



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

WINDMILL HILL PRIMARY SCHOOL

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) 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 in the Word application 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 *background information and glossary document* and the *assessment criteria booklet*, 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. There is a separate Word form for this.

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

| Task to complete | Yes | No |
|---|-----|-----|
| 1. Have you established a company by limited guarantee? | X | |
| 2. Have you provided information on all of the following areas (where applicable)? | x | |
| Section A: Applicant details | x | |
| Section B: Outline of the school | x | |
| Section C: Education vision | x | |
| Section D: Education plan | x | |
| Section E: Evidence of need | x | |
| Section F: Capacity and capability | x | |
| Section G: Budget planning and affordability | | N/A |
| Section H: Premises | x | |
| 3. Is the information in A4 format, using Arial 12 point font, and includes page numbers? | x | |
| 4. Have you fully completed the appropriate budget plan(s) where necessary? | | N/A |
| 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? | x | |
| 6. Independent schools only*: Have you provided a copy of the last two years' audited financial statements or equivalent? | | |
| 7. Independent schools only*: Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment? | | |

| | | |
|---|---|--|
| 8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site? | | |
| 9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide? | | |
| 10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk mailto:mainstream.fsapplications@education.gsi.gov.uk before the advertised datemailto:mainstream.fsapplications@education.gsi.gov.ukmailto:mainstream.fsapplications@education.gsi.gov.ukmailto:mainstream.fsapplications@education.gsi.gov.ukmailto:mainstream.fsapplications@education.gsi.gov.ukmailto:mainstream.fsapplications@education.gsi.gov.ukmailto:mainstream.fsapplications@education.gsi.gov.ukmailto:mainstream.fsapplications@education.gsi.gov.ukmailto:mainstream.fsapplications@education.gsi.gov.uk | x | |
| 11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ? | | |
| 12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT | x | |

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

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

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

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 background information and glossary document;
- 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:

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

Please tick to confirm that you have included all the items in the checklist:

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 background information and glossary document, and the assessment criteria booklet 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 background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

starting points, circumstances or age. We will be relentless in pursuit of this in all areas.

Our schools will sit at the heart of their communities (and for Windmill Hill Primary, particularly, will form a key part of the development of a new community) and our curricula and school structures will reflect their vibrant coastal location within Torbay and the wider South West region. We will provide high quality before and after school activities to enhance the learning experiences and life chances of our children, forming strong and meaningful links with local and regional organisations, businesses and activities. Our pastoral care, nurturing and family support will be comprehensive and will ensure that all children are in the best place possible in relation to their emotional, physical and social well-being. These will be schools where all staff within the trust work with parents, carers and children to develop and celebrate success within their local, regional and wider communities.

B – Our Mission

Coast Academies is committed to expansion as a trust, believing that together we can achieve better outcomes for more children. Our growth plan over the next 3-5 years envisages a trust of up to 12-15 local schools within the Torbay, Plymouth and South Devon area; [REDACTED] Windmill Hill School [REDACTED] will be an integral part of this mission to serve more children and families. We are working actively with local schools towards this aim. [REDACTED] Windmill Hill School [REDACTED], as with all our schools, will have at their heart our key trust principles:

- A commitment to a culture of lifelong learning for all.
- A relentless pursuit of excellence in all aspects of school life.
- A purposeful curriculum, which is unique and reflects the school's geographical and cultural identity with strong links to the community and the outdoors.
- Strong emotional and pastoral care for all children.
- Successful partnerships with parents and families.

In addition, we will ensure that robust systems for monitoring important areas of school life such as health and safety, safeguarding and the quality of teaching and learning are in place.

The trust aims to raise aspirations for the children who come to the schools from the coastal towns that will make up the catchment. In serving similar communities (as detailed in Section D and Annex 4), we have significant experience and success at both Eden Park and Cockington schools.

It is the third bullet point above that will be specifically developed to give [REDACTED] Windmill Hill Primary School [REDACTED] their bespoke engaging curricula and unique ethos, which will be adapted from the successful curriculum in place at Eden Park.

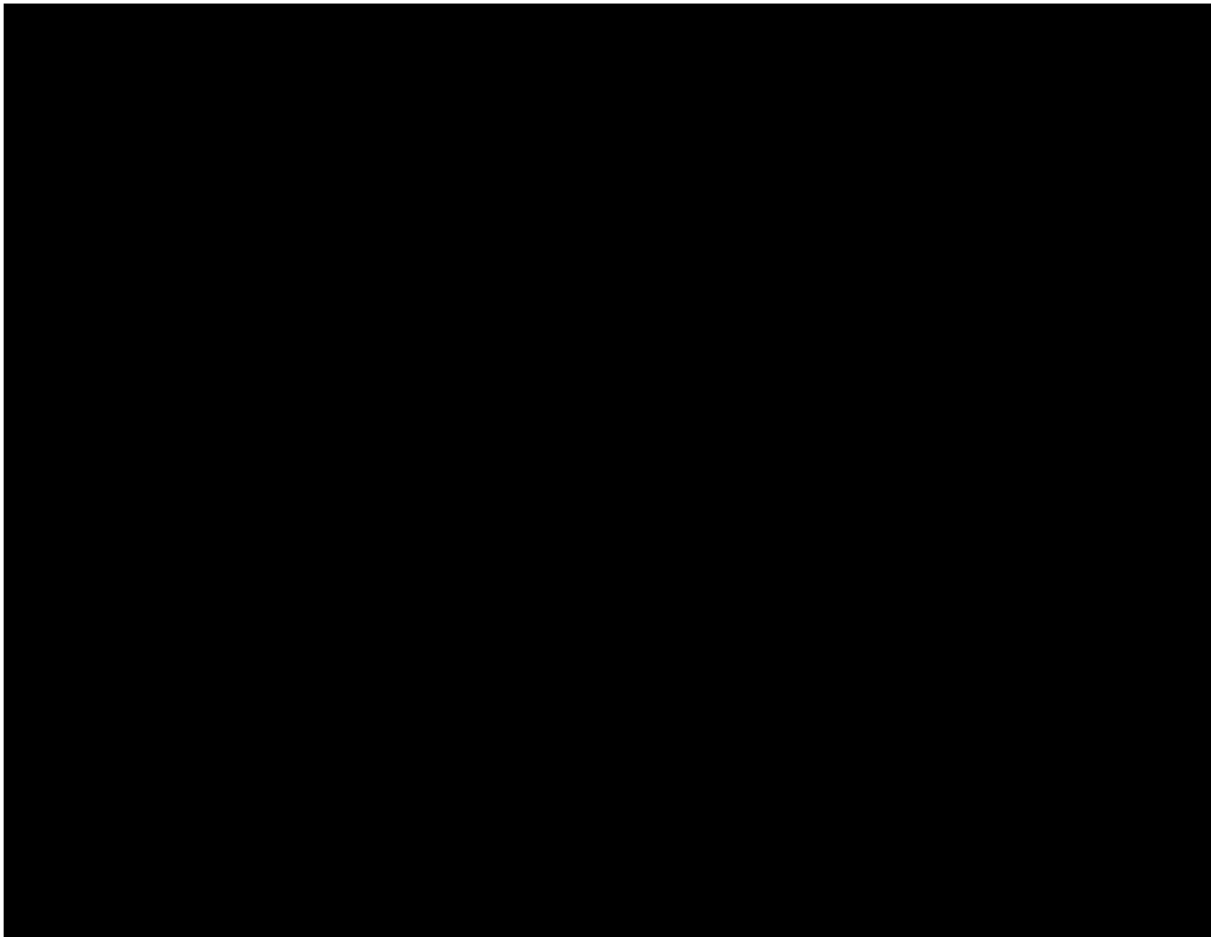
C- Rationale

Torbay Local Authority data demonstrates the clear need for a new school in these areas (see

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

section E1 for further details). The LA position statement of Summer 2016 (See Annex 3) shows the need for an additional 141 places across Torquay and Paignton by 2019/20, if a 10% surplus is to be achieved. This figure is based on projected birth rates, the future housing developments (see annex 3) and the opening of the new South Devon Highway which now links Torbay very much more quickly to large towns/cities such as Newton Abbot and Exeter. The proximity of Paignton and Torquay mean that schools in one town will attract pupils from both, so the development of [REDACTED] Windmill Hill School [REDACTED] will provide 3 of the almost 5 new forms of entry required by 2019.

The geography of Paignton is one of the key drivers behind the decision to split the 3 forms of entry needed into 2 schools. The two areas identified for schools are over 3 miles apart and are separated by at least 4 very major roads, including the Torbay ring-road and the main gateway road into Torbay from the South and West – see below:



Windmill Hill School will largely serve a new development of 500+ new houses over the next 5-10 years (see Annex 3), with a pupil yield of 0.39 per house in the Collaton St Mary area of Paignton. The existing school in Collaton St Mary is unsuitable for expansion to 3 forms of entry, because of flood issues, so a 2 form entry school will be needed in this area (as identified in the Stride Treglown Collaton St Mary Masterplan).

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

<http://www.torbay.gov.uk/DemocraticServices/documents/s28180/Collaton%20St%20Mary%20Masterplan%20Supplementary%20Planning%20Document%20App2.pdf>

In addition, the existing local school is a C of E school, so opening a non-faith school will add diversity and choice for the community.

[REDACTED]

The English Indices of Deprivation 2015 measures levels of deprivation and Torbay is the 46th most deprived council area in the country. [REDACTED]

[REDACTED]

Windmill Hill Primary School will draw the very large majority of its pupils from Blatchcombe ward, which, although less deprived than above, still has areas of significant deprivation.

Performance of schools close to [REDACTED] Windmill Hill [REDACTED] is mixed (see Section E for full details). Existing schools closest to the new schools have generally performed reasonably well over the last 3 years (although Sacred Heart performed less well in 2015). However, Kings Ash is a 3 form entry primary school situated approximately half-way between [REDACTED] and Windmill Hill School [REDACTED] and within the possible catchment area of either/both. This school, graded 'requires improvement', has consistently performed well below national and LA figures and is thus impacting on outcomes for 3 forms of children annually – the same number as will be served by Windmill Hill [REDACTED]

Pupil characteristics are likely to be similar at [REDACTED] Windmill Hill [REDACTED] to those at Eden Park (and Cockington) - see section D1 for details. Eden Park has demonstrated significant successes in working with such pupils and, as lead school, this successful provision will be replicated in the two new schools. The local authority fully supports Coast Academies to be the successful bidder to open [REDACTED] Windmill Hill School [REDACTED] and is confident that, by replicating practice from Eden Park, the needs of the children from the two communities will be fully met, and outcomes will be good. (see Section D and the letter in Section E for full details).

D – Vision and Ethos

Both schools will have high expectations of all children and staff and, as in Eden Park, whose practice will be replicated in these two schools, will ensure that children make above average

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

progress from their starting points, with no child being left behind or allowed to fail. To achieve aspirational outcomes the schools, staff, and partners will adopt an unrelenting belief in the ability of every child to achieve highly, and will instil this belief in pupils and their parents. We will be innovative and open to change, with pupils, parents and staff looking at every possible way of improving learning and performance of children; evaluating them and ensuring that the most effective and productive practices will be adopted and adapted in Windmill Hill [REDACTED]

[REDACTED] In this respect, we can draw on the resources and staff of the three successful schools which are already part of Coast Academies to inform our practices such as:

- Continuously high quality teaching, pastoral care and extra-curricular provision forms the basis of an excellent all round education for all pupils, regardless of background
- Achieving excellence together through genuine and meaningful collaboration for staff and pupils supported by our developing cross trust Strategic Education Team
- Cross school challenge and support, including moderation, peer to peer school reviews and standards and progress meetings
- High quality joint professional development, involving staff at all levels with a strong ethos of coaching underpinning all work
- Sharing of key staff, resources and intellectual capital to ensure success for the maximum number of pupils
- The school as a place of wonder, in which a passion for lifelong learning is ignited and nurtured
- Rigorous and robust analysis of the performance of all schools and areas of schools, which underpins all of the above

In addition, we plan to use academy freedoms to improve attendance by supporting families who are predominantly employed in the tourist industry with practical solutions to term time holiday requests. Details in Section D2.

The children will learn through a curriculum that has a relentless focus on strong progress and attainment and progress for all in Reading, Writing, Maths and Science and which is highly relevant to them in their location on the coast and as part of the Torbay UNESCO Geopark, with the rich resources associated to the area. Further details are below and in Section D1.

The curriculum will link closely to the local area making use of the coastline, the geology, the sea and inland landscape and with associated industries and research. We want the children of [REDACTED] Windmill Hill Primary School [REDACTED] to be inspired by their local area and aim to use the inspiration of the coast to develop a broad and balanced but highly relevant curriculum.

We will draw on our established areas of expertise such as Forest and [REDACTED] (with Windmill Hill taking the lead on Forest school activities, and [REDACTED]).

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

These approaches have been used with success – particularly for our most vulnerable pupils – at Eden Park and other Trust schools, and existing lead practitioners will support the embedding of this work in the new schools. We will involve the local business, educational and scientific communities to help us raise aspirations and captivate children’s imagination and curiosity about the world around them and the opportunities for them within it. We are imagining schools where every child will have the opportunity to sail, kayak, swim, or dive. A school where children can gain relevant qualifications such as RYA Powerboat Level 1, RLSS Rookie Lifeguard or PADI Junior Open Water Divers and where their understanding of the sea, countryside and local geography will be enhanced through working with local businesses and organisations, such as boat manufacturers, farms and the local fishing and tourism industries. The schools will also make use of local history, art and culture. Further details of this, including organisations with whom we intend to work in partnership, are included in Section D.

In addition, and critically for children living in this socio-economic background, we will build in a programme of financial education for all children from Reception to Year 6, based on work undertaken recently at Cockington Primary School (a PFE Centre of Excellence for Financial Education), and now being rolled out across the trust.

We believe that when combined with a high standard of academic ability these skills and interests forged at ██████████ Windmill Hill Primary School ██████ will act as a catalyst for careers, ambitions and success.

Finally, the pastoral care in Coast Academies' current schools is recognised as being of high quality by OFSTED, parents and other professionals. This commitment to the well-being of each and every child will be replicated in ██████████ Windmill Hill ██████████. Strong care of and dedication to the needs of all pupils, especially the most vulnerable, will be a key and essential aspect of all staff, at every level. A high profile will be given to this depth of care, to ensure that each child's needs, however complex, are identified and met; this profile will come from leaders at all levels within the school and the Trust and by the appointment of staff with specific skills in this area. This approach will be underpinned by robust and rigorous policies and practice, which ensure that children's safety is of paramount importance both within and outside the school.

