



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

**THE ISAMBARD KINGDOM BRUNEL SCHOOL, LONGFORTH FARM,
WELLINGTON**

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The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

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

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

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

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

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

Declaration

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

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

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

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

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

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

Signed: 

Position: 

Print name:  Date: 27.09.2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

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

Section C: Educational Vision

[Redacted content]

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

The Isambard Kingdom Brunel School and The Bright Sparks Nursery, Longforth Farm, Wellington

There has been significant growth in Wellington with 2 large housing developments underway (Cades (700 dwellings) and Longforth Farm (500 dwellings) and a 3rd with outline approval (Jurston Farm 650 dwellings). Longforth Farm has a primary school site identified within its development. The proposal is that we build a single primary that has capacity for all the children in this area. Again, there is a similar balance of affordable housing and high range houses in the development and the profile is similar to the current Courtfields School catchment.

Somerset uses a formula to calculate the number of children that a housing development is expected to yield over its lifetime. For primary aged children this formula is 30 primary aged children for every 150 houses. Local experience and evidence shows that this is actually 45 in 150 homes in its earlier years of development. The need for a new primary school has been established by the LA who are supporting the Trust in its application for a new free school as this will be in the Court Fields School catchment area.

Brunel was an engineer of significance and local regional interest. The Isambard Kingdom Brunel School shares an ethos of learning by experimenting and moving forwards through a scientific approach; [REDACTED]

Because the Trust is absolutely focused on raising achievement and aspirations for all the children in our catchment, and especially reversing disadvantage, we are committed to bringing all our feeder primary schools into the Trust so that together we can ensure that every child achieves, belongs and participates in learning, enrichment and the community. Our planned expansion therefore, is to include all twelve feeder primaries (including the two new proposed schools) in the two secondaries' catchments. We will continue to work with the two primaries already in different Trusts in order that those children do not lose out.

Principles

The principles of The Castle Partnership Trust are that every child has the right to a high quality education, to see themselves as successful, to participate in enrichment and learning and to be full citizens locally, national and globally. These principles underpin the Trust's sponsorship of any school to become an academy and drives school improvement throughout the Trust.

The two new primary schools will provide the same high quality education that is strongly evident at The Castle School, and develop the same strong ethos and standards that have made The Castle an outstanding school. Our sponsored school, Courtfields, will be a Good school by 2016/17 and outstanding within five years of its conversion. Already its ethos has transformed and achievement is on track to exceed national averages.

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

Both new schools will have at their core the Trust's commitment that

- Every Child Achieves
- Every Child Belongs
- Every Child Participates in learning, enrichment and the community

Through school, children begin to develop attitudes and beliefs about themselves both as learners and as people. By the age of 7, children already have a deep sense of themselves as learners and as part of a community. By 7, many children who are disadvantaged have already fallen behind their peers and we cannot allow that. We want every single child in our care to thrive, be successful, have strong moral purpose and sense of belonging and identity.

If we are serious about ensuring that no child will be disadvantaged by their background, we must be committed to a deep progression from Nursery through EYFS, the Key stages 1-4 and beyond into their adult life. The *Bright Sparks* Nursery provision in each school will form the bedrock of our children's outstanding education and personal development, especially for disadvantaged children who will begin at *Bright Sparks* aged 2. Children will leave *Bright Sparks* with the beginning of a sense of themselves as both individuals and a sense of responsibility for their community as their own personal community and their sense of their own place within it, grows.

Every Child Achieves:

Throughout The Castle Partnership Trust, every child is expected to exceed age related expectation. We track and monitor progress carefully and plan interventions to ensure that every child meets the above age related expectations.

High quality teaching is, of course, the key to achievement and as the designated Teaching School leading a strong alliance of 6 secondary schools and its feeder primaries, totalling over 30 schools plus a strategic partnership with The Redstart Teaching Alliance, gives a depth and strength to the quality of teaching across Early Years and Primary. The Castle School is the lead secondary school in the South-West for Talk for Writing, with Julia Strong working in The Castle School as one of our Teaching Alliance projects, and with The Redstart Trust as our key primary partner in this work.

At the secondary schools we aim that most children achieve at least 4 levels progress in English and Maths and exceed expectations in other subjects under the current measures and achieve positive Progress 8 of at least +0.6 under the new measures.

Every Child Belongs

The Castle Partnership Trust is committed to the principle that every child will feel that they belong, that they are important and contribute in their own unique way as well as collectively building a positive, enthusiastic and supportive community that is based on mutual respect and support. There is assumed success throughout The Castle Partnership Trust.

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

The pastoral system is the key driver in this. Houses provide a strong family-orientated support for pupils and families and will be a feature of [REDACTED] the Isambard Kingdom Brunel School. The Houses will reflect the innovation and inventiveness of [REDACTED] Brunel, and will be named after great scientists and inventors to reinforce the positive growth mindset that will characterise learning in the school.

Every child participates

The Trust believes strongly in the community, and the contribution that young people make is essential to the wellbeing of their local, national and global community. We have taken Thomas Edison as the inspiration for our character education programme which has three strands: Resilience, Reflection and Health and Wellbeing. Participation and enrichment is well-embedded at The Castle and developing well at Courtfields. The Edison Programme brings coherence to [REDACTED] enrichment [REDACTED] and is building participation across the [REDACTED] catchment area [REDACTED]. The programme reinforces the pedagogy that will permeate the whole of a child's educational life, building resilience, reflection and health and wellbeing. We have a holistic approach to education.

Each new academy will centre itself firmly in the heart of local community and support the community by ensuring pupils have a clear sense of what makes a good citizen and a good neighbour, the responsibilities and the privilege of living in the UK. Pupils will have a strong sense of themselves in the local, national and global context so that they have clear sense of the responsibility they have to others, in the present and in the future.

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.

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ISAMBARD KINGDOM BRUNEL SCHOOL LONGFORTH FARM	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Reception	0	26	25	28	41	48	45	51	58	60	60
Year 1	0	0	30	33	38	49	54	51	57	60	60
Year 2	0	0	0	36	40	44	53	58	55	60	60
Year 3	0	0	0	0	42	45	47	57	60	59	60
Year 4	0	0	0	0	0	46	48	50	60	60	60
Year 5	0	0	0	0	0	0	49	51	53	60	60
Year 6	0	0	0	0	0	0	0	51	53	55	60
Totals	0	26	55	97	162	232	297	369	396	414	420

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English (includes reading, Phonics, Literacy, writing etc)	8	M We will follow the Primary National Curriculum	This is a specific focus on English/Literacy although clearly these skills will be reinforced throughout the curriculum. Other topics and subjects will be used in these hours as vehicles for teaching English. Eg: non fiction texts may well be ones that are being used in project work or other subjects.
Maths/Numeracy.	6	M	This time is for teaching Maths /Numeracy specifically. As in English and literacy, these skills will be taught and reinforced elsewhere.
MFL	1	M	At reception and KS1, MFL will be the introduction of words and phrases, and in spoken language. At KS2, it will be more formal and taught by specialists from across the Trust to ensure outstanding progression.
Health and Wellbeing including PSHE	2	M	This includes PE/Sports/ Food/Health/PSHE and Philosophy for Children. PE/Sports is important to develop physically, motor skills and coordination etc. It will also include Forest School as well as competitive sport. Healthy lifestyles will be included in this area and Food will be taught within this part of the curriculum. Children will be taught to cook and make healthy choices. PSHE also teaches British Values and inclusion although these will be covered extensively throughout the curriculum.
Science/STEM including DT Coding/computing	5	M	Enrichment days will supplement the Science/STEM curriculum and links made with Maths and numeracy. Specialists from across the Trust will teach coding and computing.
Humanities including RE.	2	M	Humanities will include an explicit element of British Values in these subjects. There will also be Enrichment days to supplement the curriculum time.
Expressive Arts and creativity	1	M	Children will have the equivalent of one hour a week in Music, Art, Dance and Drama. However they will also be taught the Arts through other subjects for example in the Romans, children will learn about classical architecture and mosaics, and there will be Enrichment Days to supplement the curriculum.
Philosophy for Children/PSHE/ Assembly/ Registration	1h 40m	M	Eg, assembly.

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

Part A: EARLY YEARS AND FOUNDATION STAGE

The BRIGHT SPARKS NURSERY

Contents

- Introduction to The Bright Sparks
- Parents
- Disadvantaged children and families
- Health and Wellbeing/Safeguarding
- Curriculum
- Daily Routine

Introduction

The Trust subscribes fully to the principles of the EYFS framework's principles that: 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

In addition to this, Save the Children's 'Ready to Read' report states:

'Being able to read well is vital for a child's prospects at school and in life. Yet every year, almost 148,000 children leave primary school in England unable to read well. This includes one third of all children growing up in poverty. For many, the impact on their life chances is likely to be dramatic. This national failing helps explain the persistent educational divide in England that, each year, prevents thousands of our poorest children from fulfilling their potential.'

The Castle Partnership Trust wholeheartedly subscribes to this ambition to change the chances of those most disadvantaged children in the UK. In order that the Trust achieves its purpose, it is essential that we begin with Early Years and Foundation Stage and deliver the high quality education and care for which the Trust is renowned. As many links as possible need to be made between parents and school so that they see it as central to their families. Health visitors and Get Set will have strong links with the nursery and school so that the school is central to meeting the needs of the children of the community. Supporting and educating parents is a key theme in this bid, so that families are identified early on as the first child presents in

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

education so that family interventions can be put in place in order that this child and its siblings can all succeed.

Bright Sparks is fully committed to Somerset's Children and Young People's Plan for 2106-19, and the Achieving Excellence for All strategy(Somerset) <http://www.somerset.gov.uk/policies-and-plans/strategies/excellence-for-all/> Early Years action plan.

The EY provision at the new school will ensure that children become confident and capable in a safe, healthy and enabling environment. The characteristics of effective learning in the EYFS will be at the core of Bright Sparks' approaches to teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (EYFS framework).

Parents

The Sutton Trust recognizes the long term impact of 'developing secure attachments between child and parent.' We seek to support and educate parents as well as their children so that the children who come through our Trust are well adjusted, secure in their attachments, capable of thinking and articulating, confident and will go on to become good parents themselves having had superb role models in their own parenting. The schools and Trust are key supporters for parents in helping them to bring up their children to be positive, successful and healthy citizens who contribute and participate positively to the community and economy. Bright Sparks provision will make it a priority, as The Castle School and Courtfields do currently, that we work alongside families who are disadvantaged. We will actively seek out and recruit 2 year olds from disadvantaged backgrounds and seek grants and subsidies, such as the Education Endowment Foundation, to enhance the educational programme that we will provide for these families.

To support families, the nursery will

- Appoint key workers whose responsibility is to be the direct link between family and nursery.
- Provide Play Workshops and Parenting support so that families can see best practice modelled and play constructively and creatively with their child/ren.
- Share the planning for each child with his/her family so that the family can reinforce what is done at nursery in the home environment. Parents will be encouraged to understand the concept of schemas and look for them in their child's play in the home environment.
- Hold weekly Child Focus Meetings (see section on tracking and measuring progress, also the RAP). These will ensure
 - Progress
 - Healthy development
 - Partnership with parents
 - Check and further GLD (Good Levels of Development) and plan interventions where this is not evident.

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

- Link with other agencies

The key person for every child will maintain the stability of that relationship as a priority. We will encourage parents to be highly involved in their child's education and to maintain contact with the key person at least weekly. This key person will also have a responsibility to work with the parents and family and support them in their parenting, inviting them to group play workshops where staff will work with parents and show them constructive play and model exemplary behaviours for learning and parenting. For example, working with parents on the Save the Children resources, *Lighting Up Young Brains* etc. The key person will also attend the Child Focus Meeting that mirrors the current Student Focus Meeting well established at both the Trust secondary schools and which discuss every child's progress and any barriers to learning, plan interventions and track progress. The key person will also meet with Health professionals and ensure there is effective liaison between the EY provision, Health professionals and other agencies and the parents/families.

The Trust is absolutely committed to supporting parents in bringing up their children the best they possibly can and will do all it can to help parents by providing expertise and support, teaching new parents how to be good parents and intervening when necessary and calling upon other agencies to ensure children get the best start in life. We will build effective and positive relationships with health professionals and other agencies so that a child's needs are quickly identified and planning takes place to ensure their progress. For the Trust, this is the first of a 14-year relationship and it is essential that we get this right and ensure that parents understand that we are helping them bring up their child/ren.

Disadvantaged children and families

Early education can make a fundamental difference to life chances, but only if the child receives high quality early education at a young enough age. Around 113,000 two-year-olds were eligible for 15 hours of free early education but did not take up their place. This represents 42% of all eligible children. Children from disadvantaged backgrounds are significantly less likely to reach a 'good level of development' (44.8% compared with 63.7%:) OFSTED annual report on Schools. 2014/15.

Therefore, we will be offering places for disadvantaged 2 year olds and use the resources of the Trust to support their learning. We will deliberately target these families and work hard to ensure they take up these places for 2 year olds by working with the Health Care professionals and other agencies in our locality. We are already developing this model in our locality and the relationships between agencies will already be well established by the time the new schools are built. In addition to this, there will be a number of primary schools in the Trust working this model with this same ethos and expectation.

Bright Sparks' children will achieve above expected levels of language development by the end of the EYFS and our teaching, planning and interventions will support this. We will work with the parents of children who are not meeting their milestones and lead family learning sessions, giving them the confidence to read to their children

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

and to engage in creative and constructive play to stimulate a lifelong love of language. Where parents lack the confidence or skills to stimulate their children, we will help, encourage and support. We will make special provision through the EYPP so that children entitled to FSMs and other disadvantaged groups make significant progress and catch up with other children. We are determined to reverse disadvantage whilst still ensuring all children make above expected progress, as they do in our secondary school and will not set targets that assume disadvantaged children will make less progress than non-disadvantaged children.

We will work with the health professionals in all phases of education, and are already doing so in the secondary school, in order that vulnerable children and families are identified and that practical and meaningful intervention is in place to encourage and support parents to take advantage of the offer. Our intention is that all vulnerable children in our area come to us, early enough for it to make a difference.

Children's Health and Wellbeing

Great attention is paid to Health and Wellbeing as one of the key factors in the decision of the Trust to sponsor primary schools and to work hard to draw them into the Trust so that we can establish the foundation for exemplary learning and achievement, personal development and wellbeing at the earliest possible opportunity.

Health and wellbeing is provided through the ethos of the Trust, through its focus on resilience and good mental health, in developing physical confidence and healthy lifestyles through Sport and PE as well as Dance and Drama.

Physical development is a Prime Area of the EYFS and all children will be supported in developing independent self-care routines. The provision will encourage healthy eating and physical activity in line with the aims of the EYFS prime areas. The leadership of the setting will actively work with Public health to implement any health promotion strategies, e.g.: ERIC, handwashing, dental care. The leadership at Bright Sparks will actively use opportunities from Somerset Activity and Schools Partnership to ensure the best physical health and welfare is achieved for the children.

