at home in the evenings and access our core extra-curricular programme, benefitting from the additional provision offered in a boarding context. The progress of day students in state boarding schools, especially at Wymondham College, demonstrates that day students significantly benefit from the a boarding school structure, as they can access post-lessons activities, including prep-time support from teachers when required. The anticipated higher than national numbers of SEND students will benefit from the extended school day and explicit work to develop character education, including self-esteem and resilience. In addition, SEND students will benefit from access to specialist support through Wymondham College and our central MAT team. Unusually our central MAT team has a qualified SENCO to support SEND provision in individual schools within the MAT.

As a boarding community, Wymondham College already has a higher proportion of EAL students than is typically the case in Norfolk, with a dedicated EAL team. This expertise

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

would be used to support EAL students at the free school.

Unusually, both for Norfolk and nationally, Wymondham College secures very high levels of achievement from 'disadvantaged' students, e.g. in Summer 2014 our 'disadvantaged' cohort outperformed the main cohort in both Value added and 5+A*-CEM measures (80% %+EM, 1027 VA), in 2015 value added was significantly above national levels (1017) for our 'disadvantaged' students and our estimated progress 8 figure for 2016's 'disadvantaged' cohort is +.6. Achievement gaps remain minimal or non-existent and we were a Department of Education Pupil Premium award winner in 2015.

[REDACTED]

The Free school will be able to draw upon a wide range of support services already in place at Wymondham College to support behaviour and student's emotional health and well-being. This includes an independent social worker, a medical and nursing team, College chaplaincy and experienced residential staff highly skilled and experienced in supporting students. By being able to draw upon the expertise of staff at Wymondham College our free school will offer a depth of experience and skill for pastoral support and boarding students that is unparalleled in the State sector.

• **Vision**

The aim of the school is to develop independent, curious and confident learners with the ability to problem-solve and understand how subjects are interconnected. Progressively from the EYFS through to KS2, our curriculum develops cross-curricular opportunities. In Year 3 STEM problem-based learning opportunities are introduced, partly by absorbing Computing as a subject into STEM. We also develop an emphasis on Current

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

Affairs, layering students' awareness of the connection between subject learning and the application of subject knowledge outside the classroom – a message that will be reinforced by the School's proposed links with employers. Section D1 details the curriculum and the opportunities for adopting a holistic learning approach.

The school would promote an enthusiasm for academic learning and self-discipline together with individual creativity and the development of social skills and social awareness. Curiosity would be at the centre of teaching and curriculum design. Aspirations would be extremely high and we would build on components from the 'KIPP' schools in the USA, including teaching character education lessons, which would commence in the EYFS at the Free School and continue throughout the students' primary education. Our 'moral maze' tutor times, 'Brains in Gear' starters and weekly 'Celebrating Success' event all provide opportunities to focus on Character and resilience. KIPP schools design their own curricula and students spend more time in School - they experience a longer school day, week and year: as our own students would do. In addition to high academic expectations, KIPP schools also have a focus on measurable results and believe in school-level decision making. Perhaps most pertinently to our own ethos, students, parents and teachers sign a 'Commitment to Excellence' which we would develop as part of our growth mind-set approach and an understanding that 'Excellence' focuses on a commitment to progress in all aspects of school life, be they academic, pastoral or extra-curricular.

The boarding dimension of the school would both reflect and reinforce this ethos of student progress, with evening and weekend activities further promoting self-development, character development and opportunities to celebrate students' achievements.

We would adopt a holistic view of education which strongly supports the personal development of our students. This would be provided by an extended school day (8.30am-5.15pm), extensive extra-curricular provision (including a range of academic and sporting opportunities), and weekend activities.

This agenda would be complemented by a commitment to the development of an outdoors education programme that mirrors the ethos and agenda of a Forest School. If located on site, the Primary would utilise

[REDACTED]

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

inside and outside the classroom) and current affairs – we believe that providing young children with an understanding and vocabulary to critique the world in which they live and understand the ‘big questions’ of the twenty-first century, is vital to their development as independent thinkers. In all year groups, Character education would be explicitly taught, developing the ‘KIPP’ programme of character education. In year 4, we would introduce ‘elective’ sessions for the Most Able students to begin to study a second language and/or follow a scheme of work to develop entrepreneurship. Wherever possible in years 5 and 6 we would timetable specialist teachers for English, Maths and Science and develop a programme of transition from year 6 to year 7 with Secondary schools, using a network of specialist secondary trained staff. ‘Talk for writing’ would be central to our work, developing literacy and oracy explicitly throughout the curriculum. We have established links with a national talk for writing school and would also explore the emerging ‘talk for number’ methodology.

• **Parental Support**

Our parental survey indicates strong support for our proposed curriculum, with 95%+ of respondents indicating ‘strong’ or ‘very strong’ support. Given the lack of aspiration and the inward looking nature of Norfolk, together with the lower than national outcomes of primary students and schools in our locality, it is clear that driving aspiration and engaging with the wider world from an early age is essential. To engage with the community about our Free School bid, we have submitted Press releases and issued parents of 0-3 year-old children at the local nursery with further targeted information. Drop-in sessions offering further information about our proposals ran in September 2016 and were well-attended. We are aware of no adverse reaction to the proposals from the local community, existing parents, our current students or local schools. One parent’s comment that “I like what you do and if you can do it at primary level then I’ll support you” is typical. A local primary head teacher attended a drop-in session and was broadly supportive of the bid, though had some qualms about an extended school day. However, it was noted in responses that a longer day which incorporated a varied extra-curricular programme was highlighted by most respondents as being welcomed. 95% of respondents indicated that they strongly agreed with a school that offered wide ranging extra-curricular programmes and 85% agreed that the proposed school day fitted in with modern working patterns. 95% of respondents indicated that they would choose this type of school, rather than the traditional local primary school offer. An article about the bid was front page news in the region’s newspaper the Eastern Daily Press (EDP). It prompted just one comment on the EDP website: “Great idea. We’re certainly very short of school places in this country and Wymondham College certainly sets the highest of standards. I have no doubt that many of the other state boarding schools will follow suit due to popular demand!” A copy of the article is enclosed with this application.

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

College.

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	/	15	15	15	15	15	15	75
Year 6	/	15	15	15	15	15	15	75

Year 7	/	/	/	/	/	/	/	/
Year 8	/	/	/	/	/	/	/	/
Year 9	/	/	/	/	/	/	/	/
Year 10	/	/	/	/	/	/	/	/
Year 11	/	/	/	/	/	/	/	/
Year 12	/	/	/	/	/	/	/	/
Year 13	/	/	/	/	/	/	/	/
Totals		90	150	210	270	330	390	450

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Early Years Foundation Stage	2.5 + 25 + 7.5 = (2.5 hours tutorials and assesmbly and diary-writing + a 'daily debrief' at the end of the school day for "what have we learnt today" plenary; 25	Mandatory	The EYFS comprises of the statutory EYFS provision model complemented by mandatory extra curricular time after school. There is mandatory assembly/tutorial time every morning, which will also provide time for SEND intervention where required as well as student mentoring. The EYFS curriculum will be free-flowing and comprise of multi-disciplinary projects as well as discrete teaching episodes of the

	hours indoor/outdoor learning/7.5 hours extra-curricular)		seven core areas. The EYFS curriculum will be both reflected and reinforced in the extra-curricular programme, which will have different activities threaded around common themes.
Communication and Language	5	Mandatory	A focus on opportunities to develop attention, listening, understanding and speaking skills, including the introduction of phonics.
Physical Development	3	Mandatory	A focus on moving and handling, health and self-care skills, knowledge and understanding.
Personal, Social and Emotional Development	3	Mandatory	A focus on making and sustaining relationships, building self-confidence and self-awareness and the management of feelings and behaviour. Introduction to 'den building' as part of 'safe places' introductory term in Reception.
Literacy	5	Mandatory	A focus on opportunities to develop students' reading and writing skills (including 'talk for writing') and a strong emphasis on phonics.
Mathematics	5	Mandatory	A focus on opportunities to develop skills, knowledge and understanding in number, shape, space and measures.
Understanding the World	2	Mandatory	A focus on opportunities to develop students' knowledge and understanding about people, communities, the world around them and technology skills.
Expressive Arts and Design	2	Mandatory	A focus on opportunities to explore and imagine using mixed media and materials.

Extra curricular	7.5hours	Mandatory	A variety of extra-curricular opportunities including sports, crafts and academic opportunities, together with 'homework help' and possible additional intervention dependent on the student's progress.
Key Stage 1	<p>2.5 + 25 + 7.5 =</p> <p>(2.5 hours tutorials and assesmby with focus on PSHE and Character Development each day for 2x10 minute sessions. Part of the 2.5 hour allocation is to include a 'daily debrief' at the end of the school day for "what have we learnt today" plenary.</p> <p>25 hours indoor/outdoor learning.</p> <p>7.5 hours extra-</p>	Mandatory	<p>An enhanced KS1 curriculum would be followed across years 1 and 2, with sessions in: Mathematics, English (including discrete sessions on phonics); Science, Design & Technology, MFL, Geography, History, Dance & Drama; Music; Art; Computing, RE; PE (theory and Practice); Games (team sports) Individual Project Work; PSHE & Character Development.</p> <p>It is envisaged that there will be opportunities for collapsing complementary subjects (eg Music/Drama/Dance/Arts</p> <p>At KS1, we still focus on 'sessions rather than lessons' to enable a more free-flowing approach which helps students with transition to KS2 subject expectations.</p>

	curricular)		
Mathematics	5	Mandatory	Daily lesson.
English (part phonics)	5.5	Mandatory	Daily lesson with 'chunking' of the 'Talk for writing' delivered as part of the total time allocation.
Science	2	Mandatory	Will be delivered at least twice a week.
DT	1	Mandatory	Will be delivered either as a discrete subject or as part of a 'practical science' through a particular KS1 theme.
MFL	1	Mandatory	2x30 minutes or 4x15 minutes at KS1 as preparation for 30 minute lessons in KS2
Geography	1	Mandatory	These subjects will sometimes be taught discretely on a weekly basis, but at other appropriate times will be taught in a more cross-curricular way, detailed in the 'Curriculum Plan' section.
History	1	Mandatory	
Dance & Drama	30	Mandatory	
Music	30	Mandatory	
Art	30	Mandatory	
Computing	1	Mandatory	Nevertheless, we place considerable emphasis on computing and a move from 'using computers' to building/understanding computers. Coding will be explicitly taught and it is also envisaged that using computers will form a central part of the students' project work. Core skills for students to undertake research using a computer will be discretely developed in the curriculum.
RE (with PSHE input and additional SMSC development)	30	Mandatory	Parental right to withdraw. Additional PHSE/SMSC development opportunities provided.

PE	2	Mandatory	We will focus on both the practical and the theoretical, complementing practical activities with a taught elements of impact of the activity on the body.
Games & Teams	30	Mandatory	Once a week, there will be a mandatory 'games and teams' exercise, where student learn a new team sport to promote teamwork and leadership skills and support Character Development.
Projects	2.5	Mandatory	30 minutes every day to individual projects: student-led, staff supported. Further details are provided in the 'Curriculum Plan'.
PSHE and Character development	30 minutes (also forms part of the 2.5 hours tutorials and assembly time allocation at the start/end of school day)	Mandatory	PSHE is a discrete subject reflected and reinforced by tutorial and assembly time. Character development is embedded in the curriculum, but additional time is provided for reflection on character development and 'lessons learnt'
Extra curricular	7.5 hours	Mandatory	A variety of extra-curricular opportunities including sports, crafts and academic opportunities, together with 'homework help' and possible additional intervention dependent on the student's progress.
Key Stage 2 (years 3 and 4)	2.5 + 25 + 7.5 = (2.5 hours tutorials and assesmbly with focus on		Key differences from KS1: <ul style="list-style-type: none"> • a move from 'sessions to lessons' • Student have a timetable to follow

	<p>PSHE and Character Development each day for 2x10 minute sessions. Part of the 2.5 hour allocation is to include a 'daily debrief' at the end of the school day for "what have we learnt today" plenary.</p> <p>25 hours indoor/outdoor learning.</p> <p>7.5 hours extra-curricular)</p>		<ul style="list-style-type: none"> • Introduction of STEM problem-based learning , partly by absorbing computing as a subject into STEM agenda • Emphasis on current affairs in the PSHE programme and in project work • Explicit teaching of Kipp-based 'Character Education' • Capacity to set some subjects – especially English and Maths – though most lessons would be delivered in form groups
Maths	5	Mandatory	Daily lesson
English	5.5	Mandatory	Daily lesson with phonics as required for some students and 'Talk for Writing' for all.
Science	5	Mandatory	Discrete lessons on science will be timetabled (2 hours) complemented by a total of 3 hours of PBL which will include aspects of DT and Computing, building on KS1 programme of activities. It is anticipated that PBL will be a set morning activity to enable continuity of activity once a week.
DT		Mandatory	
Computing		Mandatory	
STEM PBL		Mandatory	
MFL	1	Mandatory	2x30 minute lessons
Geography	1	Mandatory	2x30 minute lessons

History	1	Mandatory	2X30 minute lessons
Drama/Dance	1	Mandatory	The full hour for Arts and Performing Arts will be divided on a termly rotation, where in each term at least 2 of the 3 subjects will be offered.
Music		Mandatory	
Art		Mandatory	
RE	30 minutes	Mandatory	Parental right to withdraw. Additional time allocation where applicable to students' independent work or extra curricular Charity work which is part of the Character Education brief.
PE	2	Mandatory	As in KS1, theoretical aspects as well as practical activities.
Character Education	30 minutes	Mandatory	A 'replacement' to KS1 'Games and Teams', but which develop thematically for each half term block, one of which will be 'development through sport leadership'. More detail in the Curriculum Plan below.
PSHE	30 minutes	Mandatory	An alternating programme of PSHE and current affairs (week1/week2)
Current affairs		Mandatory	
Independent Projects	2	Mandatory	2x1 hour sessions or 1x2 hour session per week. Build on KS1 skills of scaffolded project work.
Key Stage 2 (years 5 and 6)	2.5 + 25 + 7.5 = (2.5 hours tutorials and assembly with focus on PSHE and Character Development	Mandatory	The timetable will follow the same pattern and timings as KS2 years 3 and 4, but with the following differences to facilitate progression <ul style="list-style-type: none"> • Greater emphasis on developing independence so that in subjects such as

	<p>each day for 2x10 minute sessions. Part of the 2.5 hour allocation is to include a 'daily debrief' at the end of the school day for "what have we learnt today" plenary.</p> <p>25 hours indoor/outdoor learning.</p> <p>7.5 hours extra-curricular)</p>		<p>computing/projects/STEM PBL students work with minimal staff involvement (though this would necessarily be differentiated)</p> <ul style="list-style-type: none"> • Student projects are individual with very limited capacity for partnerships/small group work • Introduction of extra-curricular electives for the most able students to study a second language and/or follow a scheme of work to develop entrepreneurship (business or social entrepreneurship) • Wherever possible, specialist teachers from English, Maths and Science • Programme of transition will be followed using a network of specialist secondary-trained staff • External input from STEM-based companies and organisations into the content of STEM PBL
--	---	--	--

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

The Values of the Sapiientia Primary Preparatory School:

Our school has at its core a belief that an outstanding primary education is one where the development of a student's transferable academic and social skills are underpinned by resilience, high personal expectations and a belief in the individual's ability to contribute positively to society throughout their lifetime.