Section D – education plan: part 1

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

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

████████████████████

| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------------|------|------|------|------|------|------|------|
| ██████████ ██████████ | ██ | ██ | ██ | ██ | ██ | ██ | ██ |
| ██████████ ██████████ | ██ | ██ | ██ | ██ | ██ | ██ | ██ |
| ██████████ | ██ | ██ | ██ | ██ | ██ | ██ | ██ |
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| ██████████ | ██ | ██ | ██ | ██ | ██ | ██ | ██ |

Windmill Hill Primary

| | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 |
|-------------------------|------|------|------|------|------|------|------|
| N1 (FTE) 2 Year olds | 32 | 32 | 32 | 32 | 32 | 32 | 32 |
| N2 (FTE) 3 year olds | 52 | 52 | 52 | 52 | 52 | 52 | 52 |
| R | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 1 | | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 2 | | | 60 | 60 | 60 | 60 | 60 |
| Year 3 | | | | 60 | 60 | 60 | 60 |
| Year 4 | | | | | 60 | 60 | 60 |
| Year 5 | | | | | | 60 | 60 |
| Year 6 | | | | | | | 60 |
| Totals | 144 | 204 | 264 | 324 | 384 | 444 | 504 |

Section D – education plan: part 2

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

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

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

| Subject/other activity | Hours per week | Mandatory/ Voluntary | Comments |
|--|----------------|----------------------|-------------------------|
| Early Years for both schools will start at 9am and finish at 3.15. (Lunch break 1 hour) | | | |
| Communication and Language | N/A | M | Continuous and includes |

| | | | |
|--|-----|---|---|
| | | | snack times, other social situations and part of all topic based learning. |
| Phonics | 3 | M | Taught discretely but linked to topic based learning and child led play. |
| Physical Development | 3 | M | Often as part of child led play but taught discretely with support from PE specialist. |
| PSED | N/A | M | Continuous as part of child led play, topic activities and includes snack time. |
| Literacy | 4 | M | Includes reading and writing and in addition may also be part of child led play and topic based learning. |
| Maths | 2.5 | M | Taught discretely but linked to topic based learning and child led play. |
| Understanding the World | N/A | M | Taught through topic based learning and child led play. |
| RE | N/A | M | Taught through topic based learning and child led play. |
| Art and Design | N/A | M | Taught through topic based learning and child led play. |
| Topic based learning (includes all subjects above plus RE) | 8 | M | Includes weekly access to either forest school [REDACTED] |
| Singing and music | 1 | M | |
| Enrichments and clubs | 2 | V | Either before/after school or at lunchtime. |
| KS1 for both schools will start at 9am and finish at 3.20pm. (Lunch break 45 min) | | | |
| Reading | 2 | M | |
| Writing | 1.5 | M | Includes handwriting and in addition is included in almost |

| | | | |
|---|-----|---|--|
| | | | all Learning Experience work. |
| Maths | 5 | M | |
| Phonics | 3 | M | Read Write Inc. |
| Physical Education | 2 | M | |
| Music | 0.5 | M | Weekly singing plus blocks of whole class instrument tuition. |
| PSHE/SEAL/Values | 0.5 | M | Weekly PSHE sessions, taught using SEAL materials at its core including British values. Also taught in assembly and [REDACTED]/Forest School and Learning Experience. |
| RE | 0.5 | M | Including in Learning Experience work but taught discretely when not part of project. |
| MFL (French) | 0.5 | M | Taught as part of singing and daily organisation. |
| Learning Experience includes: RE/Humanities/Art/Drama/Forest or [REDACTED] School/Science/writing /Drama/Values/PSE | 7 | M | Focused project based learning leading to high quality outcome. Includes a driver subject and supporting subjects. |
| Science includes Forest or [REDACTED] School and Values | 1.5 | M | Taught as part of project work when relevant or discretely at other times. |
| Clubs and Enrichments | 2 | V | Either before/after school or at lunchtime. |
| KS2 for both schools will start at 9am and finish at 3.30pm. (Lunch break 45 min) | | | |
| Reading | 2 | M | |
| Writing | 1 | M | Includes handwriting and in addition is included in almost all Learning Experience work as a driver subject. In this way writing receives a very good proportion of curriculum |

| | | | |
|---|-----|-----|---|
| | | | time. |
| Maths | 5 | M | |
| Spelling, Punctuation and Grammar | 2.5 | M | Also taught as part of the Learning Experience work. |
| Science includes Forest or █████ School/Values/PSE | 3 | M | Included in Learning Experiences but taught discretely at other times. |
| Physical Education | 2 | M | |
| Music | 0.5 | M | Weekly singing plus blocks of whole class tuition. |
| PSHE/SEAL/Values | 0.5 | M | Weekly PSHE sessions, taught using SEAL materials at its core includes British values. Also taught in assembly and █████/Forest School and Learning Experience. |
| RE | 0.5 | M | Including in Learning Experience work but taught discretely when not part of project. |
| MFL (French) | 1 | M | Also taught as part of singing and daily organisation. |
| Learning Experience includes: Art/Humanities/RE/Forest █████ school/Science/Writing/Drama /Values | 7 | M | Focused project based learning leading to high quality outcome. Includes a driver subject and supporting subjects. |
| Clubs and Enrichments | 2 | V/M | Either before/after school or at lunchtime. |

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

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

The curriculum that will be developed at [REDACTED] and Windmill Hill Primary will be underpinned by a set of core values that develop children as learners and as caring and tolerant members of society. Attributes such as determination, perseverance and cooperation will be taught alongside social and emotional awareness. Our use of the outdoor environment will support the development of these attributes whether on the [REDACTED] or in the forest at Windmill Hill. In these settings we know that children will continually come across opportunities to develop their learning skills and personal qualities. Above all we plan that children will believe they can achieve and we know we can provide them with the resources, inspiring locations and characteristics to do this.

The school will follow the core areas of the National Curriculum but will adapt where appropriate to meet the specific needs of the children and to make learning highly relevant to the area in which they live. There will be a relentless focus on the core subjects of reading, writing, maths and science, since without confidence in these areas children will not be able to have high aspirations. Success in these areas is non-negotiable for staff, parents and children. We see our use of the [REDACTED] woodland areas as crucial to this focus on the core subjects. When the writing or maths you are learning is used for a real purpose you “get it”.

Nursery and Foundation Stage

We know that many children will start school significantly disadvantaged and therefore we will encourage an early start at our planned nursery provision which will cater for children from the age of 2. We will implement a curriculum rooted in playbased learning supported by rigorous teaching and inspirational activities and surroundings. There will be a significant focus on communication, speech and language since we know that children will often lack these skills on entry. We plan that all nursery staff will have basic speech and language training. At Eden Park most children who attend the 2-year-old nursery provision go on to achieve GLD compared to only 35% of those who do not.

| | All | PP | Non-PP |
|--|-------------|-----------|-------------|
| Tadpoles (The Eden Park 2 year nursery) | 74% (23/31) | 80% (4/5) | 73% (19/26) |
| Non-tadpoles (Children who did not attend the Eden Park nursery) | 35% (9/26) | 13% (1/8) | 44% (8/18) |

Our Early Years curriculum will be enhanced through the use of Read Write Inc which has now been in place for 3 years at Eden Park. Phonics scores at year 1 have risen

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

steadily during this time and the percentage passing this year was 88%. As children move through into reception we will further enhance their English development through the use of the Talk for Writing approach based on the work of Pie Corbett and will link this with our practical first-hand experiential learning on the [REDACTED] in woodland. The focus on Speech and Language support will also continue with all teaching assistants expected to have basic training and a specialist Speech Therapist on the staff from the day of opening.

KS1 and 2

The focus on the basic skills linked to the core subjects will be relentless as children move through the schools. They will continue with the Read Write Inc approach until they “graduate” whilst at the same time acquiring the writing skills they will need to be able to write effectively to meet the demanding approach to the curriculum described below. The Talk for Writing approach will be closely linked to this work and we have seen huge successes with this in our existing schools as shown by historical data. (See CV section for full history). We will adapt this for our new schools by linking writing genres to learning and projects based around the features of the [REDACTED] and the farming and woodland areas of Windmill Hill.

Our approach to maths will be based around a mastery approach which has at its core the expectation that **all** children will succeed given high quality teaching linked with the use of appropriate concrete resources and visual images. Those children struggling to understand will be supported quickly through the use of precise assessment and those who are excelling will be further challenged with work exploring the same concept but to even greater depth. The children’s work in maths will develop their ability to reason following lines of enquiry, justify a hypothesis and use mathematical language to develop an argument.

The KS1 and 2 curriculums will be highly engaging and motivating and we plan to replicate but adapt our unique “Learning Experience” curriculum model. We will plan short, purposeful units of learning that will last between 3 and 5 weeks and involve all classes in a year group or phase. They will begin with a hook which will present the children with a real and time-pressured deadline. This will often involve the local community and parents. [REDACTED]

[REDACTED]

The children will share their work at regular outcome events which will often be in a public forum and have greatly increased parental involvement. We usually find that nearly all parents attend with events taking place every half term. Examples of outcome events planned in the communities of the new schools are:

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

- Presenting scientific findings based on sea life surveys at Living Coasts (coastal zoo).
- Children acting as tour guides for their parents (and the public). This might be part of a history project linked to tourism with the children conducting tours on Paignton Pier or a local farm near to Windmill Hill.
- Sharing Agatha Christie-style novels written by the children [REDACTED] [REDACTED] or on the river boat that tours the River Dart (Windmill Hill).

This curriculum approach is used through KS1 and 2 and will be replicated in the new schools but with even stronger links to the [REDACTED] and to the forests and farming communities close to the proposed Windmill Hill Primary site. It is very different to the traditional primary school “topic” approach due to its tight focus, real purpose and the rigorous teaching of skills.

[REDACTED] Forest Outdoor Classrooms

As described, many of the curriculum learning experiences will link directly to the coastal or rural communities that will surround the sites of the two schools. We would also expect children to be safely taught a range of skills and the use of tools as part of this work for example: fire craft, wilderness skills, shelter building, [REDACTED] [REDACTED]. These experiences and skills will form the content for the curriculum approach outlined above with a hook or challenge, rigorous teaching and a purposeful outcome. This work will be developed with a local provider – Young Spirit.

We intend that there will be the opportunity for **all** children to develop these interests and skills further and to do so safely. We plan to offer national governing body entry level qualifications and/or membership suited to children’s personal interests.

Examples that we have planned are:

- Membership of The Marine Biological Association which offers a Young Marine Biologist category (YMB). This will support children’s interests further with free access to The National Marine Aquarium at Plymouth, a monthly magazine and access to an online learning zone with opportunities to take part in scientific sea life surveys.

- [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

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

Physical Education

PE will be an important and valued part of the curriculum for pupils at both schools. Curriculum time is planned to ensure that children will experience and learn a wide variety of sports and physical activities. The same Learning Experience model will be applied and children will take part in regular outcome events that will provide purpose, motivation and opportunities for parents to be involved. For example, a 4 week block of work on tag rugby will end with a tag rugby festival which will involve the whole school

Competitive situations will naturally be part of these “in school” events and pupils will be encouraged to participate in wider competitions as part of school teams competing across the trust and more widely. The new schools will be part of the competition to win the sought after “Coast Cup”! We also plan to employ a PE apprentice in both the schools to support staff with specific expertise and to assist with keeping the profile of the PE high. The apprentice will also be expected to contribute significantly to the programme of clubs and enrichments linked to sport. While it continues, the Sports Premium funding will be used to partly fund this role.

As described in our vision, additional adventure opportunities will also be provided for all children. These will fit into the curriculum as part of the 6 session enrichment programmes outlined below and/or as part of 2 blocked adventure activity days during July which will involve the whole school. Residential visits will also provide a range of adventure experiences. What will make our two new schools unique however is the encouragement for all children to extend these interests with the schools supporting membership and qualifications of national governing bodies as described above.

Adventure sport examples we have planned are:

- RYA Sailing Stage 1 of the Youth Scheme which includes a basic understanding of how to sail with experience of steering and handling the boat. This two-day course will be completed on the blocked activity days. It will take place at Paignton sailing club at Stoke Gabriel Boating Organisation (SGBA). The use of boats and facilities has been agreed cost free.
- RYA Level 1 “Start Power Boating” which includes preparation of boat and crew, boat handling, picking up and securing to a mooring buoy, leaving and coming alongside, being towed and driving under supervision. This will also take place at SGBA (cost free other than fuel and instruction).
- Junior Scuba Diver (PADI). Children will need to be 8 years old and be strong swimmers. They will learn the basics of scuba diving in the outdoor heated pool at our Preston site. We have arranged this with Nautique Dive in Paignton who are committed to community links and the engagement of youngsters with diving. This course will be delivered through the PADI “Bubblemaker” programme. Those children with a particular interest will be encourage to take

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

the next step and complete the Junior Open Water Diver course.

- Rock climbing with membership of the NICASS (National Indoor Climbing Award Scheme). This will take place at Dartrock for Windmill Hill Primary and at Parkfield for [REDACTED] It will be linked to the enrichment programme. We would expect children to achieve level 1 during a 6 session programme.
- Kayaking Paddlepower. Children will gain the Paddlepower Start award after their first session and can then go on to complete their Paddlepower Passport over subsequent sessions. These sessions will take place at Ibex Canoe Club in Brixham who provide their facilities virtually free.

We expect the cost of these activities to be met through a number of funding streams including parental voluntary contributions, Pupil Premium funding, local sponsorship, Sport England and school fundraising. Some of the organisations mentioned above have an obligation to involve young people in their sports and have been extremely helpful and encouraging with our plans.

Enrichments

We are convinced that a busy programme of extracurricular activities can add positively to the atmosphere of any school and we know that when pupils find a talent it can help enormously in raising self-confidence.

We will ensure that disadvantaged children benefit from these opportunities meeting the costs for drum lessons or weekly football training. We will expect both schools to run a comprehensive programme of clubs and to further incentivise children by utilising the “Children’s University” scheme which allows children to graduate at a university setting when they have completed a set number of extra learning hours both in and out of school. These clubs will be run on a voluntary basis by teachers and TAs although some may use outside expertise.

We will also introduce an enrichment programme. These sessions will take place in school hours and will form part of our strategy for raising aspirations, self-confidence and positive attitudes to learning. Small groups of around 12 children will be allocated to a 6 week course that will take place one afternoon per week. Courses will use local volunteers supported by either teachers or TAs depending on the subject area and focus on a skill or experience that extends beyond the usual curriculum. We will tailor courses specifically to the local communities and resources of the schools.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] At Windmill Hill we will run a “Food, Fun and Farming” course that will link closely to the local farming community. Children will learn about farming techniques and will feed, water and care for animals

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

and crops practically, experiencing the life of farming for the duration of the course.

During the year all children in KS2 will be expected to participate in an enrichment but those from disadvantaged backgrounds may attend several depending on need. To facilitate much of the above, it will be essential for both schools to have a minibus. We will build the cost of leasing these (approximately ■■■ per year per bus) into our financial planning.

Financial Education

With low aspirations and social deprivation within the areas of the schools we plan to build Financial Education into the Learning Experiences and this will use real life contextual application across the whole curriculum, including Maths. It will equip children with the knowledge, skills and understanding to make informed choices about financial matters now, and as they move through life. The programme of work will be based on the PFE Centre of Excellence at Cockington School. We anticipate that this will represent significant learning if these pupils are to realise their aspirations.