Physical development will be aided by high levels of physical activity, using the space provided and outside environment. There will be Free Flow access to outdoors, which will include Forest school, outdoor activities and sports. As the Trust emphasizes physical fitness and health, the EY provision is no different and there will be a wealth of age appropriate activities which will combine to support gross motor skills. In order that boys have a positive attitude towards learning and that girls access 'boys' toys', there will be plenty of scooters, bikes, footballs, climbing and play equipment. There will also be attention paid to the development of fine motor skills so there will also be activities such as outdoor threading, mud kitchen, sandpit, horticulture, outdoor art etc.

Emotional wellbeing is a key theme of the Trust and therefore all staff will be trained in Philosophy for Children to encourage reflection. At Bright Sparks, special attention

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is paid to emotional wellbeing so that children learn about feeling and emotions through stories, circle time, 'golden rules' (for example, kind hands, kind feet, kind words) and through role play areas and imaginative play.

Safeguarding –also see appendix Safeguarding policies including Safer Recruitment.

All aspects of safeguarding are covered by the safeguarding policies of the Trust although this will be revised to include specific statements with regard to the statutory welfare requirements of the EYFS. Safer recruitment procedures will also be changed to reflect the specific provision for child care providers who may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.

Children will always be supervised by a qualified member of staff and the use of mobile phones in the setting will not be permitted.

To be read together with key documents: Working Together to Safeguard Children and statutory guidance on welfare requirements for EYFS.

Curriculum

In the Early Years provision we are guided by the four guiding principles of the EYFS framework:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Children at Bright Sparks will be active learners, developing through play and exploration within a curriculum guided by the statutory Framework for EYFS, Development Matters 2014 and the Early Learning Goals. Practitioners will be trained to be aware of schemas, sustained shared thinking, and how to support 2 year olds to ensure they are using evidenced based practice to meet the child's needs. Through well planned and structured play activities, children will learn skills of creativity, independence but also being able to share and co-operate with each other. Play is how children learn about themselves, each other and the world around them. Key workers will use their observations of the children to identify next steps, schemas, and plan activities both inside and outside which encourage children to learn as they play.

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We aim to develop children's skills and knowledge in all areas of the EYFS through careful observations carried out by highly qualified early years professionals. This work will be the primary work of the key worker, who will be expected to observe closely and plan meticulously and accurately activities that will ensure every child achieves a better level of development than would normally be expected for their age, allowing them to be individuals and creative people. The EY provision will work alongside the Reception classes of the new schools to ensure there is a stimulating environment and suitable creativity and Free Flow playfulness that develops all children and allows those of different abilities and physical development to progress at a rate that is right for them. Teaching and learning will support children to develop the characteristics of effective learning; playing and exploring, active learning, and creating and thinking critically.

In this way we will provide a balance of adult led and child initiated activities and experiences. Children will often choose what they want to do from the range of activities on offer. This encourages independence and is very important in developing a good attitude towards learning.

Children will also be encouraged to take part in adult led activities both in small groups and with the whole group so they develop team work and social skills. This will also begin to instil British Values in children's learned behaviours.

All EYFS areas of learning will be covered during our planned sessions through a range of fun, exciting and stimulating activities, both inside and outside, in which children will have the opportunity to explore, investigate and experiment using all their senses. In delivering the Early Years provision, we are supported by The Redstart Academy Trust and Teaching Alliance, of which we are a strategic partner. Our nursery provision is based upon the Early Years provision at this outstanding provision and supported by the Headteacher and CEO of the Trust.

We will deliver the **prime areas** at the heart of all learning for the Foundation Stage in the following ways:

- **Personal, Social and Emotional Development:** We will provide experiences and support which will help children to develop a positive sense of themselves and of others through 'Golden Rules', respect for others social skills; and a disposition to learn. Role play areas, circle time, stories, celebrating festivals, and resources for both genders.
- **Communication and Language:** Children will be provided with opportunities to use their skills in a range of situations to help develop competence in speaking and listening. All children's language skills will be supported by Somerset Total Communication. There will be an emphasis on key workers modelling good language skills, and engaging in sustained shared thinking training so that children develop the full range of verbal communication. All practitioners will be fully trained in Talk for Writing so they have full understanding of progression into Key Stage 1. Music, drama and dance activities will also encourage a love of language and communication.

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- **Physical Development:** Children will engage in a variety of activities designed to help develop their co-ordination, control, manipulation and movements. Forest school activities, horticulture, threading and use of play equipment such as bikes and scooters as well as table activities such as play dough and mark making activities will be provided to help and support children in developing and understanding the importance of physical activity and being healthy.
- A love of invention, design and making as well as the principles of mathematics and physics will be inculcated through such schemes as Scrapstore (where clean and safe junk is provided on a rotation for children to play with and invent.)

These will be delivered throughout the sessions and throughout the curriculum using continuous provision approaches.

We will deliver the **Specific areas** at the heart of all learning for the Foundation Stage in the following ways:

- **Mathematics:** Children will be supported in developing their understanding of problem solving, shapes and numbers in a broad range of contexts in which they can explore, enjoy, learn and practise their skills. In order to develop numeracy, children will be led through play and exploration of pattern and number, counting and ordering, sequencing etc. Practical, hands-on experiences of using, comparing and calculating with numbers and quantities, and the development of mental methods will feature highly in the EY/KS1 curriculum to establish the best mathematical start. Through a carefully designed programme, children will develop mathematical language so they learn to express their thinking using the correct vocabulary. In EY and continuing into KS1, there will be significant emphasis on the four arithmetic operations through practical hands-on activities with a high profile given to developing mathematical language.

Bright Sparks' provision will be mathematically rich. Children's own data, such as height, speed, number of books etc. will increase a sense of belonging as well as making numbers exciting and relevant. Cooking and food, making and design are all opportunities for numeracy. Resources such as shape sorters, weighing scales, sequencing games, and Numicon will be included in free play activities to develop sense of number, shape and space. Activities such as sand and water play for example will be used to make mathematics an enriched and exciting exploration. All activities will be underpinned by a deeply committed approach to enabling and giving confidence. Incorrect or wrong answers to arithmetic will always be welcomed as a useful opportunity to unpick misconceptions. It will be a key part of the school's ethos that getting things wrong is a learning experience, a useful and valuable way of understanding how we come to different conclusions. It is the principle behind

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the name of the school and will build resilience and positivity in children who go through the school.

- Literacy: Children will hear rhymes and stories every day and have planned and unplanned opportunities to make marks and improve their fine motor skills. Synthetic phonics will be started at appropriate times for each child and there will be a rich and literate environment that encourages children to decode and find out what symbols and letters/words mean. Within the EY provision, there will be a very strong emphasis on speaking and listening to prepare children to enunciate, blend and segment phonemes. Developing children's social skills, including speaking and listening, is essential and there will be an emphasis on a language rich environment and enunciating clearly as a beginning of progress towards Talk for Writing, which will be a key feature of the primary curriculum.

Rooms will be rich literacy environments where books and other forms of text will be easily accessible, colourful, intriguing and absorbing. There will be snug and comfortable corners for reading where children can find books that encourage them to explore and decode, where older children and adults will read with and to them and where children will discover reading and books as enjoyable and rewarding experiences.

Synthetic phonics will be started in EY at a level appropriate for each child and children who are below expectations will have 1:1 key worker support as well as small group reading to grow their confidence. There will be active listening activities at circle time to ensure children's attention develops and they can sustain concentration for increasingly sustained periods of time at an age appropriate level.

- Understanding the World: Children will be supported in developing the knowledge, skills and understanding that will help them learn about the world. They will enjoy investigating, exploring and experimenting both indoors and outdoors with a wide range of materials. British Values will underpin the curriculum and children will learn how to value difference and to respect people with other views, faiths and beliefs. Even this early on, there will be a taught PSHE element so that children become reflective and thoughtful about their and other people's actions.
- Expressive Arts and Design: Children will be provided with opportunities to develop their imagination through art, music, movement, dance, role-play and storytelling. They will be supported in sharing their own thoughts, ideas and feelings, so becoming confident to express themselves. We will use the exciting work of partners such as Take Art as a way of developing speech, language and communication. We will use concept of 'music being everywhere' to support language development, placing music at its heart, finding the rhythm of speech, rhyme and song, story time, space to experiment. There will be musical instruments for both planned and child-led activities and children will be encouraged to experiment with sound and their

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own voices. They will learn making and creating with many different media such as dough, paint, paper, fabric and junk modelling

Daily Routine

A daily routine encourages children to become confident in the setting and helps them to learn and develop independence. There will be a set start to each session and regular, routine breaks and changes in activities. We will build in regular and consistent rest and quiet times where children will learn to be considerate and reflective, as well as zoning the physical environment to include quiet reading dens, and soothing sensory play. Snack and mealtimes will be set and regular to support consistent routines. Activities will vary every day and there will a stimulating variety planned and opportunities where play is unplanned but carefully observed by children's key workers.

20 minutes before each session, both morning and afternoon, will be an Early Bird/Robin club for 1:1 support with those who are not making a GLD /below ARE. This will be one of the interventions funded by the EYPP and it will be a quieter time for children to settle and feel welcome and comfortable. Parents will be encouraged to take part or to take an active interest in this and will be provided with a range of activities that will support their child's development. Where parents are not actively supporting this, we will engage with other agencies.

The sessions will be broken up into different activities and play will be interspersed so that children have plenty of opportunity for free-flow play as well as structured activities. The routine of the day will be clearly displayed as a visual timetable to support learning and understanding of sequencing, time and number.

Part B: Primary Schools

████████████████████ *The Isambard Kingdom Brunel School*

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- School Day
- Curriculum
- PALM+, Character Education and The Edison Programme
- Enrichment and extra curricular activities
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Introduction

The Trust strives to ensure that every single child in our care achieves, belongs and participates in learning, enrichment and the community.

Firstly, this means that there is an intense focus on the quality of teaching and learning, and that we recruit the best staff and invest in them. Secondly, the RAP (Raising Achievement Process) which builds upon the Child Focus Meeting in the Bright Sparks, ensures that every child's progress is carefully measured and analysed, and that children make significantly above expected progress. Interventions are carefully planned, implemented and monitored for effectiveness. Thirdly, the Houses across all schools in the Trust ensure that every child belongs and participates; the Houses are an important part of the Trust ethos. In secondary schools this is extended to include Every Child Achieves.

Pastoral support is exemplary in ensuring that barriers to learning are removed, that children participate and feel valued for their own intrinsic worth. Every child is represented in the schools through photographs and work displayed, achievements recognised and effort rewarded. We reward and nurture the behaviours we value and expect, and though we are firm in our expectations, sanctions are accompanied by support. Our maxim is to sanction behaviour and support the child. Every child takes part in enrichment and this is carefully tracked. Where children are not participating, we meet with the child and family if necessary and put in place things that they will enjoy, that will stretch and challenge their beliefs about themselves and give them confidence. The range of enrichment available is second to none. The same high expectations and ethos will characterise [REDACTED] the Isambard Kingdom Brunel School (IKB).

Early Years provision will form the bedrock of our children's outstanding education and personal development. Children will leave Reception class with a sense of themselves as both individuals, and as part of their own community. The Primary Curriculum will build upon the bedrock of the EYFS 7 Learning and development areas and the ethos of the Trust. Children will leave EYFS school-ready and with a strong belief about themselves as learners and individuals as well as part of The Castle Partnership Trust community.

Kindling the interest and igniting the spark of enthusiasm is the key to engendering real learning, and securing children's commitment to their own learning is a vital part of our vision. In The Castle Partnership Trust we work for the children; they know this, and we foster the belief that they work for themselves and not to please their teachers. In order to maintain the primacy of literacy and oracy in pedagogy, The Castle School is adopting Talk4Writing from October 2016 and will be a lead secondary school in the South-West. [REDACTED] are working with The Castle School to bring this about. It will therefore, be expected to be a key feature in the new primary schools.

Every child will be taught literacy and English, numeracy and mathematics, Science and STEM including programming/coding/computing and Design technology, Humanities, Languages, the Arts including Art and Design, Health and Wellbeing

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including PE and Sports. There will be a strong emphasis on developing competency and mastery of basic core skills in English and mathematics as well as PSHE and citizenship. Whilst the core subjects will be taught explicitly other subjects will be taught through project and topic based curriculum to ensure that skills are embedded and that children learn deeply and have mastery of skills.

In addition to this but integral to our curriculum is The Edison Programme, our character education programme:

- Resilience through STEM activities, experimentation and planned failure to learn
- Reflection through the Arts and Philosophy
- Health and Wellbeing through Sport and Expeditions

Children will be encouraged to develop as rapidly as is right for them; gifted and talented children will be encouraged, for example, to read beyond the age-related range of reading materials and to explore challenging books and ideas. In Maths, the most able will be encouraged to explore mathematical problems, to stretch themselves beyond the age-related curriculum and to approach work in different ways, finding different solutions.

All pupils will be taught to develop their capacity for creative thinking and expression through Music, Art, Dance and Drama. This will be supported by working with older children for example through the Artsmark award, mentoring, Trust productions, orchestras etc. We already have strong participation from the primary schools in many Arts events and this will become even stronger. Projects such as Scrapstore, taking old junk, making it safe and clean for use in imaginative play is an example of how children will be encouraged to imagine, design and make.

We intend to use the best software tracking package available at the time of opening. For example, if Tapestry continues to give us what we want from data, we will continue with this into the primary school. However, Target Tracker is another option and we are petitioning 4Matrix to develop a primary package to enable an aligned all through tracking and monitoring system.

The Trust's vision that Every child achieves, belongs and participates in learning, enrichment and the community is overarching. As a result, the enrichment programme at The Castle School is wide ranging and extensive, leading to 90% participation in all year groups. The House system that is fundamental to our school provides the means to many children participating in team sports in a supportive and still competitive environment. Through the House system the participation itself is a high value activity. The same rich extra-curricular provision will feature with a strong emphasis on older children supporting younger children, on leadership and 'citizenship' of the Houses (what it means to be part of a House).

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Parents

As we have established the strong relationship between parents and school in the Early Years, we will continue with the same system in the primary school. The school is a key support for parents in bringing up their child/ren and as a school, we will advocate the values and principles that we have embedded in our curriculum so that parents are strengthened and informed about parenting and how to support their child best.

In order to secure the best advantages and education for all our children we will educate parents so that all children:

- Attend school at least 96% of the time.
- Read every night at home to an adult.
- Complete home learning and take pride in what they produce.
- Have social time with families away from digital technology and having conversations.
- Progress, and that their parents are fully involved in that progress, celebrating achievement and supporting them when they need interventions or extra home learning.
- Participate in learning, enrichment and the community.
- Engage with other agencies such as health professionals at the regular checks.
- Participate in healthy physical exercise and make healthy choices in food.
- Respect authority, democracy and the rule of law.
- Show tolerance and understanding of other points of views and respect other people's beliefs and traditions.