In short: we believe that primary education should facilitate a 'growth mind-set' and that students from Reception class onwards should be afforded the opportunity to work in partnership with teachers to discover and develop their unique talents and aspirations.

To meet this brief, the Sapiientia Trust Primary Preparatory School would provide its students with numerous opportunities for self-development both academically and pastorally, together with a curriculum that nurtures reflective independent learning from the beginning.

Overview:

The STPFS would be a mixed, two-form entry primary catering for students from reception up to and including year 6. There would be capacity to provide 15-20 boarding places for students in years 5-6.

The School would have a commitment to developing independent learners through project-based work in Key Stages 1 and 2, enabling students to learn through experience the skills of time management, the development of ideas, tenacity, resource-gathering and self-reflection that are exemplified later in the Secondary setting through both HPQ and EPQ.

Moreover, the school would offer structured programme of outdoor learning, including a Forest School Programme if located on the 84 acre College site. If located elsewhere, we would utilise the plethora of outdoor learning opportunities the County's extensive wildlife areas, Fenlands, Broads and Coastline. We would also have a commitment to problem-based learning to complement and extend the curriculum and promote an awareness of the cross-curricular links between many subjects, especially STEM.

The school would explicitly promote extra-curricular learning and run an extended school day to offer enrichment activities. Teaching current affairs and character education would be core, central themes to actively promote personal development and curiosity.

The ethos that drives our curriculum offer:

The aim of the school is to develop independent, curious and confident learners with the ability to problem-solve and understand how subjects are interconnected. We have designed our curriculum with a 'top down' approach: we have ascertained what

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

'success' looks like by the school leaving age of 18 and systematically worked backwards to ensure that in terms of academic, pastoral and extra-curricular opportunity and design, we have provided a solid foundation for our learners. We acknowledge that in order for this goal to be achieved in the future, curriculum content and delivery at primary level will need to be regularly reviewed. Our MAT will develop a programme of continuous monitoring to ensure that the dialogue between our primary and secondary providers focuses on children's needs and best interests in an ever-evolving educational and employment landscape.

The school would promote high expectations across all areas – SEND, Pupil Premium and FSM students would be provide with the tools and support to make sustainable progress and we are confident that there would not be an achievement gap: Wymondham College has a proven track record in securing very high levels of achievement from 'disadvantaged' students, e.g. in Summer 2014 our 'disadvantaged' cohort outperformed the main cohort in both Value added and 5+A*-CEM measures (80% %+EM, 1027 VA), in 2015 our Value Added for disadvantaged students was 1017 and in 2016 provisional Progress 8 for our disadvantaged cohort is estimated as +0.6. Achievement gaps are minimal or non-existent and we were a Department of Education Pupil Premium award winner in 2015.

The table below indicates profiles of the communities the School would potentially serve – depending on final location.

	%SEnD	National	%EAL	National	%FSmM	National
Attleborough Infants	1.6	1.4	12.5	19.4	14%	26.4
Attleborough Juniors	1.4		9.3		19.7	
Wymondham area						
Robert Kett	1.6		4.7		16.7	
Great Ellingham	4.2		0.7		8.3	
Hingham	5.6		1.4		27.5	

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

Morley	1.9	2.6	16.8
Hethersett	2.2	2.6	13.8

This demonstrates our likely intake day student intake will have a higher than average proportion with identified SEND and lower than national levels of EAL and free school meals. The latter is not unusual in rural areas and should not mask pockets of rural deprivation and the EAL needs of students within our community. The College can draw on the skills of both an EAL specialist and a SENDCO within the MAT leadership structure, although the staffing model includes the appointment of a primary SEND specialist in the second year of opening.

We value an enthusiasm for academic learning and self-discipline together with individual creativity and expression and the development of social skills and social awareness. Curiosity would be at the centre point of teaching delivery and curriculum design. The School would typify 'traditional values', with a uniform and opportunities for student leadership.

The school would be fully inclusive and actively celebrate diversity. Central to the school would be the involvement of older students from Wymondham College, offering mentoring support and the use of resident fellows, recent graduates, to support boarding and extra-curricular activities.

Extra-Curricular life would be rich and varied and complement our in-school curriculum and ethos. It is very much an opportunity for 'extended learning'. If [REDACTED]

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

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

The structure of the School Day

	EYFS	KS1	KS2
8.30 – 8.45am	Tutorial Time Programme across Reception, KS1 and KS2 <u>Monday:</u> What do you want to achieve this week? This is what we're doing this week..... <u>Tuesday:</u> Assembly <u>Wednesday:</u> Moral Maze <u>Thursday:</u> Diary <u>Friday:</u> Celebrating success and achievements of the week.		
8.45-9am	Session 1: Brains In Gear activity	Session 1: Brains In Gear activity	Lesson 1: Brains in Gear activity
9 - 9.30am	Session 2	Session 2	Lesson 2
9.30 - 10am		Session 3	Lesson 3
10 - 10.30am		Session 4	Lesson 4
10.30 – 11am	Break Time	Break Time	Break Time
11 – 11.30am	Session 3	Session 5	Lesson 5
11.30am – 12pm		Session 6	Lesson 6
12 – 1pm	Lunch time	Lunch Time	Lunch Time
1 – 1.30pm	Session 4	Session 7	Lesson 7

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

1.30 – 2pm		Session 8	Lesson 8
2 – 2.30pm	Session 5	Session 9	Lesson 9
2.30 – 3pm		Session 10	Lesson 10
3-3.15	Session 6: Brains in Gear	Session 11: Brains in Gear	Lesson 11: Brains in Gear
3.15-3.30	Tutor Time	Tutor Time	Tutor Time
3.30-3.45	Break Time	Break Time	Break Time
3.45-5.15pm	Extra-curricular time: sports/crafts/cultural/prep support/interventions etc. There would generally be 2 extra-curricular activities during this period lasting approximately 45 minutes each and each would incorporate a break of a suitable length depending on the activity and composition of students within the activity.		

Across a 5 day school week, this equates to:

2.5 hours – tutor time at the start and end of the day in 15 minute blocks.

25 hours core time

7.5 hours extra-curricular

Academic underpinnings

Our curriculum programme underpinned by 3 key educational philosophies:

1. Talk for Writing:

- We intend to become a talk for writing school. Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. Schools that have adopted the approach have not only increased their children’s progress but have found that children and teachers engage; this promotes a dialogue of learning between teacher and student which encourages the students to ‘own’ their education and progress. We believe that an education is a partnership between professional teachers and students. Talk for Writing will be used throughout the school curriculum following the standard methodology of initiation, innovation and independent application. This will necessitate an investment in the

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

professional development of our staff – an area that we are highly committed to. Staff CPD is on-going and staff will have access to a number of optional development opportunities provided through our leadership of the Encompass Teaching School. We seek to develop excellence and promote excellent teachers to key posts within the MAT. We have support from national talk for writing lead school, who have agreed to support and informally mentor our talk for writing developments.

- Character Education

The school would promote an enthusiasm for academic learning and self-discipline together with individual creativity and the development of social skills and social awareness. Curiosity would be at the centre of teaching and curriculum design. Aspirations would be extremely high and we would build on components from the 'KIPP' schools in the USA, including teaching character education lessons. KIPP schools design their own curricula and students spend more time in school - they experience a longer school day, week and year. In addition to high academic expectations, KIPP schools also have a focus on measurable results and believe in school-level decision making. Perhaps most pertinently to our own ethos, students, parents and teachers sign a 'Commitment to Excellence' which we would develop as part of our growth mind-set approach and an understanding that 'Excellence' focuses on a commitment to progress in all aspects of school life, be they academic, pastoral or extra-curricular. The boarding dimension of the school would both reflect and reinforce this ethos of student progress, with evening and weekend activities further promoting self-development, character development and opportunities to celebrate students' achievements.

- 2. The Growth Mind-set

Based on the research of [REDACTED] a growth mind-set approach advocates the importance of hard work and quality practise, to build resilience and a commitment to learning. Ensuring appropriate challenge and developing student responses to failure are central to this approach. The growth-mind-set approach helps children feel good in the short and long terms, by helping them thrive on challenges and setbacks on their way to learning. It accepts that learning can be challenging and best achieved in the long-term by ensuring quality learning – adopting a qualitative rather than quantative approach. In our classrooms students will be appropriately challenged, stretched and encouraged to take appropriate risks seeing the occasional failure as the springboard to further success. Teachers will be expected to explicitly plan tasks that stretch, challenge and encourage choice and risk taking for all students.

From pedagogy to the curriculum:

Whilst Talk for Writing, Character Education and The Growth Mindset are foundations

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

on which our curriculum is built, we appreciate that to have impact these pedagogies must be embedded in a curriculum that is ambitious, deliverable and introduces an approach to learning that best prepares students for lifelong learning. To this end, we offer our students an extended school day, a commitment to problem-based learning, engagement in current affairs; project-led independent enquiry, inclusivity and differentiation, Mentoring, a plethora of extra-curricular opportunities, outside learning opportunities (including, depending on eventual site Forest School), Jolly Phonics and Maths Master supported by Mathletics as follow-on prep.

- **An Extended School Day**

The school day will run from 8.30am until 5.15pm. As the structure of the school day (above) demonstrates, this equates to 2.5hours of tutorial time across a week for all students (divided into 2x15minute 'bursts' at the start and towards the end of, the school day); 25 hours of 'sessions' or 'lessons' and 7.5 hours of extra-curricular time.

Our research indicated that a high proportion of parents struggle to collect their children at traditional primary school finish times (between 2.45 and 3.15pm in our vicinity) and, wherever possible, make use of after school clubs where students can be collected anywhere between 4pm and 6.30pm. These clubs are financially punitive for many parents and others are frustrated that there are limited numbers of places available. Most significantly, the nature of flexibility – where parents can collect 'at any time' - means that the range of activities that students engage in is very limited, with many focusing purely on homework supervision. Further this provision is rarely accessible for disadvantaged students, who are in effect excluded. Our provision will remedy this social disadvantage.

Moreover, parents told us how students go home with incomplete homework where they have 'lost the thread of what they are doing' and a little over 1/3 of the parents we spoke with in a focus group said that their offspring would go to additional clubs and societies that often start at around 7pm. For young children, many parents felt that the schedules were exhausting, but that they were keen for their children not to miss out on clubs and societies that provided opportunities for children to learn something new and forge social relationships. Information and feedback from our consultations with parents, potential parents and the wider community is evidenced in section E2 and the annexes.

Our educational model is to incorporate extra-curricular as a core expectation – all our students would go from the taught curriculum to a number of extra-curricular opportunities. We also plan to enable 'prep supervision' times which are voluntary for KS2 students from 5.15-6.15pm as part of a 'homework club'. We believe that our extra curricular programme – detailed later in this section – will meet students' and parents' priorities for 'having fun, spending time with friends and learning new things.'

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

The day is structured in half hour blocks, though all years start core learning with a 10 minute 'Brains in Gear' activity. An example is in annexe 1. Prior to this, the 'tutorial time' is also 15 minutes for all students with a set activity to achieve each day of the week:

Monday:

What do you want to achieve this week? (To encourage growth mind-set and personal goals).

Tuesday:

Assembly – all year groups.

Wednesday:

Moral Maze – an age-appropriate moral/ethical dilemma that the student has to talk through. This develops oracy, problem-solving skills, negotiation with peers and aids the 'talk for writing' agenda.

Thursday:

Diary. Students keep their own learning log and the book forms the basis of their communication with staff and parents about their learning journey, enabling them to write about challenges, what they have learnt and what their goals are. The books are shared verbally with their peers on a Friday mornings when the morning focus is on 'Celebrating success'.

Fridays:

Students are encouraged to share their successes and detail how they have overcome challenges during the week. We believe that praise from staff, parents and peers is vital to a child's development of self-worth and will use this time to award prizes and discuss success and adversity. Again, this reinforced our Growth Mind-set agenda.

- **Problem Based Learning (with a STEM focus)**

There is much research that supports the positive impact of PBL on students engagement with learning. Penuel & Means (2000) highlight that students learning through PBL retain content longer and have a deeper understanding of what they are learning, and it is also noteworthy that research suggests that on high-stakes tests, PBL students perform as well – or better – than traditionally-taught students. In short, PBL supports the development of a 'problem solving' mind-set which complements the Schools' commitment to the Growth Mind-set agenda.

In Reception and KS1, we would provide some opportunity for 'short burst' PBL which is cross-curricular which provides a basis for formalised PBL In KS2 starting in year 3 and going through to year 6. This equates to 3 hours in year 3 and 4 to 4 hours in years

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

5 and 6. Whilst we appreciate that the process of PBL is more important than the topic of it, we would link our PBL to the STEM agenda. From years 3 and 4, discrete lessons on science will be timetabled (2 hours) complemented by a total of 3 hours of PBL which will include aspects of DT and Computing, building on the KS1 programme of activities. It is anticipated that PBL will be a set morning activity once a week to enable continuity of activity. Not only would STEM PBL reflect, reinforce and develop science, mathematics and computing on the curriculum, it would also enable us to engage with local STEM companies and providers such as STEM

Ambassadors. These relationships are being scoped at present and we are developing PBL activities in conjunction with STEM employers and organisations with a STEM focus, building on the relationships that Wymondham College has established over a number of years. We have strong links with Hethel Engineering (a number of cutting edge technology companies) and Lotus (which borders Hethel Engineering). We have governors with links to blue-chip and local STEM companies (including Cisco systems) and good outreach relations with the John Innes Centre in Norwich and STEMNET. Where possible, employers will 'launch' activities and return to judge the outcomes with the day-to-day management and delivery of activities led by teaching staff.

