



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

[Redacted]

[Redacted]

[Redacted]

**TUDOR GRANGE PRIMARY ACADEMY MEON VALE**



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## The application form explained

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

### Sections

#### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Applications for a Studio School should also be sent to: [applications@studioschooltrust.org](mailto:applications@studioschooltrust.org).

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

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

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

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

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

### **Submitting Section I**

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

## **Data protection**

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

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	✓ <input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	✓ <input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	✓ <input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	✓ <input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	✓ <input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	✓ <input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	✓ <input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	✓ <input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> 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. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>



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

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

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

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

## Declaration

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

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

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

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

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

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

**Signed:** [REDACTED]

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

**Print name:** [REDACTED]

**Date:** 26<sup>th</sup> September 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

### Tudor Grange Multi Academy Trust

These applications represent the development of The Tudor Grange Multi Academy Trust. This application is a batched application for 3 primary schools with nursery provision in all 3 schools.

All applications represent our vision to create “outstanding” education from 3-19, across the [REDACTED] and [REDACTED]. The development of Tudor Grange MAT has been purposeful and realistic and has focused on providing outstanding education in areas of most need, in communities that have limited school places and where there is a projected population increase.

The Tudor Grange Multi Academy Trust has 6 schools within its Trust. All of which are excelling to provide outstanding provision from nursery through to Post 16.

Tudor Grange Academy Solihull

Secondary phase.

Number of roll: 1513 including 6<sup>th</sup> Form

Ofsted rating: Outstanding 25/6/2014

Tudor Grange Academy Worcester

Secondary phase.

Number of roll 1040 including 6<sup>th</sup> Form

Ofsted rating: Good 19/11/2013

Tudor Grange Primary Academy St James

Primary phase with Nursery

Number of roll 235

Ofsted rating: Good 4/12/2014 Year

Tudor Grange Primary Academy Haselor

Primary phase with Nursery

Number of roll: 56

Ofsted rating: Good 7/11/2013 (Not yet inspected as Tudor Grange Academy)

Tudor Grange Academy Redditch

Secondary phase.

Number of roll 441

Ofsted rating: Good 9/10/2013 (Not yet inspected as Tudor Grange Academy)

Tudor Grange Academy Samworth All-through

All-through academy

Number of roll: 807

Ofsted rating: Inadequate 14/05/2015. Became part of Tudor Grange Academies Trust

January 2016. Monitoring reports have taken place and show that appropriate action is being taken.

This application includes:

[Redacted]

[Redacted]

Tudor Grange Primary Academy Meon Vale Warwickshire County Council

This is an application for multiple schools and represent the development of the first free schools within this outstanding Multi Academy Trust and will demonstrate our commitment to providing outstanding provision within a range of areas lacking school places and with a need for educational excellence.

Tudor Grange has the reputation of success and excellence and this is evident within its role as a sponsoring Multi Academy Trust; its success as a Teaching School and its provision of outstanding teaching and learning across its Trust.

Tudor Grange is now ready to grow and develop further opportunities for educational excellence through the free school movement. We have grown gradually as a Trust and in doing so, have gathered the expertise, experience and capacity to ensure every school is successful and delivering outstanding results. As a Trust we use teaching expertise across all of our schools maximising and sharing good practise in order to produce outstanding learning for all.

An example of the impact of this learning can be seen below in the tables that outline results from 2015 and 2016 for Tudor Grange Academy Solihull. Despite a new exam system and increased expectations Tudor Grange Academy Solihull has continued to produce outstanding results and have increased the expected levels of progress in both English and Maths.

Tudor Grange Academy Solihull	2015	2016 Provisional
5A*-C including English and Maths	90%	90%
A*-C English and Maths	91%	89%
Expected levels progress English	94%	95%
Expected levels progress maths	90%	91%

This success has also been replicated at the primary academies within the trust. Both primary schools within the Trust have, through consistent application of standards and outstanding teaching, secured successful results that are higher than the national average for 2016. In addition to this progress measures for Tudor Grange Primary Academy (TGPA) St James reflects this success with average progress score for reading at 0.96, average progress score for writing 0.24 and average progress score



for Maths 0.66. At Tudor Grange Primary Academy (TGPA) Haselor progress has also been very positive with average writing score at 1.22 and average scaled scores scoring 104.8 in reading, 104.0 in maths and 103.4 in grammar, punctuation and spelling.

Primary Academies	2016 Provisional Outcomes	
	TGPA St James	TGPA Haselor
Number of students	21	14
% of pupils achieving the expected standard in reading, writing and mathematics	62%	71%
% of pupils achieving the expected standard in reading	71%	79%
% of pupils achieving the expected standard in writing	76%	93%
% of pupils achieving the expected standard in mathematics	71%	79%
% of pupils achieving the expected standard in grammar, punctuation and spelling	67%	79%
average scaled score in reading	103.10	104.8
average scaled score in mathematics	103.60	104.0
average scaled score in grammar, punctuation and spelling	102.3	103.4
Students in reading progress measure	95%	100%
Average progress score Reading	0.96	-0.46
Students in writing progress measure	95%	100%
Average progress score Writing	0.24	1.22
Students in maths progress measure	95%	100%
Average progress score Maths	0.66	-1.14

Solihull has 60 primary schools made up of 10 infant schools, 9 junior schools and 41 primary school across the Solihull area that provide for over 18,000 students between the ages 4 to 11. 95% of pupils in residence attend schools maintained by the Local Authority. Since 2002 pupils at primary age residing outside of the borough of Solihull, yet attending schools maintained by the Local Authority, has risen by 3.1%.

The plan to open a free school in this area will ensure the basic need for places is available for parents and offer a provision of the highest quality, diversity and increasing the current offer in the local area. Tudor Grange has a reputation for educational excellence and has proved this in its sponsorship of Tudor Grange Primary Academy St James. By replicating this model we believe we will be increasing the standards within the area and adding to local choice and diversity. We will also be meeting a social need as [redacted] develops its own community and we want [redacted] to be at the heart of this social development.

We are planning to include a nursery as part of [REDACTED]. The nursery would accommodate 30 full time places or 60 part time places. As the government has increased free nursery provision for 2 and 3 year olds the need for nursery places has increased within this area. Within the local area to [REDACTED] school placed nurseries are at capacity with all places being offered to children within the catchment area. Schools in the area with nursery provision are Dickens Heath School, Bentley Heath School, Cheswick Green and Tidbury Green School. The need to offer parents a greater choice and diversity within the nursery provision is at the heart of the decision to offer nursery places at this school.

[REDACTED] will have potential to meet this need for school places in the [REDACTED] area as the growing expansion of [REDACTED] encompasses new homes and therefore the need for a community primary school. An analysis of the school places need forecast in surrounding areas shows a projected increase of 15% for Shirley West, 53% increase for Shirley South and an increase of 18% for Shirley East. (Authority, Solihull. Gov.UK). [REDACTED] falls within the Shirley South area.

Our vision is to provide an outstanding community primary school and nursery at [REDACTED] dedicated to providing equal opportunities for all and to ensure local residents have outstanding learning opportunities for their children within this quickly expanding and developing community. It will provide a hub to the new development's community, the scope for parents to be able to access childcare and schooling without leaving the [REDACTED]. The provision of an on-site primary school and nursery will enable resident families to walk to school, rather than having to travel by car or bus to more distant primary schools and would appeal to employees of the adjacent [REDACTED].

[REDACTED]

Worcestershire is a mix of urban and rural areas. Whilst about 60% of the population live in and around the main urban centres including Worcester, Kidderminster and Redditch, the remaining 40% are dispersed across an area that covers about 670 square miles (174,052 hectares). It is surrounded by Shropshire and Staffordshire to the North, Warwickshire to the East and Gloucestershire and Herefordshire to the South and West respectively.

Worcestershire County is split into 6 Worcestershire Districts: Worcester, Redditch, Wychavon, Malvern Hills, Wyre Forest and Bromsgrove. There are 155 primary schools maintained by the Local Authority and 26 Primary Academies that in total provide education for over 40,000 students between the ages 4 to 11.

The increasing numbers in the population is continuing to rise as stated in the Worcester School Capacity Collection 2014 where, "Increasing numbers continue to be

felt in primary phases in the urban centres in varying degrees.” (Worcester School\_Capacity\_Collection\_2014, p.20)

██████████ is situated to the North of Worcester City in the district of Wychavon which forms part of the Worcester northern boundary. This is the largest of the 6 districts with a population of over 116,900. Currently within the area of ██████████ are 3 main Primary Schools: Northwick Manor Primary School, Claines C of E Primary School and Perdiswell Primary. The schools offer a total of 1058 school places. In April 2016 in order to cope with the need in places in this area Northwick Manor Primary School announced that they were increasing their intake by 30 to incorporate a “bulge class”. This has been accommodated with a temporary classroom being placed on the school site. Parents are concerned that this increase would have a detrimental effect on the already full primary school. Northwick Manor Primary School was the most over prescribed school in Worcestershire with 47 families unsuccessful when applying for a place there. Within the local area of Claines 16 families were refused places at all 3 of their preferred choices: Claines C of E Primary School, Perdiswell Primary and Northwick Manor Primary school.

Within this context of ever increasing housing and pressure on school places within the Wychavon district there is a significant need for school places and ██████████ ██████████ would have the capacity, experience and capability to meet this need. It is vital that parents moving into the area have the places available at outstanding schools to have the confidence to send their children to local schools. Children attending ██████████ would then have the opportunity to attend Tudor Grange Academy Worcester.

In terms of nursery provision with increases in housing as stated in addition to the increase in the funding of nursery places to increase from 15 hours to 30 hours we believe we will be able to offer the families of ██████████ an opportunity to access nursery provision that will care, challenge and develop their children. The nursery provision at ██████████ would cater for up to 30 full time places or 60 part time places.

### **Tudor Grange Primary Academy Meon Vale**

██████████ was formerly known as the ██████████ and is situated off the ██████████, equidistant between Stratford-upon-Avon and the beautiful Cotswold town of Chipping Campden, Gloucestershire. ██████████

██████████ is continuing to extend and the new proposals seek to create a vibrant new, self-contained, mixed-use development with an extension of Greenway from Stratford upon Avon.



██████████ has many benefits already being developed including a caravan park, leisure hub, football and cricket pitches, public open space and public access to woodland, 800,000 sq. ft. of retained employment space, and planning permission for 1,050 homes of which 284 are already under construction and planning permission for a primary school.

Currently there are 3 primary/first schools within a radius of 4 miles. Tudor Grange Primary Academy Meon Vale would increase this provision significantly to a potential full capacity of 420 increasing the total primary school places available to 691. With the offer of a nursery this would offer an additional 30 full time places within the area. Tudor Grange Multi Academy Trust has a reputation for outstanding results and the area will need an outstanding provider of education. Tudor Grange Primary Academy ██████████ will bring this alongside and an opportunity to attend a community school at the heart of ██████████.

“██████████ presents a real solution to Stratford upon Avon and the wider area’s housing needs, offering much-needed local amenities, a new greenway extension and a popular leisure destination that is already being used by hundreds of local people every day. There is a real sense of community building here”. Tudor Grange Multi Academy Trust has the capacity, experience and reputation to deliver these three outstanding free schools to enhance the educational opportunities for families within these areas. Each application highlights a specific need within the area for extended school provision.

These free schools would become part of our Multi Academy Trust which is led by Tudor Grange Academy Solihull and Tudor Grange Primary Academy St James, both NSS. There will be a continuing development of extensive joint working, sharing good practice and meeting the needs of all children. The expansion and development of these 3 schools will also benefit from economies of scale through shared services, shared teaching expertise and shared facilities where appropriate.

The location of the new free schools reflects a carefully considered expansion plan of Tudor Grange Multi Academy Trust. The first phase of the development plan has been devised in order to create 3 hubs within the Trust. Firstly a hub in Solihull where students attending TGPA Blythe Valley will have the opportunities offered and extensive support from Tudor Grange Solihull and TGPA ST James. Secondly a hub in Worcester where students at TGPA Claines would be supported and the opportunity to continuing studying at Tudor Grange Worcester. Thirdly a hub in Warwickshire where this development of a primary school in Meon Vale will be supported by Tudor Grange Primary Academy St James. The development in Meon Vale will also incorporate a second bid in Wave 13 to set up an All-through Academy. This would then create a local secondary academy for pupils from TGPA Meon Vale to attend.

The ethos is vital to the success of Tudor Grange and begins with an understanding of the values represented by the Trust of Tolerance, Unity, Democracy, Opportunity and

Respect. It has been incorporated across the Trust through a consistent application of these standards. The Tudor Rose booklet in Appendix 10 gives full details of this strategy and how it is delivered across the Trust.

## **Vision**

Tudor Grange Primary Academy [REDACTED] and Meon Vale will exist in order to provide:

- A local outstanding community school within an expanding area of [REDACTED] Meon Vale.
- A primary school that will enhance the scope for [REDACTED] and Meon Vale to have a “distinctive sense of place”, a key feature of the development plans for all 3 areas.
- Outstanding learning opportunities for all as part of Tudor Grange Multi Academy Trust.
- The opportunity for students attending [REDACTED] [REDACTED] continue their learning journey at Tudor Grange Solihull. For students attending [REDACTED] to continue their learning journey at Tudor Grange Academy Worcester. Pupils attending Meon Vale will feed into local secondary schools although a plan to create a Tudor Grange All-through Academy by 2020 will offer pupils a choice of secondary schools.
- 60 additional places by 2018 at [REDACTED] and Meon Vale will meet the growing need for school places in these different areas.
- 30 FTE (60 PT) nursery places at [REDACTED] and Meon Vale will meet the need following the extended nursery places needed within these areas.
- An increase in the choice parents have in selecting their preferred Primary School in all 3 areas proposed for the free school and in doing so reduce the number of parents unable to secure school place at their first choice primary school.

Our goal is to establish a school that delivers first class education for all and to be judged outstanding by its first Ofsted. We have already demonstrated this capacity in the rapid progress made by Tudor Grange Primary Academy St James. Prior to it joining our Multi Academy Trust in January 2013 it was facing closure with 47 pupils attending the school.

Within 18 months it was oversubscribed rated well by Ofsted with outstanding in leadership and management and in behaviour and safety of pupils.

**Children** that attend [REDACTED] and TGPA Meon Vale will:

- Make outstanding progress and exceed national standards
- Experience a safe and happy environment.
- Be kind and appreciative of others.
- Develop independence, resilience and a love of learning.
- Be confident and make a valuable contribution to the Academy and its community.
- Have right of admission to Tudor Grange Academy Solihull.