We will support parents in securing their own technology so that children are safe online and hold regular workshops for parents on a variety of health related and safeguarding concerns. We will have already established this pattern with families whose children have been a Bright Spark and they will be accustomed to attending workshops on creative play and continuous provision etc. The challenge will be more about engaging new parents who are reluctant to engage with the school and we will treat these families individually as the parents may well have had a negative experience of school themselves and we want to engage them in a positive relationship so they reinforce a positive view of school with their own children.

Parents will be fully involved in the RAP (Raising Achievement Plan) for their own child and will be consulted about the sorts of interventions that may be needed for their child if they are not making above expected progress/ good level of development. Reports will ask for a comment from families, either written or if this is not received from the family, the class teacher will contact the parents to invite them to make an oral comment/discuss any concerns. Regular and positive contact with families is an expectation of all teachers in the same way that the key workers are expected to maintain contact in Bright Sparks.

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Home Learning to Independent Learning: This will be introduced from KS1 involving regular reading slots and weekly spelling and number testing. Home learning will take a variety of formats but will be used mainly to consolidate learning and occasionally to prepare for the next piece of work ('flipped learning'). As part of a Family Learning Community, parents will receive guidance in supporting the learning of their children. As a child progresses through school, 'home' learning becomes 'independent' learning and will be reported upon as part of the assessment process and involve parents. This is a crucial part of a child's development as an employable adult capable of self-regulation and discipline, able to meet deadlines and prioritise. It also builds independence and self-reliance.

In Key Stage 1, home learning will be made up of three elements: Reading, Spelling and Numbers (counting and sequencing, numeracy games and times tables)

Children will receive weekly spellings which are initially taken from the list of 100 high frequency words. Beyond these, spellings are taken from the phonics programme list 'Letters and Sounds'. For example, during the summer term of Year 3 teachers will choose a spelling pattern or rule to work on from 'Support for Spelling' or words from the new government framework. Spelling words must be learnt daily at home over the course of the week. Children will be tested weekly in spellings and their scores will be reported home, along with those words the child may still need to learn, attached to new weekly spellings for parents to engage with and to encourage parents to support home learning.

Children will be expected to read to an adult at home every night as a regular event. Parents will be asked to record this and to note any words that their children repeatedly stumble over so the class teacher can reinforce and support in class, or to note if this is an emerging concern.

Children in Key Stage 1 will have a weekly number facts homework based around playing mathematical games. It is important that KS1 children also regularly practice counting forwards and backwards and in 1s, 2s, 3s, 5s and 10s.

In Key Stage 2, home learning will be increasingly complex but designed so that parents can continue to support. All children will be expected to read independently (recorded by parents in the reading journals), learn times tables and spelling, but also engage in extended writing projects and scientific observation/enquiry, and to express their own interests in making and designing. We want them to discover their own interests and build on the practice established in Bright Sparks of engendering children's interest and igniting that spark that children may well pursue as a hobby or a career.

Disadvantaged Children and Families and vulnerable groups

Through the RAP and teacher appraisal/performance management, we will ensure that the achievement of children who are disadvantaged, including CLA, is at least that of non-disadvantaged children. We refuse to set specific targets for disadvantaged children that are lower than their peers as that builds in an

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expectation and assumption that we should not pursue their academic excellence with the same rigour as others.

In Performance management, teachers will be judged on the performance of the disadvantaged children in their care, and of other vulnerable groups. An expectation of teachers in the Trust is that all the strategies from the Sutton Trust and other organisations are fully utilised to promote high achievement of disadvantaged children. Attendance of disadvantaged children is a key indicator for the Trust and where a child falls below the new schools' % (which will be significantly higher than national), teachers, school leaders with oversight for the relevant key stage, and the Headteacher, will take measures to ensure that child's attendance improves and meets the school average. The earlier this is met, the more likely it will be that the child succeeds.

In behaviour, all steps must be taken to ensure that disadvantaged children's rates of exclusion are lower and their achievement points higher than the school average.

In the RAP, disadvantaged/vulnerable children will be discussed first and resources deployed to ensure that we actively reverse disadvantage, drawing parents into the discussion and developing a true partnership, encouraging parents and educating them if necessary in what their child and subsequent children need.

An Early Intervention Team is being developed in the Trust to ensure that no child is lost, no child invisible and that every child achieves, belongs and participates. This team is particularly focused on the vulnerable groups. For example, they would assess each child with EAL and plan interventions according to need.

SEN

The Trust has a deep commitment to ensuring that every child in the Trust achieves, belongs and participates. To that end there is a trust SEN team which is focused on every child with SEN. The team is developing expertise in a wide range of particular needs so that every child's needs are met. For example, there will be a TA with a high level of training and expertise in dyslexia. Another TA will be a highly trained and skilled ELSA (Emotional Literacy Support Assistant) who will support/lead other TAs and teachers. There is already a Trust SENCo who is developing an overall strategy for the Trust to meet its responsibilities with regard to the Code of Practice and to ensure that every child in the Trust has his/her individual needs met. She is also working with our feeder primaries and our sponsored school in supporting school-based SENCOs, for example helping them to write the bid for funding, deploying resources etc.

School Day

Reception/Key Stage 1

8.45am- 10.45: Learning session 1

10.45-11.00: Break

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11.00-12.15: Learning session 2

12.15-1.15pm: Lunch (Voluntary enrichment and clubs)

1.15-3.20pm: Learning session 3

3.20-4.20pm: Voluntary clubs and enrichment

Key Stage 2

8.45-11.00: Learning session 1

11.00-11.15am: Break

11.15-12.30: Learning session 2

12.30-1.30: Lunch (Voluntary enrichment and clubs)

1.30-3.20: Learning session 3

3.20pm-4.20pm: Voluntary clubs and enrichment

The Curriculum**English/Literacy**

Adults with good literacy skills (the equivalent of a good English Language GCSE or better) are much more likely to be in work than those with lower levels of literacy: 83% compared to 55%. Data from the recent OECD Survey of Adult Skills show that unemployed adults are twice as likely to have weak literacy skills as those in full-time employment. Better literacy skills are also associated with higher earnings. OECD (2013) OECD Skills Outlook 2013: First Results From the Survey of Adult Skill.

'The proportion of seven-year-olds reaching the expected standards in reading and mathematics now stands at 90% and 93%, respectively, at the end of Key Stage 1.30 The proportion of pupils who achieved the expected levels in their reading, writing and mathematics in their Key Stage 2 tests increased from 74% in 2012 to 80% this year.

The literacy and numeracy strategies were part of this shift, and the unremitting emphasis on high-quality, effective synthetic phonics teaching from the early years onwards is now part of the teachers' standards.' Ofsted annual report 2015

Therefore, synthetic phonics, already begun in the EY curriculum, will continue as a focus in the Key Stage 1 curriculum, enriched with a wide variety of colourful and interesting texts that excite children and enthrall them, drawing them into reading for pleasure. Commonly, discrete, systematic phonics teaching will take place at set times of the day. There will be a lead literacy teacher specialising in phonics to ensure that all staff are secure and competent, and that the school stays ahead of the game in terms of best practice and maximizing impact of children's outcomes.

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This practice will be supported by The Redstart School and our Teaching Alliance will appoint a SLE for Phonics/literacy.

In order to develop both reading and writing, the school will adopt Read Write Inc and BIG writing as two useful schemes, although we are always looking to improve and if there are better schemes by the time of opening, we will of course adopt those. These are to support teachers in developing children's literacy and English. These will sit alongside Talk4Writing as the underpinning pedagogy for English and literacy, and there will be a raft of other important reading schemes and writing opportunities to ensure that every child is secondary-ready by the end of KS2.

The Read Write Inc. and BIG writing schemes will be introduced in Reception, Y1 and 2 for four days a week and on Fridays spend time on a more extended piece of writing. There will be guided reading at least three times a week and texts from the Oxford Reading Tree Scheme which includes phonetically decodable books. Children will be taught in various group sizes, from 1:1 reading, small guided group teaching and whole class teaching so that by the age of 7, children will be fluent and confident. This will be supplemented by further Phonics teaching for those children who fall behind or who join in-year and have not benefitted from the Nursery education in our provision. Key Stage 1 will give children rich opportunities to talk and listen in a wide range of contexts. This contributes to developing their familiarity with books and stories and their knowledge of the meanings of words. There is a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds. Children who have fallen behind, for example with SEN or who are in-year admissions, will be taught further Phonics to support them.

As children progress through the school, the focus will be on developing mature readers and writers. Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more. All reading makes a difference, but evidence from Daniel Willingham, a leading cognitive psychologist, has written that it is "virtually impossible to become proficient in a mental task without extended practice. As the basic process of decoding becomes automatic, young readers' cognitive capacity (space in the working memory) is freed, which in turn makes the higher-order process of comprehension easier.

Accelerated Reader will encourage children to read lots of books. It is already well established in the Trust's secondary schools and has been significantly successful in instilling a reading culture amongst children who were not readers before. Equally children who are readers see this as an acceptable and valued activity, rewards are highly prized. Every classroom will have a reading corner that is very comfortable, snug and safe. Children will be allowed to read here at any time, lunch or breaktimes, when they are feeling ill etc. so that reading is also a refuge. Independent reading will be an encouraged activity during quiet times with teachers modelling reading. We already subscribe to World Book Day, the Summer Reading Challenge and Premier League Reading Stars to name but a few. Book clubs will be well established and there will be a rich well-resourced library to support independent reading.

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An expectation we will have of parents will be that they read 'real books' with their children every night at least in Key Stage 1 and ensure home learning is completed in Key Stage 2. There will be provision for real books through the school, banded for level of ease. Parents will be asked to record the reading in a log book and where there is not engagement from parents, the staff will contact parents, support them and make clear the school expectations that an adult read with each child every night.

In addition to this, a Paired Reading scheme will operate with older children who are fluent readers supporting younger children and to develop the family ethos. These combined approaches are well evidenced to provide standards of literacy and progress well above the national average. (Torgerson, C., Hall, J. and Brooks, G. (2006). A Systematic Review of the Research Literature on the Use of Phonics in the Teaching of Reading and Spelling: DfES RR711.)

Reading will be highly rewarded so that children see reading as a valuable activity. We will subscribe to the Poetry by Heart schemes and make the most of grants available to promote reading and literacy.

The statutory phonics screening check for pupils at the end of Year 1 will identify children who can decode successfully and will identify pupils who need extra help. Teachers will benchmark their pupils' performance against national standards available at this point and the Trust's expectation is that all children achieve above the national expectation based on prior attainment. (See Measuring children's progress for targets and expectation.)

Mathematics and numeracy

'It remains a concern that secondary pupils seemed so ready to accept the view that learning mathematics is important but dull. They frequently told inspectors that in other subjects they enjoyed regular collaboration on tasks in pairs or groups and discussion of their ideas, yet they often did not do so in their mathematics lessons, or even expect to do so. Frequently, their comments showed appreciation of their teachers' efforts to support them as they approached examinations, but also exposed recognition that their understanding of mathematics was insecure. An able pupil summed this up:

'You need to understand and not just do it. You think you know how to do it but you get to an exam and you can't. You realise that nobody's told you why it works and why you do what you do, so you can't remember it.' Ofsted report into Mathematics 2015.

Mathematical resilience and growth mindset are a key aim for The Castle Partnership Trust. In order to achieve this at [REDACTED] the Isambard Kingdom Brunel School, we will adopt mathematics teaching for mastery from Year 1. Alongside Talk4Writing as an overall pedagogical approach, our children will gain significant advantage and will achieve significantly above the national average in

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mathematics as a result. Children will acquire deep, long-term, secure and adaptable understanding of the subject. We want them to have

- fluency (rapid and accurate recall and application of facts and concepts)
- a growing confidence to reason mathematically
- the ability to apply mathematics to solve problems, to conjecture and to test hypotheses.

In mathematics lessons therefore, children will be mathematicians (or scientists, writers, geographers, historians), studying a reduced number of mathematical topics but take longer over each one, so that early understanding is cemented more sustainably. Children will not be labelled as 'high ability' or 'low ability', but work at an appropriate depth on the same topic as the rest of the class. With its emphasis on mathematical vocabulary and explanation of mathematical concepts in full sentences and oracy, mastery in mathematics absolutely complements Talk4Writing so there will be an expectation of mathematics as a dynamic experience with children collaborating extensively with each other so they learn that mathematics is enjoyable and engaging. In Years 1 and 2 there will be an emphasis on exploration in mathematics, building confidence and enjoyment and resilience.

There will be a clear focus on mathematical thinking and understanding; for example, developing children's grasp of place value and the effect of multiplying or dividing by 10 as part of their ongoing conceptual understanding of structure and relationships in number. This will be embedded within the cross curricular topics and projects so that there are further opportunities to embed knowledge and to reinforce mastery, give confidence in handling data and applying knowledge.

Mathematics will be taught formally every day in every year group and supplemented by explicitly taught numeracy cross curricular topics. Each week there will be different House challenges which draw together the knowledge gained during the week and asks children to work in groups across the age ranges, applying what they have learned. We want children to think hard about a problem, draw on their previous knowledge, and grapple with applying it in a new, unusual or complex context. These mathematical challenges will enable children at all levels to process the learning through talk and build up confidence. In addition to this, it will challenge children to come up with different approaches and solutions, encourage them to problem-solve and to draw upon the who range of knowledge through previous learning. The challenges will be of increasing complexity and enable those most able pupils to stretch themselves, those children with organizational ability and leadership to develop and the weakest children to be supported by giving them opportunities to ask questions and process information. It will be underpinned by British values of tolerance and understanding, and emphasise kindness and teamwork.

The classroom environments will be rich and stimulating mathematically, as in the EY provision, so that children absorb mathematical literacy. Children will be encouraged to physically represent mathematical concepts. Objects and pictures will be used to demonstrate and visualise abstract ideas, alongside numbers and symbols as in the Talk4Writing scheme. As at EY, children will use their own data to

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explore concepts, such as their own attendance, House points, Accelerated Reader points, height, in games, making and designing, cooking food and sharing, and their own nutritional health. This is about demystifying mathematics and making it a normal part of life. We want children to value their numeracy and ability to handle and process numbers and so there will be a reward system that equates the high value of numeracy with that of literacy so children see these two basic skills as important and of high value.

We will work especially hard with parents to ensure it is as unacceptable to say you aren't any good at mathematics as it would be to say you can't read. We have engaged with Numeracy consultants to offer workshops for parents to be held on key dates for example, parents' evening and before special assemblies etc.