In the wider context, there is a dearth of suitably qualified STEM personnel in the Norfolk area and we believe that an understanding of future employment opportunities – even at a nascent level – can inspire our learners and give them a basic understanding of employers' priorities and the world of work. Within the MAT, we have a 'Futures' specialist who will co-ordinate talks, visits, mentoring and internships at secondary level and 'work backwards' with employers to consider how primary students can best engage with, and understand, how they can link their ambitions to employment opportunities. PBL developed in association with employers forms an important strand of this early engagement. This will be developed at a basic level as students progress through the school, but will build in to a comprehensive understanding as students progress to a Secondary environment.

• Current Affairs

As alluded to in Section C, there are a disproportionate number of Primary Schools in Norfolk underachieving compared with the National picture. In July 2016, two local primary Schools close to us – Morley Church School and Attleborough Juniors – were served with warnings regarding the progress of their students. Our success in the secondary sector securing outcomes for students is detailed in Section E.

Whilst we appreciate that there are a myriad of reasons for underachievement (detailed in Section C and developed in Section E) we believe that this is not inevitable and that student and parental expectation can be nourished by an engaging curriculum and a highly aspirational culture. One strand of this is to engage young minds in current affairs – giving them the opportunity to move from the 'Norfolk bubble' to an

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

appreciation of both National and International agendas.

Through 'talk for writing' and the development of the EYFS and KS1 and KS2 agendas, it is clear that a well-rounded education is one that prepared its students to engage fully in the world in which they live. Current affairs is thus an important part of the curriculum offer. As well as tutor time, BIG activities to kick-start the day and 'daily debrief' for KS1 and KS2 students from 3-3.15pm we anticipate that the SMSC agenda that feeds into all lessons will enhance students' understanding of current affairs.

• **Project-led independent enquiry**

The School would have a commitment to developing independent learners through project-based work in Key Stages 1 and 2, developing skills of time management, the development of ideas, tenacity, resource-gathering and self-reflection: skills that are exemplified later in the Secondary setting through both HPQ (Higher Project Qualification – GCSE standard) and EPQ (Extended Project Qualification – A-level standard). HPQ and EPQ have grown substantially in popularity and a number of 6th form students at Wyndham College undertake them to complement their A-Level studies. Many use them to add credibility to their applications for competitive courses to Oxbridge and Russell group universities, where a proven track record in independent, critical research and the ability to self-manage are highly regarded by those responsible for admissions. As mentioned previously, our approach to curriculum design has been 'top down' – we have researched and given consideration to what 'success' looks like when a student is 18 and heading for university, work or an apprenticeship.

HPQ and EPQ both consist of 4 central assessment objectives:

1. **Manage:** the extent to which a student can manage their own time, meet deadlines and self-manage without input from teaching staff/their mentor.
2. **Resources:** the ability of a student to find relevant information from a number of sources, including undertaking primary research that is ethical and reliable. At secondary level, there has been a rise in students' reliance on internet searches for their class and prep work and they are not 'critical' of their sources. As such, teaching students the differences between primary and secondary sources, reliability of sources, the plethora of non-internet sources of information – including academic periodicals and lectures – is a curriculum priority. Good habits and a critical mind-set are vital for students to successfully navigate the 'information overload' of the Twenty-First Century.
3. **Develop and Realise:** This relates to a student's ability to plan and to realise their project by overcoming setbacks and taking pride in their work. It chimes very clearly with the Growth Mind-set that underpins the curriculum.
4. **Reflection:** The ability of a student to learn from a process so that they are better equipped to handle future challenges has clear parallels with the Growth Mind-set and the PBL agendas.

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

Students have the opportunity to undertake 4 different types of project:

1. An 'essay' – the term we will use for a written project
2. A performance – this could be of music/drama/poetry recital/dance. It could also be part of 'outdoor' learning depending on individual need and preference.
3. An artefact – something that is made by the student – this might be anything from a den-building project outside or a knitted dress. All artefacts have an accompanying explanation with explaining their choices and progress in their chosen project.
4. A design – something that is designed by the student – this might take the form of anything from a ski-lift to a house to a dress: Wymondham College has an existing outreach programme via our DT department which enables G&T students in the area to spend time at the College working on a design project of their choice. These students are typically between 8 and 10 and we are confident that with the right scaffolding, expectation and level of support, all primary aged children have the ability to engage in this activity. Recent design projects have been for bird houses, eco-houses, chairs and children's bedroom furniture.

The seeds for future success in independent project work will be sown in Reception, where undertaking mind-projects and learning about sources of information will form part of the Literacy, Understanding the World and Expressive Arts and Design agendas.

In KS1, 30 minutes every day will be spent developing the skills that feed into successful enquiry. This will be suitably scaffolded, with the expectation of greater independence at KS2 (years 3 and 4 as well as 5 and 6). At KS2, the time allocation is 2 hours per week, though we anticipate this being during a set collapsed session once a week rather than delivered in shorter episodes. Resources that promote the development of these skills have already been sourced via 'Thoughtbox', whereby 15 minute lessons lead students and staff through a variety of tasks that encourage critical thinking and discussion.

• Inclusivity and Differentiation

Inclusivity is a hallmark of Wymondham College which would be reflected in the Sapientia Primary Prep school. In part, this is because of Boarding - students sponsored to be here via Charities include those from disadvantaged areas - most typically urban/inner city – and are often drawn from black African/Afro-Caribbean backgrounds. We also attract students from MOD/Armed Forces backgrounds and have a significant student base from Hong Kong. Each of these key groups has particular challenges, be they cultural, social or academic – or, most frequently, a combination of all these criteria.

Importantly, we have a significant track record of success in adding value to students

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

with a weaker academic profile or from 'disadvantaged' backgrounds. Our 'disadvantaged' and Send students make progress significantly above national levels, with few achievement gaps. Value added measures in 2016 for our Send students was 1069 and for 'disadvantaged' +0.6. In 2015 the College won a DfE Pupil Premium Award – the only secondary school in Norfolk to do so. The College has an EAL expert on-site who delivers personalised programmes and tracks students' progress both in and out of the classroom. This model will be replicated at primary level, with the EAL expert meeting with mentors to gauge the effectiveness of in-lesson differentiation and ascertain whether additional intervention during an extra-curricular 'slot' is also required. The MAT Director who will be working closely with the Chief Executive of the Trust is a qualified SENDCO and has a track record in the development of effective 'Gifted and Talented' Programmes. The Primary will map G&T provision on an individual basis and these students will also be mentored. G&T opportunities will be developed in three areas: (1) in-class, via effective differentiation; (2) as an extension to class activities, such as being set different and/or additional prep tasks and (3) out of lesson opportunities such as the development of a student newspaper or leadership of assemblies/development of the 'moral maze' activities that start the day.

We anticipate the overwhelming majority of individual needs will be met in the classroom. There is a focus and expectation on differentiation and in using flight path data to inform accurate progress assessments.

All staff will receive in-depth training on effective differentiation and in the effective deployment of teaching assistants. We will add learning leads as the school grows whose roles will mirror the SENd Code of Practice, to ensure sufficient support for all students, effective work with parents and to support and challenge staff. The learning lead roles will explicitly focus on communication and interaction. Cognition and learning, behaviour and Social, emotional and mental health. This model is proven to work at Wymondham College.

Developing and supporting students emotional health and well-being is crucial. The School will employ a family support worker and well being support officer, initially shared with other schools in the MAT. The family support officer role will focus on primarily on attendance and family engagement, with the well being support officer acting as the liaison point for multi-agency working and to provide individual and small group well being sessions for students. This work will be part of the MATs wider Well-being strategy – we already have in place a well-being manager whose role is to ensure sufficient well-being support for students across the trust, supported by qualified counsellors.

Pupil premium students will be tracked individually by the Head of School in Year 1 and SENDCO thereafter. Funding will be allocated specifically to our PP students and will be personalised according to need. Over the last year at Wymondham College pupil

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

premium funding has been spent on a variety of materials and experiences, which fall into three strands; support, intervention and enrichment.

Support includes high quality transition, raising aspirations and emotional wellbeing. Intervention includes additional support from Y7 to Y11 with core subjects to ensure gaps with peers decline.

Enrichment includes offering opportunities to develop important skills for life and engaging in Wymondham Life activities. We would replicate this stranded approach at primary level, where we music lessons, additional English/Maths sessions, theatre trips, visiting speaker and mentoring programmes. This work will be overseen at MAT level by our Director of MAT growth and development to ensure impact. Progress meetings for each child will follow the assess, plan, do, review model.

- **Mentoring**

A key component of the Primary School is mentoring. Identified students will have a nominated mentor and - if situated on or close to Wymondham College – we would invite mentors from amongst the student body, especially 6th form students. Mentors would review the student's learning diaries, offer encouragement and help them set goals. Importantly, mentors motivate and our experience is that with mentors help raise individuals' expectations and progress. Our mentors will receive appropriate training, including safeguarding, and will become involved in motivation, literacy and reading programmes and also support the extra curricular programme, through our 'I Lead' programme of student leadership. This extends our existing programmes where older students already provide extensive sports leadership and volunteer in our local special school.

- **Extra-curricular opportunities**

Extra-curricular opportunities are core to our vision of the school and we have a wide definition of learning that runs through our underpinning academic pedagogies of talk for writing, character education and growth mind-set.

Character education is developed in the classroom by all that we do, but our focus on PBL and Independent enquiry highlight this commitment most obviously.

Outside core learning times, extra-curricular opportunities enable the development of a well-rounded and engaged student. Extra curricular learning focuses on three main strands: sports, culture and craft. The programmes are suitably differentiated and age-appropriate, but we would still aim for 'open access' to all programmes wherever possible.

Extra curricular opportunities will be run by staff at the school and supplemented/supported by year 9 sports leaders from Wymondham College and volunteers.

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

Fostering opportunities for leadership, personal growth and development reflect the core values of the Sapietia Trust Primary Prep School. Our expertise and commitment is demonstrated at Wymondham College, where we run more than 70 regular extra-curricular activities. Old Buckingham Primary School has already benefitted from Wymondham College staff and students running French and sports clubs at the Primary School.

- A commitment to the development of an outside learning programme of opportunities

Outdoor learning is an appropriate opportunity for provision of many PBL activities and independent projects. In Reception, the opportunity for Forest School engagement boots children's engagement with the natural world and provides a platform for the development of the core curriculum outside the classroom.

- Jolly Phonics
- We have sought the advice of SEND and our MAT primary colleagues in the development of a literacy policy. We will use the jolly phonics programme and will draw on nesy and sound discovery to supplement student progress where required.
- Maths engagement
- We have sought the advice of SEND and our SLE in Maths in the development of a mathematics programme across the key stages and would use Numicon as our 'foundation' with opportunities to further stretch students with Mathletics in and outside the classroom. Access to Mathletics will permit another opportunity for independent learning and differentiated prep tasks.

The curriculum model for Reception:

In Reception, the school would follow the EYFS statutory framework, with sessions designed to build on the seven key component areas: communication and language; physical development; personal, social and emotional development; literacy; Mathematics; understanding the world; expressive arts and design. This includes learning both inside and outside the classroom. There would be mandatory assembly/tutorial time every morning, which will also provide time for SEND intervention where required - as well as student mentoring.

The EYFS curriculum will be free-flowing and comprise of multi-disciplinary projects as well as discrete teaching episodes of the seven core areas.

The EYFS curriculum will be both reflected and reinforced in the extra-curricular programme, which will have different activities threaded around common themes.

The curriculum model for KS1:

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

An enhanced KS1 curriculum would be followed, with sessions in: Maths, English, Science, DT, MFL, Geography, History, Drama/Dance, Music, Art, Computing, RE, PE (theory and practice) and Games (with a focus on encouraging team work through participating in group sports). In addition, the school would offer timetabled sessions on students' project work and a PSHE and Character development programme. Many of our subject curriculums would be designed around the QCA Schemes of Work as a starting point, but developed to encourage creativity and curiosity. Project work would encourage cross-curricular thinking and independence.

The curriculum model for KS2 years 3 and 4:

Again, an enhanced KS2 curriculum would be followed with sessions in: Maths, English, Science, DT, MFL, Geography, History, Drama/Dance, Music, Art, Computing, RE, PE (theory and practice) and Games (with a focus on encouraging team work through participating in group sports). The focus moves from 'session to lessons' with students now having a timetable to follow each week. In addition, we would introduce in year 3 STEM problem-based learning activities in small group settings (both inside and outside the classroom), PSHE and current affairs – we believe that providing young children with an understanding and vocabulary to critique the world in which they live and understand the 'big questions' of the twenty-first century, is vital to their development as independent thinkers. Character education would be explicitly taught, developing the 'KIPP' programme of character education.

There would be the capacity to set some subjects – especially core – in years 3 and 4, though most lessons would continue to be taught in form groups.

The curriculum model for KS2 years 5 and 6:

The same subjects would be followed as in years 3 and 4, but with a greater emphasis on developing independence. In subjects such as computing, projects and STEM problem-based learning in particular, we would encourage students to work individually wherever possible.

We would seek to develop links with STEM-based companies and institutions to enable students to focus on 'real world' problems in their STEM sessions. The opportunity for outside learning would continue and we would introduce 'elective' sessions for the Most Able students to begin to study a second language and/or follow a scheme of work to develop entrepreneurship.

Wherever possible in years 5 and 6 we would timetable specialist teachers for English, Maths and Science and develop a programme of transition from year 6 to year 7 with Secondary schools, using a network of specialist secondary trained staff.

Assessment

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

Reception students will be assessed in relation to the EYFS curriculum. Each of the seven areas has a scale which depicts the knowledge, skills, understanding and attitudes that students need to develop during the EYFS if they are to achieve the Early Learning Goals by the end of Reception.

In accordance with the guidance, teaching staff will make a 'best fit' judgement within each of the learning goals, defined as:

- a. *Emerging*: working towards the expectation for the end of Foundation stage
- b. *Expected* – a 'good' level of development that meets expectations at the end of the Foundation Stage
- c. *Exceeding*: the student is working at a level that is higher than the end of year expectation.