**Parents** that send their Children to [REDACTED] and TGPA Meon Vale will:

- Develop positive relationships with all staff and work closely with the Academy to support their child's learning
- Engage positively with Parent Consultation Events
- Have the opportunity to discuss any issues or concerns with staff in a timely manner
- Be supported by the Academy throughout their learning journey

**Staff** that work at [REDACTED] and TGPA Meon Vale will:

- Be a good/outstanding teacher
- Strive for excellence for all
- Be outstanding role models for all
- Be willing to go above and beyond normal expectations in order to offer children the very best educational experience

**Mission Statement for** [REDACTED] **and Meon Vale.**

- [REDACTED] and Meon Vale will be a safe, well ordered, caring and happy learning environment which will deliver high quality education to all its pupils.
- We want to ensure through an outstanding curriculum children are prepared to live happy and fulfilled lives.
- We will ensure every child has the opportunity to fulfil their individual potential for growth and self-worth by experiencing outstanding teaching, outstanding learning and opportunities to experience challenge resilience.
- We will strive for all pupils to develop academically, socially and morally and to make a valuable contribution to the academy and the wider community.
- We are committed to preparing young people to play an active part in a technologically mature society by providing them with the exceptionally high level skills, qualifications and attitudes that will benefit themselves and the wider community in an internationally competitive world.
- We care about our students' development and achievements and we endeavour to provide first class support and every opportunity for our students to thrive.

#### **Aspirations:**

- To challenge every student to raise their aspirations and excel in academic achievements. High expectations from all, will lead to highly effecting learning experiences.
- To enhance social, practical and resilience through our robust curriculum developing skills such as team building and kindness.
- To secure the ethos and values of Tudor Grange Multi Academy Trust are fully embedded in [REDACTED] and TGPA Meon Vale developing exceptionally high level skills, qualifications and attitudes that will benefit students and the wider community in an internationally competitive world.
- To provide outstanding nursery provision on site at [REDACTED] and TGPA Meon Vale as a crucial part of the learning journey for the child, the family and the community.
- To deliver full wrap around care for families at all 3 free schools within the trust.

- To deliver an outstanding curriculum for [REDACTED] and TGPA Meon Vale based on the national curriculum, already in place within the Tudor Grange Multi Academy Trust, offering learning with a focus on independence, investigation, fluency and mastery and innovation. It will enable all pupils to grow in confidence, be able to take risks, and support problem solving. We will utilise specialist provision from the sponsor school to ensure that all pupils receive outstanding provision in all curriculum areas.
- To provide every child with opportunities of learning that ensures all will make significant progress from their starting points.
- To enhance character building and deliver British values for all.
- To inspire and encourage learning through rich experiences both in and outside the classroom, for example Forest school, music tuition, and STEM opportunities.
- To inspire staff to deliver high standards of teaching and learning: the teaching school from the trust will support a CPD programme of study that will enable all teachers to develop their own professional practice.
- St James Tudor Grange Primary Academy has been designated National Support School. This is the 2<sup>nd</sup> school to receive this designation within the Tudor Grange Multi Academy Trust.

These aspirations are underpinned by:

- High priority placed on teaching the traditional core elements of the curriculum – English, Mathematics and Science.
- High quality teaching leading to a stimulating and enjoyable educational experience for all.
- A well-ordered, happy and disciplined environment where students feel safe and happy.
- An extensive programme of enrichment where students can develop their talents and interests across the Multi Academy Trust.
- A commitment and focus on continuous improvement and development to deliver a world class education and allow students to become highly successful and qualified young people with a strong sense of moral purpose.

██ will establish a school at the heart of the new ██. By developing ██ we will be establishing an outstanding provision in an area that has a continuing need for choice and diversity for parents. TGPA Meon Vale will bring an outstanding provider into an area to establish the first outstanding nursery and primary school within its development of Meon Vale. It will meet the need in all 3 areas for outstanding primary education and will offer residents outstanding local community schools reflecting Tudor Grange's outstanding reputation.

## Section D – education plan: part 1

We are proposing the same format for [REDACTED] and TGPA Meon Vale free schools within this application. However, TGPA Meon Vale will begin as a 1 form entry, 30 pupils rather than the 2 form entry of 60 in [REDACTED] and grow to a 2 form entry as the housing developments grow in the surrounding areas. (See Appendix 2 and 3). The choice to have three points of admission in year 1 of opening is a direct reflection of the development of Tudor Grange Primary Academy (TGPA) St James. This plan was successfully implemented with many benefits of adopting this strategy. It enabled the teaching staff to concentrate on delivering the best quality provision in the opening year. Consistent staffing led to the development of a cohesive team able to work together effectively. EYFS was particularly effective as it gave chance for the foundation team to work efficiently together and develop strategies to ensure smooth transition. Time was made available from the Senior Leadership Team and the Trust Team to fully support the staff and ensuring effective teaching and learning was in place from the opening of the school. It also enabled time to dedicate to 90 sets of new parents as the school was beginning its new journey.

Nursery places will also be included as indicated in the grid.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Nursery	NA	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE
Reception	NA	60	60	60	60	60	60	60
Year 1	NA		60	60	60	60	60	60
Year 2	NA			60	60	60	60	60
Year 3	NA	60	60	60	60	60	60	60
Year 4	NA		60	60	60	60	60	60
Year 5	NA			60	60	60	60	60
Year 6	NA				60	60	60	60



	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Nursery	NA	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE
Reception	NA	60	60	60	60	60	60	60
Year 1	NA		60	60	60	60	60	60
Year 2	NA			60	60	60	60	60
Year 3	NA	60	60	60	60	60	60	60
Year 4	NA		60	60	60	60	60	60
Year 5	NA			60	60	60	60	60
Year 6	NA				60	60	60	60

**Tudor Grange Primary Academy Meon Vale**

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Nursery	NA	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE	30 FTE
Reception	NA	30	30	60	60	60	60	60
Year 1	NA		30	60	60	60	60	60
Year 2	NA			30	60	60	60	60
Year 3	NA	30	30	60	60	60	60	60
Year 4	NA		30	60	60	60	60	60
Year 5	NA			30	60	60	60	60
Year 6	NA				60	60	60	60





have shown this strategy to be very effective. 62% of pupils reaching the expected standard in reading, writing and mathematics with 76% reaching the expected standard in writing and 71% reaching the expected level in reading and mathematics.

This is an overview of subjects taught at KS2. The curriculum takes advantage of discreet specialist teaching as well as thematic cross-curricular delivery leading to an interesting and innovative curriculum. Ofsted 2014, "Pupils benefit from an interesting and engaging new curriculum."

<b>Subject/other activity</b>	<b>Time Allocated</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
KS2 English Method of delivery: Discreet	1 hour 20 mins per day (Per week 6 hours 40 mins)	Mandatory	In addition to this pupils also have additional 20 mins per day alternating reading, writing and spelling.
KS2 Mathematics Method of delivery: Discreet	1 hour 20 mins per day (Per week 6 hours 40 mins)	Mandatory	In addition to this pupils also have additional 20 mins per day practising mental maths and securing tables.  Friday will be a problem- solving exercise where pupils will need to be demonstrate independence, innovation and investigative skills.
KS2 Science Method of delivery: Discreet and cross-curricular  Cross curricular links for Science where appropriate.	120 mins per week (2 hours per week)  120 mins per week cross-curricular (2 hours cross-curricular)	Mandatory	Science data analysis taught through Maths cross curricular.  Specific time allocated for knowledge and understanding and practical experiments.  "Engaging Science" is used to guide the Science curriculum.
PE	120 mins per week	Mandatory	One hour out of the two hours dedicated to PE will be delivered by

Method of delivery: Discreet	(2 hours per week)		a specialist from the sponsor school to ensure quality provision. Tudor Grange staff are timetabled to come and teach the children at St James. This will be replicated at [REDACTED]. Tudor Grange Worcester will support [REDACTED] and Meon Vale will be supported by Tudor Grange Samworth and Tudor Grange Solihull. The teaching staff from the Trust schools will plan and deliver the coverage of the PE curriculum. Internal staff then extend and support the skills developed in the lesson led by the specialist teacher.
RE Method of delivery: Discreet	60 mins per week (1 hour per week)	Mandatory	RE at ST James underpins everything. The Warwickshire agreed syllabus is used. Although a similar curriculum will be adopted by the 3 new free schools this element will be different as they will not be a church linked schools.  This will affect the worship and specific links to the Church of England.
KS2 Geog/history Method of delivery: Cross-curricular	120 mins per week (2 hours per week)	Mandatory	Topics based thematic approach across History and Geography. E.g. Romans, Castles. Mapped through the Jigsaw overviews (Appendix 6) and also mapped through the assessment procedures.  This holistic approach enables staff to create excitement in the classroom and effective use of lesson time. Impact, shown through the first years of delivery, demonstrate children are fully engaged. They have more access to a skills based curriculum rather

			than just a knowledge based curriculum. KPIs are used to measure progress against age related expectations.
Art/Music Method of delivery: Cross-curricular	75 mins  (1 hour 15 mins per week)	Mandatory	Cross curricular links and thematic development across all subjects.  Music specialist tuition is accessed by use of wider opportunities through Solihull Music Service.  ██████████ would also employ the services of Solihull Music Services.  TGPA Meon Vale would access Music services from Warwickshire Local Authority.  ██████████ would access Music services from Worcester Local Authority.
Computing - Discreet	75 mins  (1 hour 15 mins per week)	Mandatory	
MFL Method of delivery: Discreet	30 mins a week  (0.5 hours per week)	Mandatory	Teaching staff from Tudor Grange Solihull plan and deliver 30 minutes of interactive conversational French. In practice 30 mins has been successful with students enjoying and responding well to the languages. Progress can be seen through lesson observations and year on year outcomes, performances and student enjoyment. It has been effective as it is based on practical learning and conversational skills.  This delivery of MFL would be replicated at ██████████ through support from Tudor Grange Solihull. At ██████████ it would

			be supported by Tudor Grange Worcester and at TGPA Meon Vale by Tudor Grange Academy Worcester.
PSD and to include British values Method of delivery: Cross-curricular	30 mins per week (0.5 hours per week)	Mandatory	This will be timetabled in either half an hour a week or an hour a fortnight. Integrated Relationship and Sex Education programme integrating RE, PSHE and Science to deliver a comprehensive approach to personal development.  This would be replicated in all 3 new free schools.
Tutor/assembly	20 mins per day Assembly (1 hour 40 mins per week)		Assembly (Collective Worship) will be every day for 20 mins.  [REDACTED] and Meon Vale would use this time for registration, reward assemblies, signing of diaries and other housekeeping activities. There will be 4 assemblies per week.
Total Number of hours per week KS2	27 hours 30mins		

The proposed school day will begin at 8.45am and end at 3.00pm.

EYFS and KS1 will have a total of 5 hours 30 minutes per day. They will have a 15 minute break am and pm. KS2 will have a morning break of 15 minutes and a total teaching time of 5 hours 30 minutes. All children will have 45 minutes lunch break. EYFS curriculum long term plan is in appendix 13.

A full range of extended curricular opportunities will be offered to all year groups. The tables below give an indication of the activities and the breadth of the offer for students at [REDACTED] and TGPA Meon Vale.

#### Extra-Curricular Timetable

Autumn Term Extra-Curricular Activities			
Day	Activity	Time	Year Groups

Monday	Netball	3.00 – 4.10pm	Yrs. 3-6
Tuesday	Footiebugs	3.00 – 4.10pm	EYFS KS1– External Provider
Tuesday	Maths Homework Club	3.00 – 4.10pm	Yrs.2 - 6
Wednesday	Activity Sessions	3.00 – 4.10pm	Rec KS1 & Yr.1
Wednesday	Current Affairs Club	3.00 – 4.10pm	Yrs. 5-6
Wednesday	Homework Club	3.00 – 3.30pm	Yrs. 2-6
Wednesday	STEM Club	3.00 – 4.10pm	Yrs. 4-6
Wednesday	School Football Club	3.00 – 4.10pm	Yrs. 4-6
Thursday	Footiebugs	3.00 – 4.10pm	Yrs. 3-6
Friday	Film Club	3.00 – 4.10pm	Yrs. 3-6

Spring Term Extra-Curricular Activities			
Day	Activity	Time	Year Groups
Monday	Netball	3.00 – 4.10pm	Yrs. 3-6
Tuesday	Footiebugs	3.00 – 4.10pm	EYFS – Ext Pro
Tuesday	Maths Homework Club	3.00 – 4.10pm	Yrs.3 - 6
Wednesday	Activity Sessions	3.00 – 4.10pm	Rec & Yr.1
Wednesday	Choir	3.00 – 4.10pm	Yrs. 3-6
Wednesday	Homework Club	3.00 - 3.30pm	Yrs. 3-6
Wednesday	Current Affairs Club	3.00 – 4.10pm	Yrs. 5-6
Wednesday	STEM Club	3.00 – 4.10pm	Yrs. 4-6
Thursday	Footiebugs	3.00 – 4.10pm	Yrs. 3-6
Friday	Film Club	3.00 – 4.10pm	Yrs. 3-6

Summer Term Extra-Curricular Activities			
Day	Activity	Time	Year Groups
Tuesday	Footiebugs	3.00 – 4.10pm	EYFS & Yr.1
Tuesday	Maths Homework Club	3.00 – 4.10pm	Yrs.3 & 4

Wednesday	Fizzpop Science	3.00 – 4.10pm	Yrs. 3-6
Wednesday	Activity Sessions	3.00 – 4.10pm	EYFS & Yr.1
Wednesday	Current Affairs Club	3.00 – 4.10pm	Yrs. 5-6
Wednesday	Homework Club	3.00 - 3.30pm	Yrs. 3-6
Wednesday	Tag Rugby	3.00 – 4.10pm	Yrs. 4-6
Thursday	Footiebugs	3.00 – 4.10pm	Yrs. 3-6
Friday	Film Club	3.00 – 4.10pm	Yrs. 3-6

The chosen curriculum has been replicated from Tudor Grange Primary Academy St James and is planned to be implemented in [REDACTED] and TGPA Meon Vale. It offers students a broad and balanced curriculum focusing on core teaching of English, Mathematics and Science.

It was described by Ofsted:

“Pupils benefit from an interesting and engaging new curriculum.” Tudor Grange Primary Academy St James’ Ofsted 2014. The curriculum has further developed to focus on continuous improvement and development in order to deliver a world class education and allow students to become highly successful and qualified young people with a strong sense of moral purpose. Related to the Tudor values of TUDOR reflected from the British Values outlined by the DFE. The impact of this is seen when talking to the children regarding tolerance and they can recognise how their behaviours have changed since adopting these values. The behaviour is outstanding. Ofsted 2014, “Pupils’ behaviour is exemplary at all times.”