In order that we succeed in delivering mastery mathematics, we will recruit a Mathematics Mastery Specialist to lead mathematics not only in the [REDACTED] Isambard Kingdom Brunel schools but across the Trust, including the secondary schools so that there is a very strong progression route. By offering this higher level strategic post, we will be able to secure a very high quality candidate who is ambitious for mathematics and an exemplary practitioner. The mathematics mastery lead will be in a similar position as the SLE for literacy and have a responsibility to ensure that all staff are secure in their knowledge both of mathematics and the mastery approach. We will be supported in this by the Jurassic Coast Mathematics Hub and we currently have a member of The Castle Maths department just joined the Hub. She will be our main link. In addition to this, the Teaching Alliance will appoint a SLE in mathematics, whose brief will be to evaluate the teaching of mathematics across phase, to plan and deliver CPD so there is exceptional progress. They will be responsible for ensuring mathematical resilience in all our children, safeguarding the focus on wrong answers as an opportunity to unpick the learning, to carefully nurture children's self-belief.

Science and STEM

Science and STEM (Science, Technology, Engineering and Mathematics) will be a key feature of [REDACTED] the Isambard Kingdom Brunel School. Children are naturally curious and excited by new things and we will harness and stimulate that energy so that every child becomes a scientist in the way that they are mathematicians. We will emphasise the interdependence of the STEM subjects and excite children through hypothesis, experimentation and scientific enquiry. We will follow the National Curriculum for Science but in addition to this, children will be strongly encouraged to pursue scientific enquiries of their own and teachers will be expected to stimulate children's curiosity and to very actively plan to develop the interests of the children they teach. In order that this happens, there is flexibility in the timetable so that teachers can follow children's interests, following the ethos we have established in Early Years that the learning follows a curriculum but it also stimulates, captures and explores children's own interests. A rich programme of scientific experiments will ignite children's curiosity and teach them the value of careful hypothesis as well as the imaginative speculation of what might happen if you put one chemical with another. They will be taught reasoning and to test out theories but always with an objective of teaching children to reason through failure-

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if an experiment fails, why and what can they do differently based on what they have just found out? Enrichment will be planned to encourage this. Schemes of learning will follow the seasonal cycle so that wherever possible, children are studying live science.

STEM projects will feature every term for all year groups and will reinforce mathematical knowledge as well as scientific processes, language and knowledge. Some projects will also touch upon History in that children will learn basic scientific historical content or about key discoveries in the past, sometimes it will focus upon a geographical issue such as global warming or an engineering feat. There will also be STEM Challenges that drawn children in as coaches and mentors from the secondary school in the same way that they do currently with Sports and the Arts. For example, investigation into the effect of water on other materials clearly links to erosion etc. and geographical features. Although Design and Technology, Engineering, and IT and Computing will be taught as discrete units, they will be broadly linked under the heading of STEM to emphasise the transferable skills and how scientists, engineers and mathematicians build upon the knowledge of one discipline to learn about another.

Children will

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

We will teach children the associated processes and key characteristics and in the same way as we are teaching technical language in mathematics, we will explain technical terms and vocabulary in full sentences and with a similar approach to the mastery approach in mathematics, ensuring that children had complete mastery of concepts and knowledge, extending in depth rather than the breadth of knowledge, in giving them understanding of scientific processes. In this way children at the [REDACTED] Brunel Schools will acquire an extended specialist vocabulary. Through a wide and exciting range of STEM activities they will apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.

There will be use of a specialist Science laboratory so that KS2 children can have lessons in a suitable environment which allows experimentation and an excellent foundation for Science and this will be supplemented by a wealth of outdoor science educational places, such as a pond for pond-dipping and observation, a wildflower garden to encourage insect-life etc.

At KS2, Science will be led by fully qualified Science specialists who will teach in both primary and secondary schools. There will be a lead practitioner who will be responsible for ensuring that all staff at Key Stage 1 are fully trained and able to

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deliver scientific enquiry, and to support them when children are excited and keen to follow a particular investigation that is not set in the schemes of learning. We want to develop the scientist and inventors of the future and will invest and apply for extra funding in order to achieve this. As a Teaching Alliance we are already working with the Somerset Science Hub and provide the secondary SLE. We also have a Director of STEM on our Strategic Leadership Team at The Castle School who will ensure progression from Key Stage 2 to 3 and is responsible for ensuring we increase the number of pupils who pursue science and engineering as a career.

Science will link with Design and Technology, IT and computing, and with Mathematics so children will connect the practical application of what they have learned in other lessons or projects.

Computing, programming and coding will feature prominently in the STEM curriculum so that children become confident users of IT and inventors, manipulators of programs and data. Computing will be taught in discrete topics by specialist teachers who will teach across the primary and secondary phase; however, the specialists will also develop the knowledge and competence of all teachers so they can reinforce and develop computing and coding knowledge through the topics. Children will develop competence in coding for a variety of practical and inventive purposes such as controlling movement and direction in KS1 and at KS2, applying ideas within and across other subjects and topics, for example using programmable floor robots, the Bee-Bot for example, or using Tynker resources. Children will develop their knowledge of connecting with others safely and respectfully, communicating their ideas using applications and devices with moral integrity. Computing will provide practical experience of collecting, organising and manipulating data effectively and with purpose, providing the necessary skills to integrate competencies and build on skills that will be useful in the workplace.

With the strong STEM focus in both schools, it is a given that children will be encouraged to develop creative, technical and practical expertise and to participate successfully in an increasingly technological world. Children will be encouraged to design and make prototypes and to explore hypotheses, evaluating their ideas and applying the knowledge gained in other subjects so that Design and Technology becomes an opportunity to synthesise knowledge and skills, to explore their own ideas and to experiment, make mistakes and evaluate those mistakes so that 'Failing forward to succeed' (Thomas Edison) is embedded in their daily practice and thinking.

The Humanities

Humanities will be linked closely with the teaching of literacy and enriched by residential/trips that deliver a high quality experience of project-based learning. This will also bring in aspects of their other studies so that we develop transferable skills that we strive so hard to deliver at secondary school. Projects will have either Historical, Geographic or Religious themes that will develop children's ability to evaluate, research, question and interrogate, speculate and hypothesise, empathise

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and understand the perceptions and views of others. It will embed British values and reinforce respect and tolerance.

Humanities will be delivered mainly through a project based approach. A topic will be the focus for each project and knowledge and content of Geography, History or RE will provide the main part of the project, but making use of literacy and numeracy knowledge gained throughout the key stages. The projects will teach children the concepts necessary for understanding in the Humanities and focus particularly on human development and the context of the world we are in, but will also make extensive use of the scientific method, data analysis etc. in Geography, and of the Arts and English in History projects. RE will reinforce literacy and the English curriculum as well as drawing on History and Geography to deepen children's understanding and their commitment to British values.

The Arts

The Arts, as in Art and design, Music, Dance and Drama, will reinforce and underpin the curriculum- not to be decoration but will enhance their learning so there are connections made between for example, historical periods and the Arts. Children will learn through sensory input, through visual and creative performing arts. They will learn to describe by responding to their environment. There will be a wide range of artists they will learn about so that children explore their world and their own perceptions. The Arts will be one of the main cross-curricular links so that it enriches the experience of Science and mathematics, Humanities and English. Children will learn to make things through Arts and Design Technology. This will also be an opportunity to identify where children have poor coordination that may well affect handwriting and act as a means of positive and enjoyable intervention. They will develop physical confidence through Dance and Drama.

The Arts will be integrated into the curriculum for the most part and form the basis of some projects. However, there will be also Arts projects which will give children lessons in particular media and an element of free choice and opportunity to express themselves individually as well as in groups and classes. Enrichment will be provided by the Trust Arts so that primary and secondary teachers share expertise and children move freely between the secondary and primary school, buddying and coaching/mentoring each other to build that vital family ethos, as well as teachers working closely together to deliver a fabulous wealth of Arts to all our children. One SLE will be appointed to coordinate the Arts Enrichment and CPD, ensuring that different expertise is shared across the Trust and that children make exemplary progress, for example in Music and children see themselves as artists and musicians, dancers and performers, that their physical confidence is developed and every child is able to stand and speak confidently before a range of audiences.

Modern Foreign Languages

In Key Stage 1 there will be a more informal approach to languages so that children acquire vocabulary through scanning environmental print and through play and song. For example, classrooms will be labelled in the four languages (French, German,

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Spanish and Mandarin Chinese) taught at the secondary school alongside English for example. Songs and games will be in different languages and it will be part of play rather than formally taught. In Key Stage 2 however, it will be taught more formally. German, French, Spanish and Mandarin Chinese will be offered in Key Stage 2 on a carousel basis so that children will be able to choose which language they pursue into secondary school though all children will do two languages in Year 7 apart from the very least able. 'Buddies' from Year 7 and 8 will assist primary age children as part of the development of a family ethos with an aim to participating in the House Languages Competition, and there will be trips abroad between the two phases so that children in primary school develop confidence and belief in themselves as linguists, and can see how language acquisition works.

Children will be taught formally in three half hour lessons a week at Key Stage 2 by the teachers from the secondary school to ensure we have excellent linguists and subject knowledge. Teachers at the primary school will team teach so that they are able to reinforce what is learned and to demonstrate with the children, exemplary learning. The costs of this will be borne by the secondary school and Trust as it is about progress and achievement and it is highly unlikely that we will be able to recruit specialists in these subjects for the primary phase. One SLE will be appointed by the Teaching School to ensure that there is an excellent and appropriate offer suitable for the primary key stages. This member of staff will be responsible for resources and Schemes of Learning, and ensuring there is useful and rich CPD for primary teachers. There will be a series of trips that enhance the learning experience across the phases and building up gradually so that children increase their confidence with languages and are confident enough to take the opportunities the secondary schools offers of exchanges in Germany, Spain and France, and to sign up for the study trip to China.

Health and Wellbeing

This is a crucial part of our curriculum. This covers Sports and PE, Food and Health, PSHE and Philosophy for Children.

Through Sports and PE children will develop physically and learn teamwork, healthy competition, failing and losing and learning – a key part of our character education. At Key Stage 1, children will develop fundamental movement skills and coordination. They will be coached in improving such motor skills so they become agile and coordinated which will positively affect their ability to learn writing and to manipulate tools etc. as well as increasing agility, balance and coordination. Dance will not be part of the PE curriculum as it is part of the Arts at the Trust, however it clearly contributes to physical skills developed through PE and Sports.

In Key Stage 2, children will develop a broader range of skills, and there will be increased emphasis on communicating, collaborating and competing with each other. Coaching will be a significant feature of the new schools PE curriculum. We intend to use coaches to teach team sports and this will also give back PPA time to class teachers as well as buying in expertise in sports that may not be evident amongst the teaching staff. Children will learn how to evaluate their own performance

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and to identify how to improve. This is a key feature of the education at both schools and will be reinforced across the curriculum. Sports is one of the elements of The Edison Programme (see below).

Team and individual sports form an important part of the House competition programme and enrichment at both schools.

It is a commitment from the Trust that every child will learn to swim and gain confidence and ability in the water.

All children will be taught Food and Health, learning about healthy diet and nutrition and following increasingly complex and difficult recipes, understanding how flavours work and the science of food. The main link will be with Health and the effect of nutrition on the body so that every child is knowledgeable and makes healthy choices rather than as a DT subject as the Trust believes that this is the most important aspect of teaching about Food. Children will learn about where their food comes from as part of Geography topics and learn to cook recipes from other parts of the world. They will learn about nutrition as part of Science and PE/Health. There will be Enrichment days that focus on Food.

Philosophy for Children (P4C)

Although this is not part of the National Curriculum, P4C is an important element of the Edison Programme (see below). All staff will be trained in P4C and all children will have this delivered at least once a week formally and the methodology of questioning, hypothesizing, research and synthesis will be an important skill developed across the curriculum in both Key Stages. It teaches children to think independently and to question. It is an important method for teaching British Values.

PSHE and Citizenship

The Trust sees the value in teaching PSHE explicitly to children of all ages so that they understand their world and have a context for situations they are likely to encounter at some point in their lives. We see this as fundamental to their development into well-adjusted adults. See section D4.

PALM+ and Character Education

(Positive Attitude, Literacy, Metacognition and Numeracy)

PALM+ is an overarching pedagogical approach that places the growth mindset and resilience alongside basic skills in literacy and numeracy at the heart of learning at The Castle Partnership Trust. There is nothing revolutionary in this; it emphasises the transferability of skills and makes explicit where, in daily life and adult life, young people will need those skills. The exciting proposition of opening two primary schools and Early Years provision is that the artificial separation of knowledge and skills that exist in secondary school do not have to exist in the early and primary years. The Trust's commitment to instilling a Positive Attitude in all our children is, I

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hope, evident throughout this application. Literacy and Numeracy has been covered earlier but metacognition is of equal important for children to be thoroughly in charge of their own learning.

In the primary phase, we will explicitly teach metacognition so that as children learn about genres for example, they are also thinking and learning about how they go about the process of reading- the cues that signal different genres – deconstructing a book in order to work out how to read it and what to look for. Skim reading and scanning and building up an expectation of what the text is going to be and then speculating and hypothesizing, being aware of themselves as readers listening to the authorial voice. As children develop, we teach them about the process and science of learning. This reinforces the good habits and behaviours that help them to become whatever it is they want for themselves.

The Edison Programme

We have bid for and expect to receive a significant grant () to develop this programme of character education across five secondary schools and our feeder primaries.

By the time the new school is built, this will be a highly developed and sustainable programme.

It teaches

- Resilience through STEM. A programme that emphasizes practical experimentation, failure and learning from failure. To achieve this, we will engage with our business partners and train mentors to emphasise the positive value of experimentation, and learning from it.
- Reflection: Through the Arts and Philosophy. We will develop a good network of contacts with local artists and they will emphasise the creative process is experimental and through training teachers in Philosophy for Children.
- Health and Well-being through Sports and Expeditions, where children will embark upon a series of expeditions, such as Duke of Edinburgh award, Ten Tors etc. Every child will experience an expedition that requires them to show resilience and determination. In addition, targeted children will undertake the Live Life to the Full Programme with Dr Chris Williams of Glasgow University which develops resilience and good mental health.

This is delivered alongside the secondary schools although children will not always experience the enrichment together as there are clearly particular needs of each key stage that are not mutual. There will be two enrichment days each half term for primary schools as well as a series of trips and expeditions designed to build resilience and good mental and physical health.

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The Edison Programme is complimented by The Compass for Life.

Enrichment and Extra Curricular Activities

Enrichment is a feature of The Castle School and at Courtfields School and all staff are expected to deliver enrichment programmes to bring the subject to life and to foster a love and thirst for learning. Children at the Trust have a very high expectation of their teachers and the new schools will be no different. All teachers will be expected to run enrichment and after school clubs. We want as many of these as possible to link with the secondary schools and to enliven both phases. For example, currently The Castle School subsidises Music provision in its feeder primaries through additional staffing. There is the Trull Choir, Bishop Henderson's Strings, of Y1-5 violinists, and Bishop's Hull Brass band – although these change slightly due to demand and the ability of the secondary school to support primaries. There is also a Primary Dance Festival where Dance Captains from the secondary school work with primary, The Castle strings and Brass- which is made up of both primary and secondary children, and a significant number of Primary Sports Festivals which are run by Year 8 Sports Leaders.