Pupils in Year 1 will undertake a phonics screening test to guide their individual learning journey and differentiation (using TAs)

Pupils in Year 2 will be re-assessed should they not meet Year 1 expectations of progress.

We will have a termly assessment point for each year group, with cross-curricular tests to determine progress in all areas of the curriculum. This will inform differentiation both in the classroom and for prep work. Students identified as requiring a programme of intervention will work more intensively with a mentor and this would be supported by (a) opportunities for intensive support during extra-curricular (though we do not advocate using more than 2/5 of the overall time allocation for this work) and (b) greater SENDCO input and harnessing assistance from external agencies as required.

Progress For all – including SEND students

Whilst we anticipate the EAL/SEND/PP/G&T pupils of day students at primary level would be broadly very similar to nearby primary schools, the academic profiles of our Boarding students is as yet unknown. However, given our close links with the Buttle Trust and Springboard Charities who have sponsored boarding students from year 7 at Wymondham College, we are aware that the social and academic needs of boarders has the potential to be different to the 'local' intake. The Primary School would be able to tap into the expertise of staff from Wymondham College in delivering INSET and regular twilight CPD to its staff on supporting vulnerable learners. 2 case studies of current year 9 students at Wymondham College on assisted boarding places (where there was no opportunity for structured transition from their previous schools). are outlined below:

Case Study One: [REDACTED] (current Y9 student)

[REDACTED]
[REDACTED]

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

[REDACTED]

For English: those students entering on a 4a and with CAT of 100 on average are gaining 4 , [REDACTED]

For Maths: those students entering on a 5b and with CAT of 100 on average are gaining 5 , [REDACTED]

For Science: those students entering on a 4b (teacher assessment) and with a CAT of 100 on average are gaining level 5, [REDACTED]

Case Study Two: [REDACTED]

[REDACTED]

For English: those students entering on a 4a and with CAT of 99 on average are gaining level 4, [REDACTED]

For Maths: those students entering on a 4b and with CAT of 99 on average are gaining level 4, [REDACTED]

For Science: those students entering on a 4b (teacher assessment) and with a CAT of

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

99 on average are gaining level 5, [REDACTED]

In order to identify SEN, the SENCO will need to regularly review progress of learners together with teachers and assessment leads. To support transition for learners with a Special Educational Need and/or Disability (SEND) we will make one or more visits to their home and/or previous setting to speak with their parents/carers – and wherever appropriate – the student themselves about provision. Similarly, we will liaise with any external agencies that have been working with the child and their parents/carers, for example health professionals, key workers and teachers. We acknowledge that a majority of SEND are not identified before starting school and some become evident as the learner matures and develops alongside their peers. Therefore we will employ a system of SEND referral across all year groups that will incorporate all staff being trained in the SEND Code of Practice (2015) and receiving regular SEND training, with the progress of SEND students being monitored by a key person across key stages. All incoming students to Reception will be assessed against the 17 Early Learning Goals: Listening and attention, understanding, speaking, moving and handling, health and self-care, self-confidence and self-awareness, managing feelings and behaviour, making relationships, reading, writing, numbers, shapes, space and measures, people and communities, the World, technology, exploring and using media and materials and being imaginative. Ascertaining the degree to which each student is achieving in each category via ‘emerging’ ‘expected’ and ‘exceeding’ will enable us to identify specific patterns of underachievement which can be further explored through additional testing of literacy/numeracy/sociability to determine further interventions and support. When concern about progress arises, the SENCO may be required to provide advice to teachers about how they can support their learners through high quality teaching and differentiation and/or reasonable adjustments in accordance with the Equality Act 2010.

Collaboration with staff and parents will facilitate timely further assessment of need where high quality teaching, differentiation or reasonable adjustments prove ineffective. Much of that assessment will be carried out by the SENCO and they will also be required to identify the provision that is required to overcome the barrier to learning and effect expected or accelerated progress. The SENCO will need to identify where additional resources are required and how to effectively deploy staff to best support learner progress. This carries the requirement to manage or co-manage the school’s budget for SEN and facilitate access to additional ‘high needs top up’ funding from the cluster where necessary.

The SENDCO’s duties will include maintaining records to show which learners are identified with an SEN, what provision is being offered to meet needs and close monitoring of progress. There will be a requirement to make referrals to and seek advice from other professional services such as educational psychology, health and care – all areas that our current SENDCO has experience in and from whom there

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

would be structured support to the incoming Free School SENDCO.

Boarding

The opportunity to board in year 5 and 6 adds a further dimension to the school. Ethnic and cultural diversity is lower than the national average in Norfolk and attracting boarders from other areas of the Country adds cultural and ethnic diversity. Students sponsored by the Buttle Trust or Springboard Charities, with whom the College has worked extensively in the past, are invariably from deprived inner city areas and a sizeable proportion have an African heritage. Boarding gives these students stability and the opportunity to develop their educational and cultural capital. The College has a very strong track record in developing these students academically and socially, offering them the pastoral support, mentoring and academic guidance that they would otherwise not have ready access to.

Boarding can change lives in a hugely beneficial way for those students who might otherwise fail to fulfil their potential. Moreover, there is a positive impact on day students: they have the opportunity to mix with, and learn from, peers from very different social and cultural backgrounds. Our experience with students in a secondary environment highlights the many advantages that boarding brings to a school community; students assimilate cultural norms and values that foster genuine toleration and a celebration of diversity. It must be noted that a proportion of boarders are from Service families, whilst others come from the local area and are attracted to the idea of 'living away' from home for a plethora of reasons. A culture of toleration and respect is drawn from exceptional pastoral care, mentoring when appropriate and strong tracking of student attainment. Boarders have specific needs that many day students do not – those needs are unique to the individual, but our experience highlights that mental wellbeing is key to student progress and all Boarders would have a mentor to support and challenge them.

We believe that Boarding for students at KS2 years 5 and 6 would – for the right profile of student – help prevent many of the issues that arise during year 7, when the College traditionally receives its boarders. 'Getting in' two years earlier would enable us to 'prevent rather than cure' many of the behaviours that we typically see in our most vulnerable sponsored boarders. Our experience suggests that exposure to crime, gang culture, drug experimentation and the development of an anti-school subculture impacts on (particularly male) students at the age of 10/11. Therefore, by providing a slightly earlier boarding opportunity in Years 5 and 6, we can help minimise the impact of influences that we as School Community invariably have to tackle two years later.

Transition

There are two major points of transition: into Reception and from year 6 into a secondary environment. We are also cognisant of the importance of the year-to-year

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

transition process to maintain students' progress. Uniquely for the Sapientia Education Trust, there is a third point of transition for 15 students: incoming year 5 Boarders. For this annual cohort of 15, there would be three areas of transition: academic, social and boarding. In terms of academic profiling we will baseline assess at the point of entry, to establish where students are currently working at in relation to our 100 point assessment scale; in terms of social transition we would have a 'buddy' system with a year 6 students and allocate a mentor. In addition our SET Trust welfare team is available to offer specific and personalised well-being support. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Prior to a child starting at the Sapientia Primary Prep School, we would visit them in their pre-school setting and, if the child is at nursery, endeavour to have a meeting with their key worker and ascertain their progress-to-date in the EYFS criteria. In addition to a parents/carers-only event of a 1-2-1 with the class teacher, students coming into Reception will have a structured transition process of visits to the school which build from a series of 1-2 hour familiarisation to attendance at a 'normal day' over the summer holidays prior to joining the school in September. It is anticipated that parents/carers or an allocated mentor will attend for part of the time during the student's first week at the School.

Students will be benchmarked according to the 17 early year goals to develop a detailed student profile as they enter the school. Each student will be assessed in terms of meeting, exceeding or not yet reached each level. The early year goals include a variety of types of evidence of student's learning and we will use DfE guidance about using a variety of information to support the judgements. These will be transferred to the SET Trust Primary 100 point scale – with, as the starting point, - 10 reflecting not meeting, 0 meeting and 10 exceeding. Flight paths of progress will expect, as a minimum, all students who starting points at or above expected level to make a minimum expectation of 25 points of progress every two years. Students who at the point of entry are below age related expectation will be expected as a minimum to make 28 points of progress. This results in all students, if successful, meeting or exceeding age related expectation at the end of KS2.

A year-to-year handover process will commence in the second half of the summer term during each academic year (with the exception of year 6, where the approach to transition is described below). The year-to-year process will include a progress review, pastoral discussion and a consideration of additional requirements, such as SEND or G&T. All students will have a day with their new class teacher and we will host 'the year ahead' meetings with parents/carers to provide an overview of the forthcoming academic year and extra-curricular offer.

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

We believe that transition from the primary school to a secondary school should be suitably structured processes, beginning during the autumn term prior to the learner transferring from their primary school.

Transition should begin with communication from the primary school to the intended secondary school to make them aware of the learner, their strengths, things they find difficult and any identified special educational needs. Detail should be provided about any SEN support, reasonable adjustments and in class strategies that they are providing for the child so that the secondary setting can gain a view of how they will meet the learner's needs once transferred to the new setting. At this point, the secondary school can also begin dialogue with the family about aspirations for and additional information about the child. This conversation will offer reassurance to the family that their child will be appropriately supported in secondary school as well as ensuring the school can build a holistic view of the child.

During the spring and summer terms, we would encourage a representative from the secondary school to meet the learner in situ; but in all cases the learner should be invited to visit the secondary school. If the learner has any additional needs, a number of visits may be advisable above the usual arrangements for all students. For some SEND students, additional resources may be provided to support the learner's transition such as photographs of areas they will need to know in the new school and staff they will come into contact with a lot. Maps of the new school are also often helpful.

During the summer term preceding transfer, the learner should be encouraged to provide a view of what they would find helpful to get used to the new environment and to support their learning. Towards the end of the summer term information gathered about learners should be provided to teachers at the secondary setting in order that work can be planned at a level appropriate to their prior attainment. Research shows that the 'dip' in attainment that often follows transfer is attributable to teachers underestimating learner capability. The Sapientia Primary Prep school would, in the first two years, undertake to work with the Secondary School/s that its student go to monitor performance levels that would in turn inform in-school CPD on 'maintaining progress in KS3 and beyond'.

Continuous Professional Development is vital to enhance teacher performance and impact positively on classroom learning. We are part of a Teaching School Alliance (Lead School) and would seek to use this as a platform for regular CPD for all our Primary School staff. Training would have four core strands in the first two years:

- our values: understanding the growth mind-set, Character Education and Talk

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

for Writing.

- the use of data and flight paths to monitor progress and ensure effective intervention
- student wellbeing and safeguarding
- personal development for staff: emerging and middle leadership

The SET has extensive experience of working with a wide range of external agencies. The complexities of running a large state boarding school means that we have our own well-being manager, counselling service and fully staffed medical centre. In addition, we work with a range of local service providers, including CAMHS, the Matthew Project, Early Help, Nelson's Spirit (bereavement), MASH, MIND, brake (road safety) and our [REDACTED]. Supporting this structure, the current MAT leadership staff who will shape and mentor incoming key primary staff have extensive experience of working in safeguarding and with external agencies including mental health agencies and agencies supporting LAC and SEND. We have an in-college adviser for 'most able' students who would also provide guidance and practical strategies for the most able primary students. We anticipate that most able students will be identified by their teacher and that a personal plan of action would be drawn up to meet the student's needs. Typically, MA provision focuses on (a) ensuring appropriate differentiation in lesson delivery (2) working with the student to identify extra curricular opportunities that will best challenge them (3) providing opportunities to attend Wymondham College's Saturday sessions for the most able (attendees are referred by local primary schools) and (4) allocating a mentor for each student on the MA register who will challenge them, report on their overall progress and liaise with parents. Similarly, MAT leadership will refine the existing models of intervention with EAL, PP and LAC. We plan to appoint a Primary Teaching and Learning adviser for September 2017 who will advise and co-ordinate all primary interventions and have overall responsibility for monitoring student progress in the primary settings. Thereafter, they will work with the Director of MAT Growth and Development to broker any further support as required, be it from the MAT or via the Encompass Teaching Schools Alliance, of which the MAT is a lead member.

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

Academic Targets

The Sapientia Primary will deliver an outstanding education, securing the highest-level outcomes for our students. High expectations and challenging targets are central to our approach.

The primary assessment criteria are currently undergoing significant change. At the heart our approach is to ensure that all students make good progress and a significant proportion make better than good progress.

Given the uncertainty caused by the new assessment levels and the new benchmarked levels set in the 2016 SATs results, it is difficult at this point in time to set meaningful targets (in the light of 2016 SATs results the DfEs own paper, 'primary school Accountability 2016' is in need of significant review as the national average is now below the government floor standard).

However we will ensure that students perform significantly better than national averages in all components. A meaningful target will be to be in the top decile of performance levels nationally. This will include the percentage of students achieving the expected standards in English reading, English Writing and mathematics and the student average scale score in English reading and mathematics; the percentage achieving a high standard will also exceed national levels; as will the pupils average progress in English reading, English writing and mathematics.

The new value added measures will also be in the top decile of performance levels nationally, noting that progress levels will no longer be reported.

In EYFS all students will achieve a good level of development, set against DfE early learning goals.

Our phonics targets will for at least 95% of students to reach expected standards and pass the Phonics screening test with 85% achieving beyond the 32+ benchmark.

At KS2 we will significantly exceed national averages for reading, writing, maths and GASPs. The age related expectation levels will significantly exceed national averages.

Our targets for the combined level will be to exceed the national levels and to be in the top 10% of schools nationally.

These targets are aspirational and challenging and significantly exceed local performance levels, as evidenced in the table below. Based on 2015 data. Note that

D2 – measuring pupil performance effectively and setting challenging targets

two of the three schools (Morley and Attleborough Juniors received DfE Warning Notices in June 2016.)

Attainment	Maths - Progress	Reading - Progress	Writing - Progress	Combined
Morley CoE Primary	81%	90%	90%	61%
Attleborough Juniors	80%	86%	68 %	63%
Hingham	90%	85%	80%	70%
National	90%	91%	94%	80%

We intend to design our curriculum to ensure that **disadvantaged** students are able to achieve at the same level as their non-disadvantaged peers or that they are improving rapidly. Nationally the gap begins at the Early Years Foundation Stage. Our extended school day and Curriculum design, including talk for writing and enquiry-based learning will ensure that Gaps are closed or eliminated from the very early stages of education.