The curriculum for Tudor Grange Blythe Valley, Claines and Meon Vale will reflect the innovative and exciting curriculum established at Tudor Grange Primary Academy St James. This curriculum will offer a range of activities planned and focused on developing opportunities for all pupils. The curriculum will be broad yet balanced ensuring that core teaching of English, Mathematics and Science are at the heart of learning. (Appendix 12 Curriculum Overviews)

#### Example Timetable

	Monday		Tuesday		Wednesday		Thursday		Friday	
	KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2	KS1	KS2
A M	Maths/ English Reading	Maths/ English Reading	Maths/ English Reading	Maths/ English Reading	Maths/ English Reading	Maths/ English Reading	Maths/ English Reading	Maths/ English Reading	Maths/ English Reading	Maths i3 English Reading



	KS2 subject specialists deliver core	KS2 subject specialists deliver core	KS2 subject specialists deliver core	KS2 subject specialists deliver core	KS2 subject specialists deliver core	KS2 subject specialists deliver core	KS2 subject specialists deliver core	KS2 subject specialists deliver core	KS2 subject specialists deliver core	KS2 subject specialists deliver core
P M	Independent Learning Opportunities	Foundation Subjects	Independent Learning Opportunities	Foundation Subjects	Independent Learning Opportunities	Foundation Subjects	Independent Learning Opportunities	Foundation Subjects	Independent Learning Opportunities	Foundation Subjects

Each year group has a discreet termly overview which provides a cohesive approach to ensure learning has purpose and understanding. This approach has ensured learning is a continuous journey and pupils are able to benefit from shared learning across subjects. Individual subjects are interlinked throughout the term and pupils are able to build on previous learning experiences across a range of subjects.

Progress results from 2016 demonstrated the success of this curriculum with 71% of pupils reaching the expected standards in reading, 76% in writing, 71% in Mathematics and 67% in grammar, punctuation and spelling. St James has also received the Silver PSQM (Primary Science Quality Mark). The Trust conducts Teaching and Learning reviews and the most recent found the curriculum to be good with outstanding features.

The curriculum overview documents are in appendix 12. These demonstrate how subject's thematic content are mapped out for each year group. They show how subjects that are taught discreetly also have links within the thematic approach. An example of this can be seen in when analysing the Science curriculum. Although 2 hours are taught discreetly by utilising cross curricular links the science curriculum is effectively delivered across a range of themes. This will be replicated in all three of the free school applications.

### English Curriculum

The Primary Curriculum for English at Tudor Grange Primary Academy St James has been created to meet the demands of the new National Curriculum from September 2014, supporting teachers to retain a focus on integrating speaking, reading and writing. The curriculum is designed to promote good and better outcomes for pupils. The use of successful programmes such as Accelerated Reading and Read, Write Inc. will be replicated across the 3 free schools proposed in this application.

The teaching units are designed to meet the English requirements for each year group from Year 1 to Year 6 for spoken language, reading and writing and reflect the raised expectations for each year group. Some units focus on teaching specific text types, while others apply this learning across a range of contexts, including cross-curricular reading and writing opportunities. Assessment is integrated with each unit for reading and writing.

Drama, role play and performance encourage pupils to respond imaginatively and creatively. The success of this can be seen in the overall 2016 results with average



progress scores for reading at 0.96 and for writing 0.24. Regular performances show increased confidence in students' ability to perform self-assuredly.

We have developed an exciting and purposeful English curriculum. Developing skills in sequences and then developing the application of these skills once developed. Working around exciting texts that are linked to interests of the children. Talk for thought enables children the opportunity to clarify learning through listening and encouraging speaking and listening. This has accelerated progress in Literacy and embedded a whole school Grammar and Spelling curriculum, which has significantly raised levels in attainment in English at Tudor Grange Primary Academy St James. 2016 results show 67% achieved the expected standards in grammar, punctuation and spelling with the average scaled score in grammar, punctuation and spelling at 102.3. Planning for English further supports teaching and learning outcomes that clearly demonstrate challenge to ensure that the experience pupils receive in lessons is securing high academic and personal outcomes; that no child is left behind as well as promoting 'greater depth' and deeper learning thinking skills for all, enabling our pupils to become more effective independent learners.

### Maths Primary Curriculum

The Primary Curriculum for Maths at Tudor Grange Primary Academy St James has been created to meet the demands of the new National Curriculum. It incorporates the latest research on enabling pupils to show mastery and to work at greater depth. Our curriculum is designed to allow positive outcomes for all pupils.

The teaching units are designed to meet the maths requirements for each year group and reflect the raised expectations for each year group. Planning is based on the three aims of the mathematics national curriculum: fluency, reasoning and problem solving.

Teaching is designed to ensure that all pupils become fluent in the fundamentals of mathematics, reason mathematically by following a line of enquiry and can solve problems by applying their mathematics to a variety of routine and non-routine problems. KS1 and KS2 base their planning on the National Curriculum key performance indicators (KPIs), while Early Years and Foundation Stage use the EYFS Framework. Assessment is integrated into each unit.

We have developed our maths curriculum to ensure that the children are clear about the learning intention for every lesson and, through the daily plenary, are aware of progress made each day. A weekly skills check of a range of KPIs allows the children to have instant feedback. Teachers, together with the individual pupil, take time each half term to set three individual maths targets for the child. The children has time in class to address these targets and also have annual home-access to Education City (an online maths activity program) which they can use outside school time to work on their targets, personal choice areas or revision units. Teaching in class is based on

tightly focussed questioning – setting fewer questions but ensuring those chosen will address likely misconceptions. The children are encouraged to discuss mistakes, recognising their usefulness in understanding misconceptions. This focus has helped foster a positive attitude towards maths within the school.

We have a problem solving session called “i3”. This takes place with each class every week. This will typically present the children with a longer problem that they will work on in small groups using wider, interactive thinking. They are encouraged to record their thinking and discussion, explaining their thought as they progress, showing how they have applied their knowledge. Our i3 method gives the children space to demonstrate greater depth of understanding and thus mastery.

### English Assessment

Our assessments are planned for and recorded on our yearly calendar. Formal assessments take place half termly whilst skills checks happen weekly. Both types of assessment feed into the pupils’ individual targets. Teachers correcting work each day allows feedback to be given and planning adapted on a daily basis. Assessment for learning in the classroom is used effectively to support teaching and assist learners in their achievements.

As part of our school improvement, the SLT ensures that moderation is not an isolated event but an integral part of the assessment, teaching, and learning cycle. All members of staff are included in this process. Scholar pack is our whole school system for tracking pupil progress. The KPIs on Scholar pack are used to assess pupil progress. (See appendix 11) This system also enables us to report to parents on a half-termly basis. Our reports show progress and attainment using the statements ‘emerging’, ‘secure’ and ‘exceeding’. Parent consultations are held termly with a final consultation taking place following the end of year report.

To support school improvement and improve teaching and learning, all staff from EYFS to year 6 are involved in the moderation process of all year groups. As a result of regular moderation (on a half-termly basis) teachers are aware of the expectations for the year group above and below their own. Year groups are moderated against the performance descriptors using the LA model. Year 6 are moderated against the Interim Framework. We are a school committed to sharing good practice –internally, within the Collaborative as well as with other primaries within the Trust.

Following LA, Collaborative or Primary Alliance moderation, feedback is always shared during staff development sessions in order to move performance forward. We have recently joined the Birmingham Diocese group. This connection will provide our school with a further opportunity to share good practice.

### Quality Assurance

As part of our quality assurance, specialist teachers within the school facilitate subject and whole school coaching and mentoring, developing and sharing best practice to promote outstanding teaching. We have access to maths expertise from other schools in the trust to complement our in-house knowledge.

Assistance and further training for both teaching and support staff in the maths curriculum is provided through effective monitoring, curriculum development (both internal and external), subject knowledge development and work scrutinizes. We aim to ensure that all staff are confident and knowledgeable, having a clear vision of how we are improve maths understanding. This ensures that pupils have a solid understanding of subject knowledge and also confidence in applying that knowledge

A plethora of learning opportunities are offered within the foundation subjects maximised by use of the extensive subject specialisms within the Multi Academy Trust. The MAT is able to utilise the strengths within its teaching staff to be able to offer outstanding learning opportunities in a range of subjects including STEM activities, languages as well as extra-curricular activities. This has been established across the Trust. In practice the time allocated to support St James is part of a strategic planning process that ensures quality teaching for foundation subjects in the primary academies within the Trust. As this support provision will be extended to encompass [REDACTED] and TGPA Meon Vale budget plans will reflect the extended need for staffing. Presently Tudor Grange Academy Solihull support St James in teaching PE and MFL. This support will be extended across other Academies within the Trust. Tudor Grange Academy Worcester will support [REDACTED], Tudor Grange Academy Solihull to continue to support [REDACTED] and TGPA Meon Vale.

### Science Curriculum

The Primary Curriculum for Science at Tudor Grange Primary Academy St James has been created to meet the demands of the new National Curriculum from September 2014.

The school was recently awarded the Silver PSQM Award. As part of the process our team of staff developed the following principles for teaching of science, these now firmly underpin our approach to teaching science

*When you learn about science a Tudor Grange Primary Academy St James you will ...*

*Have lots of opportunities to carry out hands on investigations.*

*Be taught using a wide range of different approaches.*

*Be encouraged to ask lots of questions to help you understand and find out more.*

*Try to use the vocabulary related to the topic you are learning about.*

*Make links between what you are learning about and the real world.*

Our teaching units are designed to meet the Science requirements for each year group from Year 1 to Year 6 and topics are taught according to the recommendations in the National Curriculum. We put a great emphasis on allowing the children to carry out practical science as frequently as possible. Aspects of working scientifically are embedded in our scheme of work and progression of these skills is developed accordingly. The school continues to use an investigation planner which has been devised by the Science lead in consultation with secondary colleagues, this enable pupils to develop a sound understanding of how to conduct an investigation and consider the variables involved.

Children are also encouraged to become involved with science beyond their science lessons and have taken part in clubs, competitions and national science initiatives. Feedback on our PSQM submission stated

“The importance of science in your school is clear. Great enrichment, engagement with wider opportunities e.g. Rocket Seeds, competitions. The school is particularly effective seeing the relevance of science and its role in society.”

### Science Assessment

Assessment for learning in the classroom is used effectively to support teaching and assist learners in their achievements. ‘Scholar pack’ is our whole school system for tracking pupil progress. The KPI’s on ‘Scholar pack’ are used to assess pupil progress. A set of KPI’s have been established for each unit of work in Science and staff are expected to keep these records up to date. Staff have moderated science work within school and attended external moderation events within the borough.

Tudor Grange Multi Academy Trust has 6 schools within its Trust. Below is a table outlining the key indicators for school population across the Multi Academy Trust. These are based on the census data from May 2016 and represent the most up to date information.

Tudor Grange MAT Student Population Information May 2016 Census.

The cells highlighted green indicate where a school has a significant increase in a specific aspect of pupil population. For example St James has a current population with 21.5% of pupils with English as an additional language. Samworth has a higher percentage of Free School Meal student’s 36.5%. This demonstrates that across the Trust there is a plethora of experience and a range of strategies that have been successfully incorporated to ensure students of all abilities and socio economic factors can achieve and succeed within the Tudor Grange Academies trust.

	Solihull	Worcester	Redditch	Samworth	Haselor	St James
Current PAN	1500	1100	1120	1046	105	180 (rising to 210 from September)

Current student population Excludes nursery students	1486	986	579	768 (excluding nursery)	55	168
Current EAL (number)	96 (1.5%)	34 (3.4%)	29 (5%)	137 (17.8%)	0 (0)	36 (21.5%)
Current SEND	6%	16%	18%	49%	5%	25%
Current PP	6%	27%	26%	59%	10%	6%
Current FSM (number)	25 (1.6%)	121 (12.2%)	69 (11.9%)	281 (36.5%)	1 (1.8%)	16 (9.5%)

Proposed Application for [REDACTED] local area student population statistics. ([www.compare-school-performance.service.gov.uk/compare-schools?phase=primary](http://www.compare-school-performance.service.gov.uk/compare-schools?phase=primary))

Local Schools	Distance from location of free school	% FSM	% EAL	% EHC
Northwick Manor	[REDACTED]	8.2%	4.4%	0.7%
Perdiswell	[REDACTED]	14.4%	4.5%	0%
Claines	[REDACTED]	7.6%	1.7%	1.4%
<b>Local average</b>		10%	3.5%	0.7%
<b>National average</b>		26.4%	19.4%	1.4%

Proposed Application for [REDACTED] local area student population statistics. ([www.compare-school-performance.service.gov.uk/compare-schools?phase=primary](http://www.compare-school-performance.service.gov.uk/compare-schools?phase=primary))

Local Schools	Distance from location of free school	% FSM	% EAL	% EHC
Cheswick Green Primary School	[REDACTED]	10%	4.2%	2.3%
Monkespath Junior & Infant School	[REDACTED]	10.2%	17%	0.9%
Bentley Heath	[REDACTED]	8%	4.8%	1.1%
Shirley Heath Junior School	[REDACTED]	15.4%	10.1	2.2%
Dickens Heath Community Primary	[REDACTED]	8.4%	6.1%	2%
Widney Junior School	[REDACTED]	22.8%	10.7%	6.7%
Haslucks Green	[REDACTED]	20.5%	12.3%	0.5%
Tidbury Green Primary School	[REDACTED]	16.5%	2.4%	0.9%



<b>Local average</b>		13.9%	8.4%	2.0%
<b>National average</b>		26.4%	19.4%	1.4%

Proposed Application for Tudor Grange Primary Academy Meon Vale local area student population statistics. ([www.compare-school-performance.service.gov.uk/compare-schools?phase=primary](http://www.compare-school-performance.service.gov.uk/compare-schools?phase=primary))

Local Schools	Distance from location of free school	% FSM	% EAL	% EHC
Quinton Primary School	██████████	18%	9.1%	0%
Mickleton Primary School	██████████	9.2%	0%	1.7%
Pebworth First School	██████████	32.3%	0%	3.2%
<b>Local average</b>		19.8%	3%	1.6%
<b>National average</b>		26.4%	19.4%	1.4%

Tudor Grange Multi Academy Trust has a wide range of student population across its six schools. It ranges from well below the national average for FSM and EAL to, in some schools, exceeding the national average. In preparation for the changings in pupil population for ██████████ the local average figures, shown above, will lead the development of the curriculum and ensure strategies are employed to meet the differing needs of the population of the school. For instance the local average shows a slight increase in terms of EHC plans in comparison to National. Therefore strategies such as any catch up literacy programmes, speech and language communication therapy will be added to the curriculum plan at ██████████ and ██████████ to support these students. In comparison the % of students with English as an additional language locally at TGPA Meon Vale shows that strategies to support EAL will be built into the curriculum. Tudor Grange Academy Samworth has a high proportion of students needing EAL support and so this academy may be used to support strategies needed in TGPA Meon Vale.

The analysis of the student population across the proposed areas show no real significant difference. Tudor Grange Multi Academy Trust has developed a wide range of strategies to celebrate diversity and ensure each student is able to access, enjoy and benefit from the outstanding education that is represented through the Tudor Grange brand. All 3 proposed free schools have similarities to the already successful schools within the Trust.

As a Multi Academy Trust a consistent approach to teaching and learning has already been established across the 6 existing schools. Lead subject specialists across the Trust support all staff in order to deliver a consistent approach to teaching and learning. Extensive CPD and the development of the Teaching School adds further capacity to the Trust's ability to ensure outstanding practice is shared and implemented throughout the 6 schools. These systems are continually being developed to support all schools within the Trust. By utilising these systems effectively the Trust have shown the

capacity to lead schools to outstanding. The development of [REDACTED], [REDACTED] and TGPA Meon Vale will add strength to this already outstanding multi academy trust.

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

Tudor Grange Multi Academy Trust have developed a Trust wide data strategy. This strategy outlines how data is used effectively to inform, target setting and ensuring all students across the Trust are challenged to achieve outstanding results. The data strategy has been successfully used by Tudor Grange Solihull and has led to consistently outstanding results for the academy for a significant number of years. The data strategy has been implemented across all Trust schools and has also been used to drive up standards at St James School. Data analysis at TGPA St James takes place every half term analysing progress and attainment. This will be replicated at [REDACTED] [REDACTED] and Meon Vale. This is then used to look at any interventions that are needed for the following half term. If progress is not being made a range of strategies are introduced to pin point barriers to learning. For each pupil not progressing a case study takes place. This may incorporate involving outside agency referrals, educational psychologist input, mentoring and family support in order to support the child fully and in order to remove barriers to learning.

The data team work to ensure high quality and timely information is available to all staff to enable them to monitor and improve the quality of teaching and learning. The team allow colleagues to ask and answer questions about performance so they can highlight best practice and target weakness. The work of this team stretches across all of the Trust and empowers students and their parents to better understand their own progress and the work of the organisation. It will be expanded to incorporate [REDACTED] [REDACTED] and TGPA Meon Vale.

*“The goal is to turn data into information, and information into insight.” Carly Fionna, former executive, president and chair of Hewlett-Packard. Quoted from Tudor Grange How TG do Data.*

This quote is at the heart of the use of data at Tudor Grange. Data is used to track how the Trust is progressing, to identify patterns and then to celebrate success and use the knowledge to improve.

Intelligent use of data must be used to help individual students make outstanding progress and this works at all levels.

Data is also used to adapt the wider curriculum identifying staff training needs, highlighting CPD opportunities and enables the school to look forensically at expected standards. Progress and attainment data will be used to identify strengths and weaknesses. Whether individual underperformance or groups of pupils, underperformance is tackled swiftly and effectively. Data is shared with the LGB and

the Trust board termly. Principles are held accountable and report to LGB on strategies that have been employed to ensure underperformance is tackled. The [REDACTED] report to the MAT Board. The MAT Board reviews critical performance data across the whole academy and informs the assessment of effectiveness leadership. If underperformance continues to be an issue then the [REDACTED] is engaged in the process of raising standards within the schools identified with weaknesses. There are 2 [REDACTED] that manage the schools within the Trust. Both of these [REDACTED] will be involved in the support structure of the 3 new free schools. There are plans in place to extend the executive principal role so that each of the 3 hubs will have its own [REDACTED]

Academy leaders use data to track groups of students and to monitor staff performance. It helps drive curriculum planning and strategic direction. It also allows a holistic approach to the achievement of each student, allowing their performance in all subjects to be assessed. For subject leaders, tracking allows the performance of teachers and the appropriateness of schemes of work to be assessed. Classroom teachers track every student throughout the year enabling the teachers to select the most appropriate teaching strategies to be used. Parents will receive regular updates on their child's progress and will empower them to be able to support their child's learning. Parents of children in Year 1 – 6 will receive a report each half term. The report will communicate attainment, progress grade and an attitude to learning grade. During the summer term full reports for all subjects will be available for parents.

Formative assessments will take place throughout all teaching and learning opportunities. Pupil progress is measured and recorded against KP1s. Summative assessments will take place every half term for reading, writing and Maths.

EYFS report to parents termly.

During the EYFS, pupils are charted against age related expectations in 7 areas of development. They are described as emerging, expected, exceeding.

In Nursery there are 3 Prime areas: Personal, Social and emotional development; Communication and language development; Physical Development.

In reception the specific areas are Literacy, Mathematics, Understanding the world and Expressive Arts and Design.

There are 17 strands within the curriculum for EYFS:

Listening and attention	Writing
Understanding	Numbers



Speaking	Shapes, space and, measures
Moving and handling	People and communities
Health and self-care	The world
Self-confidence and self-awareness	Technology
Managing feelings and behaviour	Exploring and using media and materials
Reading	Being imaginative
Making relationships	

For each strand, pupils are assessed as working within an age band. The age bands are below and within each band students can be described as low, secure or high.

- 0 – 11 months
- 8 – 20 months
- 16 – 26 months
- 22 – 36 months
- 30 – 50 months
- 40 – 60 months

Once they have been assessed as working within a band their level is compared to what is expected of a student of their age. The expected band changes each term as the student gets older. At the end of EYFS it is hoped that all students will reach a “good level of development”. This means that they have reached the Early Learning Goals for the prime areas of learning and those areas relating to English and Maths.

Age Band	Expectation
30 – 50 months    low or below	Emerging
30 – 50 months    secure or high	Expected
40 – 60 months    low or above	Exceeding

Pupils are assessed at different points through the year: a baseline assessment when they join the academy, then a judgement of their level in each area of learning at the end of each half term. In between these data collection windows, records are made of evidence of their working and learning. This can take many forms, including written work, photographs of the students or notes made by a member of staff. Students are not aware that they are being assessed, the observations are recorded from their normal classroom activities. This evidence is used to inform the overall judgements made at the end of each term.

Progress is tracked at EYFS in terms of number of steps a student moves between one assessment point and the next. For example a student achieving 30 – 50 months low in their baseline assessment and then goes on to achieve 30-50 months secure at the end of the Autumn term will have made 1 step progress. Over the course of a year the expected steps progress are: FS1 = 3 steps FS2 4 steps.

Baseline assessments are made by teaching staff through use of formative assessments over a four week period when students first come into the school. (Assessment booklet appendix 11)

### Key Stages 1 and 2

All Tudor Grange Primary Academies have adopted an assessment approach without levels. Two types of assessment will be recorded for students. Classroom communication will be built around formative assessment. Students will be assessed against a set of statements, designed to record which skills they have already acquired and which they will need to develop. In this way teachers are able to identify gaps in learning and design next steps to address these. These statements are taken from the new National Curriculum. The aim for every student is to reach the end of year objectives, taken from the Primary National Curriculum. In reaching these, the student is said to have reached the age related expectations for that year. Formative assessments are collected every half term, for reading, writing and mathematics. These record where the student is working relative to the statements for that half term. The students' performance against each statement is described as emerging, developing, secure or exceeding. Each half term formative assessments are used to make a summative judgement of the student's learning against age related expectations for their year. A pupil may not have grasped all of the age related expectations at the start of the academic year and therefore learning is broken down into a series of 6 steps, one for each half term. Assessments take place each half term. Subject leads create assessment tests that are used across the Trust. This facilitates consistent assessments and enables the data to be analysed across the Trust schools.

Examples of reports for parents can be found in appendix would be reported to parents as see appendix 14.

A variety of programmes are used to support teaching and learning across the Trust. The following programmes are used at St James and will form part of the strategies used at [REDACTED] and Meon Vale.

These include:

Letters and Sounds;

this is a systematic way of teaching synthetic phonics. Ensures that children are supported to use and apply phonics. 82% of students passed phonics check in 2016.

Jolly Phonics. This supports the teaching of synthetic phonics. It is a kinaesthetic way of supporting children to learn by matching sounds and actions. This has been an effective way of teaching phonics and has resulted in children passing the phonics check in 2016.

Accelerated Reader. This tracks children’s ability to answer comprehensive questions. It tracks frequency of reading and matches books to their ability and specific needs in reading. Also provides opportunities from a range of texts rather than a prescribed text. Its use at TGPA St James has increased the amount that children are reading. July 2016 saw an average increase in the reading ages from 6 months to up to 2 years compared with the chronological ages of pupils in year 3 to 6. Data taken from Accelerated Reading data dashboard.

Star Reading Test. This is a termly reading test that identifies strengths and weaknesses in pupils reading and comprehension tests. This generates an accelerated reading level for children to choose books from.

In year 1 students will complete a Phonics Assessment. Those failing to reach the required standard during year 1 will undertake the test again in year 2. At the end of KS1 and KS2 national tests in Reading, Writing, Speaking and Listening, Grammar, Punctuation and Spelling, and Mathematics are used.

Rising Stars is also used as a half termly reading test focusing on comprehension.

#### Target Setting

Targets for the end of the year will be set based on the baseline assessment of the students. Students will be expected to make 6 steps of progress within the year.

Progress is measured against the KPIs and is tracked from the baseline in Year 1. The Trust is involved in local moderation, collaborative sharing as well as maximising the specialisms from the Trust

Alongside the common assessment grade an attitude to Learning assessment is also given for each student. The levels used are:

- EE Exceeding Expectations                      ME Meeting Expectations
- RI Requires Improvement

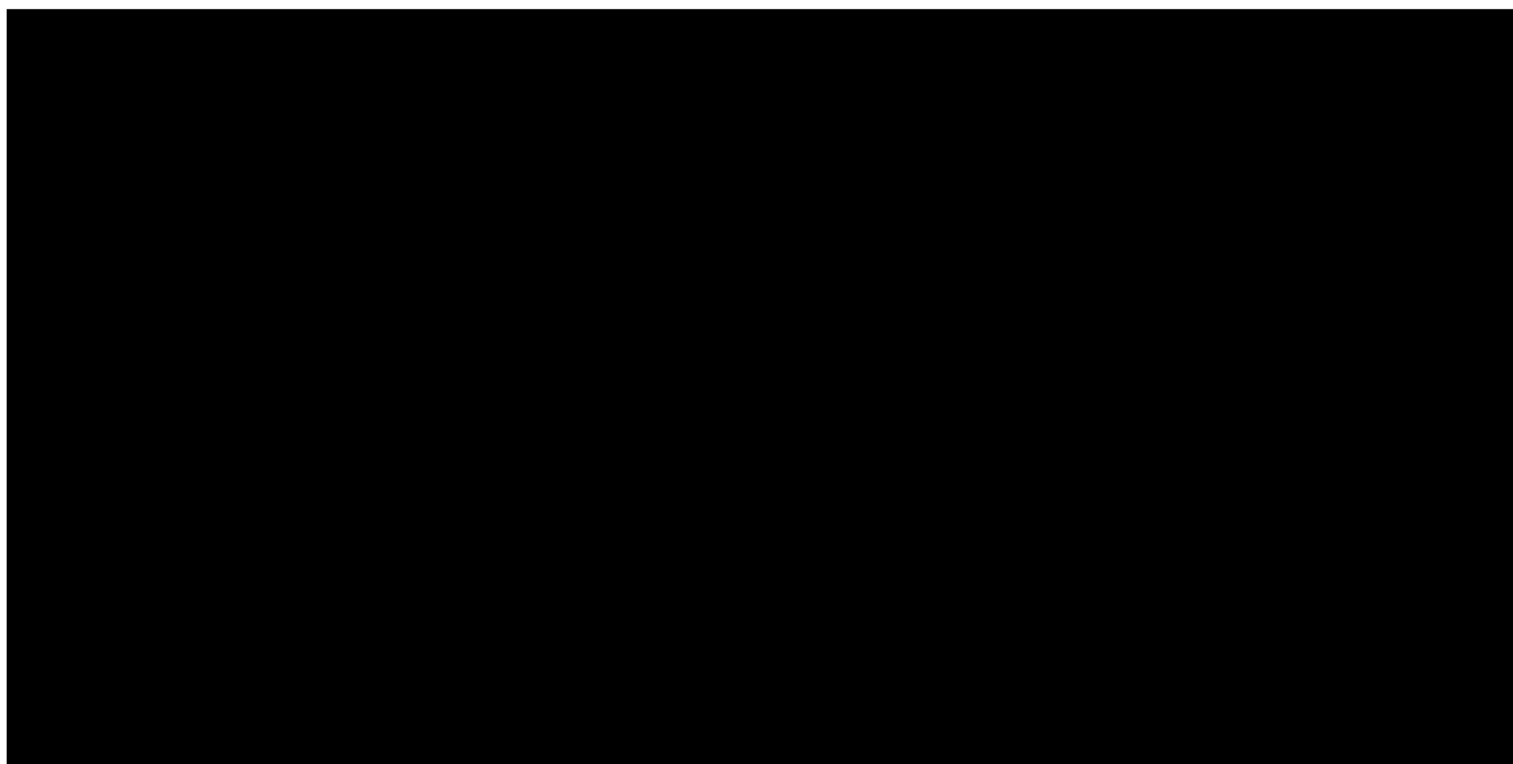
These strategies have been very successfully integrated at Tudor Grange Primary Academy St James which is the school replicated in this application. The strategy is Trust wide and ensures a consistent approach to assessment and target setting across the Multi Academy Trust. The success of this strategy can be seen in the outstanding results across the Trust.