Courtfields is in its third year as part of the Trust and is beginning to build a similar programme. The addition of the new primary school will hasten that programme.

At [REDACTED] [REDACTED] [REDACTED] [REDACTED] the Isambard Kingdom Brunel School, enrichment will be a feature as it is at the lead sponsor school. Music, Dance, Drama, Art and Design will feature prominently alongside Sports and Science. Every member of staff will be expected to offer enrichment during lunchtimes or after school. Trips and expeditions will be a feature and support resilience so that children regularly overcome obstacles or are challenging their fixed mind-set and changing their beliefs about what they can and can't do. Children will not say, I can't, but I can't yet and what do I need to do differently or learn so that I can.

Rewards

We have successfully created an outstanding and positive ethos at The Castle School and increasingly so at our sponsored school, Courtfields. We have done this by flooding pupils with positive messages about themselves as learners, by rewarding richly the behaviours we want to instil and by creating a strong family ethos through the Houses.

Children will be rewarded in many ways but in particular we will create a rewards system that reflects the very high value of English and Maths. We will reward more widely in the following ways, but this is not an exhaustive list and will grow over time.

Accelerated Reader

Sports Leader

Bronze, Silver and Gold Edison badges

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Attendance

Courtesy badges

Young leader badges

House badges (so they are all already wearing a badge)

Sport and House captains

Primary Colours (to replicate the Half and Full Colours awards at The Castle)

House points

E-praise points

Reading points

Number Champions

STEM ambassadors

Most progress of the Week

Star of the Week

Digital leaders

Computing champions

Maths leaders

Best buddies (for mentors and peer mediators)

Playground buddies

Resilience and leadership programme

Challenge programme for the most able to progress onto preparation for Oxbridge

Our intention is that every child is rewarded, and frequently so that every child sees themselves as belonging, having a stake in their own education and has a positive experience of themselves as a learner. These will be two of the very best primary schools in the UK.

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

Measuring Pupil Performance effectively and setting challenging targets.

Raising Achievement Plan (RAP)

Existing practice across the Trust is based on forensic use of formative and summative data on a termly basis, which informs and supports the progress of individual children and groups of children including SEND, disadvantaged, Looked After, summer born, EAL and the genders in order to ensure progress towards targets and appropriate use of resources and funding.

At The Castle Partnership Trust this is called the RAP:

- Every term there is a formal assessment point for each year group which captures the data on every child in each school.
- This is analysed by **three teams** to ensure we identify trends across cohorts and for vulnerable groups of students, where progress was and hasn't been made, whether it is /is not above expected progress.
 - **The Pastoral team** (Head, deputy, Assistant head, Heads of House leading their tutor team) initially Heads of House and the tutor discuss every child and evaluate the impact of current interventions, decide if this should continue (the normal pattern is a 6 week intervention and then review). Interventions can include assessment for SEN and intervention, attendance intervention, behavior report, alternative provision for 6 weeks, 6 week intervention in our Return to Learning Centre, ELSA, Corrective Reader etc. This is followed by discussion with the Deputy/Assistant Head who have oversight of the RAP and who use this information to identify trends, to evaluate progress of vulnerable groups, to plan further interventions etc.
 - **The Curriculum team**, (Head, Deputy, Assistant Head, Heads of Faculty leading their team) initially Heads of Faculty and the subject teachers discuss their classes and evaluate the impact of their teaching/interventions, decide if there are any further interventions necessary (this might be extra help at lunchtimes, deployment of a TA, removal from the class, set change, homework report, phone call home etc). This is then followed up in the link

D2 – measuring pupil performance effectively and setting challenging targets

meetings with the Deputy and Assistant Head who use this information to identify trends, evaluate progress of vulnerable groups in subjects etc.

- This is brought back to the **Strategic Leadership Team** (Head, Deputies, Assistant Heads) who then review the RAP and evaluate the progress of all children, then vulnerable groups and evaluate the effectiveness of interventions. At this meeting, the pastoral and curriculum concerns are brought together and feed into each other.

As a result of this, our Value Added has risen year on year and Attainment and Progress continue to be significantly above the national average.

In the primary schools, Houses are focused on Belong and Participate and the Deputy and Assistant Head will have charge of Achieve. This is because there are fewer staff in the primary schools and the SLT have oversight of each Key Stage.

The [REDACTED] *Isambard Kingdom Brunel* Schools.

The RAP will be embedded in the practice and assessment of the new schools with even greater effect because of the frequency with which we can meet and the intensity with which we can plan and deliver for each individual child. This is greatly enhanced by the greater access to resources for children due to the Trust.

The *Bright Sparks* Nursery

- Key workers' responsibility is to be the direct link between family and nursery.
- Key worker will share the planning for each child with his/her family so that the family can reinforce what is done at nursery in the home environment. Parents will be encouraged to understand the concept of schemas and look for them in their child's play in the home environment.
- Key worker will hold weekly Child Focus Meetings (see section on tracking and measuring progress, also the RAP). These will ensure
 - Progress
 - Healthy development
 - Partnership with parents
 - Check and further GLD (Good Levels of Development) and plan interventions where this is not evident.
 - Link with other agencies
- The Key worker will be responsible for formative assessment and meet regularly with parents to inform them of progress their child is making and to plan the next phase of learning.
- In the *Bright Sparks* Nursery, more formal data capture will be every 3 weeks with the nursery teacher and key worker. The learning profile will be scrutinized for each child and careful evaluation of the learning take place. Progress will be tracked for every child and the next learning planned as a result of this evaluation.

D2 – measuring pupil performance effectively and setting challenging targets

- Reporting to parents will be as specified later in Section D2.

A key feature of the EYFS provision will be the RAP that runs through all key stages but at this early stage assessment is carefully focused on the family with the child at the centre and involving Health professionals as part of the process. There will be regular reviews to check age related expectation and identify any SEN or developmental delay. Also to identify talent and nurture it, to develop cooperation and team building as well as the awareness of a child as an individual who is valued for his or herself. Statutory assessment (for example aged 2) will work hard to liaise with other agencies such as health professionals and enable integrated working around the family.

TARGETS for Bright Sparks Nursery

The Trust has a strong track record and consistently achieves well above average achievement for children in our schools. Our ambition for the two new primary schools is no exception and we expect to achieve well above national expectations. In fact, we demand it of ourselves. We have determined targets well above the national averages published for 2015 (2016 not yet released). These targets will be achieved through exemplary teaching, an appropriate and challenging curriculum that secures very high levels of literacy and numeracy, and with a strong programme of interventions where children fall behind expectations.

EYFS TARGET	National average: 2015 (2016 not published at time of writing)	Bright Sparks End of Year 1	End of Year 2	End of Year 3
% of children achieving GLD	66%	76%	80%	85%
% of children achieving at least GLD in all 17 EY goals	64.1%	74%	78%	83%
% of boys achieving GLD	G/B	G/B	G/B	G/B
Girls/Boys	74.3 /58.6	75/65	80/75	85/85
% achieving at least EP in all 17 goals:	G/B	G/B	G/B	G/B
	72.6/56.0	76/70	80/78	83/83
% FSM achieving GLD		80%	85%	90%

D2 – measuring pupil performance effectively and setting challenging targets

(A Good Level of Development is defined as the number and proportion of children achieving at least the expected level within the three prime areas of learning: communication and language, physical development and personal, social and emotional development; and the early learning goals within the literacy and mathematics areas of learning.)

Sources: DfE EYFSP national database and Ofsted Annual Report 2015

TARGETS for [REDACTED] the Isambard Kingdom Brunel School

		National Average	Year 1	Year 2	Year 3
KS1:Level 2 or above Attendance target: 96%	Maths	93%	95%	96%	97%
	Reading	90%	93%	95%	97%
	Writing	88%	93%	93%	97%
KS2:Achieving scaled score of 100 or above Attendance: 98%	Maths	70%	80%	82%	85%
	SPaG	72%	82%	84%	85%
	Reading	66%	76%	80%	85%
	At least 10% above national average. Focus on reading.				
	There will be no gap and we will certainly not be setting targets that accept disadvantaged children will not be achieving as highly as non-disadvantaged children.				

'The proportion of seven-year-olds reaching the expected standards in reading and mathematics now stands at 90% and 93%, respectively, at the end of Key Stage 1. The proportion of pupils who achieved the expected levels in their reading, writing

D2 – measuring pupil performance effectively and setting challenging targets

and mathematics in their Key Stage 2 tests increased from 74% in 2012 to 80% this year. (OFSTED Annual Report 2015. 2016 not published at time of writing)

Tracking pupil progress

In order to achieve these high targets, more formal data capture will be every 6 weeks. Pupil progress in English (Reading, Writing, SPaG) and Mathematics will be recorded along with knowledge and skills in each subject (MFL, Humanities, Science etc). Attitudes to learning, home learning completed and to the required standard for that child. Also attendance and behaviour data will be collated.

1. Every 6 weeks after the data capture there will be RAP (Raising Achievement Programme) meeting.

Class teachers, TLR curriculum leads for Phonics/English, Numeracy/Maths, Deputy Head (for KS2) Assistant for EYFS/ Key Stage 1, SENCo and the Headteacher will be involved. Progress and effort will be rewarded. Where there is not progress, interventions will be considered or evaluated where one is already in place.

2. The Strategic Leadership team will hold a *school* RAP meeting every half term (so that they have gathered an overview of every year group) and will use this meeting to review progress of all children within a family, and of vulnerable groups in particular, trends and to evaluate the impact of the teaching and interventions. Early Intervention Team and Trust SENCo will be deployed to support a family early on so that issues do not fester and become social problems that plague a child and family the whole life. Careful consideration will be given to the SEN Code of Practice and care taken to ensure we are fulfilling our responsibilities fully.

The Strategic Leadership Team will also use the data from the RAP to evaluate the impact of classroom teaching through analysis of children's progress in particular classes and in subjects. This will **inform teaching and drive progression and attainment for all pupils.**

Where teachers are doing well, we will recognize and appreciate this and ensure that they share their good practice across the school and Trust. Where there are concerns, the Trust policies will be followed with an informal process of support initially with the lead practitioners, directives to observe good practice, support in lesson planning etc. This will be supplemented by additional supportive observations. Review every 6 weeks and where there is progress, recognition given and appreciation. If no improvement follows, the Teachers Experiencing Difficulties process will be followed.

3. Every year after KS1 and 2 national assessments, there will be a review of performance and lessons learned.

D2 – measuring pupil performance effectively and setting challenging targets

4. The Transition RAP meeting will inform the next steps for individual children at those transition points. The end of Key Stage 1 meeting will be attended by the Key Stage 2 teachers, SLT (Head, Deputy, Assistant Head, Exec Head,). The end of Key Stage 2 meeting will be attended by the SLT, Year 7 tutors and Heads of House from the secondary school so that children continue to make exceptional progress and that gaps in learning are identified and plugged by the end of the first term of secondary school.

The End of Key Stage meeting will inform teaching and capture best practice. This will be attended by the SLT, lead practitioners, SLEs from the Trust to ensure that Key Stage 3 is informed by the tests and that gaps in teaching are identified and plugged.

5. Once a term there will be a Whole-School RAP which will be attended by the Head, Deputy (lead for the nursery), Health professionals and other agencies, Executive Head for the Trust, and the lead practitioners for English, Maths and Science. This will be to involve other professionals and agencies working with families, to check every child is achieving, has a sense of belonging and is participating. This will inform the SEF and the School Improvement Plan will be reviewed and monitored at this meeting so that the school continues to improve and move forwards. Decisions about the deployment of the Early Intervention Team and Trust SENCo will be made at this meeting as the Executive Head and Trust personnel will have the overview of how all children in the Trust are doing.

The power of having an Early Intervention Team and a Trust SEN team will become evident through the RAP. Children with BESD especially will benefit as the current provision in primary schools is weakened by poor resourcing. With access to the EIT and with the improved resourcing, in terms of expertise and experience through the Trust, we can make a significant and life-changing difference to children with BESD and their families. Children with SEN and from disadvantaged backgrounds will be equally advantaged; access to the Trust SEN team will transform provision and children from disadvantaged backgrounds will be considerably enriched culturally and intellectually by the Trust.

Interventions will be carefully managed to ensure that children remain confident and nothing is done to instill or reinforce a sense of their failure as learners. Children will be continually assessed informally and this informs teachers' planning of highly personalized learning and activities for children. Group work will be managed and planned so that children work in a variety of groups for different purposes and their talents and achievements are recognized. It is important that every child's talents are recognized but we do not reinforce a sense of being good at one thing and not at another. For some children we will be carefully countering negative messages from home.

Validation of data, accuracy and robustness

D2 – measuring pupil performance effectively and setting challenging targets

There will be formal recording of data at the key national assessment points; optional assessment on entry to Year 1, Year 1 phonics screening test, end of Year 2 and end of Year 6 tests. However, in order that the Trust and Schools are assured that children are making above expected progress we have to ensure that teachers are accurate in their assessment. As we are a Trust and will have over five primaries in the Trust by the time of opening, we will stage cross moderation between schools and teachers in two ways: teachers teaching the same age range will meet every term and moderate assessments. This will focus on the teachers' accuracy of marking and be a good opportunity to share best practice. This will also give the Trust a useful comparison of staff and schools.

Within each school there will also be cross moderation between teachers of the same children as they progress through the school; for example, Year 4 teachers will meet with Year 5 teachers when a child has progressed into Year 5 and compare work and marking so that there is strong progression. This will focus on the children's personalised needs and ensure that every child continues to make above expected progress as they move up through the school. It gives teachers a useful opportunity to discuss what needs to happen to ensure that no child falls behind. It means that a teacher who has had great success with a child can support a colleague who perhaps has not been as effective for that child.

Finally, there will be a twice yearly Teaching Alliance Assessment event held jointly with The Redstart Teaching Alliance. This will be across both Alliances and provide a wider opportunity for teachers to cross moderate assessments in English and Maths.

The LA Primary advisors will be invited to attend this event and so spread best practice even more widely.

Reporting to parents

For all year groups, interim reports will be generated at the end of the Autumn and Spring terms and a full report sent to parents at the end of the academic year. Parents will be fully involved in the RAP (Raising Achievement Plan) for their own child and will be involved in discussions about the sorts of interventions that may be needed for their child if they are not making above expected progress/ good level of development. This will ensure there is close monitoring of all children, particularly those who are 'vulnerable' and that intervention programmes are set up in order to address any underperformance, including children who are underperforming high achievers. Weekly assemblies will celebrate progress and effort, not attainment. This contributes to the success of all, and motivates the most able, leading to the growth mindset that recognizes achievement and effort, praises the learning and not the outcome or attainment. Parents will be encouraged to contact the school at any time to discuss progress.