The table below illustrates current performance levels at KS2 in local primary schools, demonstrating significant local need.

As at Wymondham College we will target achievement gaps to be at the very least significantly lower than national gaps in both attainment and value added measures.

Disadvantaged Performance – Expected Progress	Maths	Reading	Writing	
	NE	NE	NE	
Morley				
Hingham	71%	71 %	86 %	
Attleborough Juniors	77%	82%	73%	

D2 – measuring pupil performance effectively and setting challenging targets

Enrichment Targets

We will measure, monitor and evaluate student participation rates in our extended provision. We anticipate at least 95% of students will regularly engage in two extra-curricular sessions per week.

Attendance Targets

Our minimum attendance target will be 98%. Our attendance officer will ensure early intervention. We will deploy a range of strategies to ensure high levels of attendance, the impact of which re demonstrated at Wymondham College where attendance is consistently above national levels.

Behaviour Targets

The school will set behaviour targets and these will be reviewed and evaluated on a termly basis. We will aim for exclusion rates to be lower than national averages for both fixed term and permanent exclusions and will benchmark boarding exclusion figures against other state boarding schools.

Rewards and Sanctions

The Head of School will review rewards and sanctions regularly, however we feel it is important to reward behaviour that goes above and beyond the expected.

We will explicitly reward strong behaviour and attendance. This will be monitored using our 'School base' MIS system. Students will start the Year with 1000 points and will build points up as the year progresses. Points may also be removed for unacceptable behaviours. Students will be able to trade positive balances during 6 windows year for prizes/experiences or may choice to 'bank' points over time to gain a larger prize. Interest will be awarded on banked points, introducing an element of financial literacy. Points will be awarded for a whole variety of different behaviours, including effort, achievement, community contributions, and kindness and making a difference.

Tracking and monitoring systems will include collecting attainment and attitude to learning data– with attitude to learning grades leading to the addition of positive points following each data collection points.

On a daily basis our student council will be involved in devising smaller rewards – likely to link to certificates, stars and so on.

We will adopt a restorative approach with clear consequences for undesirable behaviours.

Assessment and Data Tracking

D2 – measuring pupil performance effectively and setting challenging targets

Every student will be set a 'flight path' showing starting points and expected and better than expected progress levels throughout their time at the school. This will be based on a 100-point scale, linking to the new secondary ready scale. For students who move on to attend Wymondham College this will be a seamless transition, as Wymondham College has introduced a 100 – 190 point secondary scale linking primary outcomes through to GCSE grades. In effect 190 equates to a GCSE Grade 9.

Students will be benchmarked assessed at the point of entry to the school. For students joining in reception we will benchmark using the DfE 17 early learning goals. Each student will be profiled as meeting, exceeding or not yet meeting the age related expectation. This will be translated to our 100 point primary scale, which links seamlessly to the SET Trust secondary scale. Starting points on the scale will be - 10 not yet meeting, 0 meeting and 10 exceeding. Flight paths of progress will expect, as a minimum, all students who starting points at or above expected level to make a minimum expectation of 25 points of progress every two years. Students who at the point of entry are below age related expectation will be expected as a minimum to make 28 points of progress. This results in all students, if successful, meeting or exceeding age related expectation at the end of KS2.

Student points will be adjusted at least annually and parents and students will share 'flight path' information, making clear at any point on their journey whether they are meeting or exceeding expected progress in relation to the main targets.

As national data becomes more readily available we will also intend to develop an internal value added methodology.

Independent learning and attitude to learning grades will also be collected at each assessment point, allowing us to profile each student individually.

Monitoring and evaluation systems

Class Teachers will track students with data collected at a whole school level at **five** progress review points per year. At each point Staff will record current Teacher Assessment (TA) scores, using the 100 point primary scale that will be used to monitor the progress of children and develop intervention strategies as appropriate. Current grades will be used to inform future planning and ensure effective and timely intervention. They will also report on attitude to learning and independent learning.

It is important that assessment of each student's working at score can be backed up by evidence and can be justified.

Primary Schools within the SET will be paired together to cross moderate assessment standards at least twice a year and more frequently if concerns are identified.

The Head of school and subsequently the Deputy head will be expected to analyse and

D2 – measuring pupil performance effectively and setting challenging targets

'RAG' rate each progress review.

Red The student is not making progress at the rate which might be expected or TA scores are below where we would anticipate them to be. An analysis of why this is the case will be undertaken and an intervention plan produced to ensure barriers are identified and overcome.

Amber The student is in danger of not making expected progress or there are other emerging concerns. It is likely that classroom based interventions will now be employed.

Green The student is making progress in line with what might be expected. There are no causes for concern. Intervention is not necessary.

Intervention

In order to ensure that all children make the progress and achieve the levels that they are capable of, intervention needs to be swift and specific.

Learning Review

Class teachers will engage in dialogue with each student before each progress review. Progress will be discussed, praise given and targets reviewed and set. A tracker sheet will be completed by each student/teacher and placed in their learning journal to record the discussion and targets agreed.

Intervention Plan

For all students identified as 'amber' or 'red' the Head of School/Deputy in conjunction will produce an intervention plan with the class teacher. This will be shared with parents and impact reviewed at the next PR point.

Over time SEND students will be further reviewed by the SENDco and Learning leads.

D2 – measuring pupil performance effectively and setting challenging targets

Monitoring and developing teaching and learning.

Quality assurance will be integral to the work of the school. In essence work will be centred on a square of different sources of evidence.

Observation/Appraisal

Parent Voice

Work Scrutiny

Student Voice

This goes a step further than the traditional 'tri-angulation' approach and combines a range of sources of evidence to inform effective quality assurance and school evaluation.

Formal observation will be conducted on all teaching staff three times per year. In the autumn term by the Head of School/Deputy. In the Spring term by members of staff holding responsibilities or by members of staff from other SET primary schools/SLT and in the summer term by a paired colleague in a 'coaching' capacity.

The Head of school will also conduct a 'climate walk' every fortnight to monitor day-to-day standards.

The SET Trust and Teaching School Alliance will conduct an annual standards visit, to supplement and test the on-going QA work within the school.

Parents will be regularly consulted on their views of the school. This will include a two yearly external questionnaire.

Governors will be linked to key stages and will be invited in to conduct regular visits. In addition a governor will have specific safeguarding responsibility and will conduct a termly safeguarding visit.

Reporting to Parents:

Working closely with parents is an important component of our work and the relationship with boarding parents adds further complexity to this vital area.

Parents will receive progress updates five times a year. This will take the form of a summary of current working at levels and an assessment of independent learning, problem solving and attitude to learning grades. In the EYFS assessments will link to the 17 early learning goals. As students progress through the school assessments will link to current working at scores in reading, writing and mathematics. We will continue to regularly report problem solving and independent learning skills throughout the

D2 – measuring pupil performance effectively and setting challenging targets

school

All parents will receive a written annual report covering academic progress and social development. The academic report will cover foundation subjects, as well as core areas. The social report will include attendance, social and character development statements and extra-curricular involvement. The report will also include a student section where students will reflect on their own progress and develop their own profile.

Boarding parents will additionally receive a termly boarding report, written by the boarding house parent. This will be a written narrative centred on the student's involvement in boarding aspects of the school. This will include sections on wellbeing and comments on social skills and integration.

The school will run regular parent forum meetings, replicating the model of Wymondham College. We will establish a regular boarding parents forum, running three times a year at end of term pick up points. In addition we will run a more general parent forum, concentrating on all non boarding elements of school life. These will be termly. Parent forum meetings are open to all parents to attend.

Month	Local Governing Body /Trust	Head of school	Leadership Team	Subject Leader
September	SET Data & School Review Safeguarding visit	Data review Climate Walk Appraisal	Individual Target Review Appraisal Review	
October	Climate walk SET Trust	SEF Review Lesson observations	SEF Review	

D2 – measuring pupil performance effectively and setting challenging targets

	Moderation	PR 1 review Parent Forum	Appraisal Cycle Begins	
November	Review SEF & Progress Data Board	Work Scrutiny DfE data review Climate Walk	Work Scrutiny Student Voice	Work Scrutiny
December	DfE data Review	PR2 Review	PR2 Review	Student Voice Activities
January	Safeguarding Visit	Data Meeting with each teacher SEF Review Climate walk	Progress Data Analysis SEF Review	Observation

D2 – measuring pupil performance effectively and setting challenging targets

February	<p>Progress Data & Progress Board</p> <p>Quality of Teaching</p> <p>SET Trust Moderation</p>	<p>Lesson Observation 2</p> <p>Work Scrutiny</p> <p>PR3 review</p>	<p>Lesson Observation 2</p>	<p>Book Moderation</p>
March	<p>SET Trust Visit – T&L Review & Boarding review</p>	<p>Climate Walk</p> <p>Parent Voice Survey</p>	<p>Climate Walk</p>	<p>Student Voice Activities</p>
April		<p>PR4 Review</p> <p>Climate Walk</p>		
May	<p>Safeguarding visit</p> <p>Progress Data Review & Progress Board</p>	<p>QA Analysis</p> <p>Climate Walk</p> <p>Work scrutiny</p>	<p>Coaching observations</p>	<p>Coaching observation</p>
June	<p>QA Review</p>	<p>Parent Forum</p>	<p>Results &</p>	<p>Pupil Voice Activities</p>

D2 – measuring pupil performance effectively and setting challenging targets

		Climate Walk PR5 Review Meeting with each teacher Results & Progress Data	Progress Data Analysis	
July	Full SEF Review	SEF Review Climate Walk Work scrutiny	SEF Review Work Scrutiny	Book Moderation

Monitoring at Trust Level and Links between Schools.

The SET Trust will oversee standards and progress levels in the free school and across other schools across the SET Trust. This monitoring will have a number of strands to ensure rigour and consistency.

i) Academic Standards & Progress

Each September the SET Trust will formally review outcomes in all schools within the MAT. This will include an initial data analysis, followed by a formal school review. The school review will include a formal meeting involving the Head of School, the CEO and Director of MAT Growth and Development. In order to ensure consistency and objectivity the group will be joined by an external consultant for the review. It is envisaged that the external consultant will either be the head teacher of an outstanding primary school not within the SET Trust (following a 'challenge partner' type model) or an experienced inspector/consultant. (Louise Soden, former DfE EA and former Ofsted Regional Director has indicated her willingness to be involved in this work.) The review will scrutinise the school SEF, analysis progress data and work around the existing Ofsted framework. Action points will be agreed and established.

D2 – measuring pupil performance effectively and setting challenging targets

Each November the SEF and DfE data will be further reviewed at SET Leadership level for each school, in the light of published DfE data.

In the spring term each school will receive a formal SET Trust Visit, which will involve a formal teaching and learning review. This will involve SET Trust leaders and another Head teacher from within the Trust undertaking a series of evaluative tasks – including lesson observations, student discussions and work scrutiny. Outcomes will be shared with the Head of School and will link to the school development plan. If deemed necessary external expertise may be involved in this review process. A report will be produced and action plans linked to each school's development plan.

In the summer term the CEO will review each School's QA procedures and evidence with the Head of school and Chair of the LGB and provide a report to the Board of Directors.

Student Progress will be overseen at SET Trust level by the Director of MAT Growth and Development. This review will take place each term with the head teacher and will follow progress board meetings (see below) where schools within the MAT meet to moderate progress standards. These progress reviews take place on a termly basis.

As the MAT grows we envisage appointing a lead primary professional – with a teaching and learning development brief. This is likely to be in place prior to the free school opening and is planned for no later than September 2017. The post holder will spend time within schools across the MAT monitoring teaching standards, coaching, modelling and developing effective practice. The potholder will report back on a fortnightly basis to SET leadership team meetings

ii) Safeguarding

The SET Trust will undertake unannounced Safeguarding monitoring visits on a termly basis. These will be undertaken by the CEO and/or Director of HR, supported by our Health and safety manager. This will include a review of the SCR, a check on safer recruitment procedures and a site visit to assess risk.

iii) Boarding standards.

The Boarding Director will undertake an annual boarding review, checking and monitoring boarding standards and compliance with NMS. This is established practice at Wymondham College and we would promise to replicate our successful model. An annual report will be produced.

Links between Schools

One advantage of belonging to the SET Trust will be the links between a medium-sized groups of Primary schools within the MAT.

A number of mechanism will encourage schools to work together, collaborate and share effective practice.

D2 – measuring pupil performance effectively and setting challenging targets

- a) Heads meetings: Heads of our Primary School meet together every third week to discuss standard issues, problem solve and collaborate
- b) Network meetings: We will establish a series of network meetings focussed on literacy, numeracy, EYFS and SEND. Staff from each school within the MAT will attend and meetings will have a development focus.
- c) Progress Boards: Progress boards will occur three times a year and will act to moderate standards across primary schools within the MAT. Each School will bring evidence to substantiate current working at levels for a number of students, identified centrally by the trust. These will be assessed and moderated across the group of schools. As well as moderating standards progress boards will present a forum to discuss effective assessment and to consistently review national changes and to review the effectiveness of the 100 point. Progress board work will including moderating standards at KS2 in relation to Maths, Reading and Writing and the effectiveness of Phonics at Ks1.

Shared INSET opportunities: As a Trust we will adopt a collaborative approach to Inset, sharing costs and resources. We have excellent links to a number of nationally leading schools, especially involving 'talk for writing.' These links will be utilised to ensure high quality INSET, lining with our teaching school alliance.

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

The staffing model will develop over time, as outlined in the diagram and in the financial plan.

The leadership structure will start with a Head of School, with a SENDCO added in Year 2 and a Deputy Head in Year 3 of opening. The Head of School will be responsible for day to day operational standards in the first year, with SEND support provided by the SET Trust central team. The addition of the SENDCO in Year 2 will enable the school to lead this agenda and it is envisaged that the two SLT members will focus on a Key Stage each in terms of leadership during the second year. The addition of the Deputy Head in Year 3 will enable leadership team roles to develop further, with key stage responsibilities shared between the Head and Deputy, with the SENDCO overseeing early years, developing personalised programmes of support, overseeing inclusion and intervention and taking responsibility for Pupil Premium and the oversight of progress of different groups within the school. In addition the Deputy will lead on staff development, CPD and enrichment, The Head of School on Quality Assurance, Standards, staffing and community links and the SENDCO personilisation and inclusion. Financial planning, HR, Health and Safety and data management will be provided by the SET Trust. All senior leaders will have a small teaching commitment.