Child Protection and Pastoral

We have highly effective systems in Eden Park and all Trust schools, and will replicate these in both the new schools. The key elements are strong leadership coupled with the involvement and up to date training of all staff. Our online system of recording incidents, concerns, meetings and disclosures will provide the confidence that we are using all the information we have appropriately.

In addition to the safety and welfare of our pupils we also know that if children are coming to school anxious, unhappy or with emotional needs then they will be unlikely to achieve their best. We must ensure that our disadvantaged pupils are fully supported and have the best home life possible. With this in mind we plan to extend our current trust level pastoral team with staff who will work in the two new schools. The team is currently made up of very experienced staff and we will recruit to build on this expertise but under the same successful leadership. Whilst the class teacher is usually the best person to deal with issues initially we have found that having staff on hand with counselling skills and time to sit, listen and work out solutions is invaluable. From year 4 of opening, a trained counsellor will be in place to support those children with mental health issues. Where needs are greater we will also ensure that both schools run an appropriate THRIVE or nurture programme. These sessions will take place in a specifically designed environment and will follow the latest approaches based on neuroscience and attachment research.

SEND

The two schools will benefit from being part of a wider team for special needs. Both schools will have a non-teaching SENDCo who will report directly to the Head of School but will be fully supported by the trust Pastoral and SEND team. Teachers will

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

be responsible for creating provision maps under the guidance of the SEND team who will meet with them regularly to offer further advice and to flag up resources. The SENDCo and wider trust team will be responsible for writing EHCPs. SEND team members will also attend the weekly Standards and Progress meetings described in Section D2. The letter from the local authority (in Section E) highlights the quality of work carried out by the current trust SEND and Pastoral team.

We have particular expertise within the trust due to the Autism provision situated at our Preston site. Since the involvement of Coast Academies this provision has been transformed and we have worked on a model similar to recognised outstanding practice. Children are now integrated whenever possible into mainstream with the necessary support. We have also developed an outreach programme which is used widely across the local authority. At [REDACTED] and Windmill Hill we will develop this expertise by training new staff to fully support children and families with Autism needs.

Finally, we plan to keep everyone “in the lift” leaving no child behind and having high expectations for all to reach age-expected standards. We will achieve this as outlined above, through teaching to the top and supporting those who need it, through use of carefully planned follow-up interventions and the use of precise day-to-day assessment.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Weekly Standards and Progress Meetings

We will ensure consistency of standards and the progress of every individual pupil at every phase in the school through a system of monitoring and improvement that is at the heart of the success of our current schools.

In each phase of the school, middle leaders will meet with staff on a *weekly* basis to discuss standards, progress and targets. They will look at pupil books and other evidence to ensure they are fully aware of each child’s successes and challenges. This weekly format is a key driver to their planning - it holds staff to account with pupil books

D2 – measuring pupil performance effectively and setting challenging targets

shared openly and shares good practice as teachers collectively take responsibility to agree the needs of the learners. It is, of course, also a fantastic way of developing less experienced staff. Senior leaders drop in to these meetings and look carefully at the minutes challenging and responding where appropriate. The *collective* approach to progress makes the allocation of resources such as teaching assistants much easier to implement effectively targeting need. Our strategic education team will be responsible for ensuring the consistency of this approach across the trust and in the new schools.

The effectiveness of this system cannot be overstated and we are absolutely certain that we are able to significantly raise the bar for all children by working in this way. We have found that this unrelenting shared focus on the progress and challenges of all children individually has been the best form of target setting we have experienced.

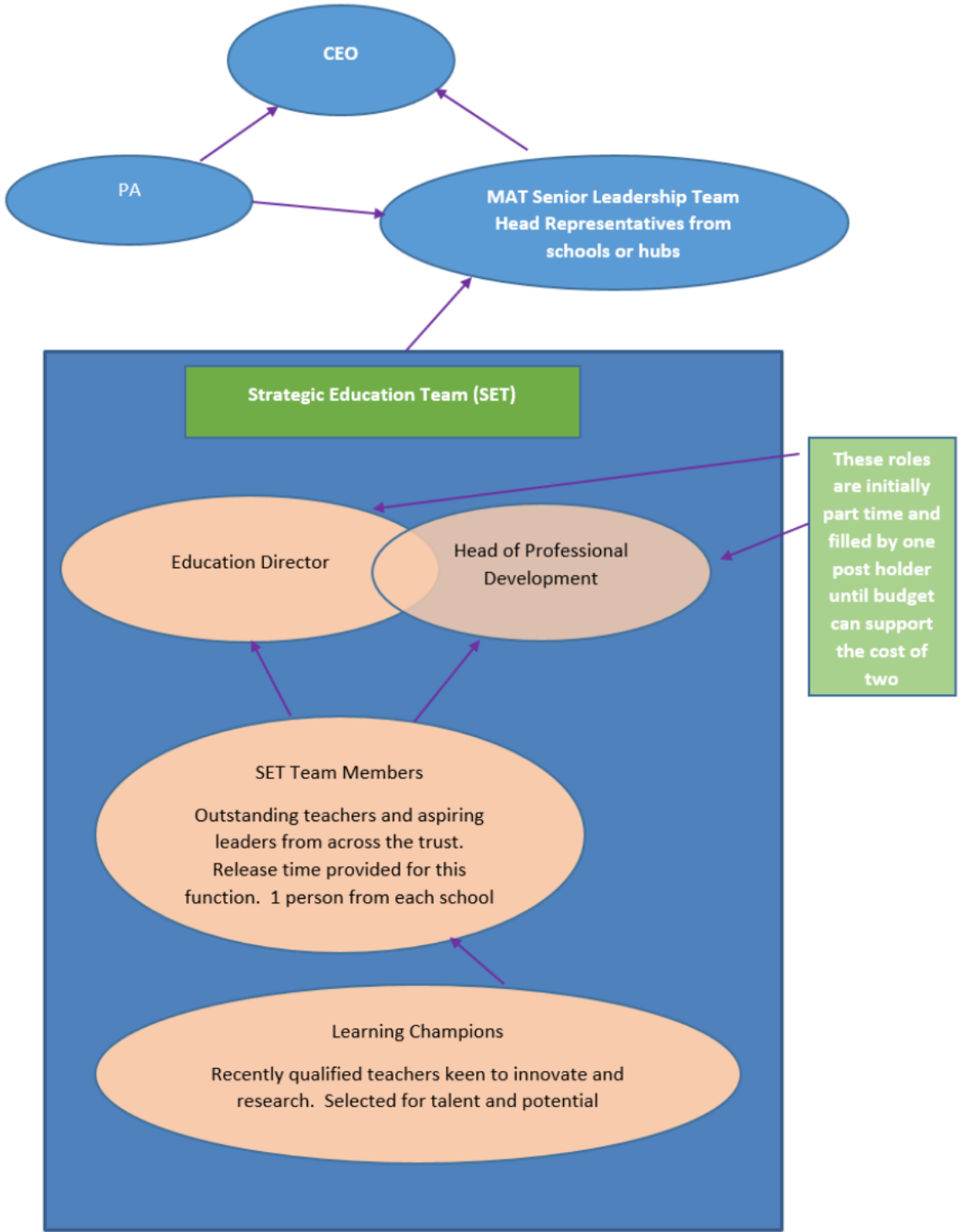
The new schools will also use an online tracking system, currently in use at Eden Park, that will focus on depth of understanding and not on a race through objectives.

Tracking judgements are linked to 4 levels of understanding within each objective. The system also provides comprehensive tracking of progress through the Early Years Foundation Stage curriculum and will also therefore be used by the nurseries. Although an 'off the shelf' product, the system is customisable and it is planned that this framework will be introduced to [REDACTED] and Windmill Hill where it will be adapted appropriately with an added focus on speech and language. It will be a valuable tool for demonstrating progress as there will not be any Key Stage results to use initially.

Whilst the focus of our assessment will be at individual pupil level we will also be utilising agreed summative tests at key points in the year. Without Key Stage results in the new schools these tests will be helpful in demonstrating progress and trends in the first few years. PiRA and PUMA tests (produced by Hodder Education) will be used consistently, in line with our existing schools, to assess end of year maths and reading attainment and progress. In writing, teachers in the new schools will join the existing cross-moderation hubs, who meet on a termly basis. This will allow us to make comparisons between schools and provide another tool with which to monitor school effectiveness. Years 2 and 6 will fall in line with existing practice across the trust, with additional testing periods in November and January using past SATs papers. Cross-school analysis will highlight actions needed to maximise attainment and progress.

Strategic Education Team

Central Education Structure



At

D2 – measuring pupil performance effectively and setting challenging targets

trust level we will have in place a Strategic Education Team (SET) formed from the most experienced and talented teachers in Coast Academies. This team will be led by an Educational Director and will be responsible for sharing good practice, ensuring standards and allocating trust resources should any school require support. The team will also be responsible for moderation between trust schools and the effectiveness of subject leadership. The team members will all be given weekly release time to fulfil their duties.

No school will be allowed to fail and the close monitoring, hands on approach of this team will ensure there are no surprises. The team will ensure consistent practice across the trust by reviewing and agreeing educational approaches and policy and through the involvement of key staff from each school. They will also take part in the Academy Council monitoring visits linked to pupil work which will provide opportunities to make comparisons between pupil books from all the schools. (Our Academy Council model is explained fully in Section F2).

Supported by Heads, the team will also carry out school to school peer reviews. These reviews will involve a range of leaders, including aspiring leaders, performing an annual in depth monitor of each trust school. They will look at assessment outcomes, pupil work, the learning environment and will conduct pupil interviews. The team will also look at termly data drops from across the trust and will make comparisons, look at the progress of groups and will flag up any significant data to the Head of School, Education Director and in turn the CEO.

The Education Director will also co-ordinate the deployment of trust SLEs (Specialist Leaders of Education) to maximise impact and to target areas of need, further supporting the work of the Strategic Education Team.

We expect the Education Director and SET to create a self-improving and reflective system through the use of coaching models and opportunities for professional dialogue for staff at all levels. Coaching models are used successfully in our current trust schools and we believe that extending the use of this reflective approach to our new schools will support consistency of standards.

As a way of involving our recently qualified staff we will create a role for “Learning Champions” who will be selected for their talent, potential and willingness to innovate research approaches and techniques. Champions will be selected within each school and will be given release time to meet with the Strategic Education Team to discuss and review their approaches. In both the new schools we would expect to be appointing more recently qualified teachers from the 2nd or 3rd year of opening and would ensure that these appointments would be of high enough calibre to take on the “Champion” role.

The work of this team will be supported through a comprehensive programme of structured professional development led by a trust CPD director. This role will further ensure the consistency of approach across the trust. Structured and accredited

D2 – measuring pupil performance effectively and setting challenging targets

programmes of development will be offered at all levels including a recently qualified teacher programme, middle and senior leader programmes as well as a full range of development for all our support staff.

Another key aspect of consistency will be the transfer of existing staff into the new schools. Our existing leaders, teachers and support staff will make the process of replicating good practice much easier since they will bring with them the skills and experience from working in successful schools. We highly value this approach and will strongly encourage staff to gain further experience by transferring to a new school in our trust.

Behaviour

Behaviour will follow the Coast Academies principles and will be closely linked to the model used at Eden Park. It will also link to underpinning values which will include respect, collaboration, empathy and tolerance. Behaviour, both positive and negative, will be tracked using an online system similar to the one used at Eden Park.

Our current central Pastoral Team will support both the new schools and will provide support and guidance to staff. Our expectations for behaviour are unashamedly high in all of our trust schools and this will be a clear expectation for all staff and pupils in the proposed schools. We will expect incidents of negative behaviour to be 10% less at both new schools than at Eden Park due to the immediate implementation of a successful system from the outset.

Attendance

Due to the challenging circumstances of many of the families that [REDACTED] and Windmill Hill Primary School will serve, we know that good attendance will need to be a clear expectation and be constantly high profile. We therefore plan to tackle attendance issues from the outset in both schools. We will do this by providing a targeted minibus pick up service, a walking bus service, a dedicated attendance officer, a family support worker (FSW), a breakfast club and home visits to ensure that attendance is at least as good as national. Where necessary fines will also be used to enforce attendance.

Regular meetings at senior level will take place to review latest statistics and this information will be recorded on a comprehensive online tracking system capable of providing in depth reports and analysis.

Attendance has been a challenge at Eden Park but a clearly improving picture is now emerging due to similar measures being implemented, as described above. Overall absence at Eden Park has now improved to 4%. A similar attendance drive this year at Cockington has moved overall absence from 5.7% to 4.5%. In the first year of opening we will target the overall absence figure in both schools to be below 3.8% and in the second year of opening will expect this to improve to below 3.2%. We expect to be able to reach these targets by replicating the systems that have been successful at

D2 – measuring pupil performance effectively and setting challenging targets

Eden Park and by setting the expectation from the outset with parents. We recognise however that it may take some months to fully establish the expectations and this is reflected in the improved target for year 2.

Many families in the areas in which the schools will be based are employed by the tourist industry. This means that parents are unable to take family holidays during peak holiday times and is likely to result in many requests for term time holidays. We plan to use academy freedoms to shorten the traditional summer holiday by a week and provide a longer Autumn half term break. This is not done in other trust schools but is done by the secondary academy that most pupils will go on to from the new schools. Families with older siblings should find that dates tie up and will therefore be able to take advantage of cheaper off peak holidays and will not need to take their children out of school during the school term. If successful we would like to explore this idea further with the support of our secondary partners and look for other innovative approaches to the holiday schedule.

Parental Involvement

We know that the involvement of parents is key to the success of our learners. At both schools we plan to actively involve parents as partners and provide them with any support and guidance needed to allow them to provide stable and encouraging family backgrounds. We expect that both schools will have some particularly hard-to-reach families and we will ensure that early support from the pastoral team will encourage greater involvement through individual, positive encounters.

As described, our curriculum model will involve parents regularly with outcome events linked to the children's projects. In our current schools we have found these events gain high levels of support. We expect that at the new schools it may be more difficult to involve some families and will adapt our outcome events to help parents feel positive about the schools and at ease. For example, holding an outcome in a neutral/familiar area such as a local café/restaurant, tourist attraction or place of work.

Where support is needed in the home we will ensure that both schools are able to provide qualified parent support workers with the experience to carry out home visits, advising on bedtime routines or behaviour strategies. We will also develop staff to be able to run accredited parenting courses such as 123 Magic or Triple P.