Reports will ask for a comment from families, either written or if this is not received from the family, the class teacher will contact the parents to invite them to make an oral comment/discuss any concerns. Regular and positive contact with families is an

D2 – measuring pupil performance effectively and setting challenging targets

expectation of all teachers in the same way that the key workers are expected to maintain contact in Bright Sparks.

Software

At The Castle Partnership Trust we currently use 4Matrix, a software package that enables forensic and detailed analysis as school level and pupil level. Currently they do not produce a package suitable for primary schools and so we will use either Tapestry or Target Tracker. However by the time of opening, there may well be even better packages and we will continually review this.

Whatever the package used, we will produce curriculum booklets similar to those produced currently at the secondary schools. This will show the progress of each year group, overall and by pupil characteristic, as they progress through the school and against both national and school benchmarks for previous year groups. This enables effective school evaluation, planning further interventions and deployment of resources as necessary.

Reporting to governors and the Trust

The outcomes of the data collection, and the RAP will be reported to the local governing body as it is now with the two secondaries. The Local Governing Bodies will be expected to scrutinise the data booklets and to ask searching and challenging questions that range from questions about what the school might be doing to raise the attendance rate of FSMs for example, or to question school leadership about the performance of boys in Reading or of girls in Science. They will also use the equalities objectives to challenge the data and hold the Headteacher to account.

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

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

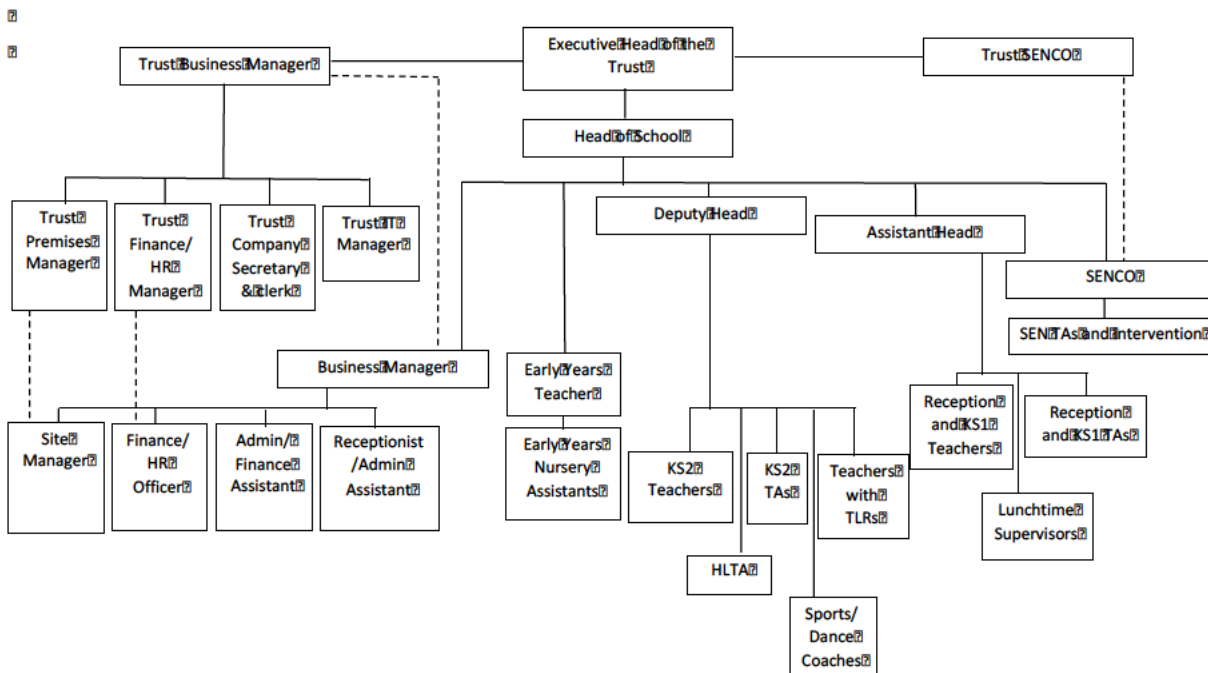
All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

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

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

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

Organogram showing the proposed staffing, demonstrating lines of accountability for both schools at steady state:



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

Demonstrate that as the school grows to full capacity, you will have an affordable staffing structure and sensible phasing plans that deliver a suitable (interim/developing) curriculum plan.

The Isambard Kingdom Brunel School

Fte= full time equivalents and is the total fte. Takes account of PT and term-time only

Where we can, we have increased PPA time to give teachers time to create new resources and to undertake CPD.

	2018	2019	2020	2021	2022	2023	2024	2025
Head-teacher	1 0.5 teaching	1 0.4 teaching	1 0.3	1 0.2	1 No longer teaching	1	1	1
Deputy Head-teacher				1 0.6	1 0.5 timetable	1 0.3 timetable	1 0.1 timetable	1 0.1
Assistant Head-teacher							1 0.5 timetable	1 0.5 timetable
SENCo	Trust	Trust	Trust	Trust	1 0.5 timetable	1 0.3 timetable	1 0.1 timetable	1 0.1
FTE teachers	0.5	1 +TLR Literacy/ Phonics 0.7 PT teacher	3.8	5.4 Further TLR Numeracy	7.2	9.7 further TLR for STEM/ Science	12.5	13.6
Teaching Assistants 27.5 hpw Term time only	1 0.34 fte this year only 15 hpw	3	4	6	8	10	13	14
HLTAs To cover PPA	1 0.34fte 15 hpw	1 0.23 10 hpw	1 0.34 15 hpw	1 0.23 10 hpw	1 0.23 10 hpw	1 0.23 10 hpw	1 0.23 10 hpw	1 0.23 10 hpw
Sports/ Dance coaches to cover PPA				1 0.23	1 0.3	1 term time only 25 hours	2 1 term time only 25 hours + PT 7.5 hrs a week	2 1 term time only +10 hours 0.23
MTA All 7.5 hpw term time only	1	3	4	6	8	10	13	14

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

Receptionist / admin	1 fte 0.73 32 hpw	1 fte 0.73	1 fte 0.73	37 hpw Term time	Full time term time	Full time term time	Full time term time	Full time term time
Business /office Manager						1	1	1
Finance/ HR officer						0.57 25 hours Term time only	0.68 30 hours term time only	0.86 37 hpw term time only
Finance admin/ assistant			fte 0.23 10 hpw Term time only	fte 0.57 25 hpw term time only	fte 0.68 30 hours Term time only	fte 0.68 30 hours Term time only	0.68 30 hours term time only	0.68 30 hours term time only
Site manager	1	1	1	1	1	1	1	1
Cleaner			1 Totalli ng 5 hours a week	1 10 hours a week	2 15 hours a week	3 30 hours a week	4 40 hours a week	4.5 45 hours a week
Number of children	26	55	97	162	232	297	369	396
Number of classes	1	2	4	6	8	10	13	14
Bright Sparks No of FTE children	12	15	25	26	25	31	35	34
Qualified Teacher with at least 2 years experience of EYs	1	1	1	1	1	1	1	1
Nursery assistants At least L3 qualification 27.5 hours a week	2 term time only	2	4	4	4	5	6	6

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

[Redacted text]

[Redacted text]

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

Principles behind the structure

1. No infant classes of more than 30. Where ever we can, we will keep the infant classes small. This is because we believe there is a greater benefit in extra provision in EYFS where children's attitudes towards themselves as learners develop and they see themselves as readers etc. The work with parents is also most effective at this age so that any interventions and support for parents will be most effective as it is most likely that this will benefit any other children not yet in school/nursery.
2. There will be a qualified teacher in the nursery with at least two years experience. Staffing at the Bright Sparks will comply with the staffing ratios set out in the EYFS framework.
3. Where we have to mix year groups, we will organize this based on children's level of development, which can include ability and not simply age.
4. We will avoid mixing Key Stages.
5. The Assistant Head will have responsibility for Reception and Key Stage 1, oversight of pastoral care (attendance, behavior, participation and enrichment) and the Deputy will have responsibility for Key Stage 2, transition, assessment and curriculum (including teaching and learning and cover).
6. TA assigned per class with particular focus for disadvantaged children. The TAs in Key Stage 2 will be doing small group work and intervention as well as in class support.
7. If savings are required we will increase teaching time for SLT and reduce the number of Meal Time Assistants and TAs for Key Stage 2. Reduce admin and finance functions. We will also make use of the Trust SLEs and specialist teachers in Science, Languages and Arts.
8. We will continue to make savings wherever possible through the Trust and centralization of admin functions and business and SEN.
9. In the MAT we are expecting that the Trust will be sharing the following:
 - Executive Head – School Improvement and evaluation, policies, Trustees, income generation, marketing and PR, strategic HR, finance, admissions. Governance. Admissions, challenge and support, Teaching School, leadership of the Trust, strategic direction of the Trust. Recruitment.
 - Trust Business Manager: strategic business planning, support and challenge for School Business Managers, recruitment, financial planning and control, income generation, capital bids/projects. Leadership for business staff across the Trust. HR oversight.
 - HR manager: recruitment, safer recruitment, payroll, policies.
 - Premises manager: direction of site managers, training for site staff/teams, responsibility of capital and maintenance projects. Asbestos, fire etc training.
 - Trust Secretary: Trustees, governance. Company secretary. Admissions. Recruitment. Executive Head's PA.
 - SENCo- the Trust has an SEN team delivering expertise across a wide range of SEN.
 - Effective use of resources.
 - IT manager: IT strategy and maintenance of network, manager of IT technicians, training.
 - SLEs appointed through the Teaching School for Phonics/Literacy, Mastery Mathematics, STEM.

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

There will be considerable savings through the shared Trust.

10. The Headteacher will be teaching some of the time, and will be sharing the class with the PT teacher. The TA/HLTA may well be one person who will be HLTA during PPA time and the rest of the time paid at TA rate, particularly in the first year.
11. 2020 is an expensive year because of the limit of 30 children per class.
12. Lunch and breaks are staggered in the nursery so that we can use school staff to cover those times.
13. Sports and Dance coaches give PPA time and some extra enrichment.
14. Budgets and staffing assume half the nursery places are for 3-4 year olds.
15. MTAs are all 0.17 fte. 7.5 hours a week.

Demonstrate that at full capacity, your staffing structure is sufficient to deliver the curriculum plan, consistent with the information provided in the budget plans.

This structure delivers one fte teacher per class of 30 children. This is the minimum staffing that would be in each school. HLTA/Sports and Dance coaches provide PPA time plus additional capacity and enrichment.

The schools benefit from the Trust in the following ways SLEs in Science, Mastery Mathematics, Phonics/Literacy.

Specialist teachers in Science and Languages as well as enhanced provision for Music (current provision which builds quality and membership of the various bands/orchestras and choirs at the secondary schools.

Trust personnel that support all Trust schools (see previous page, Point 9):

Plans should it become necessary to reduce costs:

1. The Trust's risk register would identify the possible concerns and methods to mitigate these. However LA have agreed to guarantee funding for 30 pupils per year as planned so risk is already very much reduced.
2. Greatest risk is that we do not recruit the number of students forecast which would mean that we would reduce the number of staff (see above point). However if that were the case, we would look first at the number of staff needed and reduce. Full utilisation of sport coaches/dance coaches. Reduce the number of TAs and admin staff to protect teaching/classes. Use DHT/AHT/HT to teach in order to reduce overall staffing.
3. Year groups would be mixed if we are unable to reduce staffing immediately, with a maximum of 30 children per infant class.
4. As there are two new schools in the same phase at roughly the same time opening, the potential for saving staffing costs by appointing full time staff over the two schools brings particular benefits. For example, one Deputy Head or Assistant Head might well look at the data across the two schools for Key Stage 2 and plan interventions that raise the quality of teaching.

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

Impact of these reductions on the curriculum: Minimum impact.

1. Minimum level of funding guaranteed by LA
2. Classes of 30 achieved by mixing year groups if necessary as this will ensure no classes go over 30 whilst other classes are below 30.
3. PPA time achieved by using coaches/SLT if necessary. This ensures that children are taught rather than just have cover.
4. Use HLTA to cover absence rather than supply staff. Advantage is that the HLTA knows the children and the work being completed.
5. Delay awarding TLRs – using SLEs/TLRs from the Trust primaries.
6. Additional specialisms from secondary/other primary specialists/SLEs not affected will be used to enhance and enrich the curriculum and to minimize any negative impact by reductions in staffing.

Teaching and Learning/CPD

We have already stated the absolute imperative for recruiting the very best staff, capable of delivering the highly ambitious and aspirational educational vision for the [REDACTED] Isambard Kingdom Brunel School.

The methodology of Talk for Writing will be embedded in the school- because The Castle is adopting this approach and will be a pilot school in the South-West so we are geared up to build upon the Talk for Writing established in primary and our teachers will teach across the phases as best practice.

All staff in the school will be trained in synthetic phonics and be exemplary at teaching reading and literacy. All staff will experience a placement at The Redstart Primary School and at Trull Primary School (OFSTED 'Outstanding 2011) as part of their CPD. As a strategic partner for The Redstart Teaching School, we will maximize the partnership we have through both teaching School Alliances to ensure we benefit from the very best practice in literacy at this outstanding school. All teachers will also participate in the Phase Exchange between our primary and secondary schools to ensure both phases are aware of the expectations of the other and build relationships. Shared INSET will ensure that staff have a common understanding, knowledge and goals.

Performance management and CPD

Appraisal will be the same as the secondary schools. Objectives will be decided in conjunction with the SEF and SIP and will be designed to bring about exemplary progress and learning. Every teacher, from the Headteacher to classroom teachers and teaching assistants will have the following training:

- Talk4Writing
- Philosophy for Children
- Thrive
- Safeguarding including Prevent

As a Teaching School, the Castle School has demonstrated an outstanding and exemplary commitment to CPD and it will deliver the same at the new primary schools. Teachers at the

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

primary schools will benefit from the following programmes which are offered in conjunction with The Castle Teaching Alliance, the Taunton Teaching Alliance, The Redstart Teaching Alliance, the Taunton Learning Partnership (these areas will incorporate the Isambard Kingdom Brunel School in Wellington as well as the [REDACTED])

- NQT induction and training- primary (The Redstart Teaching Alliance)
- RQT programme- primary (The Redstart Teaching Alliance)
- Leadership beyond the Classroom – (Taunton Teaching Alliance)
- Exemplary Teacher programme (The Castle Teaching Alliance)
- Strategic leadership programme (The Castle teaching Alliance)
- Inspiring Leadership (The Taunton Teaching Alliance, The Castle Teaching Alliance, Somerset LA)

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

Every Child Belongs

The Trust is committed to an inclusive and tolerant ethos with a strong sense of British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. There will be strong expectation of respect for everyone’s beliefs and everyone’s rights. We will teach this not only through our own adult behaviours, behaviour and safeguarding policies but in the curriculum there will be explicit teaching of British Values through RE and PSHE.

Children of faith will be encouraged to talk about and have pride in their own religion as well as respecting others’. We will encourage them to share the traditions of their own and other religions in a respectful way and maintain a chaplaincy of different faiths where we can. In this way we teach all children about the richness that comes from diversity. We represent all communities and faiths on all publicity, such as in prospectuses, websites and media coverage so that everyone will feel welcome and valued, and that our maxim of Every Child Belongs is translated into the reality of the

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

schools. Where a child's religion includes wearing of particular signs of their faith, this will be allowed and will not be in breach of uniform rules. This is the custom and practice of both secondary schools where religious clothing or signs is allowed. Equally where children are required to pray during the school day, this will be accommodated in a suitable environment that allows the child to give proper attention to prayer.

Collective worship

As required, both schools will provide religious education and daily collective worship for all pupils and promote their spiritual, moral and cultural development. Taking into account the requirement that religious traditions in the country are broadly Christian character, suitable 'Thoughts for the Day' will allow children who are not Christian, either another faith or of no faith, to reflect and consider.

The parental right of withdrawal from RE and collective worship and the safeguards for teachers are unchanged.

The Curriculum

The curriculum is broad and balanced (see D1) and prepares children for modern life in Britain through the topics covered. For example, Humanities and English will cover different points of view, develop tolerance and empathy, explore difficult issues. We will teach the Agreed Syllabus for RE in Somerset. There will also be explicit teaching of British values in these subjects. Computing and IT will teach being safe online.

This is positively embedded throughout our curriculum, for example in the teaching of four languages and in Music there are units on music from around the world and knowledge taught about culture, geography and history of other countries through the Humanities curriculum. There will be a range of books in the library, both fiction and non fiction, that celebrate diversity and inform, but which also tell stories from around the world and from the UK, or which address issues.

In RE we will teach all 6 major religions, and include a programme of visits from religious leaders from our local community and visits to places of worship. This is already on our secondary enrichment curriculum and includes all Year 7s visiting Exeter cathedral, the local churches, mosque, synagogue and gurdwara. This has had a significant impact on our own Year 7s. We have a chaplaincy at The Castle, currently only Anglican chaplains but we are very keen to have other faiths represented so there is a visible presence from all faiths. It is an important part of developing respectful views of others that children are exposed to and understand different faiths.

The PSHE curriculum will cover the following issues specifically (although this list is not exhaustive) in a careful and age-appropriate way and in preparation for secondary school. We have defined these key areas as: Sex and relationship education; Drug, alcohol and tobacco education; Physical health, including healthy eating and physical activity (fun, food and fitness); Mental health; Behaviour and safety; Financial capability; Citizenship (in particular, the rule of law and democracy, individual liberty).

In PSHE and RE lessons we will establish a safe, supportive learning environment where there is a climate of trust and mutual respect. There will be agreed ground rules

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

which must be maintained and reinforced throughout the lesson. Pupils will be able to relate the learning to their lives, both now and in the future.

Teaching will start from, and build upon pupils' current knowledge, skills and understanding and enable pupils to develop positive and healthy attitudes. Teachers will be particularly aware of vulnerable pupils and take account of them in planning lessons, and they will handle sensitive and controversial issues carefully, making appropriate responses to spontaneous questions raised by pupils. It is a particular feature of the Trust staff that they are confident to challenge assumptions and erroneous beliefs or misconceptions, particularly with regard to safeguarding including Prevent.

The aim of the curriculum is to educate children that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability. Teachers will engage children in promoting a positive attitude to others with a focus on shared British values, whilst developing a high regard for themselves. By building resilience and self esteem, children will be encouraged to stand firm and be positive about others and not be influenced by negative peer pressure they may encounter. We will enable children to think for themselves by providing valuable opportunities for discussing, debating, researching and questioning, set within the context of learning based on sound knowledge and understanding.

We will use resources from Preventforschools.org.

For example for Key Stage 1 Respect for all

http://www.preventforschools.org/download/file/P4S%20Update%202016/P4S%20Respect%204%20All_March%202016.pdf

There are units on Respecting Myself; Respecting my friends/Others, Respecting my community, Respecting the World.

Within each unit is recommended reading for the class but this will be supplemented by extended reading lists so that children are stretched and their interest piqued. Non fiction books will supplement fiction so that children are encouraged to explore widely, culture, history, geography, folk-tales and stories, food. Children will be encouraged to talk about their favourite foods and where these come from. This will form part of the Enrichment Days when food from around the world will feature. Children will also explore the origin of the English Language so they understand the diversity and richness of English because of its roots and its ability to absorb new words.

Annex: P4S Respect 4 All_March 2016.pdf

For example, in Key Stage 2 we will study The Growth of Culture.

See annex: P4S The Growth of Culture March 2016pdf.

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

The Growth of Culture: Investigating the importance and influence of immigration

In this unit children will explore how has Britain evolved in to such a rich cultural tapestry. This unit explores the importance and influence of immigration in the creation of a colourful national identity. Children will explore British culture through history, storytelling, geography, music and mathematics with opportunities to celebrate whole-school diversity.

- British culture through persuasive writing, traditional stories and tales of immigration.
- Contrasting demographics via data handling.
- The history of influx, settlement and invasion.
- Family trees of famous Britons.
- The origins of your favourite foods.
- The attitudes towards British emigration and their impact on a global scale.

In this unit, there is the study of the Roman Empire and how it expanded to include Britain, and its collapse. There are lessons on the invasions of Angles, Saxons, Jutes, Normans and then subsequent influxes of different people and groups. It explores the richness of English as a language and how additions from other languages traces our history. It celebrates our tradition as a nation of welcoming refugees and immigrants as adding to our economic prosperity, language and culture.

By giving children opportunities to explore, discuss and question we can confront misconceptions and assumptions and teach critical thinking. We will be reinforcing the importance of British values through this curriculum. Teachers will be very aware of their responsibilities under the Prevent Strategy.

Safeguarding policies

Both schools are governed by the Trust policies which include Safeguarding. <http://www.castleschool.co.uk/safeguarding-policy-duplicate.pdf>

Safeguarding policy should be read in conjunction with the following policies:

1. Recruitment, Selection and Pre-Employment Vetting Policy and procedures including the Single Central Record
2. Behaviour for Learning Policy.
3. Anti-bullying Policy.
4. Restrictive Physical Intervention guidance.
5. Health & Safety Policy.
6. Whistleblowing Policy.
7. Supporting Children with Medical Concerns guidance.
8. SEND Policy.
9. Drugs, Alcohol and Tobacco Education Policy.

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

10. Educational Visits Policy.
11. Code of Conduct
12. Sex Education Policy
13. Safeguarding Children - Induction Leaflet for Visitors and Contractors
14. Single Equality Scheme/Equality Objectives
15. Guidance on the Use of Photographic Images
16. Supporting Pupils with Medical Conditions Policy and procedures
17. Missing Child Procedures
18. Data Protection Policy
19. Risk Assessments (incl. Fire Safety)
20. Premises Management including Security Measures (Formal Inspections and Buildings Register/Maintenance records)
21. Accessibility Plan
22. Lettings Arrangements

Link to policies: <http://www.castleschool.co.uk/school-documents/policies.html>

Training and Support

Designated Safeguarding Leads (and any 'cover' for the DSL) will undertake suitable child protection training which is updated every 2 years; all staff including the head teachers, the designated teachers (children looked after), the designated governors and the governing bodies will undergo training relevant to their roles which will be updated regularly. All other staff who work in the school and/or with children will undertake appropriate child protection awareness training to equip them to meet their responsibilities for child protection effectively.

The Designated Safeguarding Leads will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation. Other staff will receive this training.

There will be a designated Health and Safety Coordinator in each school who has received appropriate training in relation to their role e.g. IOSH Managing Safely in Schools training or similar.

Although this is now no longer a legal requirement, in accordance with good practice guidelines, there will also be a designated Educational Visits Coordinator in each school who is supervised by the Executive Headteacher. Each EVC will receive training and refresher training in planning and managing off-site visits.

There will be a staff training plan in place to ensure all relevant staff receive appropriate training as per legislative requirements and good practice to protect both themselves and children. Designated staff training will include for example health and safety induction, first aid, supporting pupils with medical needs including general awareness training, training in the administration of medication and any training regarding complex medical needs of children (from a medical professional as necessary); asbestos management, fire safety, positive handling, moving and handling, minibuses, risk assessment, food hygiene, safe use of machinery and other training commensurate with the roles and responsibilities of staff.

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

Our admissions policy is according to the Code and operates on a strict basis according to our oversubscription criteria. Our aim is the Every Child Belongs and our publicity and recruitment materials reflect our welcome for all children, regardless of background and 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:

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

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

Section E – Evidence of Need

The Isambard Kingdom Brunel School, Wellington

There has been significant growth in Wellington with 2 large housing developments underway (Cades (700 dwellings) and Longforth Farm (500 dwellings) and a 3rd with outline approval (Jurston Farm 650 dwellings). Longforth Farm has a primary school site identified within its development.

SCC published forecasts show that the primary schools in Wellington will have exceeded their capacity by 2017.

?

Name of School	Net Capacity	NOR Oct 2015	Forecast 2016	Forecast 2017	Forecast 2017	Forecast 2018	Forecast 2019
Beech Grove	300	312	325	332	335	340	345
St Johns	180	166	173	191	200	210	213
Wellesley Park	390	326	350	354	359	359	369
Rockwell Green	180	177	185	183	179	183	181
Total	1050	981	1033	1060	1073	1092	1108
Places available	?	69	17	-10	-23	-42	-58

It should be noted that the actual NOR at the beginning of September 2016 for these 4 schools was 1073, 40 more than forecast. This is partly due to in year starters during the 2015/16 academic year (72 starters and 42 leavers) and partly due to an increase in the number of applications to start primary school in September. 142 places were allocated on offer day in 2015 whereas 167 places were allocated on

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

offer day in 2016. By September 2016 the number of reception places allocated across Wellington had increased to 174.

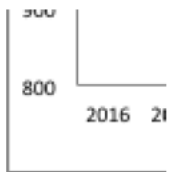
As per DfE guidelines, only housing with a degree of certainty within the forecast period can be included in the published forecasts. However there are a number of housing developments, including Jurston Farm that have not yet been included in the published forecasts but need to be considered as they form part of the wider school place planning picture.

The LA has a database of current planning applications which is updated regularly. By using this data and the latest District Council trajectory information (which also includes future housing developments), we are able to calculate the number of dwellings expected to be built over the next 15 years. From this data we calculate the number of pupils these dwellings are likely to yield by using the LA's formula which for primary aged children is 30 primary aged children per 150 dwellings over the life time of the development.

However recent analysis of the early phases of new housing developments by the LA has shown that this figure is higher during the first 5-10 years of a development (the actual yield has been calculated at an average of 45 primary aged pupils per 150 dwellings) which also explains the recent growth in Wellington.

The graph below shows the net capacity of the 4 primary schools within the town and the SCC published forecast. The LA has plans to expand Beech Grove, Wellesley Park and Rockwell Green by 30 places each and this is reflected in the N/C figure from 2017 (1140). The graph also shows a predicted forecast for housing that has been not included in the published forecasts and future housing plans as indicated through sites allocated in the 2015 TDBC SHLAA (Strategic Housing Land Availability Assessment). For accuracy, the September 2016 NOR increase has also been shown in these figures. The need for a new 14 class primary in Wellington is clear because not only is growth exceeding the forecast but we are expecting this level of growth to continue because we have not yet seen the house building peak in Wellington (this is expected in 2017/18 and 2018/19).

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



Additional places required from 2017 against N/C (1140):

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Total
Additional housing	0	40	49	30	19	20	15	23	24	8	8	8	7	7	258
Future housing	0	0	0	0	7	7	7	6	6	7	7	7	8	8	70
Total	0	40	49	40	31	30	31	29	30	15	15	15	15	15	328
Cumulative	0	40	89	119	145	172	194	223	253	268	283	298	313	328	

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

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

[REDACTED]

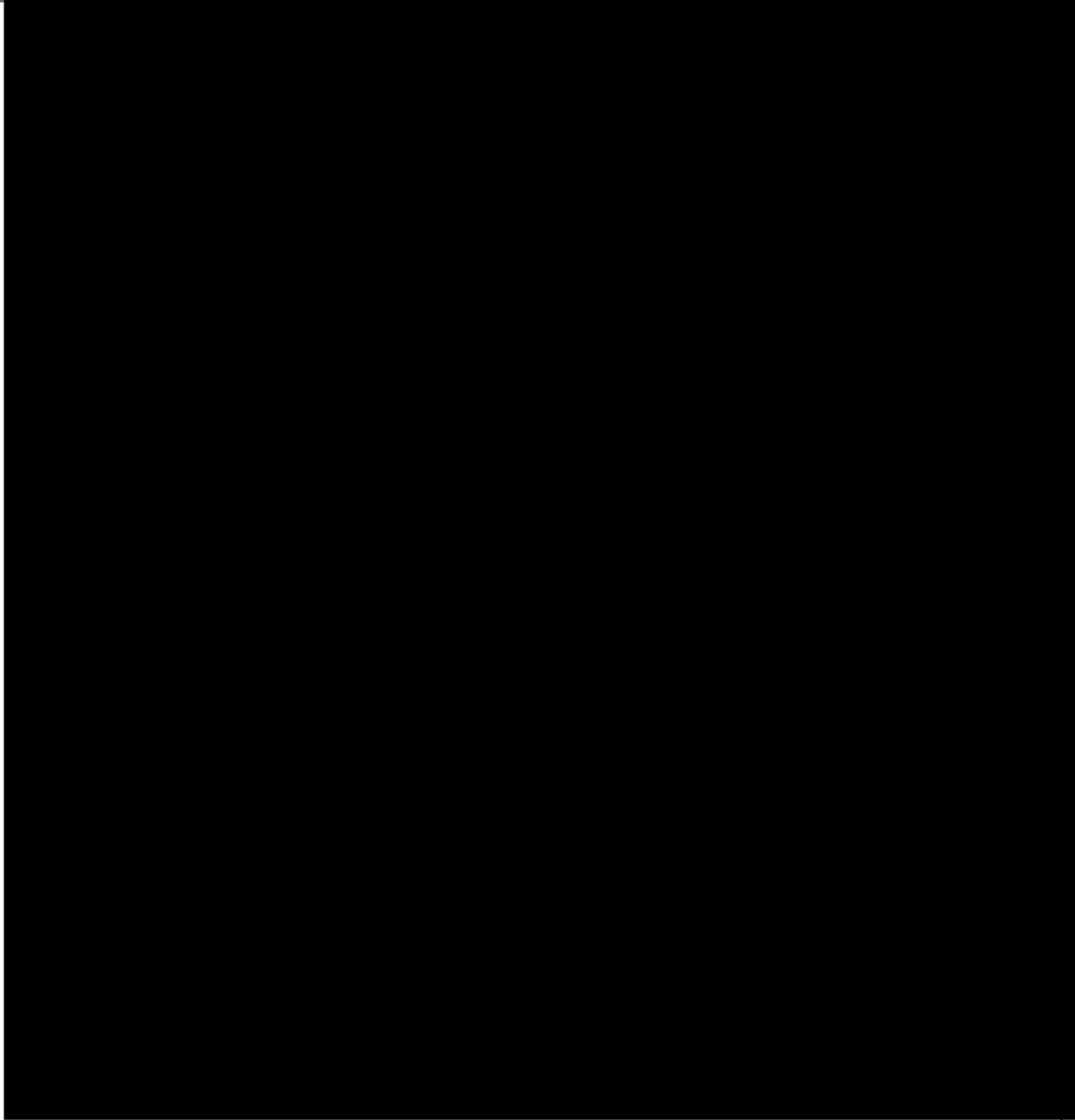
[REDACTED] to account

[REDACTED]

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

[Redacted content]

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



[Redacted text]

	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted] [Redacted] [Redacted] [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

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

[REDACTED]																
[REDACTED]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[REDACTED]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
[REDACTED]	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

[REDACTED]

(Graphs also attached as annexes for ease of reading)

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

[REDACTED]

E2 – successful engagement with parents and the local community

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

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)
██████████	Ashburton	Yes	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	Average 5-10 hours a week
██████ ██████████	Taunton	Yes	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████	5-10 hours average increasing as the build develops.
██████████	Taunton	Yes	██████████ ██████████	██████████	5

			[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	
[REDACTED] [REDACTED]	Taunton	Yes	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	5-10 hours average a week. Increasing as build develops.
[REDACTED]	Taunton	Yes	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	2 hours average a week

<p>██████████ ██████████</p>	<p>Taunton</p>	<p>No</p>	<p>████████████████████ ████████████████████ ████████████████████</p>	<p>██ ██ ████████████████████</p>	<p>2 in the first instance but as the build develops and recruitment begins, increasing to 5 hours a week for the 6 months pre-opening</p>
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[Add lines as appropriate]

F1 (a) Skills and experience of your team

The team comprises experts in project management, education, finance, HR and industry. 3 of those members of the team have excellent experience of delivering high value educational capital projects ([REDACTED]) from start (application for funding) to completion (opening of provision and recruitment).

[REDACTED]. The Castle is part of The Redstart Teaching Alliance as they are part of The Castle Teaching Alliance and there are three significant projects we are working on together: Teach First, jointly training candidates and providing further training once they have completed their initial training; Talk4Writing; Transition Project, where Year 6 teachers are working closely with secondary teachers to ensure excellent transition from primary to secondary, training secondary teachers so they know the quality and standard reached in KS2 SATs, and for primary to see progression onto Key Stage 3 and beyond. [REDACTED]

With such high quality individuals in our team we have no skills gaps, having already selected the team on the basis of what we needed.

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
Governors for the new primary schools	Local Governing bodies	We will recruit governors and train them once the schools have been approved. We plan to involve local governors in the pre-opening stage once the schools have been built. They will approve policies and shape the individual character of the school (logo, uniform etc) to reflect the local community, their beliefs and aspirations.
Directors	Board of trustees	We have kept two places vacant for directors from the new communities so that all communities are represented on the board of trustees.

[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

Conflicts of Interest

All Members, Directors and Governors complete a Declaration of Interest form annually and if their circumstances change throughout the year, they inform the Clerk.

At the start of each meeting, governors are asked to declare any interests. If there is a conflict of interest, the governor will withdraw from that part of the meeting.

Strategic Remit of the Board and Local Governing Bodies

The Board

The Board of Directors is responsible for ensuring that high standards of corporate governance are maintained. It should exercise its powers and functions with a view to fulfilling a largely strategic leadership role in the running of the Trust, addressing such matters as:

- policy development and strategic planning, including target-setting to keep up momentum on school improvement;
- ensuring sound management and administration of the Trust, and ensuring that managers are equipped with relevant skills and guidance;
- ensuring compliance with legal requirements;
- establishing and maintaining a transparent system of prudent and effective internal controls.
- management of the Trust's financial, human and other resources
- monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- helping the Trust be responsive to the needs of parents and the community and making it more accountable through consultation and reporting;
- setting the Trust's standards of conduct and values;
- assessing and managing risk (including preparation of a statement on the Trust's risk management for its annual report and accounts).

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

Local Governing Bodies

Governors' Responsibilities

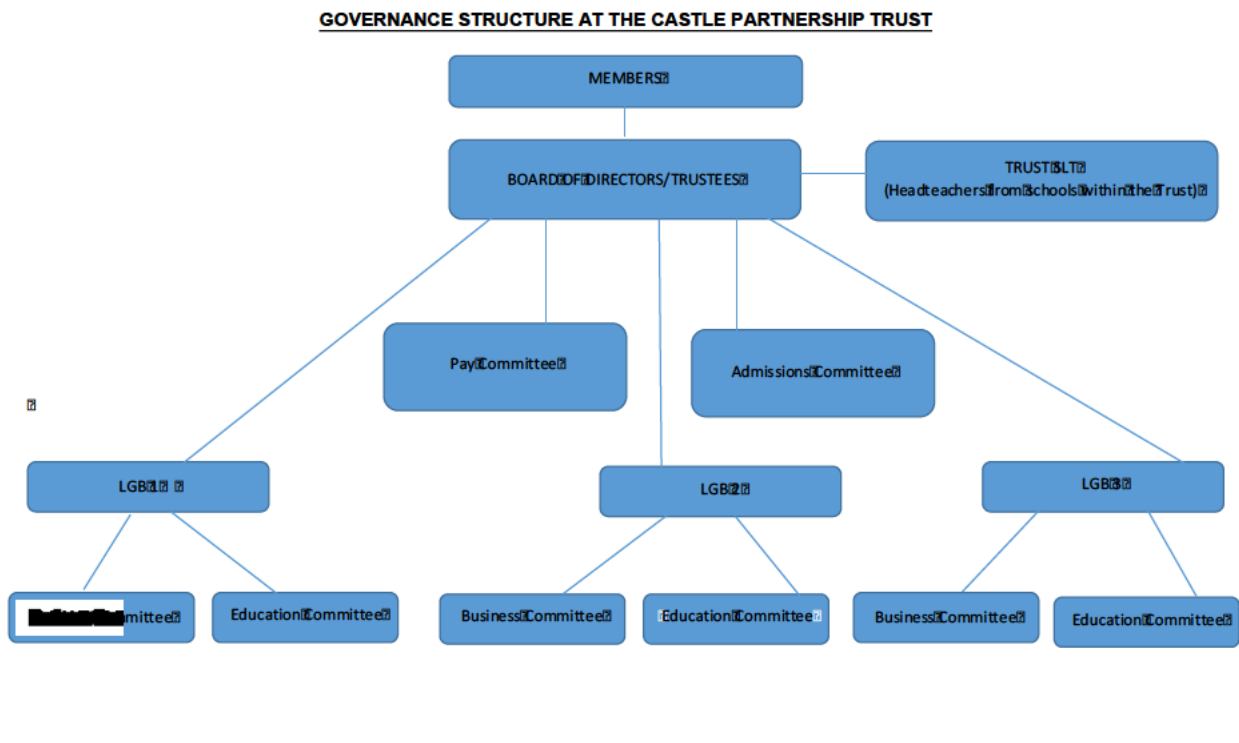
- To carry out the Board's vision, policies and priorities for the school.
- To provide focused, local governance by acting as a 'critical friend' and providing challenge where appropriate.
- To hold the SLT to account for academic performance, quality of care and provision and the quality of teaching and learning across the school.
- To ensure resources are applied appropriately in the school.
- To consider the school's required funding and support the Board in relation to the annual budgetary process.
- To seek value for money and be able to demonstrate that this has been achieved.
- To monitor and review expenditure and ensure compliance with the overall financial plan for the school.
- To ensure there are appropriate arrangements in place for the maintenance of the school estate, in accordance with the guidelines established by the Board.
- To notify the Board of any changes to fixed assets used by the school.
- Once approved by the LGB, the budget will be submitted to the Board for approval. The school budget will NOT be effective until it has been approved by the Board of Directors.
- Under no circumstances has the LGB the authority to borrow money.
- Except where prior permission has been obtained from the Board of Directors, the school budget must at least break even.
- Governors will act in the best interests of the Trust and school at all times.
- Governors will keep confidential all information of a confidential nature relating to the school and the Trust.
- The Directors reserve the right to withdraw delegated powers from the LGB and/or disband it at any time, if it is in the best interests of the Trust to do so.

How the Trust would intervene quickly in a school and how it would know to do so

- Scrutiny of school data, student/pupil performance and financial audits/data.
- Should schools fall below national expectation and/or Trust expectations (set on an annual basis at the Headteachers' performance management) the Executive Headteacher will be instructed by the Board to carry out (with a selected number of directors) an investigation into the reasons why outcomes have fallen. An action plan will be agreed and monitored by the Board.
- Should it become necessary, the Board will consider further action, including dismissal of staff if necessary.

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

Governance structure showing clear accountability and scrutiny arrangements between the Trust and each school:



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
<p><u>SECTION G</u></p> <p><u>Overall</u></p> <p>The financial plans have been completed in as much detail and as accurately as possible and in liaison with colleagues in Somerset County Council.</p> <p>Pupil number estimates have been calculated alongside the Local Authority's planning and admissions colleagues who are in firm agreement with these. These pupil number estimates take account of the number of new houses being built each year using data from other recent Somerset urban housing developments to assess the number and age of children likely to be moving into these new houses. Once the housing developments are completed, both primary schools will be full with 420 pupils at each.</p> <p>The estimated number of pupils expected in the first year of each school's opening (reception year only) has been calculated to be under 30 (26 for The Isambard Kingdom Brunel school and [REDACTED]). Somerset County Council's Schools' Finance Team have confirmed that they will underwrite this for up to three years to ensure that both schools will be funded for a minimum of 30 pupils, as they have done for other new schools. For this reason, the first years' pupil estimates for funding purposes have been stated as 30 in reception which differs from actual pupil estimates elsewhere in the application.</p> <p>The financial plans demonstrate that the two free school applications are financially viable and a reasonable surplus has been identified each year which can be used as a contingency. This ensures that there is some flexibility to allow for an element of unpredictability of costs across an eight-year timescale in new schools in new and growing housing developments. In addition, expenditure has been estimated prudently so as to minimise risks.</p> <p>Actual costs have been used wherever possible (eg for professional services). Where estimates have been used, benchmarking data from eighteen primary schools across Somerset has been used. These comparator schools ranged in size from 41 pupils to over 420. In particular, budget information and detailed comparisons have been</p>

G1 – budget planning and affordability

obtained from a primary school opened in 2010 in a new housing development in Somerset that has grown from five to fourteen classes (Somerset Bridge Primary School). This provides reassurance that the estimates are realistic.

Somerset's schools' funding is known to be one of the lowest in the country so benchmarking against national figures is not appropriate. For this reason, value for money is absolutely key and, for example, use of Higher Level Teaching Assistants and Sports/Dance coaches to cover teachers' PPA time is essential and very much "the norm" in Somerset primary schools.

Information on the Early Years' Nurseries

Income and Expenditure Estimates

Income estimates have been based on the Somerset average free entitlement rate of ■ per hour (■■■■ per hour for 2 year olds) during school term time (38 weeks per year) for each full time equivalent place. Additional chargeable hours would be based on this same hourly rates. This rate is competitive for both areas that the provisions are based in as other settings in the Comeytrowe area are charging between ■■■■ and ■■■■ per hour, and in Wellington other settings are charging between ■■■■ and ■■■■ per hour. Somerset's Early Years team have agreed to some initial "sustainability" funding for both nurseries to support their first year whilst numbers are lowest.

Staffing levels (and costs) have taken account of the estimated number of children in each of the nurseries, based on an assumption that 50% are between 2 and 3 years old, the other 50% being 3 years of age or above. Higher staffing ratios of 1:4 have been applied to the younger children, as required by the Early Years Foundation Stage. Salary costs (with associated NI and pension rates) have been estimated using Somerset averages for these posts.

Charging policy information

Both nurseries will be open for 38 weeks of the year (during school term-time). There will be a morning and afternoon session each day with the option of paying for a lunch session. Children can attend for a morning or afternoon session or a mixture of both.

All 3 and 4 year olds, and some 2 year olds, in England are entitled to 570 hours of free early education or childcare per year. This is usually taken as 15 hours each week for 38 weeks of the year. Implementation of 30 hours per week free early education/childcare is to be introduced from September 2017 for eligible working parents.

The nurseries will support, and actively encourage, the take up of the entitlement to free 15 hours early years provision. The nurseries will endeavour to meet demand for the new 30 hours per week provision, if needed.

The nurseries will admit children from age 2. This can be funded via 15 hours free provision, if entitled to the 2 Year old funding, or via purchased hours.

G1 – budget planning and affordability

Universal free 15 hours provision is available from the term following a child's third birthday up until they reach compulsory school age, for every child, irrespective of background or family circumstances. Additional hours can also be purchased.

The nurseries will be open to all children in the local area. Each applicant will be allocated a place as detailed below.

Allocation of places

- Places will be allocated on a 'first-come-first-served' basis with priority being given to those parents who will be claiming the full 15hrs. For fee paying parents, a deposit will be required to secure the place.
- Once the nursery is full a waiting list will be in operation. The nursery is considered full when all 52 places in each session have been filled.
- Priority for 2 year old spaces will be given to the funded 2 year olds.
- When there is an over-subscription of applicants, priority will be given to those children who fall within the catchment area of the school and have siblings already in the school. Priority will then be given to those children with special educational and/or social needs and then those who have been on the waiting list the longest.
- Parent preferences for sessions will be taken into consideration. However, it is not always possible to meet these preferences.

The Early Years Entitlement Funding

In order that all our families are able to access our provision we will adopt and work in Partnership with the Somerset Code of Practice for Early Years.

We will recommend that children attend full time in Nursery at 4 years old in readiness for the transition to Reception.

We will direct parents to the LA for further help if necessary. www.somersetfid.co.uk.

See annex for each school for financial plans

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.

CV template

CV template		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	Name: Position: Dates:
		Name: Position: Dates:
		Name: Position: Dates:
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and 	

CV template		
	per pupil for level 3 qualifications.	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per pupil for level 3 qualifications 	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

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.</p> <p>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.</p> <p>Consistency of pupil presentation of work and scrutiny reference progress and standards</p> <p>How marking, assessment and pupils feedback/reflection enhances pupil learning</p> <p>Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs</p> <p>How teaching promotes pupils learning and progression</p> <p>The review should be validated externally to ensure moderated outcomes for the school</p>		
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	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]		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.</p> <p>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>Pupil questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school. Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all</p> <ul style="list-style-type: none"> - 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 <p>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

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