Central to the ethos of the school is growth mind-set and student well-being. We also appreciate the role of families in children's ability to make progress. As such, from 2018-19 – our anticipated year of opening – we have incorporated a Family Support Worker and a Wellbeing support officer (both in a part-time capacity). In the opening year, the SEND-qualified Director of MAT Growth and Development will act as a part-time SENDCO and take the lead on the appointment of the Primary School SENDCO from September 2019. We have expertise in working with sponsored boarding students from socially deprived areas and with families who need guidance to help them support their child's academic progress.

The Special Educational Needs for Disability Code of Practice (updated 1 May 2015)

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

recommends that the key responsibilities for the Special Educational Needs and/or Disabilities Coordinator (SENDCo) include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet the pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupils and parents are informed about options and smooth transitions are planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

At our school, the SENDCo will have five key areas of responsibility:

1. A vision statement with strategic direction and development of SEND provision
2. Working collaboratively with the Head of Teaching and Learning, for SEND pupils
3. Leading and managing a dynamic team of support staff to ensure inclusivity, full-access to curriculum and site
4. Targeted and effective deployment of staff and resources.
5. Monitoring and evidencing impact of intervention programs

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

Our SENDCO in the opening year is a member of the SET Trust Leadership Team (Director of MAT Growth & Development) and holds QTS and the National Qualification for SEND. Thereafter we will employ a full-time SENDCO to co-ordinate student need and progress and have a responsibility for the progress of all children in the school using the SET Trust school base system to oversee progress. This work will be overseen at Trust level by our Director of MAT Growth and Development who will oversee SEND provision and inclusion in schools across the Trust.

The SENCO in the primary setting has responsibility for the appropriate identification of special educational need and provision to meet those needs. This results in a wide range of duties that have a significant requirement of time and dedication.

The school will be part of the SET Trust and benefit from central service provision and educational support. [REDACTED]

[REDACTED] The Trust employs a qualified SENDCO at central level, Director of MAT Growth & Development, who will take on SENDco responsibilities in the first year of opening.

Teaching staff are added incrementally as threshold builds up. Three teachers in the first year will teach reception and Year 5/6 in a joint class. Additional teachers are added to cover each class as the school develops. We have worked on a class size at KS2 averaging 25 once at capacity – though senior team members will teach some sessions to further reduce class sizes during some points of the week.

In the initial stages we will operate a joint Year 5/6 class, until the financial model allows for 3 year 5 teachers in 2023. By 2024 we will have 75 students in Year 5 and 75 students in year 6, taught by three teachers per year, and we will utilise appropriate TA support. We will have an element of streaming across Years 5 and 6, with students taught in ability groups for maths and literacy. Prior to reaching capacity in 2023/4 our Year 5/6 class will consist of boarding students only, will be assigned one main teacher, but teaching will be broken in to smaller groups utilising the teaching capacity of the Head, SENDCO and Deputy Head and also out TA team.

It is further envisaged that the boarding house parent will be a qualified teacher and will be available to add additional teaching capacity to the initial Year 5/6 class. It is envisaged that the larger group teaching sessions will relate to the project and STEM based learning activities and smaller teaching sessions literacy, mathematics and foundation subject learning. We will also enhance year 6 student teaching through the deployment of maths and English SLEs. This support will be deployed through the Trust and our associated teaching school alliance.

PPA time will be covered in the first two years by the TA team, supported by the Head of School/SENCo and boarding house parent. If required additional capacity can be

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

provided through the SET Trust's lead primary professional. Over time the expanded TA team and addition of a Deputy Head adds further capacity to ensure PPA time is covered. All senior leaders in SET Trust schools retain a teaching element, which will be used to also support staff training time, PPA time and professional development opportunities. TAs will cover a proportion of PPA sessions – at least 50% as the school develops.

TAs are planned to increase incrementally and additional student specific key workers may be added to support individual students, where additional funding follows the child.

Once the school is nearing capacity four learning lead posts are added. These are linked directly to the four areas of the SEN Code of practice and will allow enhanced intervention and support sessions to operate. Learning leads are currently used very successfully at Wymondham College. Learning leads are not qualified teachers, but best considered an advanced TA type role.

We have kept back office functions to a minimum, as the school will benefit from being part of the SET Trust. We have a core office manager, supported by an administrative assistant. HR, Finance, Marketing, Data and IT services are provided centrally and included as part of the 'top slice' service fee.

A family support officer post is included, initially part time, which will increase as the school grows. A well-being post is also included, which will be shared across other SET schools.

We have included caretaking support and cleaning in the staffing budgetary model, though we feel potential savings can be found here, depending on location.

Catering will be a reheat function, with food produced centrally at Wymondham College. We already provide over 500,000 meals a year and this will cause little impact on workloads. [REDACTED]

[REDACTED]

Specific allowances have been included to encourage the development of the curriculum, including literacy, numeracy, the forest school dimension and outdoor education.

We have made allowance for a qualified PE/sport coach to offer specialist sports coaching/sessions and have also included additional staffing for music/performing arts provision. MFL staff are added to ensure language enrichment.

As the school grows additional after school club roles are added, to ensure our commitment to enrichment activities is fully met.

Staffing build up is outlined in the attached diagram and in section G4, but a summary

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

document and table is below.

SLT

1 2 3 4 5 6 7

Head of school	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Deputy head			1.00	1.00	1.00	1.00	1.00	1.00
SENDCO		1.00	1.00	1.00	1.00	1.00	1.00	1.00

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

Teaching Staff

Reception Teacher	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Reception teacher	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Year 1 Teacher		1.00	1.00	1.00	1.00	1.00	1.00	1.00
Year 1 teacher		1.00	1.00	1.00	1.00	1.00	1.00	1.00
Year 5 teacher	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Year 6 teacher						1.00	1.00	1.00
Year 2 Teacher			1.00	1.00	1.00	1.00	1.00	1.00
Year 2 Teacher			1.00	1.00	1.00	1.00	1.00	1.00
Year 3 Teacher				1.00	1.00	1.00	1.00	1.00
Year 3 Teacher				1.00	1.00	1.00	1.00	1.00
Year 4 Teacher					1.00	1.00	1.00	1.00
Year 4 Teacher					1.00	1.00	1.00	1.00
Year 5 teacher						1.00	1.00	1.00
Year 5 teacher						1.00	1.00	1.00
Year 6 teacher							1.00	1.00
Year 6 teacher							1.00	1.00

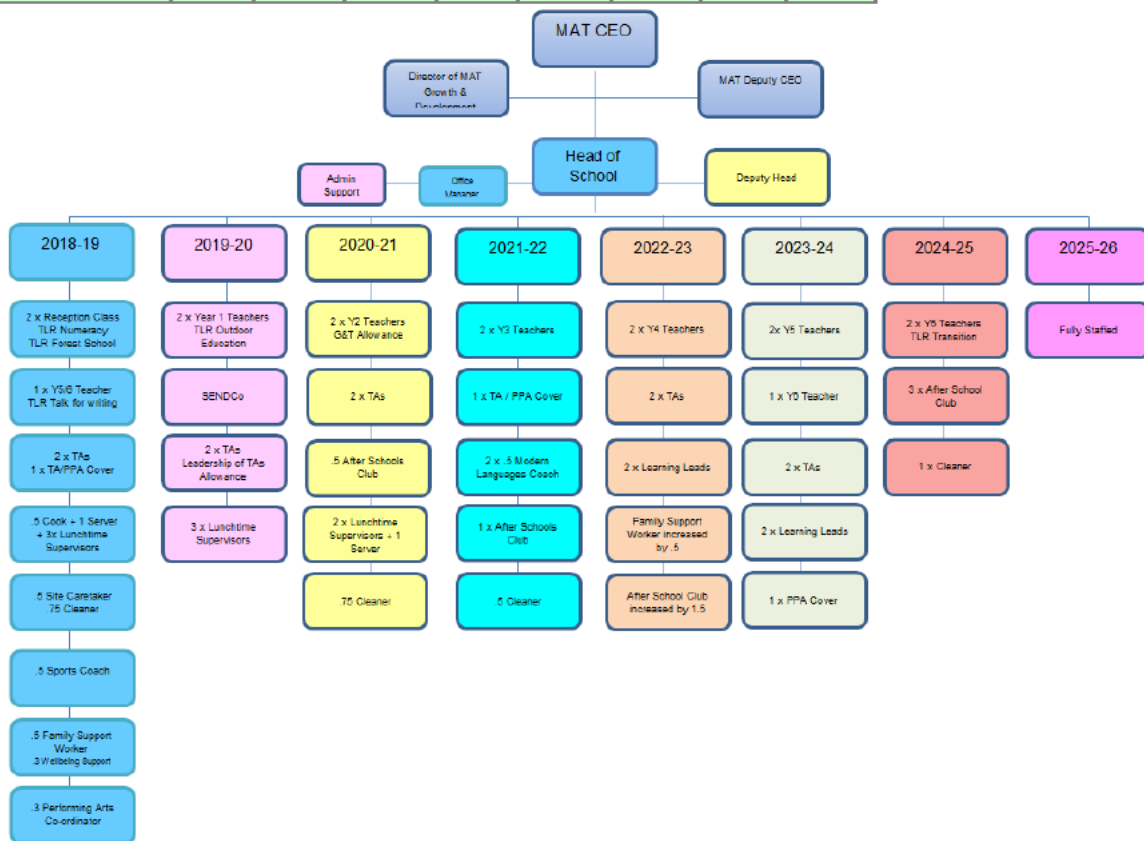
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

Support Staff:

TA	1.00	1.0	1.0	1.0	1.0	1.0	1.0	1.0
TA	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0
TA		1.0	1.0	1.0	1.0	1.0	1.0	1.0
TA		1.0	1.0	1.0	1.0	1.0	1.0	1.0
TA			1.0	1.0	1.0	1.0	1.0	1.0
TA			1.0	1.0	1.0	1.0	1.0	1.0
TA					1.0	1.0	1.0	1.0
TA					1.0	1.0	1.0	1.0
TA						1.0	1.0	1.0
TA						1.0	1.0	1.0
TA/PPA Cover	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
TA/PPA Cover				1.0	1.0	1.0	1.0	1.0
Learning lead					1.0	1.0	1.0	1.0
Learning lead					1.0	1.0	1.0	1.0
Learning lead						1.0	1.0	1.0
Learning lead						1.0	1.0	1.0
Modern language assistants				0.5	0.5	0.5	0.5	0.5
Modern language assistants				0.5	0.5	0.5	0.5	0.5
Sports coaching	0.5	0.5	0.5	0.8	0.8	0.8	0.8	0.8
Family support worker	0.5	0.5	0.5	0.5	1.0	1.0	1.0	1.0

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

Well-being support	0.3	0.3	0.3	0.5	0.5	0.5	0.5	0.5
Performing arts coordinator	0.3	0.3	0.3	0.5	0.5	0.5	0.5	0.5
After school clubs			0.5	0.5	1.0	1.0	1.0	1.0
After school clubs				1.0	1.0	1.0	1.0	1.0
After school clubs					1.0	1.0	1.0	1.0
After school clubs							1.0	1.0
After school clubs							1.0	1.0
After school clubs							1.0	1.0
PPA cover						1.0	1.0	1.0



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

Finance stress tests:

Our budget contingency /stress testing works well. Assuming 75% numbers our revised budget forecast works for all years.

Measures taken and in priority order include:

- Delaying the introduction of the SENDco and Deputy Head teacher Posts until the budget allows, with support being provided through the central MAT team roles of Primary Lead and Director of MAT Growth and Development
- Providing SENDCO, SLT support, TLR responsibilities at reduced or no cost through the MAT
- Provided job share TA positions across MAT schools, including Wymondham College (Straightforward if located on the WC site)
- delaying and/or reducing the MAT 'top slice' allowing this to be paid in later years
- Reducing spending of IT budget and educational resources
- Delaying the introduction of TLR responsibility allowances
- Reducing catering costs
- Sharing some TA posts with other SET schools
- Splitting the four learning lead posts in to 2
- Delaying introduction of foreign languages coaches
- reducing the contingency finances
- If located on WC site benefitted from our reduced electric costs through our 10-year local agreement that provides green energy at a reduced market rate.

Boarding staffing.

Boarding staff will again draw on the expertise of boarding provision through Wymondham College. Boarding will be overseen by the Senior Vice-Principal at Wymondham College, who currently verses our secondary boarding provision for 650 students. In 2016 we added an additional senior boarding post to add further capacity in an enhanced QA role, in anticipation of further extending boarding numbers.

As the largest state boarding school we are very used to the challenges that boarding provides and have established staffing models that have delivered three consecutive 'outstanding' Ofsted boarding inspections.

On an operational basis boarding staffing will operate with:

- 1 Residential Head of House (Qualified teacher): Working: Mon – Thu evenings , with a teaching commitment of around 30% & Sat day time.
- 2 Resident fellows (recent graduates): Working split shifts:

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

Post 1: Mon, Tue, Wed and Fri evenings, Sat day shift

Post 2: Thu, Fri, Sat and Sun evenings and Sun day shift

- A weekend residential house parent: Working Fri, Sat and Sun late shift: 3 pm – 10 pm and overnight cover
- A weekend Non Residential support worker: working morning shifts on Sat and sun (8 am to 3 pm)
- 3 matrons: working 4, 3 and 3 nights – replicating the Wymondham college Matron shift Pattern, which currently caters for boarding house of over 80
- In addition 1 evening duties will be available for teaching staff/support staff to support Prep and additional activities.

This model ensures sufficient supervision and is funded entirely through boarding income. We have calculated the annual boarding fee to be in the region of [REDACTED]. (Boarding income if 75% full - [REDACTED])

Boarding costs are included in the financial template.

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 – the school will be welcoming to pupils of all faiths/world views and none
Inclusivity at the Sapientia Primary Preparatory School:**

Ethnic and cultural diversity in Norfolk is lower than the national average and it is anticipated that in line with other primary schools located within a five mile radius, our incoming day students will be from a predominantly white ethnic background.

Nevertheless, it must be noted that there will be ethnic minority backgrounds within this cohort including – though not limited to - a number of ‘second generation’ Eastern European backgrounds. As such, the school will be more obviously be ‘culturally diverse’ than ‘ethnically diverse’.