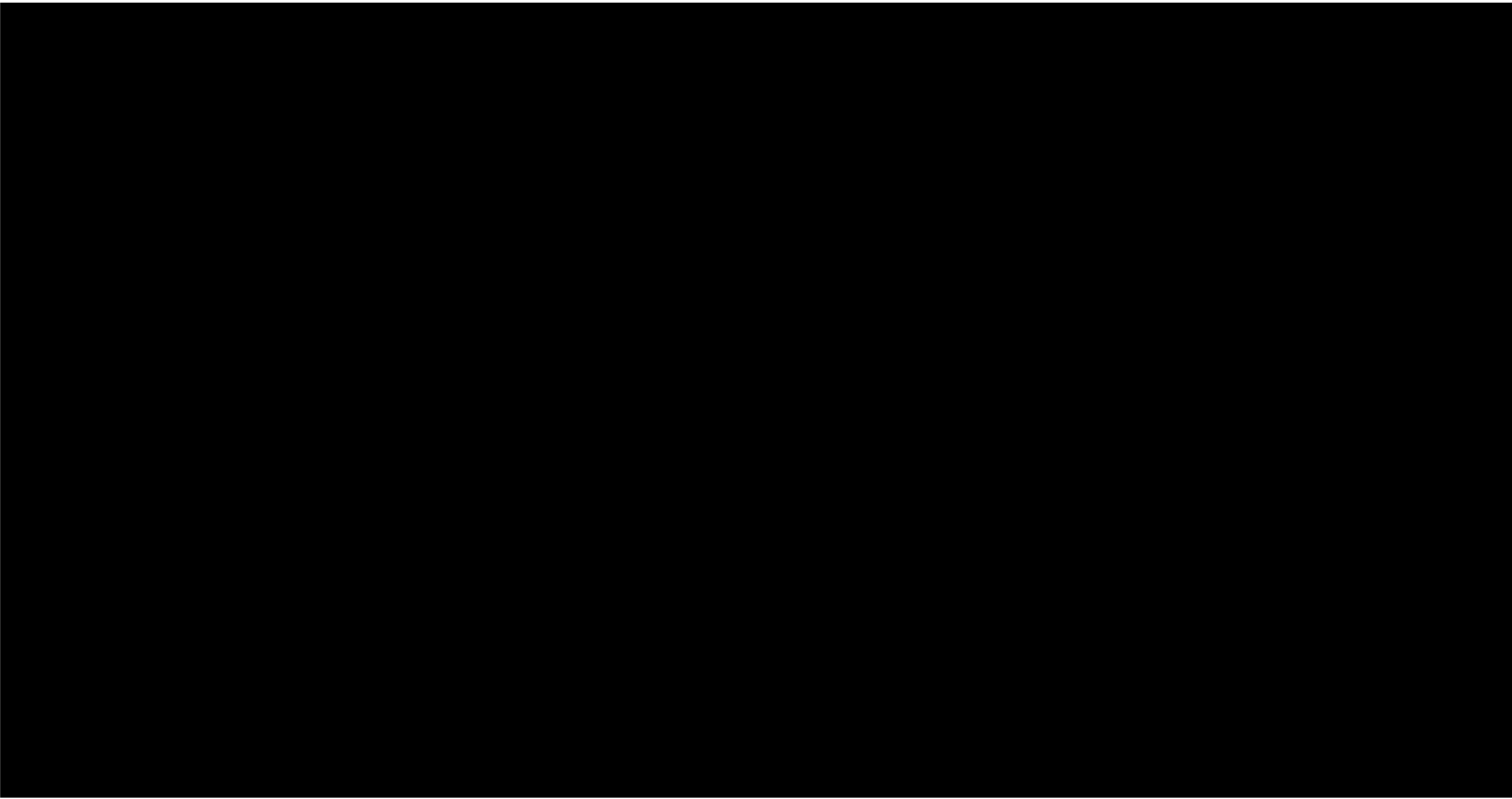
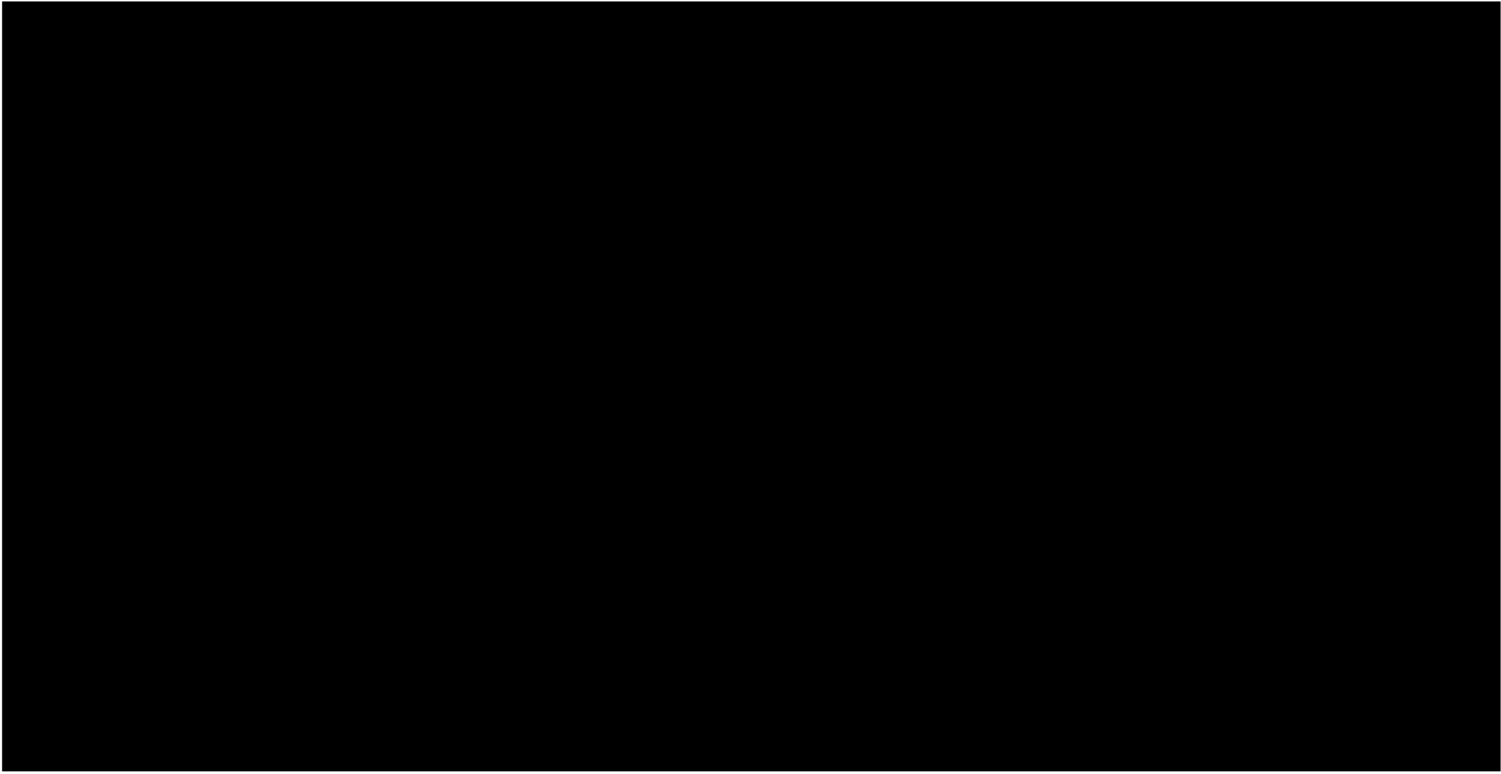
Primary Academies	2016 Provisional Outcomes	
	TGPA St James	TGPA Haselor
Number of students	21	14

% of pupils achieving the expected standard in reading, writing and mathematics	62%	71%
% of pupils achieving the expected standard in reading	71%	79%
% of pupils achieving the expected standard in writing	76%	93%
% of pupils achieving the expected standard in mathematics	71%	79%
% of pupils achieving the expected standard in grammar, punctuation and spelling	67%	79%
average scaled score in reading	103.10	104.8
average scaled score in mathematics	103.60	104.0
average scaled score in grammar, punctuation and spelling	102.3	103.4
Students in reading progress measure	95%	100%
Average progress score Reading	0.96	-0.46
Students in writing progress measure	95%	100%
Average progress score Writing	0.24	1.22
Students in maths progress measure	95%	100%
Average progress score Maths	0.66	-1.14

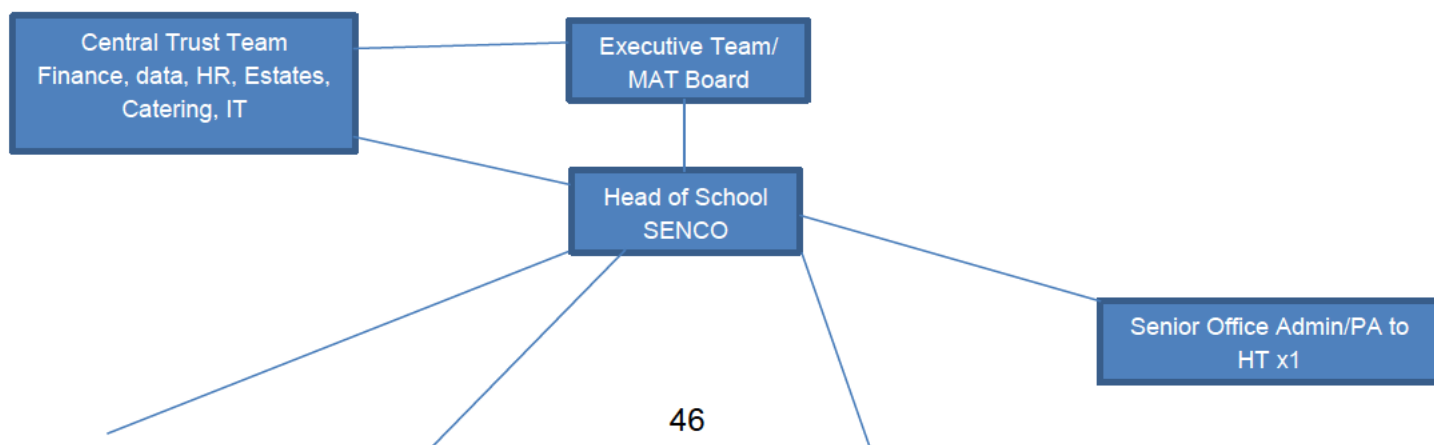
### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

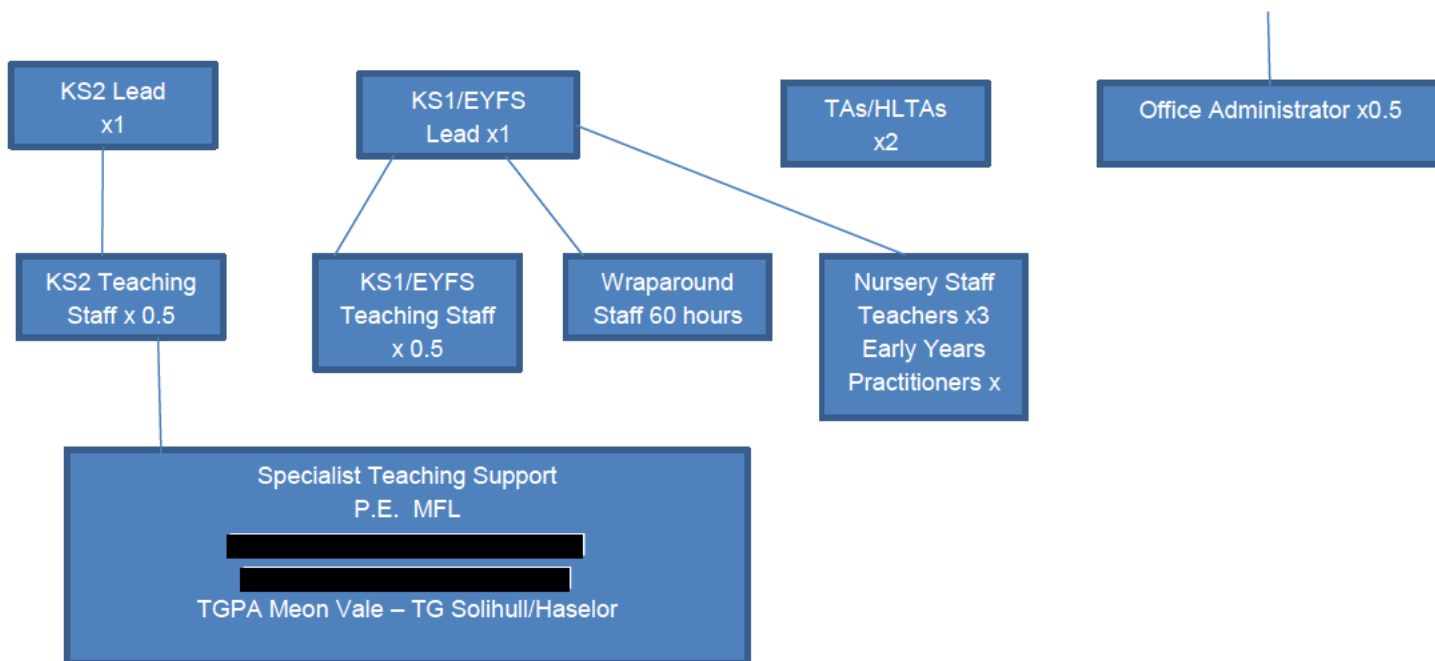
The organogram demonstrates the staffing profile of the school being replicated. The overall executive team oversee 6 schools and each school fits in as demonstrated below.



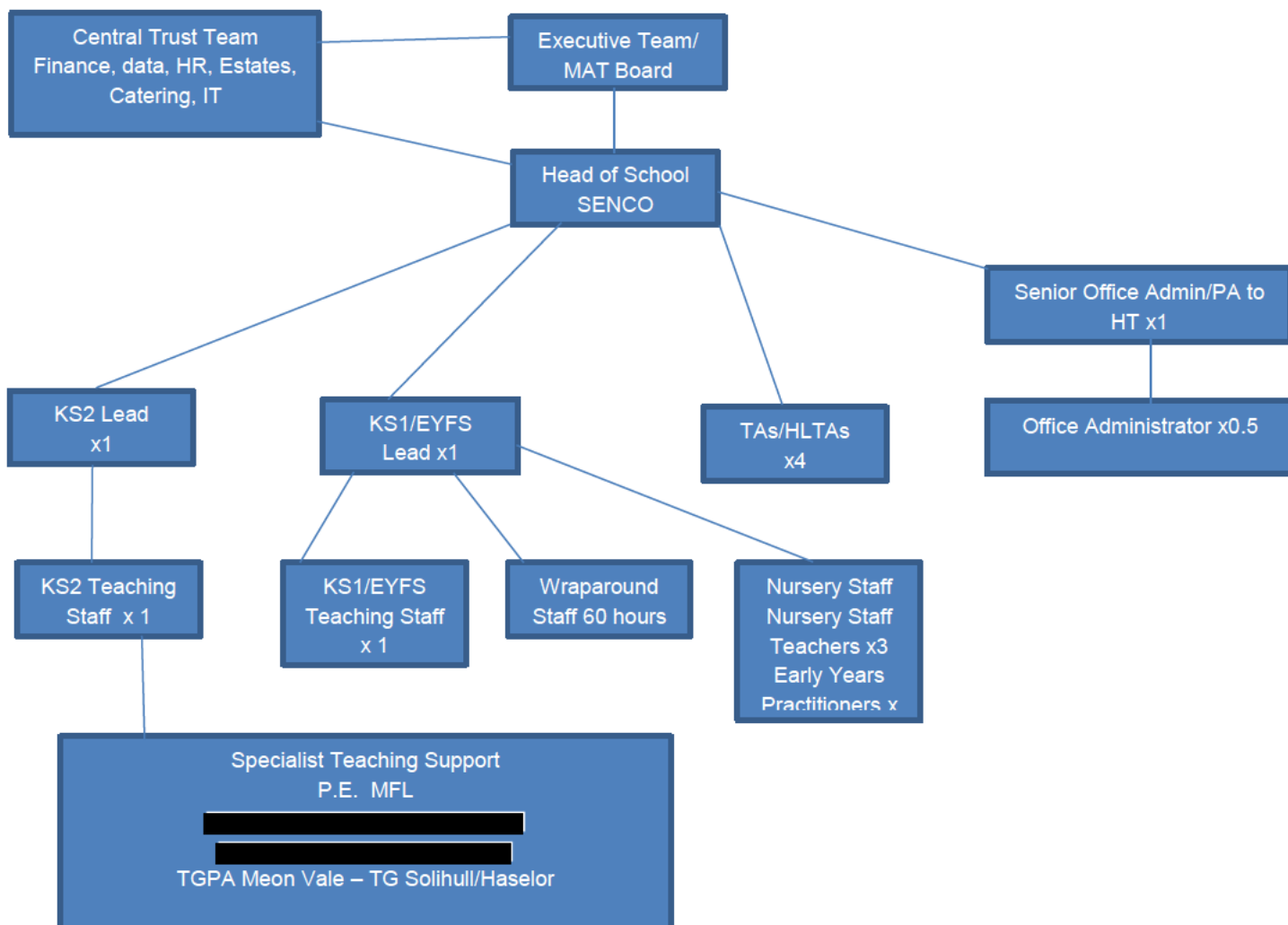


**Organogram  
Proposed Staffing Plan Tudor Grange Primary Academy Meon Vale  
Year 1**





**Organogram**  
**Proposed Staffing Plan Tudor Grange Primary Academy Meon Vale**  
**Year 2**



The central team will support each of the 3 new schools. The team has capacity and will develop the capacity within the team and then look to expand this central team. The specialist subject support will be accessed from the appropriate trust Academies within in the local areas of the 3 free schools. This will enable the 3 new free schools to grow realistically.

The staffing profile will increase as the schools expand. This will be the same model for all 3 free schools within this application. However, TGPA Meon Vale will begin as a 1 form entry and then grow to 2 forms by 2020/2021.

The most important indicators is the quality of teaching and experiences for the children within the school. The progressive development of the free schools will take place over 4 years beginning in 2018 with Reception and Year 3 as a 2 form entry. The staffing profile will represent this gradual growth of the school. The Principal Designate for all 3 new schools will be a critical appointment. (Appendix 5) The extensive teaching resource of Tudor Grange Multi Academy Trust will play a pivotal role in the development of this staffing profile over time. The Teaching School will also have an impact on the development and recruitment of staffing. As an experienced Trust the development of schools from small cohorts has already been successfully achieved and so similar tried and tested strategies. For example the curriculum structure and delivery, EYFS provision in all primary schools within the Trust. These will be incorporated into the strategic staffing plan to enable the free schools to evolve holistically yet holding onto the ethos of Tudor Grange and embedding the values of Tolerance, Respect, Unity, Opportunity and Democracy.

#### Pupil PAN at TGPA Blythe Valley and TGPA Claines

	Nursery	Rec	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Total PAN
2018	30 FT OR 60 PT	✓ 60 pupils			✓ 60 pupils				120
2019	30 FT OR 60 PT	✓ 60 pupils	✓ 60 Pupils		✓ 60 pupils	✓ 60 pupils			240
2020	30 FT OR 60 PT	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils		360
2021	30 FT OR 60 PT	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	420

#### Pupil PAN at TGPA Meon Vale



	Nursery	Rec	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Total PAN
2018	30 FT OR 60 PT	✓ 30 pupils			✓ 30 pupils				60
2019	30 FT OR 60 PT	✓ 60 pupils	✓ 30 Pupils		✓ 60 pupils	✓ 30 pupils			180
2020	30 FT OR 60 PT	✓ 60 pupils	✓ 60 pupils	✓ 30 pupils	✓ 60 pupils	✓ 60 pupils	✓ 30 pupils		300
2021	30 FT OR 60 PT	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	✓ 60 pupils	420

In year 1 the Head Teacher will be the only leader. She/he will be responsible for monitoring/evaluation, oversight of schemes of work, SENCO and designated CP officer. If the Head Teacher and/or Deputy Head Teacher is absent or out then the [REDACTED] will be responsible and in charge. If more than 1 Head Teacher is absent then the central team will support the schools during the period of absence. The ability to utilise teaching staff and support staff throughout the Trust will enable the schools to fill any gaps in teaching and/or support staff where necessary. The Central Team supports all schools within the Trust. The team covers finance, data, HR, Subject Leads, IT, Estates and catering.

The SENCO hours will be supported by the Trust. Additional specialist subject support will come from the MAT as capacity has been identified. The staff appointed for the before and after school will be part time. The number of hours specified will be split and it is expected that each person will work both before school and after school five days a week.

Staff/Year	2018	2019	2020	2021
Students PAN	120	240	360	420
<b>LEADERSHIP</b>				
Principal (SENCO)	1	1	1	1
Deputy Head		1	1	1
Key Stage leaders also Teachers	2	2	2	2
Finance Central Trust Team				
<b>TEACHING STAFF</b>				

Teachers	2	8	12	14
Specialist Foundation Teaching from MAT	0.2	0.4	0.6	0.8
SENCO support for HT	4 hours	8 hours	10 hours	10 hours
Before and After School Staff 1 hour before school 3 hours after school	60 hours	80 hours	80 hours	80 hours
<b>SUPPORT STAFF</b>				
Teaching Assistants	4	8	10	12
Admin/Reception	1.5	2	2	2
Caretaker – outsourced by MAT	0.25	1	1	1
Cleaners	14 hours	22 hours	30 hours	30 hours
Lunchtime Activity Leads (x1 Hour)	4	8	6	6

### Nursery Staffing Plan

The nursery staffing is 1:10 ratio with a teacher and two Early Years Practitioners. As we are planning to open Tu [REDACTED] and Meon Vale in 2018 the staffing will be at full capacity.

The development of St James EYFS provision has been highly successful and so the format of that development has been replicated for [REDACTED] and Meon Vale.

Ofsted commented on the effectiveness of the nursery and its provision in the 2014 Ofsted report where it was stated, "The early years provision is well led and managed. Leaders have set themselves very challenging targets, but given the children's current rate of progress, these are realistic." It also states, "Teachers' continuously develop children's skills and support their learning." "Children are well supervised at all times." This level of staffing has shown a proven track record for success and will be adapted to meet the needs of each nursery. For example if there is a particularly high number of SEND, children with disabilities or with communication and language difficulties attending any of the nurseries then the provision will be adapted to reflect the needs of the children. Resources can be drawn on from the Trust in relation to meeting the specialist support needed. This already occurs at St James through the curriculum and through the role of SENCO.

Staff/Year	2018	2019	2020	2021
Students PAN	30 FTE	30 FTE	30 FTE	30 FTE
<b>LEADERSHIP</b>				
EYFS Lead				
EYFS Teachers	3	3	3	3

Early Years Practitioners	4	4	6	6
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These calculations have been compared against similar schools setting up with a similar PAN over a 4 year period. A full Risk Management Assessment Strategy will be in place highlighting key areas of risk including a shortfall in pupil numbers. This staffing profile will then be updated as necessary to ensure the school remains within budget and a viable project.

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

Tudor Grange Academies Trust upholds the principles of being a totally inclusive Trust. Each Academy within the Trust has this purpose as central to the ethos of each school.

Although St James is a Church of England school and is being replicated for this batched application, [REDACTED] and TGPA Meon Vale will not reflect the Church of England status of St James. This reflects a decision to develop a wide range of primary schools within the Trust. Currently there are 2 Church of England Schools. However, the inclusivity of St James and its celebration of the diversity within British society, will be central to the ethos of all 3 new free schools within this application.

Equality and diversity is a key strength of the Trust and as part of an annual review and evaluation process the Trust has recently completed an equality and diversity audit. This demonstrates the Trust’s commitment to ensure equality at all levels of Tudor Grange Trust. This can be found in appendix 7.

As an existing outstanding Multi Academy Trust diversity and equality are at the heart of our belief that all pupils have an entitlement to outstanding education. The ethos is vital to the success of Tudor Grange and begins with an understanding of the values represented by the Tudor Values of Tolerance, Respect, Unity, Opportunity and Democracy. (See Appendix 10) Tudor Grange Academies Trust is committed to ensuring all pupils of all faiths/world views and none are welcome. This is demonstrated through a variety of ways. The curriculum offer is broad and balanced and aims to prepare young people to be able to contribute positively to all aspects of society. For example Tudor Grange Primary Academy St James has shown a breadth of study that incorporates activities to enhance and develop the teaching of spiritual, moral, social and cultural education. Ofsted 2014 reported, “The range of activities promotes pupils’ spiritual, moral, social and cultural development very well.” By using this curriculum as a model for [REDACTED] and TGPA Meon Vale we can replicate a model in which, “Pupils’ knowledge of life in Britain and British values is good in this harmonious school.” (Ofsted St James 2014) Full safeguarding policies are in place and reviewed annually by Governors and the Trust Board. The

monitoring and evaluation of key policies ensure pupils are safe and well cared for across the Academies Trust. This can be evidenced in Ofsted reports. Ofsted 2014, “The school takes care to ensure that it has highly effective arrangements for safeguarding its pupils and for children in the early years. All statutory requirements in this respect are met.”

The promotion of fundamental British values comes through its unique ethos and belief that each individual has the right to an outstanding education and has developed a wide range of strategies to celebrate diversity and ensure each student is able to access, enjoy and benefit from the outstanding education that is represented through the Tudor Grange brand.

The Tudor Rose demonstrates a strategy that has been implemented across all schools in the Tudor Grange Academies Trust. 2014 (See Appendix 10 for the Tudor Rose Values.) The Tudor Values of Tolerance, Unity, Democracy, Opportunity, Respect permeate throughout the trust. Pupils learn how to develop these values within their lives. They take part in activities where they can reflect on the “Tudor” values and how they can immerse themselves fully in these values and how they can show these values in their daily life. This strategy is delivered throughout the Trust and has been very successful in developing the ethos, behaviour and attitude to learning across the Trust. Ofsted St James, “Pupils’ behaviour is exemplary at all times. Pupils are highly responsible, care about each other and are immensely proud of their school. Pupils’ behaviour in class and attitudes to learning are exceptional.” Tudor Grange Academy Worcester Ofsted 2013, “The behaviour of students and their attitudes to learning are usually exemplary.” Tudor Grange Academy Solihull Ofsted 2014, “Students develop excellent attitudes to learning. A broad range of educational experiences develop students’ personal and social skills exceptionally well.”

The admissions policy (Appendix 6) for Tudor Grange Academies Trust ensures that all pupils whatever their background, community or economic situation are welcome and play a full role in the life of the academies. This is shown in the diverse student population already in place within the Trust. By embracing this admissions policy fully students of all faiths and none have equal admissions right to Tudor Grange Academies. The admission policies across the Trust are non-selective and students of all abilities, cultural backgrounds and faith can apply for a place at Tudor Grange Academies.

A strict oversubscription criteria applies where priority is given as follows:

Priority 1: All looked after children in the care of the local authority (e.g. foster care) or previously looked after children adopted immediately after being in care, or subject to a residence order or subject to a special guardianship order, or children whose exceptional social or medical reasons can only be met by this particular school.

Priority 2: Children who have an older brother or sister at the Tudor Grange Primary

Academy St James at the same time.

Priority 3: Children who live closest to Tudor Grange Primary Academy St James measured in a straight-line from the child's home to the academy.

The oversubscription priorities will be adopted by [REDACTED] and TGPA Meon Vale. (Appendix 6 Admissions Policy of St James)

Tudor Grange Multi Academy Trust has a wide range of student population across its six schools. It ranges from well below the national average for FSM and EAL to in some schools to exceeding the national average in others. The analysis of the student population across the proposed areas show no real significant difference. Tudor Grange Multi Academy Trust has developed a wide range of strategies to celebrate diversity and ensure each student is able to access, enjoy and benefit from the outstanding education that is represented through the Tudor Grange brand. The strategies that have been adopted at St James, will be replicated within the 3 new free schools. They have ensured Governors are a true representation of the school and have a board range of faiths and cultural backgrounds. Extra-curricular activities are available for all children and are non-selective. Termly analysis takes place to analyse participation in extra-curricular activities and ensure all children have the opportunity to take part in at least 1 activity.

St James' head girl, head boy and senior pupils demonstrate equality and diversity and reflect the diversity of the school population. Pupil voice has been established across St James and is monitored to ensure all backgrounds, cultures and beliefs are represented. This is an inclusive school offering a broad and balanced curriculum enabling children to succeed whatever their background and starting profile.

## **Section E – evidence of need**

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

[REDACTED]  
Solihull is separated into two main areas North Solihull and South Solihull. Both areas have significant challenges, although very different. [REDACTED]

[REDACTED] sits within South Solihull but geographically is close to the North Solihull border. There are 60 primary schools made up of 10 infant schools, 9 junior schools and 41 primary school across the Solihull Local Authority area that provide for over 18,000 students between the ages 4 to 11. 95% of pupils in residence attend schools maintained by the Local Authority. Since 2002 pupils at primary age residing outside of the borough of Solihull, yet attending schools maintained by the Local Authority has risen by 3.1%. The Local Authority's School Organisation Plan 2014 shows a 3% surplus of places in 2014 but warns that, "based on the forecasts compared to the number of places, 600 primary school places will be needed by September 2018. In

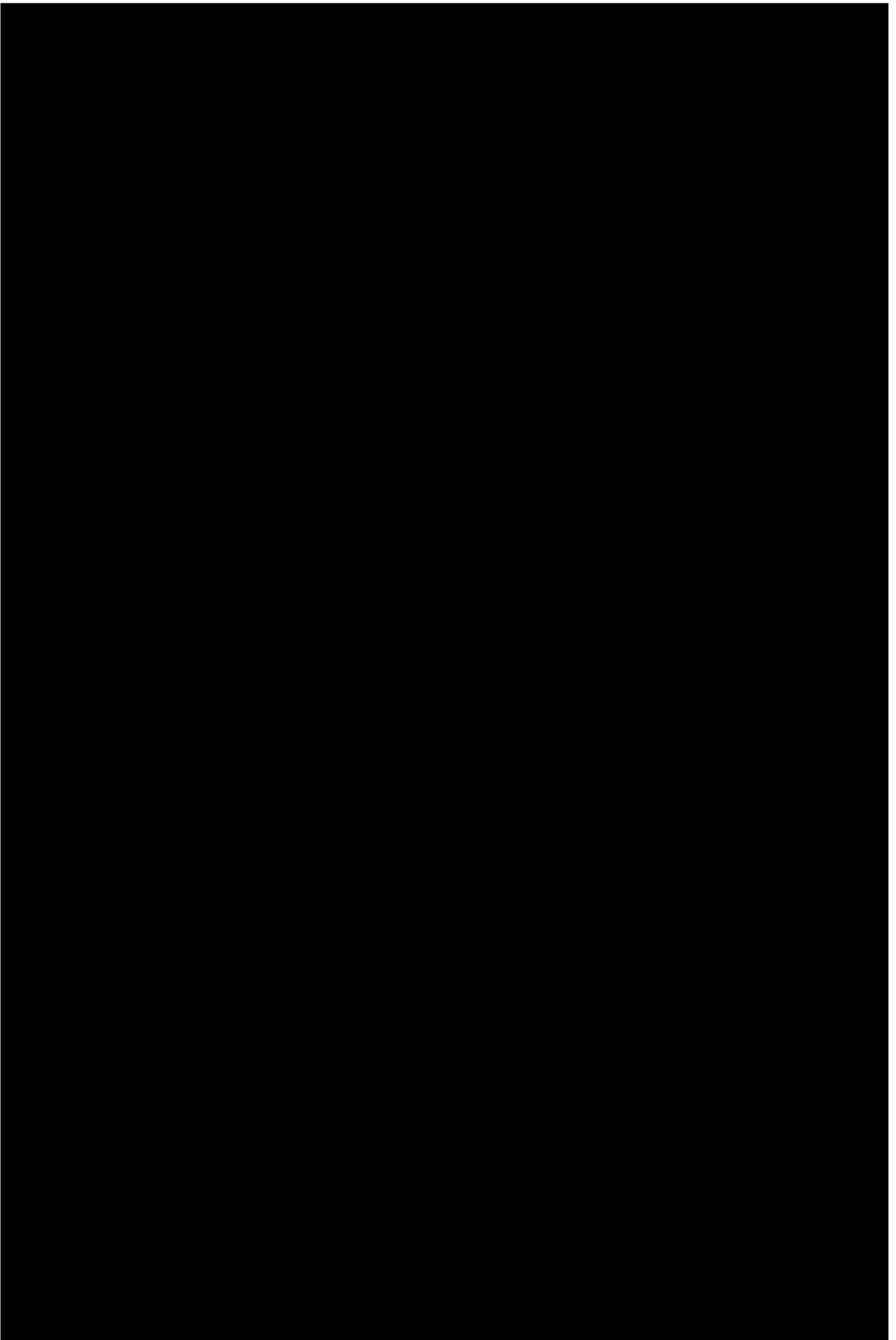
reality, it will need to be significantly more as housing developments and increasing births will affect areas.” The impact of housing developments will continue to increase whole school rolls for a number of years post 2018. [REDACTED]

[REDACTED]

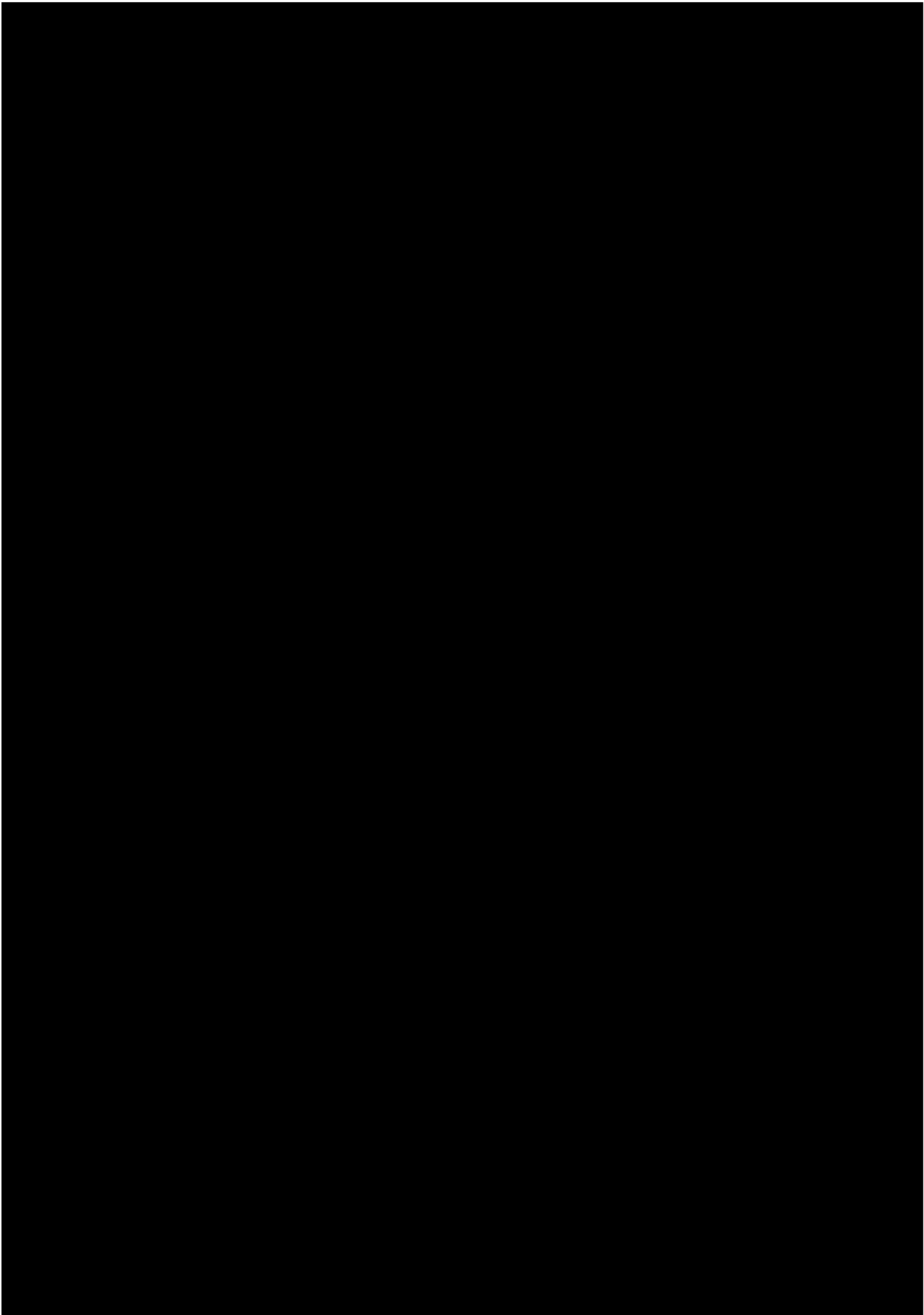
Summary of Additional Primary Places Required:  
 (www.solihull.gov.uk/Portals/0/Consultations/Solihull\_School\_Organisation\_Plan.pdf).

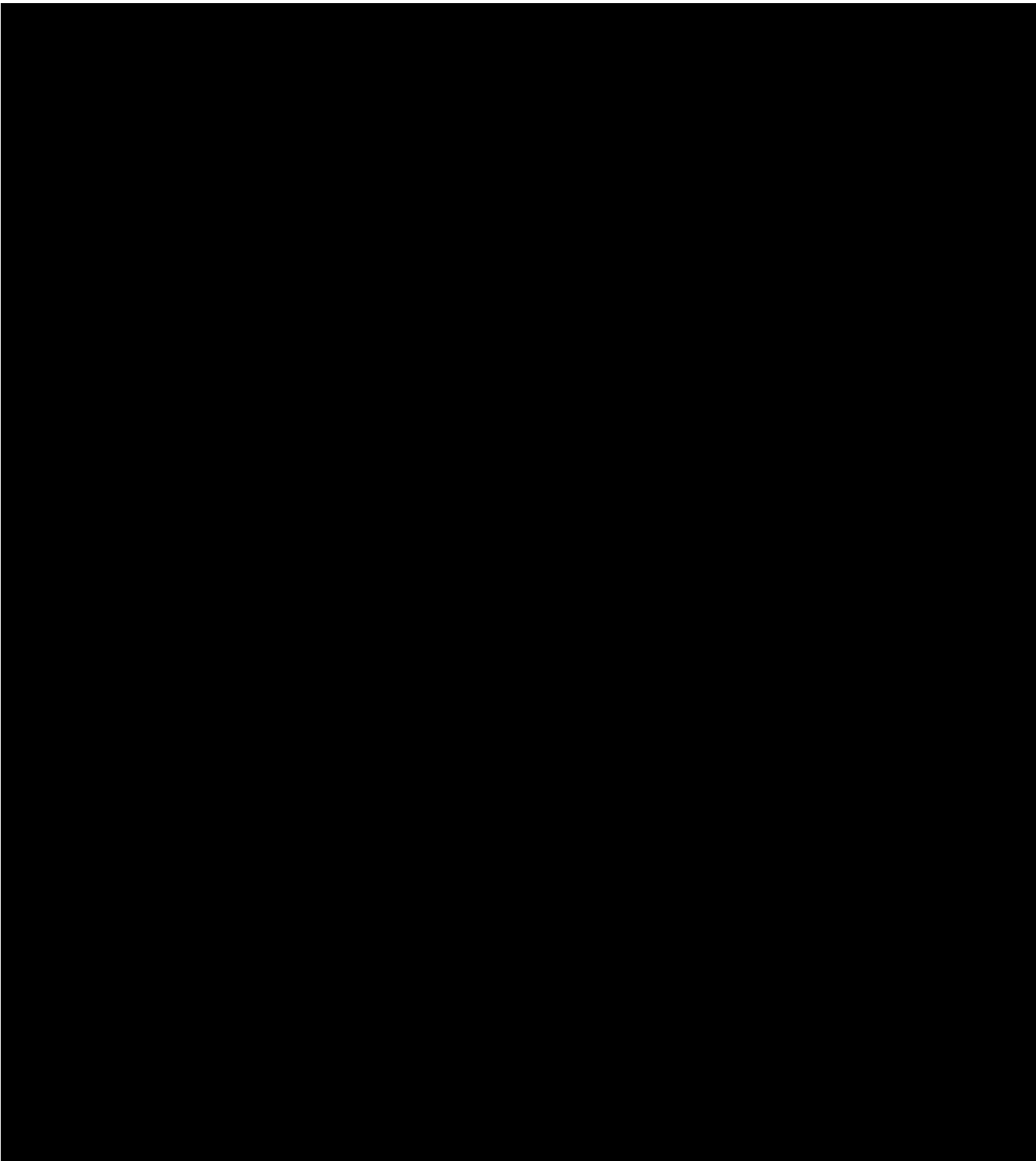
Planning Area	2014	2015	2016	2017	2018	Total
North	105	210	105			420
Shirley West	90					90
Shirley East		210				210
Solihull Central		210			210	420
Rural South <i>Blythe Valley</i>		105		105	210	420
Lyndon Elmdon	60	45			80	185
<i>Total</i>	<i>255</i>	<i>780</i>	<i>105</i>	<i>105</i>	<i>500</i>	<i>1745</i>

[REDACTED]









Tudor Grange Primary Academy Meon Vale

Meon Vale was formerly known as the [redacted] and is situated off the [redacted] equidistant between Stratford-upon-Avon and the beautiful Cotswold town of Chipping Campden, Gloucestershire. [redacted]

[redacted]  
[redacted]  
[redacted]

The Local Authority planning team are very keen to be able to open up this area for the development of a 2 form entry Primary School. The planning lead has shown the significant housing developments that are taking place around this area. [REDACTED]

[REDACTED] is very keen to discuss this further with Tudor Grange Academies Trust. It was felt that Tudor Grange Academies Trust would bring a welcome challenge to the existing schools and would help raise standards further across the area.

Meon Vale is continuing to extend and the new proposals seek to create a vibrant new, self-contained, mixed-use development with an extension of Greenway from Stratford upon Avon.

Meon Vale has many benefits already being developed including a caravan park, leisure hub, football and cricket pitches, public open space and public access to woodland, 800,000 sq. ft. of retained employment space, and planning permission for 1,050 homes of which 284 are already under construction and planning permission for a one form primary school growing to 2 form entry by 2020.

Tudor Grange Multi Academy Trust has a reputation for outstanding results and the area will benefit from an outstanding provider of education. Tudor Grange Primary Academy Meon Vale will bring this excellence to the heart of [REDACTED] [REDACTED] is already a thriving community. As part of the Free School Programme a Primary School with Nursery places available could be situated and open by September 2018.

“Meon Vale presents a real solution to Stratford upon Avon and the wider area’s housing needs, offering much-needed local amenities, a new greenway extension and a popular leisure destination that is already being used by hundreds of local people every day. There is a real sense of community building here”.

A total of 1,000 dwellings have been approved on the [REDACTED] [REDACTED]

Phase 1 approved February 2010 – 500 Homes. Over half of this application has been completed and occupied

Phase 2 approved April 2015 – 500 Homes. [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Quinton Primary School is just under [REDACTED] and was expanded by approximately half a form of entry to 1FE in September 2014 to accommodate the initial demand the development would create.

As at January 2016, approximately 52 primary aged children resident on the [REDACTED] [REDACTED] were attending a state funded primary school in Warwickshire. Some 58% of these children attended Quinton Primary School. The majority of the remaining 42% attended a primary school in Stratford upon Avon Town.

From September 2017 there could potentially be a short fall of places in the Quinton Primary catchment area. In terms of pending reception cohorts from [REDACTED], the health data currently suggests that over the next five years between approximately 10 to 15 pupils could originate from the Meon Vale development in each cohort and require a place at the local school. Data from Warwickshire County Council. (See Appendix 2)

Reception 2016/17: 8 pupils

Reception 2017/18: 15 pupils

Reception 2018/19: 6 pupils

Reception 2019/20: 15 pupils

However, this is based on data provided as at April 2016 and the County Council is expecting these numbers for future reception cohorts to increase slightly as further houses are constructed and occupied. The forecasts also illustrate the potential impact the housing could have on in year admissions from reception through to year six. The housing at [REDACTED] could yield approximately an additional 15 primary age pupils annually. For forecasting purposes, the pupil yield from the housing is assumed to evenly distribute itself across the year groups although it is acknowledged that this is often not the case.

Tudor Grange Multi Academy Trust can offer outstanding provision with a track record of success across its Multi Academy Trust. Our vision is to provide an outstanding community primary school at Meon Vale dedicated to providing equal opportunities for all and to ensure local residents have outstanding learning opportunities for their children within this quickly expanding and developing community. It will provide a hub to the community, the scope for parents to be able to access nursery provision, EYFS, schooling and after school facilities.

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

Tudor Grange Academies Trust has a successful track record in promoting the schools within its Trust. Tudor Grange Academy St James is an example of this success. Before becoming part of the Trust St James was on the verge of closure. It is now full with waiting lists and a plan to increase its PAN in September 2016 to 60. This is also

replicated in Worcester where the Local Authority has agreed an expansion to the Tudor Grange Academy Worcester PAN to 210 from 2017.

Discussions with the Local Authority have taken place for each of the applications. In Solihull despite the basic need of the area having been met with the expansion of current schools there is still a significant need to offer parents the opportunity to have their children educated at Tudor Grange. By offering an automatic admission to Tudor Grange Solihull it will encourage parents to take up the offer of an all-through education at Tudor Grange. The significance of this can be seen with the growth that has taken place at St James.

In Worcester discussions with the Local Authority opened up further opportunities for developments across Worcester and revealed the need for further outstanding educational opportunities in Claines. Although no further information is available at the moment this indicates that further discussions will follow this application.

Warwickshire Local Authority have shown significant interest in the development of a free school in Meon Vale. With planning permission in place and very little interest shown from any other sponsors within Warwickshire [REDACTED] was very keen to open discussions with the DFE and Tudor Grange Academies Trust.

[REDACTED]  
[REDACTED]  
[REDACTED]

Further discussions with parents, local nursery provisions and all other stakeholders will take place for all 3 sites during the Autumn Term October – December 2016. Below is a table that represents the consultations that have taken place and the plan of actions to follow.

Stakeholders	Method of Engagement	When
Regional Schools Commissioner	Meetings to discuss capacity of Tudor Grange Multi Academy Trust to open 3 free schools in 2018.	May 2016
Tudor Grange Primary Academy St James – Head of School	Outline of plans to replicate TGPA St James at [REDACTED] and Meon Vale.	June 2016
Solihull Local Authority	Discussions with School place planning and admissions in relation to [REDACTED] developments.	June 2016
Worcester Local authority	Discussions with School place planning and admissions. Strategic Director for Education in Worcester in relation to [REDACTED]	July 2016

Warwickshire County Council	Meetings to discuss TGPA Meon Vale with further discussions regarding a further development free school provision in the area.	July 2016
Warwickshire County Council	Executive Principals met with School Place planning and development officer to discuss a range of free school development opportunities within the area of Warwickshire.	September 2016
Local Authority Solihull, Worcester and Warwickshire County Council	Briefing meetings to share bid following any successful news on the application.	December 2016
Parents and stakeholders	Information leaflet to be produced outlining the plans for the expansion of Tudor Grange Multi Academy Trust	January 2017 on going
Parents	Parent survey and information available on Trust Website.	March 2017
All stakeholders	Website developed to inform the local communities about the developments within the areas of [REDACTED] and Meon Vale.	June 2017
Prospective parents	Information/poster distributed to local health centres, pharmacy and GPs	September 2017
All stakeholders and local community in the areas of Solihull – [REDACTED].	Full consultation. Consultation documents circulated and briefing meeting arranged.	October 2017
All stakeholders and local community in the areas of Worcester – [REDACTED]	Full consultation. Consultation documents circulated and briefing meeting arranged.	October 2017
All stakeholders and local community in the areas of Warwickshire – Meon Vale.	Full consultation. Consultation documents circulated and briefing meeting arranged.	October 2017
Prospective parents and local people	Display banners produced to use at all TG Academies to raise awareness of proposals.	December 2017 on going
Prospective parents and local people	Mailing list collated for over 50 nurseries, Children's Centres, and childminders within a 1 mile radius of proposed schools. Information leaflet to be forwarded to mailing list.	December 2017 on going







[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	3 hours per week
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	3 hours per week
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	5 hours per week
[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]	5 hours per week allocated specific responsibility for Free School Development

## F1 (b) Skills gap analysis

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

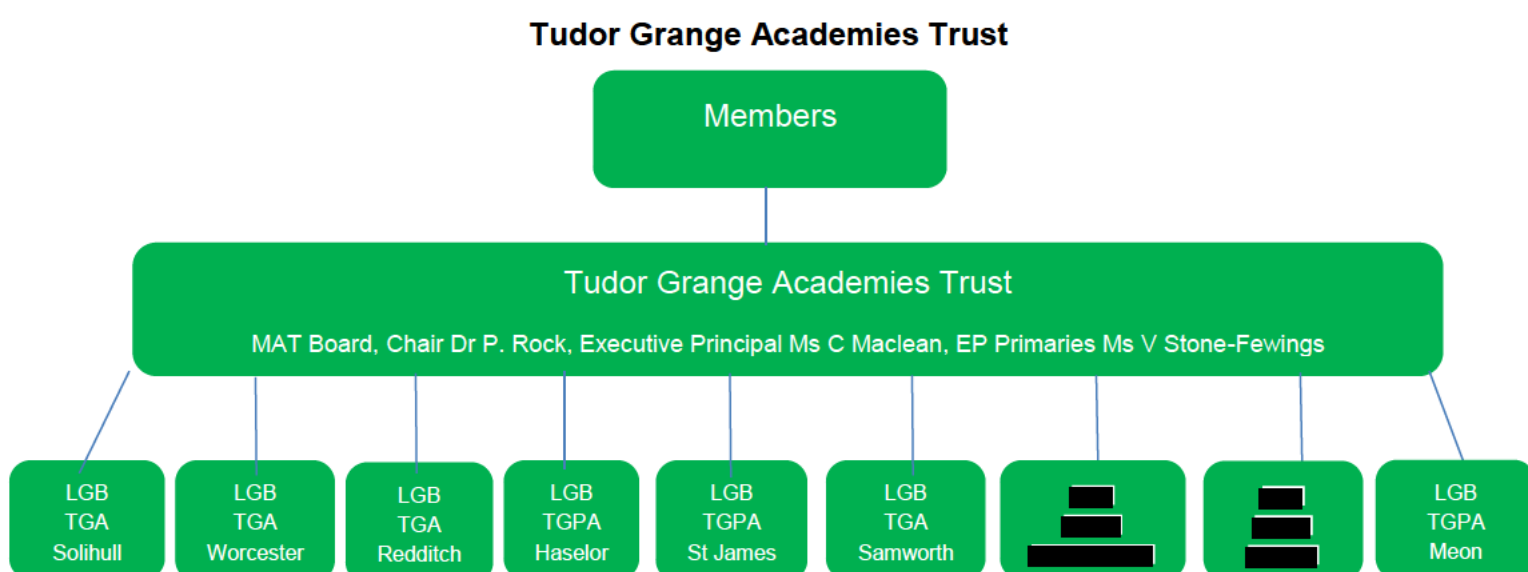
- complete the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
<p>As an outstanding MAT we have ensured a broad and balanced skill set of Governors. We would use this skill set to ensure any gaps were filled within the Governance of the new schools.</p> <p>As the MAT is experienced in supporting and sponsoring other academies the same strategy will be used to ensure effective governance across all three of the new free schools.</p> <p>The overall vision for Tudor Grange MAT is to develop 3 hubs of schools. This is a strategic decision so that all schools are located by existing schools within the Trust. The Central Trust Team and the Executive Team are then able to fully support the 3 new schools as they develop as part of the Tudor Grange Academy Trust. The new schools are located in areas where there existing TG Academies.</p> <p>The governance will begin with experience governors being utilised across the LGB. Tudor Grange Academy Trust is continually developing its capacity in governance through effective training. Once established the LGB of [REDACTED] and TGPA Meon Vale will expand to incorporate new governors from the local communities.</p>		

[Add more lines as appropriate]

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

The governance structure will incorporate the 3 new free schools within its overall structure. As an established MAT policies and governance strategies are embedded and Governance is outstanding. The best practice of the LGB will be replicated for the 3 new LGBs. As we are looking to replicate an already successful school we would be planning to keep the governance similar and replicate the current governance structure of St James.



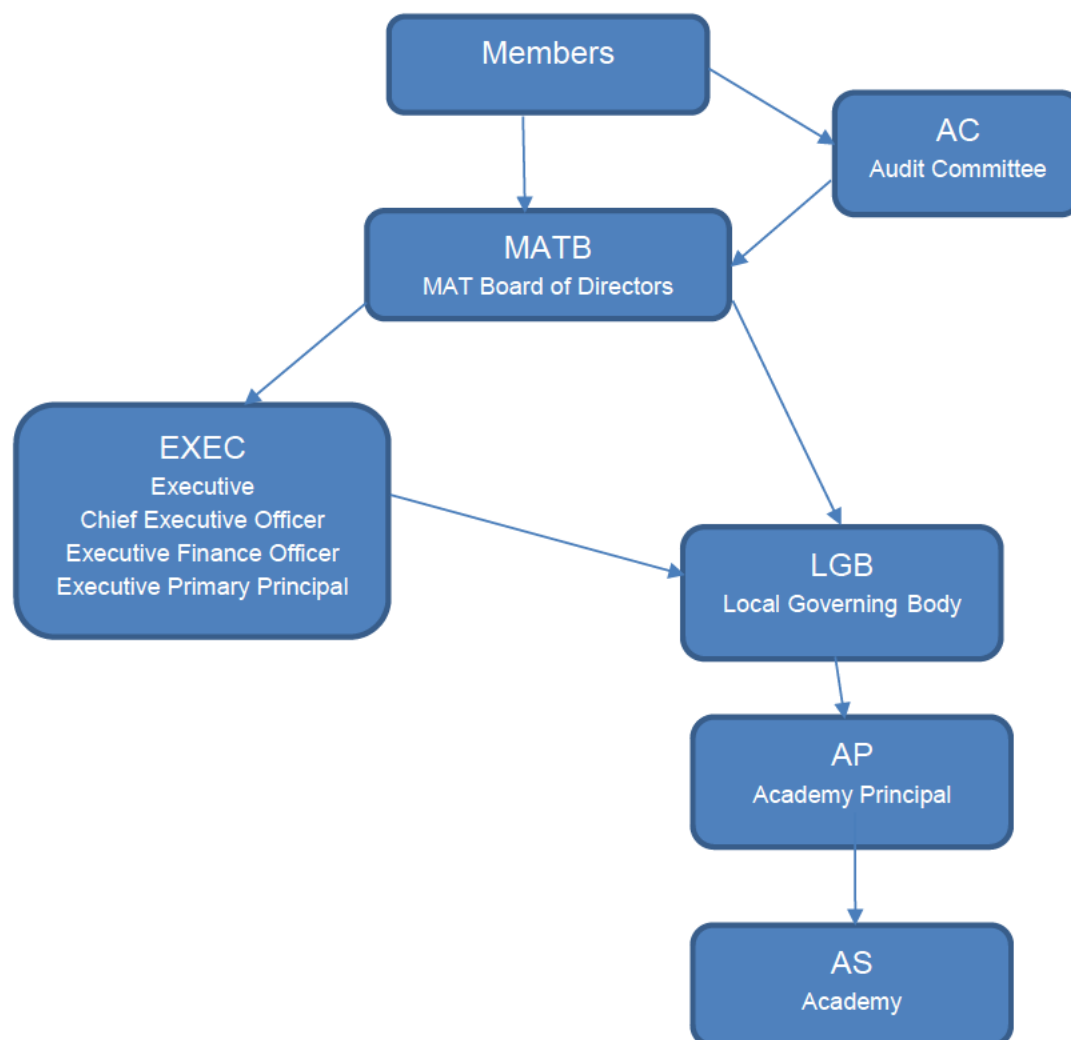
### Governors Handbook Appendix 4

The Governance within the Multi Academy Board has been described by Ofsted in regards to Tudor Grange Academy Solihull 2014. “The multi-academy board and the local governors’ board make an outstanding contribution to the monitoring and development of education at the academy. The members’ professional expertise provides additional rigour and enables the boards to challenge and hold senior leaders to account.” In relation to St James, Ofsted described the governance in 2014, “Governance is outstanding. Members of the governing body are highly skilled and knowledgeable. Their experience in education has a direct impact on the school’s continual improvement. Governors know exactly where the school’s strengths and weaknesses lie because of their grasp of data on performance is excellent.”

Governance structure for [REDACTED] and Meon Vale  
(See Appendix 8 Becoming a MAT)

The governance structure for each of the new schools will follow the already successful structure within the MAT for Tudor Grange Academies Trust.

The reporting structure is as follows:



The Members interact with the Audit Committee and the MAT Board of Directors and hold them to account ensuring all aspects of the Academy remain at the highest level of excellence. The MAT Board of Directors and the Executive hold the Local Governing Body to account. Local Governing Bodies are responsible for the day to day running of the schools and their respective Principal is accountable to them too. The LGB is accountable to the MAT Board to ensure the effective running of the school and the fulfilling of governance duties on the ground. Where the MATB considers that an LGB is in a position of strength then local decision making and policy implementation is delegated to them. This is set out in the scheme of Delegation. The core function of the LGB is to ensure the vision and values of the Trust are made appropriate, relevant and tangible in the Academy.

The governors and Members have a proven track record of holding the individual schools to account and the strategies used within the MAT will be replicated to ensure TGPA [REDACTED] and Meon Vale reach the exacting standards required of all schools within Tudor Grange Multi Academies Trust. To ensure standards remain high extensive monitoring and evaluation procedures take place including Executive reports to MAT Board on individual school performance every half term, annual reviews which involve the Chair from the MAT board and is linked to Ofsted Framework. Quality assurance reports are completed biannually.

However, should an academy be seen to fall short of these exacting standards a robust intervention strategy is used to rectify the situation.

This includes direct intervention by the executive team under key headings of Leadership, curriculum, behaviour and finance. These strategies would include but is not exhaustive:

The Executive principal working alongside the Head of School.

Extensive use of the primary central curriculum team to model and coach lead lessons, to take part in observations alongside the leadership team, book trawls and work scrutiny. A Curriculum Review. Quality of teaching appropriate actions monitored through performance management procedures and incorporating other policies as necessary including competency. Interventions and effectiveness of the interventions monitored fully by the school and the Trust.

If the behaviour of students is a cause for concern then the executive and the Head of School will identify strategies to improve behaviour across the schools reinforcing high expectations and standards. Audit of sanctions and rewards will take place.

#### Finance

Limit authority levels as set out in the scheme of delegation where by transactions would be cleared by the [REDACTED] and or the [REDACTED] rather than the principal. To remove the responsibility for transactions and to ensure safeguarding.

If underperformance continued then the Multi Academy Trust would put into place the removal of Head of School and/or LGB board. Where necessary the leadership team of the school would also be called into question.

We have, throughout this application shown Tudor Grange Multi Academy Trust has a varied student population across its current 6 schools. Some Academies have higher numbers of EAL students where as other Academies have increased number of SEN students or FSM students. In each case the Governance structure has remained consistent with the reporting structure of the MAT. We want to ensure that TGPA [REDACTED] [REDACTED] and Meon Vale also replicate this structure, building on the successes of the already effective governance model shared.

The Trust itself has full and rigorous audit procedures both internal and external. In August 2016 the Trust went through a rigorous internal Governance and Skills audit.

This was an independent review which took place in line with the DFE Academy Handbook and DFE Financial Handbook. It included in depth analysis of Governance skills as well as including a focus for diversity and equality. The review also examined Governance structures, recruitment and the training of Governors





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