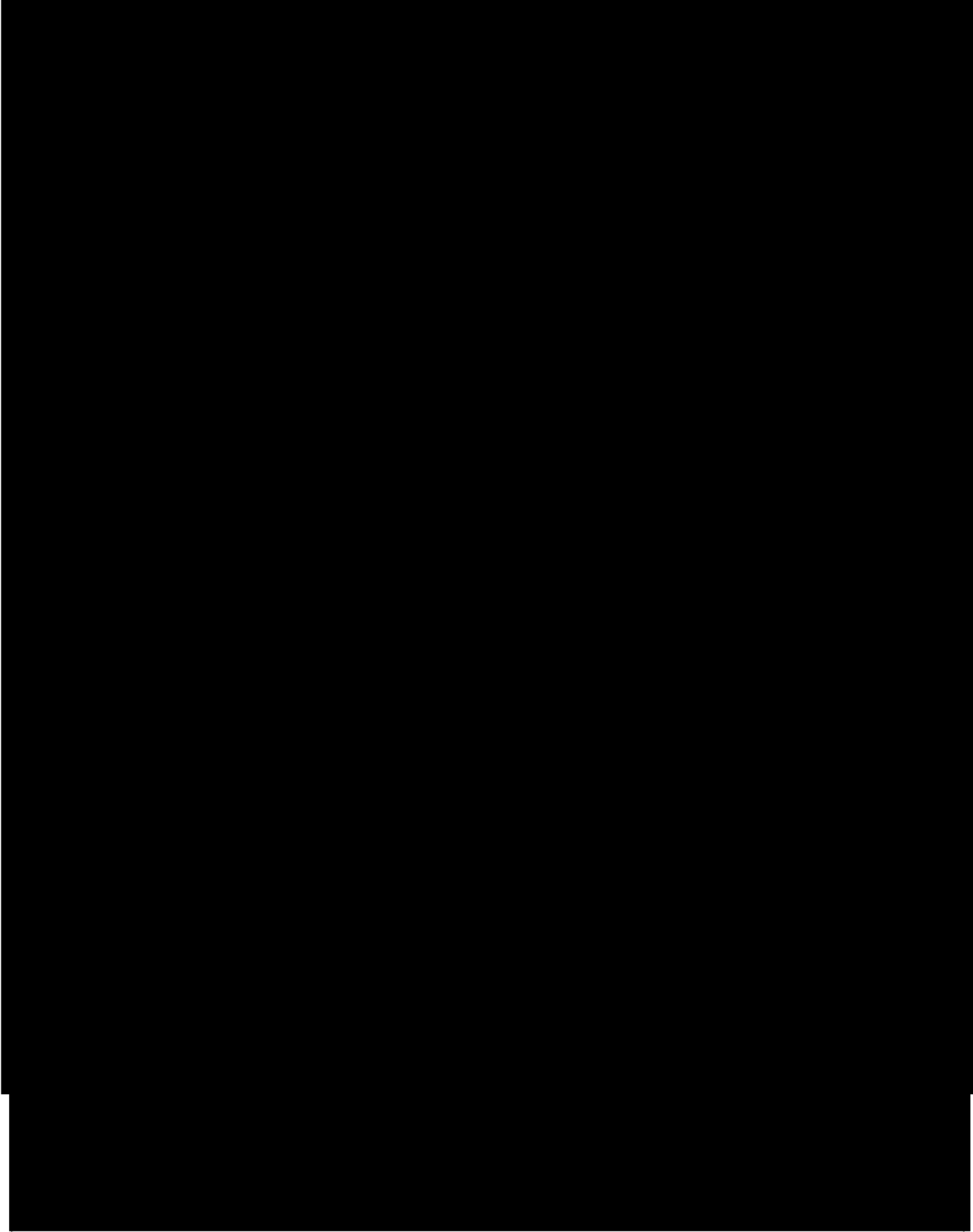
Good communication will also be key to the success of involving parents and we plan to adapt news updates and information to take advantage of current social media trends. We will specifically direct our information through media channels which we can confirm are used regularly by parents.

Our parent forum groups give parents a role in decision making. Details in Section F3.

We will further support parents by providing before and after school care with provision available from 8am to 6pm. This will be a free or reduced cost service to those pupils from disadvantaged backgrounds.

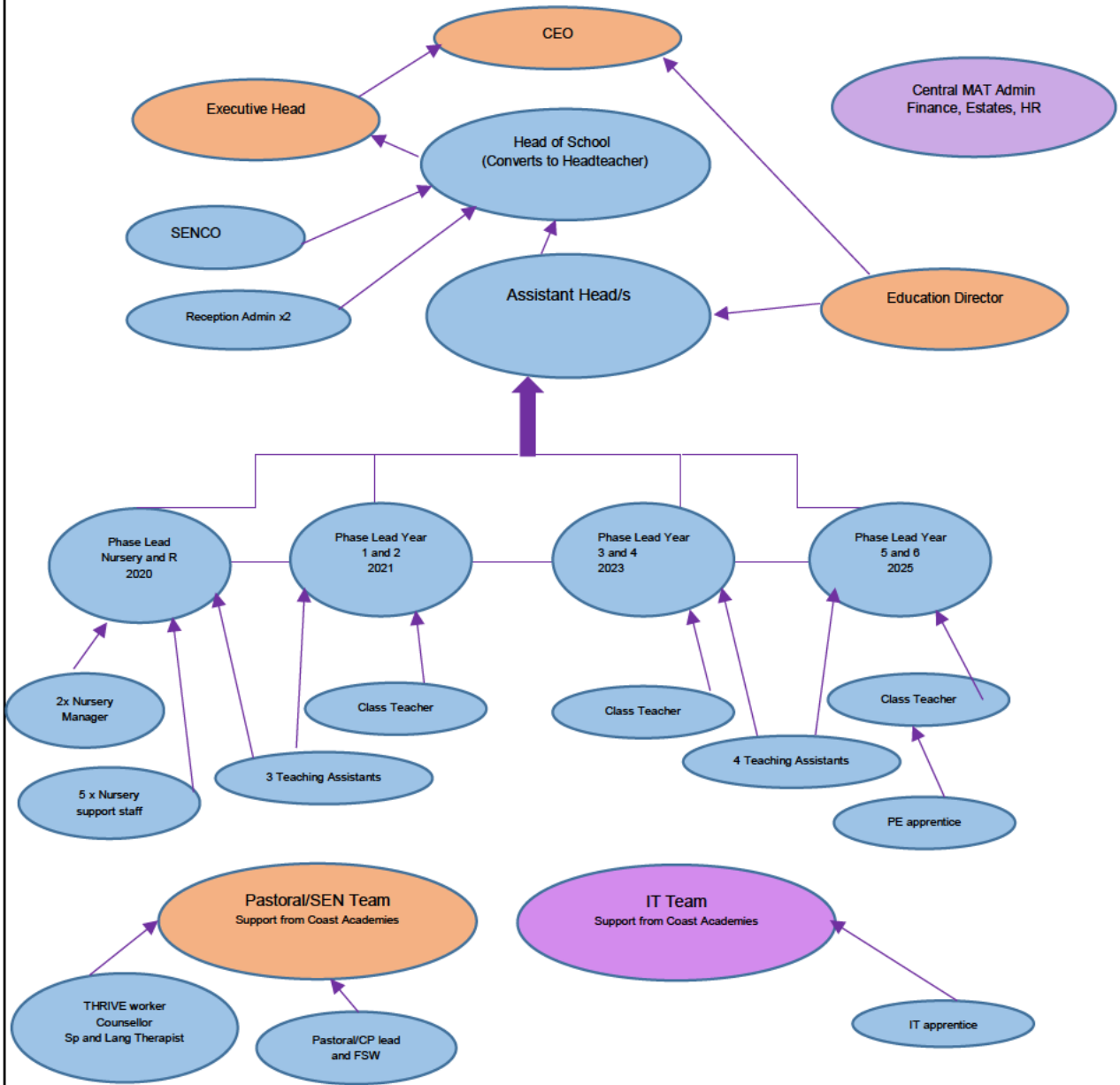
| | | | | | | | |
|------------|------------|------------|------------|------------|------------|------------|------------|
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | | | | | | | |

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



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

Staff Plan and Lines of Accountability Windmill Hill Primary



- Key**
- School Staff
 - Central Education Team
 - Central Support Function

Head of School

Our use of the Head of School role allows us to put in place an aspiring senior leader

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

from one of our existing MAT schools who will be fully supported by an Executive Head in the first few years of their role. This effectively splits the role of the Head allowing the Head of School to focus on teaching, learning and standards, with the Executive Head leading on finance, governance, staffing issues and premises. The experience and qualities needed to fulfil the Head of School position are nonetheless demanding and will be linked to a highly successful track record and a nationally recognised senior leadership qualification. We currently have several aspiring leaders with these qualities within the trust.

Within our organisation it is expected that Heads of School will progress to Headship or Executive Headship and in turn will be prepared to support future aspiring leaders. This is a key part of our succession planning and investment in future leaders. We therefore expect that the Head of School post in both schools will convert to a Headteacher role within 4 years of opening. Whilst not the driving factor there is, of course, also a financial benefit to this approach which will also provide another buffer should expected pupil numbers not be forthcoming.

The Executive Head

[Redacted text block]

[Redacted text block]

[Redacted] The Executive Head for Windmill Hill will be recruited prior to the pre-opening stage and will have responsibility for at least one other school in the trust.

Assistant Heads

Due to the likely needs of the cohorts coming into both schools, we plan that the Assistant Heads will be non-class based. They will support all aspects of school life and will also be hands on with teaching, supporting lessons and providing advice and encouragement for staff, pupils and their families. The Assistant Heads will also be responsible *in school* for the effectiveness of the standards and progress meetings highlighted in Section D2.

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

Teachers

In both schools we plan that at least the first two teachers will transfer from one of the trust's successful schools with a further Phase Leader to transfer in the second year of opening. This will be a key factor in the replication of successful practice. Across the trust we have between 40 and 50 teachers who are consistently teaching at a good or better standard and we are therefore confident that we will be able to make strong appointments. Most teachers (and all new teachers) hold Coast contracts which allow them to work across the trust.

Due to the plans to utilise the coast and countr side environments of the two schools we will expect teachers employed to gain either "Forest School" or [REDACTED] nationally recognised qualifications within their first year of employment. We will make use of [REDACTED] and currently have a member of staff at Eden Park who is qualified to train people to level 2 "Forest School".

Our SENDCos will be fully supported by the trust Pastoral and SEND team and will be non-class based teachers.

Teaching Assistants

Our teaching assistants will also be required to qualify for Forest and [REDACTED]. They will support class sessions as part of project work and those qualifying to level 3 will be responsible for running discrete sessions.

Our teaching assistants will also be employed on a contract that requires them to take part in supervising the lunch break. We use this system effectively at Eden Park and we know that the quality of relationships and behaviour management skills of teaching assistants contribute to calmer lunchtimes and a more settled and productive start to the afternoon. The only exception to this is the lunch supervisor we will appoint in both schools to provide extra care for the reception age children.

We also plan that all our teaching assistants will be trained to a basic level to deliver speech and language programmes. Most teaching assistants will be allocated to specific phases of the schools but some will be used more flexibly to support particular needs or interventions.

Nursery Staff

Our nurseries will replicate the nurseries at Eden Park. We plan to employ a Level 6 Nursery Manager to run our 3 and 4-year-old nursery which will require a staffing ratio of 1:13. We intend to be overstaffed by one staff member at all times to provide flexibility for cover of breaks and lunch.

Our 2-year-old nurseries will have a minimum of Level 3 and will be staffed to a ratio of 1:4. All staff other than the Manager will be on core/flexi contracts which will allow us to

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

reduce hours at any time. This is particularly significant for the 2-year-old nursery provision since in the summer term many of the children turn 3 years old and the ratio of staff needed halves.

We plan that the schools will have small admin teams who will be able to provide the support and important link to parents but in turn will have the support of the central MAT team. Both new schools will also benefit from the comprehensive SEND team that currently supports Eden Park and Preston including the Autistic provision at Preston Primary.

Support and Specialist Staff

Due to the high levels of social need we are predicting, both schools will need to have in place comprehensive pastoral support. Staff will be appointed to the new schools as part of the central Pastoral Team. Whilst they will work predominantly in their own school they will benefit from the experience, leadership and administrative support of the wider trust team. Our plans include a Family Support Worker, a Child Protection Lead, a THRIVE worker (nurture and emotional well-being) a trained counsellor to support mental health and additional pastoral support. An additional staff member for the SEND provision will be a Speech and Language Therapist.

The office teams will be relatively small in both schools due to the support and economies of the MAT central administration team. The central team will have an officer responsible for school budget planning, invoicing and ordering, pupil data services and personnel. This means that neither school will need to meet the cost of a business manager for example. This model will provide efficiencies, experience, economies of scale and cost savings should pupil numbers be lower than expected. A diagram showing this model is included below.

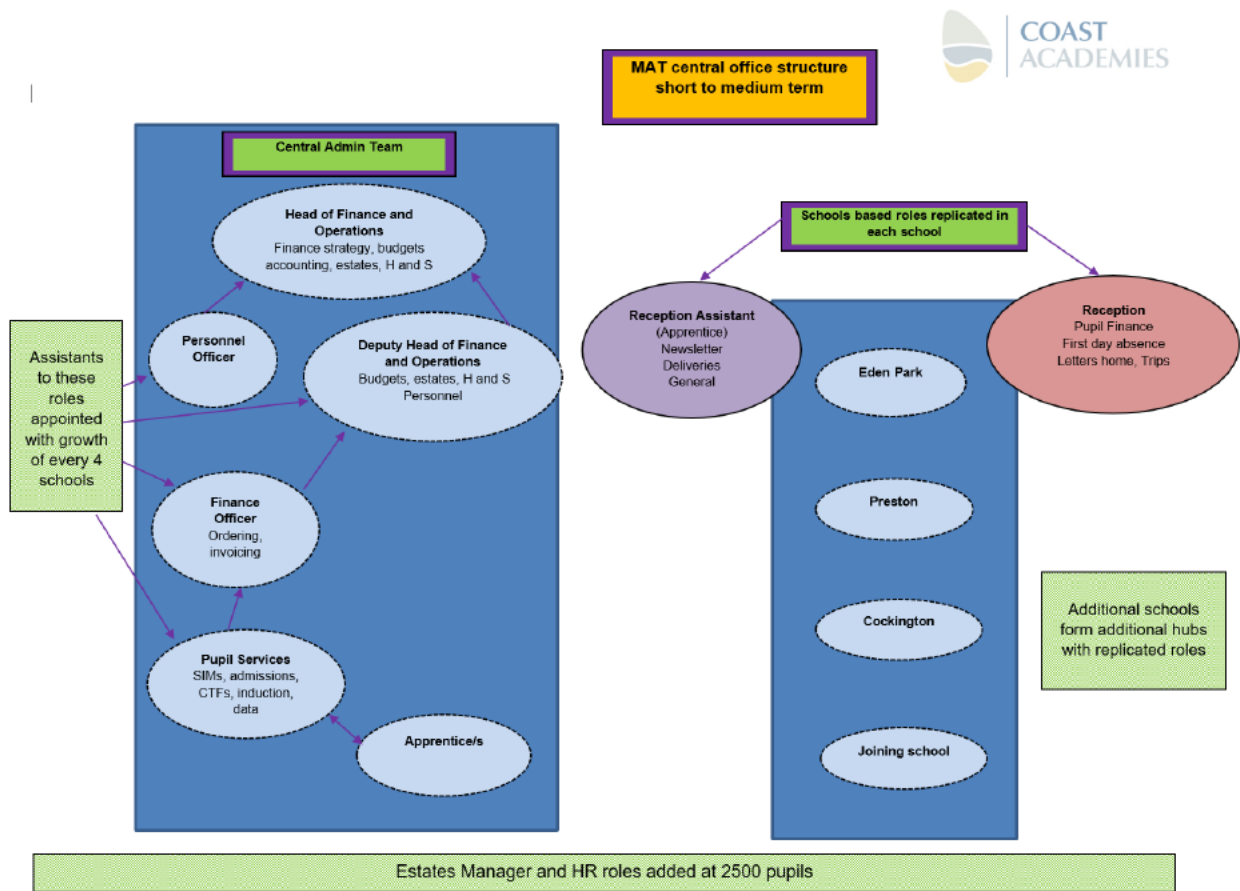
Recruitment

Our recruitment process for our senior roles will aim to ensure that candidates have the necessary skills, experience and passion to fulfil the demands that will be made of them. We will be asking them to set out their own detailed plans for making our vision a reality. We will fully evaluate their leadership skills, and will gauge their passion for education and their ability to communicate and share this. We will also ask them to evidence their track record of successful project management and to share their high expectations and how they will hold others to account within a “no excuses” culture.

The process to appoint the Executive Heads and Heads of School will be run in the [REDACTED] and the Summer Term 2019 (Windmill Hill Primary) so that the Head of School Designate and Executive Head can be in post 12 months prior to opening and take the lead role in the pre-opening stage for both schools (assuming a 2020 opening for Windmill Hill Primary. If, for any reason, our internal process is not successful in finding a suitable post holder, our planned time

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

scales will allow the process to be continued externally.



Contingency Plan

Due to the support of the wider trust there are a number of savings that could be made should pupil numbers not be forthcoming. We could delay the appointment of the Assistant Head role and instead ensure support for the Head of School via other senior leaders and the Executive Head. Similarly, the non-teaching SENDCo role could be picked up entirely by our central SEND and Pastoral team or could be a role linked to a teaching position in the school. We will plan for both schools to be contributing to the cost of central services but if numbers are low the services can actually be provided, cost free, for a period of time since the people carrying out many of these roles are

already in post. Further savings could be made by delaying the appointment of: IT support, interventions roles, pastoral support, PE support and THRIVE.

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

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

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Windmill Hill Primary School will replicate much of the excellent practice of Eden Park Primary, the lead school in our current trust, in order to ensure that the schools are welcoming to pupils with different faiths or world views, and that they address the needs of all pupils and parents.

A values-centred education for all

We will deliver education that works with values at its core, as we do in Eden Park. Each school will choose 4 core values. The values chosen for each school will be developed with the input of the new school community, which we believe will help to cement a positive start to relationships with families. The values will be presented in a format which is accessible to children, by turning each value into a character. At Eden Park, these characters are superheroes called Toby Teamwork, Roger Respect, Crystal Creativity and Isabelle Independence. However, each of the new schools will develop its own characters with input from the children. These characters will then have a key role in our values-centred education. This approach will create a strong learning environment that enhances academic attainment, but will also develop pupils' social and moral skills supporting them to become responsible, caring and tolerant individuals.

This values-centred approach will be a high priority for both schools and will have implicit and explicit elements, examples of which are detailed below:

- The explicit elements refer to the planned experiential activities that will enable the children to deepen their understanding of the core values and develop their personal skills and attitudes. These activities will include discrete PSHE lessons and weekly values assemblies which will be followed by class-based sessions, building on the subject from the assembly. In Eden Park, this was achieved by pupils having 'Superhero Training' in the post-assembly values activity, where they used knowledge gained about the focus value in the assembly to solve problems and develop their own values. In addition, our forest school sessions will have a dual focus linking pupil's curriculum focus – such as maths -

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

whilst explicitly teaching the skills of one of the core values.

- The implicit element refers to the way that we will expect both schools to continuously reinforce learning and behaviours through the everyday language and modelling of all adults. For example, lunchtime staff will have awards to give to children who demonstrate specific core values over the lunchtime period. This approach will provide social capacity to pupils, equipping them with skills, intelligences and attitudes to succeed at school and throughout their lives. In this environment, children will develop a secure sense of self. They will become more empowered to take responsibility for their own learning and become articulate and able to talk freely and confidently. We will ensure this is embedded school-wide by including it in the individual school improvement plans and having a values-specific action plan from the first year in each school, which the Head of School will lead.

Developing pupils' spiritual, moral, social and cultural understanding and skills

Development in SMSC will take place across all curriculum areas. Several subjects, including RE, PSHE, English, and the arts are particularly strong vehicles for successful SMSC learning. Our curriculum 'Learning Experiences' will provide the broad and balanced base of skills needed to develop in each of these areas. For example, a learning experience entitled 'Community Challenges' might give children an opportunity to discover challenges faced by different groups of the local, national and global communities and then challenge pupils to design ways to overcome these challenges.

Collective acts of worship will follow the guidance of the 1988 Education Reform Act which states that 'collective worship should be wholly or mainly of a Christian character'. Assemblies will address a wide variety of themes and topics, use diverse stimuli and provide pupils with the opportunity to explore their own beliefs and share common aims and values. Assemblies will be conducted in a manner that is sensitive to the individual faiths and beliefs of all members of the school. They will be followed by reflection time in class, which will give pupils the opportunity to explore their ideas and views at their own level.

Promoting fundamental British values

Fundamental British values will be discussed regularly as part of the weekly values assemblies and will also form an intrinsic part of school life, due to their close relationship with the schools' core values which, although not yet chosen, are likely to be broadly similar to Eden Park's core values outlined above. For example, if one of the school's core values is Respect, then it will give staff, children and their families a familiar vehicle and shared language with which to discuss the need for tolerance and the right for individual liberty.

From the social perspective, our values-centred education will promote effective learning and underpin the continuous improvement of personal, social and moral

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

wellbeing. In addition, the programme of financial education will develop an understanding of economic well-being. We believe this focus is an investment in individual capability and self-responsibility and its product, therefore, promises significant value to modern British society.

Both [REDACTED] and Windmill Hill Primary School will be expected to have pupil councils. These councils will be a practical demonstration of democracy in action, beginning with the election of councillors and continuing with pupil views being sought on school issues ranging from the choice of improvement projects, to the use of PTA funding and the development of the curriculum. A parent forum and regular parent survey will ensure that the views of the whole school community are considered within the School Improvement Plan.

A consistent and fair behaviour management policy will be developed in both schools by staff and the school council. In this way, pupils' understanding of the rule of law will be reinforced. It will recognise children who show the core and British values through praise and incentives, whilst also ensuring that clear and consistent consequences are in place to challenge children who disregard the values. Recording of any challenging behaviours through an established online programme will enable the teachers and pastoral team to identify children who need additional support with particular behaviour choices, allowing them to work alongside the child and their parents to build their skills. Members of the pastoral team will be trained in thrive and CBT strategies and will call on these and other approaches, according to need.

Building respect for people from different cultures or who have different world views

Although currently Torbay does not have a particularly diverse multi-cultural society, we consider it very important that the pupils at our schools become aware of the different lives, faiths and views of others in the world so that they will become knowledgeable, empathetic, and confident citizens, well-equipped to take their place as part of the world's diverse and constantly changing society. Some of the ways in which we will achieve this are outlined below:

- We will expect both schools to promote equality of opportunity and diversity for pupils, families and staff. The ethos, culture and policy of our schools will prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils will not tolerate prejudiced behaviour, and the existing Coast Academies anti-bullying policy will be adopted to ensure that any such incidents would be dealt with swiftly and successfully.
- Building on our values-centred ethos, the RE curriculum will ensure that children will learn about different cultures and world views. In both schools we will have children from a variety of different faith backgrounds and children who have no religious background at all. Great care will be taken in teaching RE to ensure that all children feel valued and that their integrity as human beings is

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

consistently upheld. We believe that RE is an important subject in children's learning and it will be taught as an inclusive activity addressing many issues relating to different races, gender issues and family beliefs.

- The schools will follow the Devon Sacre syllabus which ensures that pupils learn about diverse religions and world views, including Christianity and the other principal religions. It follows the legal requirement that all schools need to recognise the diversity of the UK and the importance of learning about its religions and world views, including those with a significant local presence. Within the catchment areas of the schools, the majority of children with religious backgrounds are likely to be from a range of Christian denominations, including Pentecostal, Methodist and the Plymouth Brethren, as all of these churches have local places of worship. There is also a local spiritualist church and, a little further afield in Torquay, there is a growing Islamic community and mosque which might form part of the schools' community in the future. RE at the schools will include visits to local places of worship, including looking at the similarities and differences between local Christian denominations, the Torbay Islamic centre and the Exeter synagogue and temple. The school will encourage members of these different faith communities to visit the school. Knowledge of, and respect for, other cultures will also drive some of the Learning Experiences each year. RE at the schools will never be judgemental between one faith and another, or indeed between faith and non-faith. The objective will not be to persuade children to adopt a particular point of view, but to enable them to arrive at informed views of their own that will be of great help to them in life.
- Extra-curricular clubs, enrichments and culture activity days will give children additional opportunities to study a specific culture in more depth, looking at aspects such as beliefs, festivals, art, sport and diet.

Attracting pupils from different communities

Our admissions policy will make it clear that we welcome all pupils from the locality without preference or prejudice. The values-centred approach builds positive and wide-ranging connections between teachers, students and parents from different communities. It supports pupil engagement in learning, improves parent engagement in their children's learning and allows teachers to develop new relationships with their pupils, each other and the parents and families in their school community. This is done through shared goals and practices and finding commonality whilst embracing differences, which leads to the development of mutual feelings of respect, trust and safety.

For pupils and their families who have particular needs as a result of their different beliefs or backgrounds, our staff will be well-equipped to support them on an individual or group basis. For example, children with English as an additional language will be assessed on entry and a programme set out for them by our SEND team, using trained

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

support staff. Parents who have little or no English will be offered the use of a translator at parents' evenings and other key meetings. Documents such as reports or provision maps will also be translated.

We will recognise that parents have the legal right to withdraw from all or part of RE and collective worship on the grounds of conscience. In our existing lead school, Eden Park, we have a significant number of Jehovah's Witnesses who attend the school. We anticipate that similar numbers might form part of the new schools' communities, as there is a thriving Jehovah's Witness community in Paignton. At Eden Park, we have worked alongside the parents to ensure that the education provided for them falls within their faith's guidelines, whilst taking steps to make sure that the children always feel included and that Christians are still given the opportunity to worship with their friends. An example of this is the performance schedule at the end of the autumn term: Children take part in a secular 'winter show' with all children involved in some way. In addition to this, a Christian carol concert and nativity is held at the local church with pupils and parents, while a secular family gathering takes place in the school for any children withdrawn from collective worship. We will ensure that, through flexibility and by listening to the needs of our families, all cultures can be catered for in the two new schools.

Prioritising our pupils' safety

We will ensure that all of our staff are updated and trained in line with the best practice such as 'Keeping Children Safe in Education'. Each September, part of the new school year training will be reviewing and updating safeguarding procedures. All staff, parents, children and visitors to the school will be informed of procedures to follow if they have a safeguarding concern. Existing Coast Academies' policies for Safeguarding and Anti-extremism, alongside other policies relating to the safety of the pupils and staff, will be adopted by the new schools.

Wellbeing and keeping safe will have a firm place in the curriculum. This will include a SRE programme of work detailed in a clear policy and shared with parents. A school-wide scheme for e-safety will teach children how to keep themselves safe in today's society. The extensive PSHE programme will also include work on staying safe in the community and anti-bullying strategies and procedures.

Under the guidance of the pastoral team, all staff members will be made aware of the prevent duty and trained to identify children who may be at risk for radicalisation. In Torbay, some concerns for extremism are linked to the far-right and animal rights extremists and so these will be discussed alongside other threats. All staff will be made aware of the importance of identifying pupils who could be at risk and understand when it is appropriate to make a referral to the Channel programme. They will be supported in this process by the Designated Safeguarding Lead (Head of School).

Coast Academies is committed to working effectively with partner agencies and external professionals to support and protect children comprehensively, as recognised

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

in the LA's letter of support in Section E. The invaluable experience, links and reputation of our current pastoral team will be used in the establishment of the new schools and existing leaders will work alongside new members of staff to share best practice.

Section E – evidence of need

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

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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Coast Academies is putting forward a two stage bid within this application following consultation with local authority capital planning and the RSC office. [REDACTED]

[REDACTED]

The local authority predicts a further shortfall for places for 2020 but in an area over three miles away and separated by a major road and hills. These additional places will be the result of a major housing development incorporating 500 new homes in its first phase. This new development will require a local school within walking distance of the majority of the new housing. Due to local geography, it does not seem reasonable to propose that the short term 2018 need for places and the new housing requirement could be combined into one larger school. The Local Authority Position Statement (Annex 3) specifically recommends a two form entry school in the Collaton area of Torbay opening in 2020.

E1 – provide valid evidence that there is a need for this school in the area**Standards within the area (2015 data)**

| School | Latest OFSTED Grade | level 4+ RWM (Combined) 2013/14/15 |
|------------------|---------------------------|------------------------------------|
| Oldway | Outstanding (predecessor) | 84/92/89 |
| Eden Park | Good | 80/80/85 |
| Cockington | Good | 94/81/81 |
| Sacred Heart | Good | 87/87/60 |
| Kings Ash | Requires Improvement | 66/59/54 |
| Hayes | Good | 79/67/80 |
| Collaton St Mary | Good | 74/77/79 |
| LA and National | | 77/77/80 75/78/80 |

The table above compares our lead school's data with local schools. Kings Ash Primary is [REDACTED] and 2 miles away from Windmill Hill. Sacred Heart is [REDACTED] and is 2.5 miles away from Windmill Hill. There will therefore be some overlap of catchment areas.

In addition to the above information, informal reports indicate that for 2016 Eden Park and Preston have outperformed all the close local schools including the oversubscribed Oldway Primary School. Two new primary schools run by Coast Academies would add healthy competition and parental choice to the local area particularly given the exciting and motivating outdoor learning based opportunities planned for both the schools and their non-religious nature. [REDACTED]

[REDACTED] The only school within walking distance of Windmill Hill is a church school with another church school a short drive away. With only around 4% of the population in England attending church (Faith Survey 2015) we believe a greater diversity and choice of schools would be provided for the area with the type of schools we are proposing.

By applying the innovative curriculum, systems and strategies described in section D we know that we will be able to offer pupils high standards, successful outcomes. Based on recent data it seems clear that these standards will be higher than those at Kings Ash and Sacred Heart.

At Kings Ash Primary the most recent OFSTED monitoring visit (March 2015) describes improvements with behaviour but still highlights the need for greater consistency and the need for developing the recently introduced systems for recording and analysing behaviour incidents. We also note that parents and pupils at Kings Ash still highlight the negative behaviour of some children. In contrast we will be able to implement our tried and tested systems immediately with the full support and experience of our successful leaders, teachers and pastoral staff.

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

X

The local authority has written in support of our bid and name us as the preferred bidder. They also confirm the need for the two schools as we have described. Please see below.



Please reply to: [REDACTED]
 [REDACTED]
 [REDACTED]
 [REDACTED]

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| [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | | |
| [REDACTED] | Date: | 16 th September 2016 |

This document can be made available in other languages, on tape, in Braille, large print and in other formats. For more information please contact 01803 207366

Dear [REDACTED],

I write in support of the application for Coast Academies to be the successful bidder for a new primary school in the Paignton area. As a current provider of high quality education places your application is welcomed by the Local Authority.

I consider your trust to be a positive solution for local children and families for the following reasons:

Meeting Local Need

- The application is aligned to the local needs assessment of the area and will address the future places that are required to meet our basic need function. By proposing a one form entry primary school in the initial phase and a growth opportunity for a second school at a later stage, the proposal would not destabilise existing provision within the area, resulting in no surplus capacity issues. The application would also be supported by a recent Council decision to make available an asset for a one form intake school within this location.

Providing Quality Outcomes

- Coast Academies has a proven track record of delivering quality outcomes for all pupils. Attainment within each school continues to be maintained and improved and the founding school of the Trust has recently achieved an outstanding set of outcomes at key stage 2.

- Each school maintains a unique approach that is adaptive to both the pupils and the needs of the community. The Trust benefits from a flexible approach to curriculum delivery which helps to raise aspiration in more deprived communities and meet expectations in areas where parental expectations are high.

Parental Choice

- All schools within the Trust are popular with parents, admission data demonstrates a high number of first preference applications and many parents select the schools within year.
- The Local Authority receives few complaints or concerns in relation to the individual schools or the Trust as a whole. Whenever a concern has been raised, this has been dealt with effectively and with a positive outcome.

Special Educational Needs and Disabilities

- Torbay has a high number of children with education, health and care plans. Coast Academies provide effective support to meet need at all levels and have an excellent reputation for including all pupils by adapting teaching approaches and learning environments. Schools in the local area benefit from the expertise provided through the autism provision at the Preston site and the newly commissioned outreach service.

Safeguarding Practice

- Coast Academies have developed a strong pastoral network and the work of the Designated Safeguarding Lead across the trust is considered to be of high quality. Key staff contribute to the development of local practice and sit on strategic boards for the benefit of all pupils within the authority.

Leadership Capacity

- The trust have invested in the generation of additional leadership capacity, ahead of considering expansion projects. The Local Authority are reassured that the current structures will enable the development of a new project, whilst not causing any risk to the outcomes of their existing schools.

I wish you every success in your application and would welcome the opportunity to work in partnership to bring forward your project for the benefit of local pupils.

Kindest regards

Yours sincerely,

████████████████████
██

E2 – successful engagement with parents and the local community

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

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] These activities can be used as a proxy for Windmill Hill Primary.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] The website has more recently been updated to include details of our two stage bid.

We have attended two local summer fetes, the Paignton family fun day, set up a stand in Paignton High Street on a busy Saturday and placed leaflets in local coffee shops and doctors' surgeries. This information sharing has helped us to reach out to the community and has resulted in a significant level of local support for Coast Academies. Our paper based survey has now got over 500 signatures from people across the community pledging their support. In addition, the website survey has recorded around 100 results and comments. Some examples include:

“Much needed! Coast academies pastoral care is quite simply the best on offer locally. All my children have made brilliant progress.” Parent/Carer

“I fully support a new primary school in Paignton. I believe there is a high demand for school places in the Bay and this will relieve some pressure on other schools in Paignton.” Parent/Carer

“Sounds like it will be just as fantastic as Preston Primary School has already become. Happy to support the application. It will be a great addition to the Coast Academy.” Parent/Carer

“I think this is a great opportunity for our school and our children. The expanding of the school circuit will help expand our children’s future. The difference I have seen since becoming an academy with Eden Park has had a great success with Preston and my

E2 – successful engagement with parents and the local community

children have thrives from this I welcome and fully support for a new school to be linked with us.” Parent/Carer

“I have worked for Coast Academies for just over twelve months having previously worked at another Primary School for nine years. During my time at Coast Academies I have found a wonderful leadership team who are totally organised and have the children's best interest totally at heart. I think Coast Academies would be a superb choice to run the new school.” Staff member

“We have children who attend one of the schools which is part of Coast Academies; the ethos teaching and support for children is exceptional. We believe that if Coast Academies were appointed to run the new school; [REDACTED]

[REDACTED] We strongly support Coast Academies plans to run the new school we know it will be a huge success and will provide opportunity across all the schools in the group” Parent/Carer

“Focus on Financial Education and Enterprise skills to meet the needs of children growing up in Torbay. Social and economic deprivation is high. The opportunity to develop these key life skills is essential so that children can grow up to be successful young adults well equipped to make a positive social and economic contribution to the community in which they live.” Education Professional

Our Facebook marketing has attracted significant interest. [REDACTED]
[REDACTED]
[REDACTED]

We have also written to most primary and secondary schools in Torbay explaining the need for the new schools and setting out our vision. The letter has also been sent to a variety of groups and educational support providers within the community such as the school nurse, local nurseries, special needs services and adult support services. There has been a much smaller response to this but one of the local secondary schools, Churston Grammar, has pledged support along with two letters from primary schools within the area. (See Annex 1) Some independent pre-schools have been concerned that the proposed nurseries will have an adverse effect on their own numbers. Our CEO has responded by confirming again with the LA that the nursery places will be needed and by going out to meet with pre-school leaders and their governors to reassure them.

[REDACTED]
Our Facebook address is: <https://www.facebook.com/coastacademies>

A screen shot of our leaflet is included see Annex 2.

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:


- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

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| <div data-bbox="828 1300 918 1340" style="background-color: black; width: 100%; height: 100%;"></div> | <div data-bbox="1041 1300 1198 1340" style="background-color: black; width: 100%; height: 100%;"></div> | <div data-bbox="1243 1300 1310 1340" style="background-color: black; width: 100%; height: 100%;"></div> | | | | | | | | | | | | | | |

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|--|--|--|--|--|--|
| | | | |  | |
| | | | | | |

[Add lines as appropriate]

F1 (a) Skills and experience of your team

A full training and support package will be in place to support the new Head of School in both the new schools. We see this as a great opportunity to promote leadership development but will ensure the success of the process by mentoring, coaching and supporting the post holder through the network of trust supporting services outlined previously. We will also ensure the post holder has appropriate accredited training. Specifically, help will be provided through a named experienced mentor, the work of the Education and CPD Directors, the Strategic Education team and of course the Executive Head who will be able to guide and support on a day to day basis. The Executive Head will in turn have the guidance and support of the CEO.

We have a good level of capacity to manage the pre-opening stage. Within our central MAT team our Chief Financial Officer can make time available to provide all the necessary support to the project management team. He is a qualified accountant and was previously CFO for Exeter City Council. Our CEO will be able to commit significant time due to his changing role moving from Executive Headship to the wider trust role. This can be done without risk to the existing MAT schools due to the strong position they are in and the succession planning that has ensured the depth of leadership at all levels. The role of the CEO will be significant prior to the appointment of the Head of School and Executive Head who will be appointed a year in advance of opening. Once in post they will be expected to develop and implement the pre-opening action plan. The cost of the Executive Head for a full year prior to opening will only be the difference in salary since we expect the post holder to be a current Headteacher within the trust.

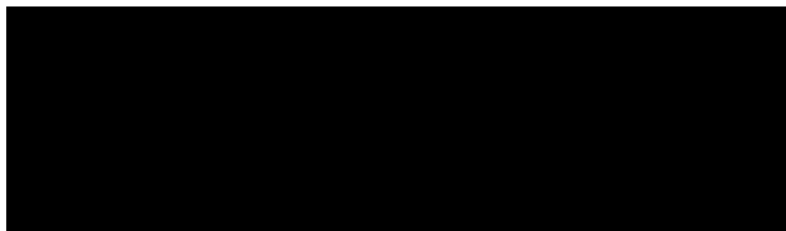
Specific project management of building work will be outsourced to a professional organisation. We have successful recent experience working with the Torbay Development Agency but will go out to tender for this contract. Further general support will be provided by:

- The Head of Cockington Primary who has been involved in the bid writing, vision and planning for the two schools
- The trust personnel officer
- The trust SEN and pastoral lead
- The building consultant on the board (or estates manager if appointed)
- Administrative support from the PA to the CEO


We have received a letter from the RSC office confirming our capacity to open new schools and this is copied below.



Department
for Education



10 August 2016

Dear 

FREE SCHOOLS CAPACITY AND CAPABILITY

Thank you for your request for a letter outlining our current assessment of the Coast Academies Multi-Academy Trust's capacity and capability to open new Primary Free Schools in Torbay.

I am satisfied your trust has capacity and capability to deliver new schools should you be successful with your application, though we would welcome the opportunity to discuss your plans for further growth in due course. You are eligible, therefore, to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form.

Please include this letter when submitting your free school application to the department. Please note that this letter is not an endorsement of your application as a whole and does not imply your application will be approved.

The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide> . It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

If you have not already done so, please can I also encourage you to register your interest on the department website at https://form.education.gov.uk/submitform.php?self=1&form_id=jHf1s573utr&1 ; we will then

give you a unique registration number that you should quote when you submit your formal application.

The New Schools Network (NSN) is a DfE-approved charity that helps groups interested in applying with the process of submitting an application. You can access information about the services NSN offer at: www.newschoolsnetwork.org. If you have any questions or have any difficulties accessing advice or information, please contact

[REDACTED]

I wish you the very best in developing your free school application further.

Yours sincerely,

[REDACTED]

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 background information and glossary document, and the assessment criteria booklet for what should be included in this section.

| Skills/experience missing | Where is the gap? <small>ie pre-opening team, trustees, local governing body</small> | How and when do you plan to fill the gap |
|---------------------------|---|--|
| Estates management | We do not currently have an estates manager on our central team. We currently depend on advice from a trustee who is a qualified building surveyor. BSc (Hons) MRICS | We have budgeted for this role to be filled when we are joined by two or more schools and reach a critical mass of around 2500 pupils. Our central team income will then be sufficient to appoint into this role. Should the growth not materialise we will be able to continue to use the in house expertise that exists at board level. Our business planning has been carried out by our [REDACTED] [REDACTED] |
| HR expertise | This is a gap on our central team and our board. We currently buy in this expertise from Torbay LA. The service is excellent but we would like to bring this in house once capacity allows. | If our pupil roll continues to grow as a trust, we would plan to appoint in to this role at 2500 pupils plus. |

[Add more lines as appropriate]

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

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

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Governance

We currently run a Members>Board>LGB model across the three schools. We plan that [REDACTED] with governors using their experience of Eden Park to effectively challenge and support the new school and to support the replication of practice where needed. We see this as a very strong model and used a shared governing body to support replication and change when we supported Preston. To ensure the local view is represented we will require [REDACTED] [REDACTED] Windmill Hill Primary School to form a parent forum who will be consulted regularly on a wide variety of issues. These forums will meet once per half term with different groups of invited parents attending to discuss issues such as the effectiveness of school communication or the types of residential trips we are offering. We plan that Windmill Hill Primary School will share a Local Governing Body with another successful schools in our MAT.

At the heart of our model of governance is the delegation of the monitoring of standards to an “Academy Council” who effectively monitor the monitoring of school leaders. Members of this group are not usually LGB members and they are allocated roles such as SEND, Health and Safety and Pupil Outcomes depending on their skills and experience. We recruit them specifically to match the skills needed. For example, the need for skills with data and statistics resulted in a data analyst from the MET office joining. New members are trained in their role by joining an experienced council member to carry out their monitoring together. We also provide formal governor training for all our governors with our partners Browne Jacobson Education Law experts, as well as the local authority and GEL online training.

The Academy Council meet with the lead professionals in the schools and using a structured online form ask a series of set questions that force them to challenge and make comparisons between the schools. This online tool removes the 'cosy chat' syndrome that can so easily take place and council members who are told something is good are readily able to compare to check that this is true. The tool requires that challenge questions are put to those staff responsible for particular areas in each school who are prompted to respond before the report is submitted. Reports submitted by the

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

Academy Council are saved in a Sharepoint environment and are then viewed by the LGB and by directors and members.

We have found this to be a very powerful model of governance and will replicate this with [REDACTED] Windmill Hill Primary School.

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

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

- use the space provided below ; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

[Add text here. Table expands]

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

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

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

| |
|--------------------------------|
| [Add text here. Table expands] |
|--------------------------------|

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

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

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

| |
|--------------------------------|
| [Add text here. Table expands] |
|--------------------------------|

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

Self-assessment form for independent schools

| | | | | | | |
|---|--|--|---|--|-----------------------------|---------------------|
| Name of school | | | | | | |
| Girls/Boys/ Co-educational | | % Special Educational Needs | % Free School Meals (or pupils on bursaries) | % English as an Additional Language | % Persistent Absence | % Attendance |
| | | | | | | |
| Name of principal | | Additional information about the school | | | | |
| Chair of governors | | [Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.] | | | | |
| Number of pupils currently on roll | | | | | | |
| Capacity | | | | | | |

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

| | | | |
|--|---|--|--|
| <p>Quality of teaching in your school</p> | <p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p> | | |
|--|---|--|--|

| | | | |
|--|---|--|--|
| <p>Behaviour and safety of pupils</p> | <p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p> | | |
|--|---|--|--|

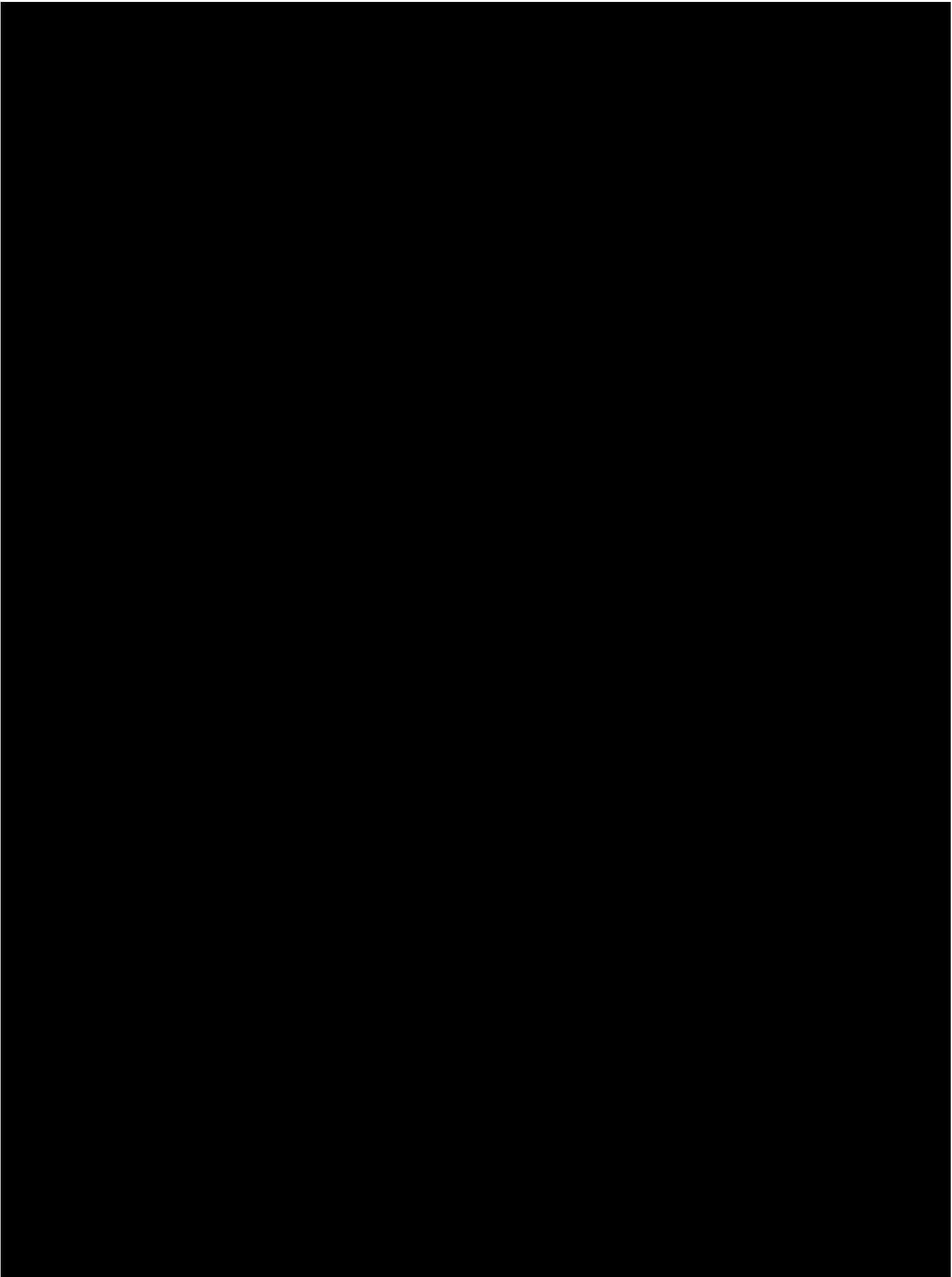
| | | | |
|--|---|--|--|
| <p>Quality of leadership in, and management of, your school</p> | <p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p> | | |
|--|---|--|--|

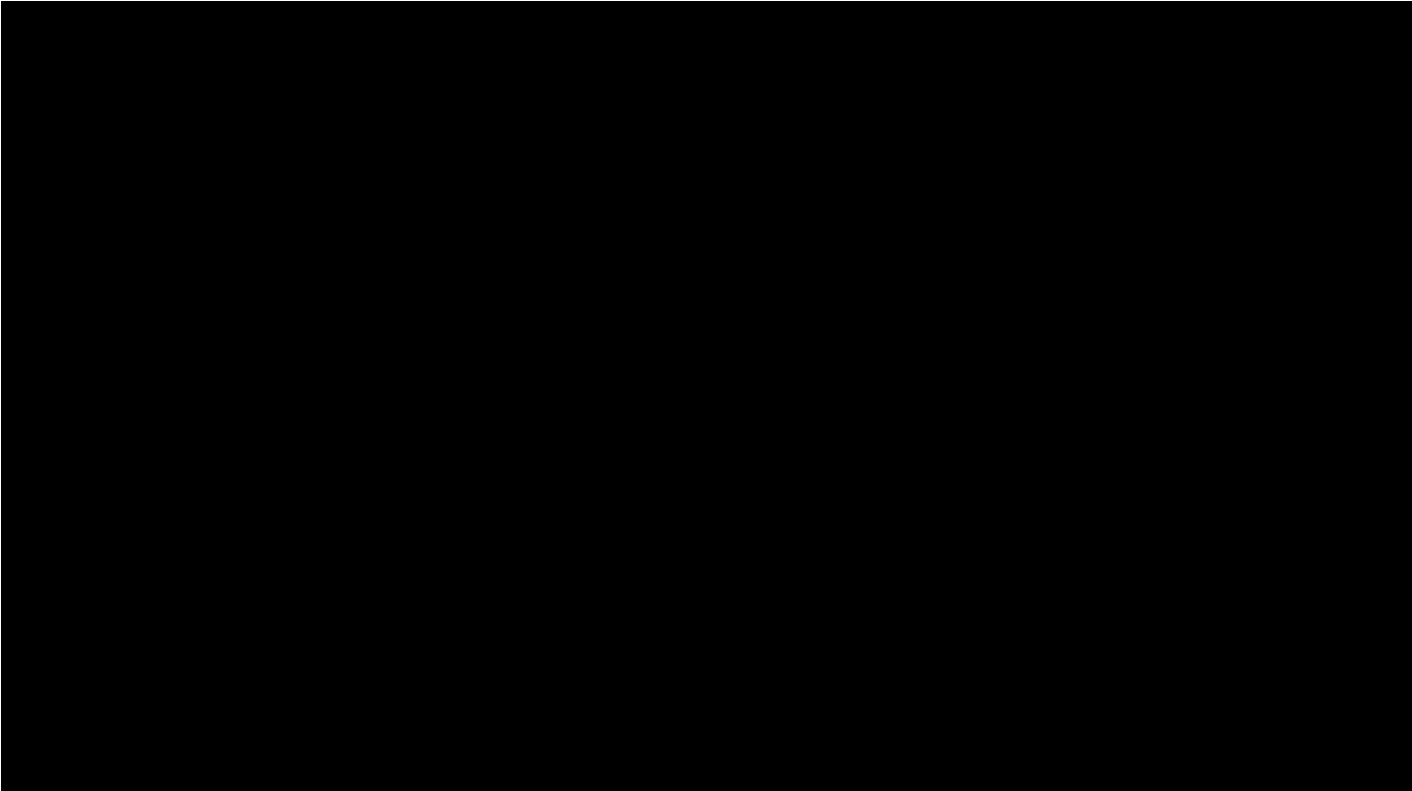
| | | | |
|--|---|--|--|
| <p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p> | <p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p> | | |
| <p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p> | | | |

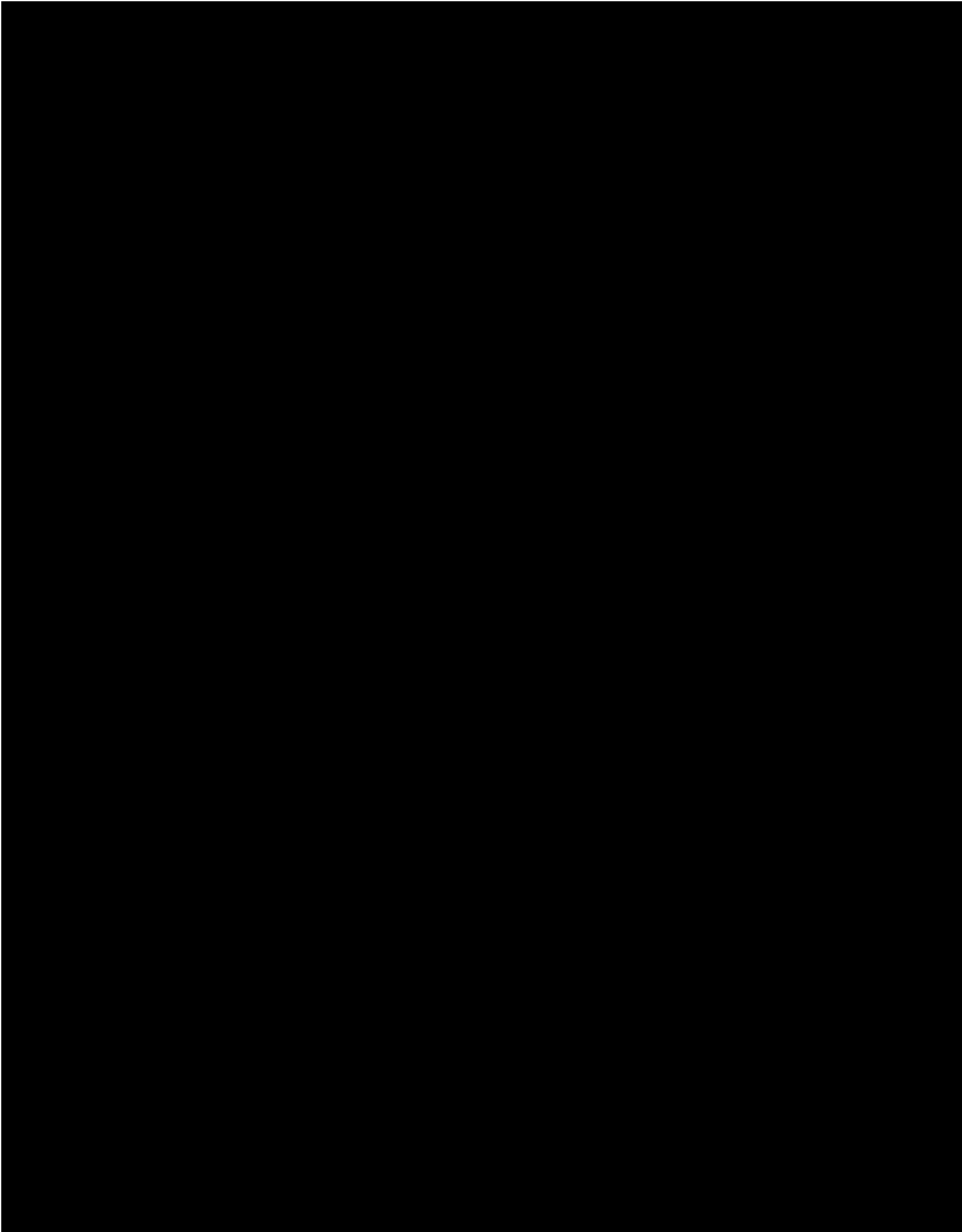
Governance self-assessment

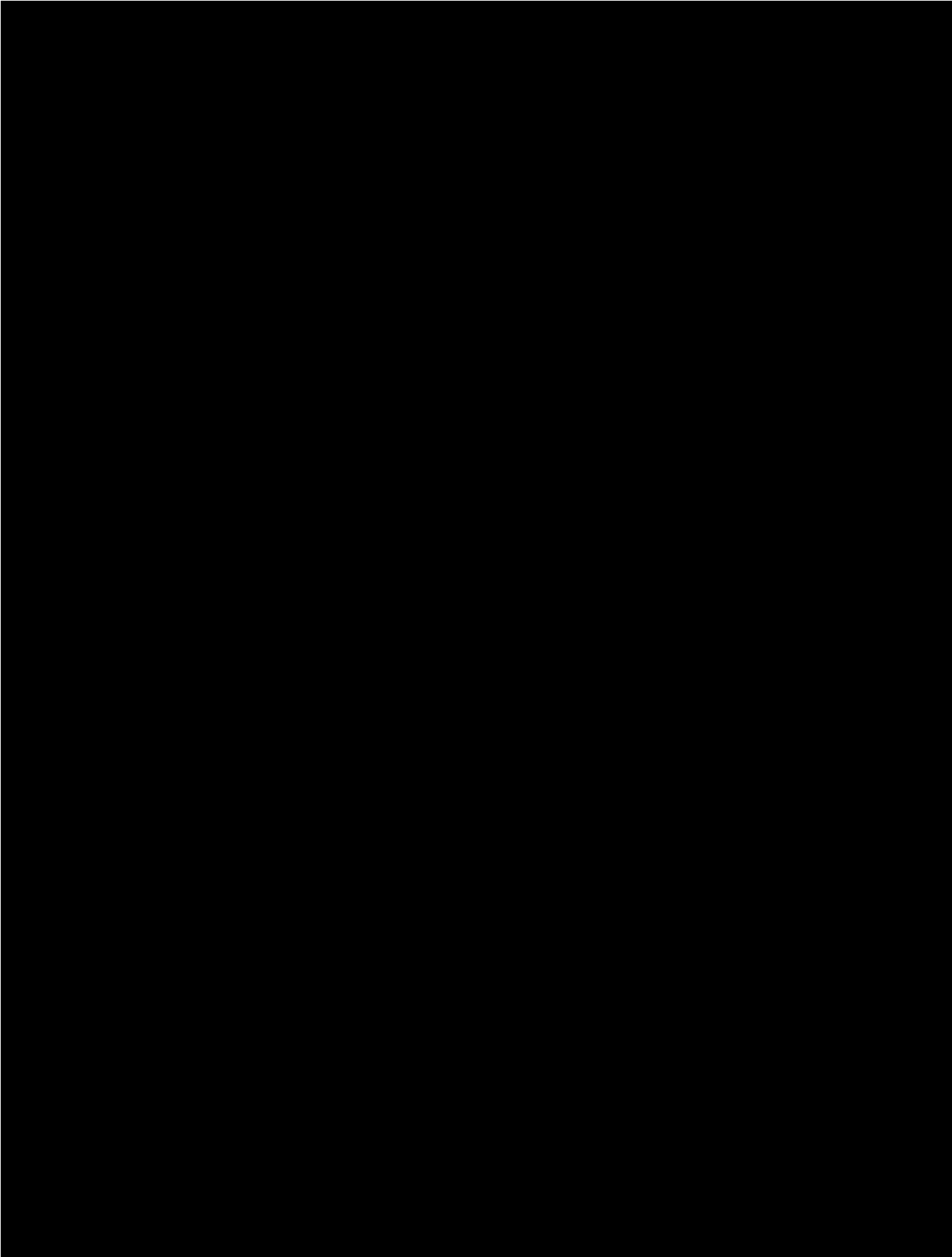
| Your assessment against the Governors and Academies Financial Handbook | Your assessment of current position (How you do it now) | How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales |
|--|--|--|
| <p>1. The roles and responsibilities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

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











PRIMARY SCHOOL PLACES

Position Statement Summer 2016

What is the current situation?

The number of primary aged children in Torbay is increasing as a result of a rising birth rate and a growth in housing.

Torbay Council has a statutory duty to ensure that there are sufficient school places to meet demand.

The birth rate has been rising since 2010.

Since 2012, the Council has provided an additional 854 primary school places by expanding existing primary schools across Torbay.

Further expansion of existing schools would not offer value for money or have a positive impact on teaching and learning.

What is needed to meet short, medium and long term demand?

The Council has identified the need for a number of new primary schools in Paignton and Torquay to ensure that there are sufficient school places to meet demand and to facilitate parental preference.

A surplus of 5-10% capacity is recommended to allow for unexpected growth, in-year applications and parental preference.

In 2016, there is only 3% spare capacity in Torquay and Paignton.

Pupil forecasts indicate that there will be no spare capacity in Paignton by 2018 and no spare capacity in Torquay by 2020.

The tables below show the baseline forecasts for Reception (intake year) against current capacity and also the number of places needed to provide a 5% and a 10% surplus.

Table 1 – Paignton

| Academic Year | Current capacity (no of places) | Reception forecasts | <i>places needed</i> | Reception forecasts | <i>places needed</i> | Reception forecasts | <i>places needed</i> |
|---------------|---------------------------------|---------------------|----------------------|---------------------|----------------------|---------------------|----------------------|
| | | baseline | <i>baseline</i> | with 5% surplus | <i>5% surplus</i> | with 10% surplus | <i>10% surplus</i> |
| 2017-18 | 507 | 512 | 5 | 538 | 31 | 563 | 56 |
| 2018-19 | 507 | 519 | 12 | 545 | 38 | 571 | 64 |
| 2019-20 | 507 | 517 | 10 | 543 | 36 | 569 | 62 |
| 2020-21 | 507 | 522 | 15 | 548 | 41 | 574 | 67 |
| 2021-22 | 507 | 523 | 16 | 549 | 42 | 575 | 68 |
| 2022+ | 507 | 523 | 16 | 549 | 42 | 575 | 68 |

Table 2 – Torquay

| Academic Year | Current capacity (no of places) | Reception forecasts | <i>places needed</i> | Reception forecasts | <i>places needed</i> | Reception forecasts | <i>places needed</i> |
|---------------|---------------------------------|---------------------|----------------------|---------------------|----------------------|---------------------|----------------------|
| | | baseline | <i>baseline</i> | with 5% surplus | <i>5% surplus</i> | with 10% surplus | <i>10% surplus</i> |
| 2017-18 | 790 | 761 | -29 | 799 | 9 | 837 | 47 |
| 2018-19 | 790 | 762 | -28 | 800 | 10 | 838 | 48 |
| 2019-20 | 790 | 791 | 1 | 830 | 40 | 870 | 80 |
| 2020-21 | 790 | 776 | -14 | 815 | 25 | 854 | 64 |
| 2021-22 | 790 | 783 | -7 | 823 | 33 | 862 | 72 |
| 2022+ | 790 | 783 | -7 | 823 | 33 | 862 | 72 |

Table 3 – Paignton AND Torquay

| Academic Year | Current capacity (no of places) | Reception forecasts | <i>places needed</i> | Reception forecasts | <i>places needed</i> | Reception forecasts | <i>places needed</i> |
|---------------|---------------------------------|---------------------|----------------------|---------------------|----------------------|---------------------|----------------------|
| | | baseline | <i>baseline</i> | with 5% surplus | <i>5% surplus</i> | with 10% surplus | <i>10% surplus</i> |
| 2017-18 | 1297 | 1273 | -24 | 1336 | 39 | 1400 | 103 |
| 2018-19 | 1297 | 1281 | -16 | 1345 | 48 | 1409 | 112 |
| 2019-20 | 1297 | 1308 | 11 | 1373 | 76 | 1438 | 141 |

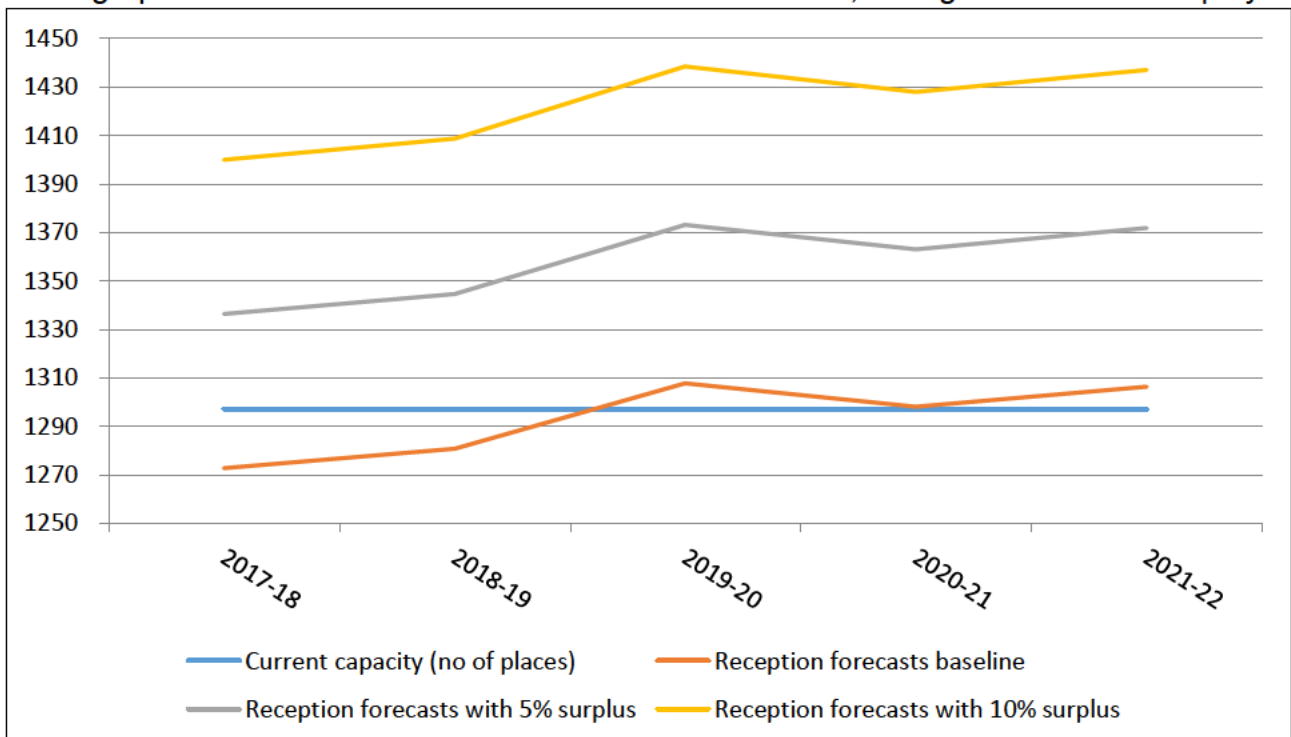
| | | | | | | | |
|---------|------|------|---|------|----|------|------------|
| 2020-21 | 1297 | 1298 | 1 | 1363 | 66 | 1428 | 131 |
| 2021-22 | 1297 | 1306 | 9 | 1372 | 75 | 1437 | 140 |
| 2022+ | 1297 | 1306 | 9 | 1372 | 75 | 1437 | 140 |

Torbay Council produces pupil forecasts for the 3 towns within its boundaries as separate planning areas but, as Torbay is such a small authority, providing new places in one area can impact on another. This is particularly the case for Paignton and Torquay where the town boundaries are close together. Therefore, it is expected that any new provision will alleviate pressure on places across both towns.

The shortfall in places of **141** highlighted in bold red in Table 3 is equal to almost 5 forms of entry. To provide an additional 140 places would deliver an optimum of 10% surplus.

To provide 140 additional places, 3 new primary schools will be needed in Torbay within the next 5 years.

The graph below shows the data from table 3, Paignton and Torquay:



In **Torbay**, the demand for places comes from four distinct areas.

1. South Paignton – White Rock and Roselands

There are a number of large and medium size housing developments that are being delivered in the White Rock area. Many of these are close to completion and occupied and some are in the planning stages. White Rock Primary and Roselands Primary Schools have both been expanded to provide a total of an additional 259 places, 37 per year group. No further expansions are proposed for this area within the short to medium term plan.

2. North/east Paignton – Preston

Schools in the Preston area are oversubscribed and the number of applications for those schools has been rising steadily over the last few years. There are no large housing developments in this area but schools in this area also experience a high demand from families who live in Torquay. A one form of entry, 30 places per year, school is required to meet this demand. The close proximity to parts of Torquay will help alleviate pressure for places at Torquay schools. A new school in the Preston area would provide new places for the more central parts of Paignton and Torquay whereas the other new schools proposed are on the outskirts of both towns.

3. West Paignton – Collaton St Mary

The Local Plan has identified this area for significant housing development over the next 5 to 10 years. An additional 500+ houses are planned. This will generate a significant demand for school places. The location of the development on the outskirts of Paignton means that the site would benefit from its own school and the Council is in discussion with developers to identify a suitable site. A two form of entry primary school is recommended for the west of Paignton.

4. Torquay – Edginswell

The Local Plan has identified this area for significant housing development over the next 5 to 10 years. An additional 500+ houses are planned. This will generate a significant demand for school places. The location of the development on the outskirts of Torquay means that the site would benefit from its own school and the Council is in discussion with developers to identify a suitable site. A two form of entry primary school is recommended for the Edginswell area.

What sites are available?

There is a shortage of available sites for new schools in Torbay. The current Local Plan only includes a school site in the Edginswell area of Torquay.

North/east Paignton – Preston

The Council has identified a possible site for the new primary school. It is currently the site for an existing special school which is to be relocated to another part of Torbay by early 2018. Admissions data indicates that this is the right location to serve demand from both Paignton and Torquay. In addition the new school will be able to utilise the existing facilities and infrastructure on site. This will mean that the new school should be up and running with minimal work and without the need for significant capital investment. The timescale to open a new school for September 2018 is very tight. Using an existing school site and buildings makes this date more achievable than having to build a complete new school.

West Paignton – Collaton St Mary

The Council is still looking for a suitable site for a new school in the west of Paignton.

Torquay – Edginswell

The Local Plan includes a site for a new school as part of the Edginswell development. Early discussions with developers indicate that the site will be sufficient for a two form of entry primary school, although the Council is also minded to request a site large enough for secondary provision as well. The developer has indicated that the land for the primary school would be their S106 contribution. This has not yet been finalised. Any additional land for secondary provision would need to be purchased subject to further discussions with the developer to ensure that the additional land required would not threaten viability.

Further information?

For further information on planning for primary school places please contact: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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Annex 4

All tables below taken from the IMD 2010 by Torbay Ward document produced by Torbay Council Policy, Performance and Review Team

Preston

| Area number for ward map | Index of Multiple Deprivation | Income | Employment | Health and Disability | Education, Skills and Training | Barriers to Housing | Crime and Disorder | Living Environment | Income deprivation affecting older people | Income deprivation affecting children |
|--------------------------|-------------------------------|--------|------------|-----------------------|--------------------------------|---------------------|--------------------|--------------------|---|---------------------------------------|
| | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank |
| 1 | 17562 | 15848 | 12579 | 15717 | 18947 | 24334 | 27882 | 9732 | 12311 | 20142 |
| 2 | 13557 | 12349 | 8838 | 11750 | 15220 | 22968 | 18687 | 13528 | 16382 | 13981 |
| 3 | 19722 | 20869 | 13286 | 16539 | 20668 | 7080 | 30044 | 32074 | 27063 | 20756 |
| 4 | 23700 | 18602 | 21177 | 23735 | 21077 | 16255 | 25912 | 19911 | 17429 | 20366 |
| 5 | 7884 | 9572 | 4949 | 6178 | 12527 | 16867 | 14401 | 4189 | 9429 | 15986 |
| 6 | 9302 | 7460 | 5622 | 11341 | 15926 | 17006 | 14029 | 7699 | 7078 | 13429 |
| 7 | 21204 | 20810 | 15217 | 16881 | 19109 | 10521 | 31890 | 30134 | 20623 | 27782 |

Roundham with Hyde:

| Area number for ward map | Index of Multiple Deprivation | Income | Employment | Health and Disability | Education, Skills and Training | Barriers to Housing | Crime and Disorder | Living Environment | Income deprivation affecting older people | Income deprivation affecting children |
|--------------------------|-------------------------------|--------|------------|-----------------------|--------------------------------|---------------------|--------------------|--------------------|---|---------------------------------------|
| | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank |
| 1 | 688 | 1533 | 340 | 1149 | 5801 | 16530 | 4441 | 578 | 2091 | 1792 |
| 2 | 2756 | 5928 | 2160 | 5519 | 6733 | 13022 | 428 | 1967 | 10553 | 5406 |
| 3 | 2408 | 4662 | 904 | 3159 | 9525 | 14714 | 9343 | 472 | 5373 | 8354 |
| 4 | 7014 | 5798 | 5625 | 8746 | 9105 | 20969 | 23113 | 1606 | 5290 | 7436 |
| 5 | 8386 | 10335 | 4383 | 10626 | 14674 | 9278 | 15648 | 5009 | 11619 | 20022 |

Cockington with Chelston:

| Area number for ward map | Index of Multiple Deprivation | Income | Employment | Health and Disability | Education, Skills and Training | Barriers to Housing | Crime and Disorder | Living Environment | Income deprivation affecting older people | Income deprivation affecting children |
|--------------------------|-------------------------------|--------|------------|-----------------------|--------------------------------|---------------------|--------------------|--------------------|---|---------------------------------------|
| | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank |
| 1 | 16196 | 14726 | 14701 | 17498 | 17507 | 17116 | 15932 | 9101 | 14689 | 15940 |
| 2 | 29284 | 27550 | 22581 | 26452 | 27172 | 22792 | 22944 | 26981 | 30694 | 27035 |
| 3 | 11239 | 13036 | 7273 | 10456 | 25585 | 16262 | 9699 | 5214 | 13094 | 18959 |
| 4 | 7665 | 5399 | 5678 | 11808 | 10043 | 14313 | 17259 | 4972 | 5678 | 5436 |
| 5 | 25481 | 21248 | 22433 | 21203 | 16950 | 26589 | 28314 | 21840 | 17557 | 23682 |
| 6 | 8958 | 8619 | 7013 | 11812 | 13227 | 19176 | 15269 | 2132 | 11277 | 10377 |
| 7 | 15103 | 14912 | 13418 | 16031 | 10860 | 20660 | 24060 | 7295 | 19319 | 15758 |

Blatchcombe

| Area number for ward map | Index of Multiple Deprivation | Income | Employment | Health and Disability | Education, Skills and Training | Barriers to Housing | Crime and Disorder | Living Environment | Income deprivation affecting older people | Income deprivation affecting children |
|--------------------------|-------------------------------|--------|------------|-----------------------|--------------------------------|---------------------|--------------------|--------------------|---|---------------------------------------|
| | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank | Rank |
| 1 | 6950 | 9083 | 6232 | 10758 | 11407 | 1742 | 16223 | 3672 | 14880 | 9484 |
| 2 | 17333 | 13355 | 16800 | 17618 | 10543 | 14175 | 20745 | 29818 | 14906 | 13087 |
| 3 | 9318 | 6386 | 7847 | 15438 | 5829 | 18284 | 17417 | 10425 | 8396 | 6156 |
| 4 | 10655 | 9447 | 8837 | 13860 | 7626 | 14460 | 15136 | 12625 | 13487 | 8289 |
| 5 | 6425 | 6061 | 5148 | 9012 | 3926 | 6749 | 11642 | 18203 | 11461 | 3383 |
| 6 | 9909 | 7177 | 7913 | 10253 | 9885 | 12600 | 28017 | 10376 | 5903 | 8329 |
| 7 | 1674 | 2446 | 1510 | 2742 | 1054 | 14198 | 9304 | 3427 | 7341 | 2787 |