We fully appreciate how central it is to the positive experience of minority groups - where it is likely that they will be no more 10-15% of the intake in any year group - that the school fosters inclusivity and celebrates diversity. We will explicitly welcome students from different faiths and the school ethos will promote British Values of mutual respect, tolerance and understanding. This will involve a strong, themed assembly programme, celebration using displays and explicit curriculum links through literacy and project based learning. Religious festivals will be celebrated and incorporated into the PHSE programme. During the first ‘collapsed curriculum’ day in the October of each academic year, students will map out where in the world our invited speakers from different countries and cultures come from and the key characteristics of the faiths, cultures and backgrounds of those societies. In addition, our ‘Brains in Gear’ activities will encourage students to develop empathy and seek to understand the world from others’ points of view.

Historically, a recognition of the cultural and ethnic diversity within the County has been limited, though recently the need to recognise and celebrate cultural diversity has prompted the establishment of a number of organisations who are keen to link with others and undertake outreach work. Amongst them are NORCA (Norfolk and Norwich community arts). NORCA have a vision that states ‘Culture and Creativity builds communities’ and have both expertise and resources that can be developed and utilised at primary level. Would also engage with ‘Unity in Diversity’, who also offer a wide range of rewarding programmes aimed at ‘early years’. Art and creative lessons across the key stages can be developed in conjunction with the Norfolk & Norwich Festival. The festival celebrates international arts and artists and is keen to work with a range of organisations, including schools. Finally, Norfolk Youth Projects undertake events that focus on Diversity and Cultural Awareness which would be useful for the children to attend to further their understanding of the world around them.

Central to our bid is that the school is a key stage 2 Boarding School with up to 30 places available for boarders across years 5 and 6 combined. From the experience of Wymondham College as the country’s largest state boarding school in the secondary sector, we confidently anticipate that our ethnic and cultural mix will be developed by the inclusion of a boarding community at our primary school. Our current secondary

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

boarding provision is in line with the national composition in terms of ethnicity and is thus significantly more diverse than most Norfolk schools.

As outlined in Section C and Section E, there is a demonstrable need for boarding at KS2 – the only other provider in the State School sector is over-subscribed and, within the MAT, Wymondham College has more boarding students than any other state provider. We intend to leverage this position as a market leader and have had discussions with the Buttle Trust and Springboard organisations, with whom we work at secondary level, about the extension of assisted boarding places into key stage 2. At this stage, it is not possible to provide an accurate composition of the boarding community. Whilst we anticipate children from MoD personnel joining us as boarders, we are also aware of a number of parents whose children join Wymondham College as year 7 boarders being interested in an earlier boarding opportunity.

Our research thus far suggests that our potential boarders are: local children whose parents work long/antisocial hours and who would welcome weekly boarding; Services children whose parent/s would appreciate year 5-6 boarding that would help their child access a place in the year 7 Wymondham College boarding community and, finally, a proportion of children who would be awarded an assisted boarding place via either the local authority, Buttle or Springboard – all organisations with whom we have a positive working relationship.

From Springboard and Buttle, the most typical profile of a boarding student is from inner London, economically disadvantaged and with a Black African ethnic background.

Importantly, we are able to demonstrate that students from this social profile make strong progress at the College and are confident that this success can be extrapolated to KS2. Our links with local and national charities will ensure that we reach out to students from different backgrounds in terms of boarding. For day places, we will ensure that promotion materials are offered in a range of languages spoken locally, including Polish, Lithuanian and Portuguese.

We would host our incoming boarding students for a week over the summer holidays prior to the start of term to enable them to engage in a series of activities – trips, team challenges, personalising their dormitories – to help them ‘take ownership’ of the physical environment and foster a sense of community. In addition, we would – in our second year – host the leaving year 6 students as well to develop a sense of continuity and, where appropriate, launch a ‘buddying’ system.

Overall, the Sapiientia Primary Preparatory School believes that inclusivity is an ethos that permeates a child’s experience at school through the curriculum, extra-curricular activities and pastoral care. It would actively promote a culture of toleration and respect and advocate a sustainable engagement with, and an enthusiasm to learn more about, cultures, faiths and backgrounds that are different.

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

Key vehicles for a ‘whole school’ approach to inclusivity are:

- **Collapsed curriculum day**
- This would take place twice a year. The aim of each day is ‘cultural insight’ and we have had a number of conversations with organisations and individuals committed to providing or facilitating workshops that give an insight into different world views. We have a number of speakers provide to give workshops to our youngest students on world literature, being an immigrant, world music and being in a minority. We will encourage participation in appropriate events by parents and the community and have links with local organisations and individuals who are part of our wider local community to work with us to develop activities and experiences which will show our students about the cultural diversity and history of their County and beyond.
- **PSHE**
- We have a graduated PSHE programme which is age-appropriate but challenges students to tackle bigotry and racism and which incorporates character development for 30 minutes per week in KS1. In addition, at KS1 there are 30 minutes a week dedicated to ‘team games’ to foster character, leadership and teamwork. At KS2, 30 minutes per week is dedicated to PSHE/current affairs and an additional 30 minutes to ‘Character Education’ – we strive to enable our students to develop the skills of leadership, working with others, confidence and tackling bigotry. This is reflected and reinforced with an engagement with the PREVENT agenda in an age-appropriate way both in terms of content and delivery, Moreover, the primary PSHE programme provides the building blocks for Secondary education.
- A strong PSHE education develops the knowledge, skills and attributes students require need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.
- The national curriculum also states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. PSHE education is contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.
- At Reception Level expectations are that Early Learning Goals (ELG) 6, 7 and 8 (Managing Feelings & Behaviour and Confidence and Self Awareness) are covered and ELG 13 and 14 (Understanding the World, People and Communities) are embedded.
- Year 1/2 – International celebrations e.g. Chinese New Year and/or Harvest.

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

Learning about cultural values and their importance, Food Bank etc. . Looking at the UK and its early stages of development.

- Year 3 / 4 - Democracy and E-safety and Geographical UK
- Years 5/6 – World War 1 and 2 themes and importance of Respect and Remembrance. Diversity within the UK, how are people different (visually and culturally). Bullying, Racism, Homophobia and Sexism will be covered.
- **Project work**
- Project work outcomes – essay; performance; artefact; design – are up to the individual student, but as KS2 years 5 and 6 we would require students' projects to tie with an elements of PHSE or PREVENT learning.
- **Role models**
- We believe that our mentors are also role models and would seek to include those with a disability or SEN background as mentors for identified students.
- **Extra Curricular**
- Within the mandatory extra curricular offer, there would be a number of activities that provided an insight into other cultures. Most typically in Reception and KS1, this would involve cookery and music from other cultures.
- **Participation in Wymondham College's annual Arts Festival**
- This would be most pertinent for KS2 year 5 and 6 as part of their transition programme. The Festival promotes world cultures and literature.
- **Brains in Gear activities.**
- These are 15 minutes per day and would rotate on a subject –by-subject basis, including PSHE)
- **Tutor time**
- Every Wednesday, students would be presented with an age-appropriate 'moral maze' activity lasting from 10-15 minutes to help them develop their own personal convictions and the ability to express them whilst simultaneously respecting the view of others. Central is the idea of 'turn taking' and 'agreeing/disagreeing with the view and not the person'.
- **SMSC**

Spiritual development via:

1. Natural environment – Play, assemblies, outdoor activities
2. Values and Beliefs – Assemblies, and RE
3. Respect and the Respect of others – Assemblies and School Council
4. Emotions and feelings – Literacy, Music and Drama
5. Respecting beliefs – School Council, Play, anti-bullying, and assemblies.

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

Moral Development via:

1. Clear behaviour and moral Policy – Anti-bullying week, E-safety week, Classroom rules.
2. Equality – Ethnicity, Sex, Sexual orientation, age etc. Inclusion and equal opportunities as well as SEN policies
3. Open and safe learning environment – Circle time, Assemblies, School council, outdoor activities and Safeguarding
4. Culture – Religious festivals, assemblies (themed), parental newsletters, displays
5. Rewards – Rewards Assemblies
6. Responsibility of ones actions (environmental, property etc.) – Behaviour policy and themes Assemblies.

Social Development via:

1. Community – Christmas/Easter fayre, pupils social e.g. Halloween etc., competitions e.g. talent show
2. Equality – Displays, festivals, school policy, RE
3. Respect of difference and similarities – Family models
4. Personal qualities – dependence, Self-respect, inter-dependence, independence.
5. Leadership and responsibility – House Captains, School Council, participate in making community decisions.

Cultural Development via:

1. Culture and Values – RE, Assemblies, themes, assemblies.
2. Outside Agencies/individuals – Enrichment day/week, drama, literacy, music, festivals
3. Values and traditions of cultures – Geog/RE/Literacy, music, dance, drama, art.
4. ICT – Use of the Internet and links with international schools – conferencing

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

etc.

5. Most Able – sports day and competitions, music festivals, EAL promotion, work shops

Prevent Duty

Prevent duty would be embedded throughout each Year group in PSHE (e.g. democracy, tolerance, rules of law, diversity, etc.) and during the morning 'moral maze' circle time sessions on a Wednesday morning. There would be an initial focus on 'myths and assumptions'. In building resilience to extremism, the importance must be placed upon 'identity' and as such critical thinking skills need developing: this is embedded in our whole-school commitment to the Growth Mind-set and to the development of current affairs education. Organising external speakers/agencies to enrich the experience of pupils is also key here, as is the focus on democracy, rule of law, individual liberty, tolerance and mutual respect of different faiths and beliefs.

- Fundamental British Values
- Rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Our primary focus will be on:

1. **Democracy** – democracy being shown as an essential component of a successful team working together for the better. Evidence can be class representatives to the school council .
2. **Mutual Respect and Tolerance** of those with different faiths and beliefs - Centred in the 'moral maze' activities, circle time, RE education and through the extra curricular programme.
3. **Individual Liberty** –focus on self-respect and self-worth. Rights of own opinions and respect of others. Independence at the core – chimes with 'growth mind-set' and the development of student leaders via the extra curricular programme.
4. **Rule of law** – Role of the local PCSO , who will visit the school and participate in circle time and assembly. In RE, students will learn that different religions have different values.
 - There would be a display area in each classroom and a 'British value of the week'. Furthermore, we would introduce themed weeks such as 'Internet safety week' which would play a key role in Primary Level PSHE education and a good form of evidence for OFSTED.
 - All staff would be appropriately PREVENT trained.

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

- It is an expectation that all senior staff form part of the school's safeguarding team and the school would 'buy into' the Encompass Teaching School's comprehensive safeguarding training package for all staff.

Safeguarding

We envisage that all senior leaders within the school will form a core safeguarding team with a designated lead hosting a weekly safeguarding meeting. Posters giving the details of the safeguarding team – and where to find them – will be prominently displayed around the school.

Welfare policy

There are several strands to the School's student welfare policy. We have commitment to offering a school-based counselling service led by a suitably qualified Counsellor who will also be a member of the safeguarding team. We will work to the February 2016 'Counselling in Schools: a blueprint for the future'.

Community Engagement

The Sapientia Education Trust is mindful that schools serve communities, not just individuals. As such, we will extend and replicate the successful and long-standing community engagement that we have fostered at secondary level. As well as recruiting mentors from the community and using the annual Arts Festival to showcase local talent, we will continue to encourage our students to engage with the community through volunteer work that can be undertaken during extra-curricular time. For example, we have strong links with local Residential Home for the Elderly and a Special School for disabled children. These links can enable 'joint trips' as part of outdoor learning and 'community points' where we will encourage our students to work to gain points leading to a 'community leader' award. Ideas for the substance of this award will be sought from local charities and institutions and leaders at the school will work with them to develop a challenging award that benefits both students and their community.

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:

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

- **An educational need due to low standards in local schools**

Primary education standards in Norfolk are very weak and unacceptably low with Norfolk consistently well below national standards in primary outcomes. There is compelling case for high quality new primary provision in Norfolk, already recognised by the DfE with other recent successful free schools bids. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Two of these schools, Morley and Attleborough Juniors received DfE warning notices in Summer 2016.

Attainment	Combined	Maths - Progress	Reading - Progress	Writing - Progress
Morley CoE Primary (107 students) DfE warning Notice 2016	61%	81%	90%	90%
Attleborough Juniors (420 students) DfE warning Notice 2016	63%	80%	86%	68 %
Hingham (1160 students) Ofsted: 3 - 2013	70%	90%	85%	80%
National	80%	90%	91%	94%
Norfolk	76%	86%	89%	91%

- **A social need**

As detailed in section D4, the proposed location for the Free School is not ethnically

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

diverse, though a degree of cultural diversity has been achieved via European Union immigration over the last decade in particular. Through boarding provision, the school will be able to encourage far greater diversity than it would otherwise be able to achieve. As at secondary level the local day student population would benefit from day-to-day contact with boarding students whose backgrounds are likely to be very different from their own. The Boarding population will largely comprised of three distinct groups: disadvantaged students supported through National charities; students from MOD families; students from the wider Norfolk/Suffolk and East Anglian region.

In turn, our boarding students gain much from our locally-based students and the wider local community. For many, it will offer a stability and sense of belonging that they might otherwise not enjoy. In recognition of our outstanding track record in boarding provision, we have the support of national charities and our LA in seeking to extend our boarding offer to students in Years 5 and 6. Moreover, we know that some of the issues that we routinely face with incoming year 7 boarders from inner city areas could be minimized or avoided altogether if students were to begin their boarding journey with us at 9 rather than 11 years of age, when many behavioural patterns are more firmly established.

Currently, only one other state boarding school offers (limited) boarding opportunities in years 5 and 6. Their provision is over-subscribed and more expensive than that which we would propose. As the largest state boarding school in the country with a total of 629 boarders we are confident that we have the infrastructure and staffing expertise to meet a growing social need for boarding to support some of the most vulnerable groups in society.

In addition national charities including Springboard and Buttle UK have indicated their provisional support for our boarding proposals, as has Norfolk LA through their assisted boarding scheme. Details of our long standing and positive relationships are provided in annexe 2. The MOD is currently actively promoting state boarding schools with the continuity of education allowance and is currently constrained by the lack of primary aged boarding places in the state sector.

- **A need for greater choice and diversity in the schools available to local parents**

As such, there is little high quality educational choice within proximity to Wymondham College. It is highly ironic that the main feeder primary schools to the College achieve very poor outcomes, yet the same students five years later are amongst the highest

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

performing students nationally, both in attainment and value added terms. This demonstrates our ability to work successfully with the community the Primary Free School seeks to serve.

- **Demand from parents for a new school**

Wyndham College is heavily oversubscribed. Last year we had 276 applications for 82 Year 7 day places. It is reasonable to assume that a Primary School closely linked to the College would produce a similar level of demand, especially if the school became a feeder to the College.

Our parental survey indicates strong support for our proposal and the ethos of the school we are proposing.

In total 28 of the 63 respondents to our on-line survey were parents of existing students at the College. Of that number, the following responses were elicited:

17 people said that they strongly agree with the statement 'Primary aged children would benefit from a strong extra-curricular programme'

9 people said that they agreed with this statement

2 people said that they disagreed with this statement

Nobody said that they strongly disagreed.

19 people said they strongly agree with the statement 'The curriculum for primary school children should include the opportunity for outdoor learning (e.g Forest School)'.

8 people said that they agreed with this statement

1 person said that they disagreed with this statement

Nobody said that they strongly disagreed.

19 people said that they strongly agree with the statement 'Primary aged children would benefit from undertaking project work that develops their personal interests'

7 people said that they agreed with this statement

2 people said that they disagreed with this statement

Nobody said that they strongly disagreed

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

24 people said they strongly agree with the statement 'Primary aged children would benefit from an education that develops personal character and resilience'

4 people said that they agreed with this statement

Nobody said that they disagreed with this statement

Nobody said that they strongly disagreed

15 people said they strongly agree with the statement 'Primary aged children would benefit from an education that introduces them to current affairs'

11 people said that they agreed with this statement

1 person said that they disagreed with this statement

1 person said that they strongly disagreed

13 people said they strongly agree with the statement 'A school day that ended later than most primary schools fits in better with modern life'

9 people said that they agreed with this statement

4 people said that they disagreed with this statement

2 people said that they strongly disagreed

21 people said they strongly agree with the statement 'Primary aged children would benefit from an education that introduces them to STEM (Science, Technology, Engineering and Maths) problem-based activities to solve with their peers.'

6 people said that they agreed with this statement

1 person said that they disagreed with this statement

Nobody said that they strongly disagreed

19 people said they strongly agree with the statement 'The opportunity to be mentored by students from an outstanding secondary school would be beneficial'

5 people said that they agreed with this statement

4 people said that they disagreed with this statement

Nobody said that they strongly disagreed

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

23 people said they strongly agree with the statement ‘It is important for primary children with SEND to have a personalised extra-curricular programme to support core learning, especially in English, Maths and Science’

5 people said that they agreed with this statement

Nobody said that they disagreed with this statement

Nobody said that they strongly disagreed

22 people said they strongly agree with the statement ‘It is important for ‘Gifted and Talented’ primary aged children to have the opportunity to study a second modern foreign language and/or develop their entrepreneurial skills working with an appropriate member’

4 people said that they agreed with this statement

1 person said that they disagreed with this statement

1 person said that they strongly disagreed

In addition, we held drop-by events for potential parents, attracting a total of 23 potential ‘new’ parents, *in addition* to parents who already had at least one child at the College, either in a boarding or day place. Of the prospective new parents, all were supportive of the Trust’s plan to open a free school, and the exit data collated immediately afterwards to garner a fuller sense of which aspects of the proposal were most or least popular received only one negative comment that focused on a belief that primary aged children should not be in school ‘beyond the usual length of day’. The most frequent questions we received during the drop-ins (which we held in small groups of 5-7 people at a time to facilitate in-depth discussions) concerned (a) how could parents ‘guarantee’ a place at the primary and (b) whether attending the primary would lead to automatic acceptance to Wymondham College in year 7.

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

Local primary provision is poor, as outlined throughout this bid. D1 outlines aspects of our provision that is innovative and different. Our school will be innovative and distinctive in many ways.

Our extensive provision will benefit both boarding and day students and impact positively on outcomes. Many of these features will help support vulnerable and disadvantaged students and are proven (at secondary level) to reduce achievement

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

gaps and overcome social disadvantage.

This includes:

- Extended school day – providing increased learning time., esp. in core areas of literacy and numeracy
- Project based and STEM learning – to raise aspiration and develop key skills
- Forest school – to encourage reflection and learning through doing
- Talk for writing – proven to raise literacy nationally
- Character education – to develop resilience, determination and zest
- Development of KIPP school ethos – proven to impact on motivation
- Boarding provision
- Use of recent graduates to support extended learning
- Mentoring opportunities from older students, especially within boarding

Our offer is different and unique in our area. There is no current primary provision that offers an extended school day, nor the range of extra-curricular activities we will offer.

– forest school, sports facilities, Science labs etc. make a compelling case for additional choice. Many members of our local community do not currently have any primary school choice, other than attending schools in receipt of DfE warning notices or with a record of educational underachievement.

As such we believe our proposal is compelling. We have a proven track record of success, have parental support, the support of national charities in extending boarding provision and are proposing a highly innovative school, that will improve standards that are sadly lacking in our 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

Wymondham College has long standing positive relationships with other educational organisations, the media and other stake holders. Examples of this are in Appendix 4. Appendix 5 shows screen grabs from our website to provide information on our Primary Free School. Appendix 6 shows survey submissions from our web questionnaire. Finally, Appendix 7 shows respondents interested in attending a drop in session to learn more of our proposals for the Free School.

We engaged with the local community between July and September 2016 in a variety of ways.

We know from the huge response rates from our daily Facebook and Twitter feeds that social media platforms offer a very accessible and favourable method of communication with our parents and wider communities. The feedback from those that attend our Open Day events and such like, informs us that Facebook is favoured by parents and our local community particularly, with over 2200 Facebook Post Likes for Wymondham College. This is more than the combined totals of the other state secondary schools in and around the Norwich area (one post last year featuring an inspirational student led sponsored event reached 56,000 people and was shared 167 times).

Additionally, our use of digital media as a method of engagement is further supported by feedback from our Boarder Taster Evenings in which over 80% of attendees found out about the events via Twitter, Facebook or our website.

Our Twitter feeds provide an additional platform to encourage engagement with individuals and local business especially. The Education Correspondent for the largest regional off-line and digital newspaper (the Easter Daily Press) has over 3,000 followers and he actively tweeted and re-tweeted articles on the proposed Primary School at the College on the 31st August and 7th September. The College itself has over 2,600 Twitter followers with 50 new followers joining each month on average. Again this provides an effective and direct way of targeted communications with a younger audience (over 65% of twitter follows are under 35 years of age).

Adding a dedicated page to the College website, positioned on the home page, was designed to capture the attention of anyone visiting the site. Analysis of data indicates that there are around 6000+ searches each month for “Wymondham College” via search engines. Additionally 32% of mentions of the College take place on-line via the EDP and subsidiary local publications such as the Wymondham and Attleborough Mercury and the Norwich Evening News.

As such much of our engagement with different audience groups was web based and via social media. However, articles on the proposed free school appeared in print via

E2 – successful engagement with parents and the local community

the regional press and also through pamphlets and flyers.

We encouraged communities to put down their thoughts and feelings on the initiative via an on-line survey. Additionally respondents could register their interest in attending an informal drop-in information session at the College to find out more. Those that responded were contacted individually and invited to events we held on September 15th, together with a 'drop by' for prospective parents. A total of 23 attended in groups of between 5 and 7 people in order to encourage a greater depth of questioning.

Digital on-line engagement

- Web based on-line survey via dedicated web page (see annexe)
- Regional press - EDP24.co.uk article (31st August – see annexe)
- Facebook (see annexe)
- Twitter (see annexe)

Off-line engagement

- We Hosted a drop in coffee morning for new parents with our Parent Staff Association (7th Sept). Our PSA is a very active group, regularly playing a role in supporting College events and raising funds. The drop-in coffee morning provided new parents with an opportunity to meet the PSA and find out more about what goes on at the College. Information regarding the proposed Primary School was made available and staff were in attendance to answer any questions and provide a little more detail on the proposal. 42 parents attended this session.
- Tailor made flyers/posters distributed to local Noah's Ark Nursery
- Single page spread in regional press (Eastern Daily Press, 31st August)
- Attendance at Network meetings throughout July and August – The Director of Marketing and Development attended a number of business network functions over the summer and used the opportunity to raise awareness of the proposed school. Engagement took place at the 4Networking business group on the 14th July and at the local Wymondham Business Network meeting on 24th August.
- Hosted a drop in information day (15th September)

Responses

- 63 responses to on-line web based survey
- 34 expressed an interest in attending an information morning
- 3423 people reached and 13 shares via Facebook post (2nd September). Additionally there were 40 likes and just one comment- "This is something I didn't see coming! I work with primary school children, and I can see all the advantages, as the leap from primary to main is so big I think being there already would be a big advantage. I loved working at Wymondham College and Wicklewood primary and have great confidence in this idea."

E2 – successful engagement with parents and the local community

--

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)
██████████ ██████████	Wymondham	██████	████████████████████ ██	See CV	

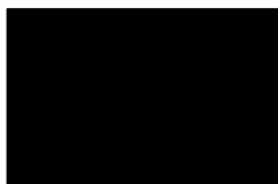
[Add lines as appropriate]

F1 (a) Skills and experience of your team

We are confident that we have the skills and experience to deliver an outstanding primary free school, this confidence is [REDACTED]



Department for Education
Eastbrook
Shaftesbury Road
Cambridge
CB2 8DR



September 2016

Dear [REDACTED]

APPLICATIONS FOR FREE SCHOOLS

We have spoken at various times about your plans to open a free school. These conversations have taken into account your growth as an approved sponsor and multi-academy trust.

I hope you are aware of the DfE guidance document updated in July 2016 (the previous version was from December 2015) which includes the following sections:

Page 4 - You can apply to open a free school in Wave 12 from 1 September 2016 to midday on 28 September 2016. Completed applications must be submitted within this timeframe. Applications received after this time will be considered in the next wave (March 2017).

Page 7 - If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information.

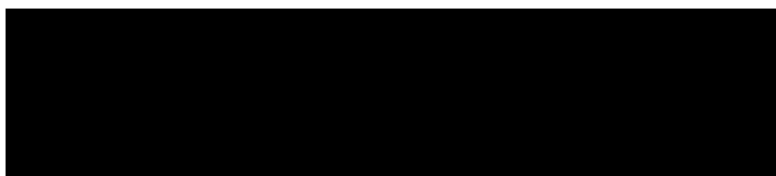
I am happy to confirm your capacity to apply this September to establish a 4-11 primary school in Wymondham, Norfolk which you hope would open in 2018.

I have noted the recent local media about your bid which refers to boarding places and community consultation. This media refers also to a likely location in Wymondham, Hethersett or Cringleford.

Please keep [REDACTED] (from my team) up to date.

Of course this letter does not guarantee any successful application. And we will both want to review 2016 exam results for existing schools within your trust. Still, I wish you the best of luck with your proposal.

Yours sincerely,



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
Detailed Primary teaching & learning/curriculum development	<p>Pre-opening team</p> <p>(Trustees have the expertise Primary Headteacher of a 'good' school)</p> <p>MAT has expertise of a different Primary Headteacher who has lead 'outstanding' and 'good' primary schools</p>	<p>During pre-opening we intend to:</p> <ul style="list-style-type: none"> • Advertise & appoint a Primary MAT Lead, who will work with senior leaders across the Primary dimension of the MAT (Planned 1st April 2017) • Appoint a Headteacher designate for the Free School, ideally to start Jan 1st 2018 <p>Buy in appropriate Primary consultancy, including enhanced training for the CEO and Director of MAT Growth and Development</p>

[Add more lines as appropriate]

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

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

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

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

The School will form part of the Sapientia Education MAT, that follows a standard MAT governance structure approved by the DfE in March 2016.

This includes:

3 Members:

[REDACTED] The members appoint the directors and hold the directors to account.

10 Directors:

- [REDACTED]
- [REDACTED]

The MAT board is responsible for overall educational standards and financial probity, with responsibilities delegated through the scheme of delegation to the LGB.

Local Governing Body: This will include at least 1 director with specific responsibility for the free school, the Headteacher, a staff governor and two parents. The LGB, under the MAT scheme of delegation, is accountable and reports to the MAT board for educational standards, including teaching & learning and outcomes.

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

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

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

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

[Add text here. Table expands]

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

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

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

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

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

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

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

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

Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability

Whilst the MAT currently runs a primary school, given the relatively newness of this sponsorship and the complexities of boarding we have opted to complete the longer version of this section.

Wymondham College is the largest state boarding school and we have considerable experience and expertise in running a state boarding budget – currently for 650 boarding students.

We have included outlined boarding costs in the spreadsheet. Proposed boarding costs have been benchmarked against Wymondham College boarding costs, as we envisage using a similar staffing model. We have also benchmarked against primary boarding cost charged by the only other state boarding school to offer Primary boarding – Royal Alexandria and Albert.

Proposed boarding fee: ██████████

Royal Alexandra and Albert: Current boarding fee: ██████████

The budget calculation is based on 25 paying boarders and includes an 8% rate of return calculation, as required by HM Treasury. Whilst the spreadsheet does not really allow for a full breakdown of costs – staff costs have been included in full and other costs calculated in line with Wymondham College boarding costs – food, energy etc.

Boarding staffing costs are benchmarked against current Wymondham College staffing scales and reflect our local employment market.

Teaching salaries are benchmarked against average mainscale primary pay nationally & have assumed an average at around M4, higher than the nationally averaged figure. TLR costs are in line with those paid across the MAT.

Leadership posts have been benchmarked against Old Buckenham Primary School costs, which currently sits within our MAT.

G1 – budget planning and affordability

All other staffing costs are benchmarked against Wymondham College rates of pay and reflect the local market.

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.

In addition to the Annexes, please find attached appendices which relate to the body of our application:

Annexe 1: Typical 'Brain in Gear' activity (Section D1)

Annexe 2: Letters of support from organisations within boarding (Section E1)

Annexe 3: Newspaper article concerning new houses in area (basic need, Section E1)

Annexe 4: Letters and articles of support from organisations (Section E2)

Annexe 5: Screenshots from our website (Section E2)

Annexe 6: Survey submissions (Section E2)

Annexe 7: Respondents interested in attending a drop in session to learn more (Section E2)

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>		
--	--	--	--

<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 please delete this guidance before submitting this form]</p>		
--	--	--	--

<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>		
--	---	--	--

<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
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00177-2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk