



Department  
for Education

# Free school application form 2013

**Mainstream and 16 to 19** (updated November 2013)

**UNITY COMMUNITY PRIMARY SCHOOL**

## Contents

Completing and submitting your application.....	3
Application checklist.....	5
Declaration.....	7
Section A: Applicant details.....	9
Section B: Outline of the school .....	9
Section C: Education vision .....	10
Section D: Education plan – part 1.....	15
Section D: Education plan – part 2.....	16
Section E: Evidence of need – part 1 .....	46
Section E: Evidence of need – part 2.....	48
Section F: Capacity and capability .....	54
F1 (a) Pre-opening skills and experience .....	56
F1 (b) Skills gap in pre-opening.....	58
F3 (a) Proposed governors.....	66
F3 (b) Skills gap for governing body.....	<b>Error! Bookmark not defined.</b>
F6 (existing providers and any new applicants seeking to open more than one free school).....	76
F6(a) Shared services .....	<b>Error! Bookmark not defined.</b>
F6 (b) Shared services .....	<b>Error! Bookmark not defined.</b>
Section G: Budget planning and affordability .....	
G3 Financial resilience to reductions in income .....	86
Section H: Premises .....	87
Annexes .....	93
CV template .....	94
Self-assessment form for independent schools (including privately run alternative provision and special schools) .....	<b>Error! Bookmark not defined.</b>

## Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about 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 (downloadable) Word form for this.

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

**Sections A to H**, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: [mainstream.fsapplications@education.gsi.gov.uk](mailto:mainstream.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; 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 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

**Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that 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 as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

#### **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

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 22 November ?	✓	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	✓	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	✓	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	✓	<input type="checkbox"/>
<b>Section C:</b> Education vision	✓	<input type="checkbox"/>
<b>Section D:</b> Education plan	✓	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	✓	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	✓	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	✓	<input type="checkbox"/>
<b>Section H:</b> Premises	✓	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	✓	<input type="checkbox"/>
5. Have you fully completed the budget plans?	✓	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	✓	<input type="checkbox"/>

written feedback you received?		
<p><b>9.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> within one of the windows below?</p> <ul style="list-style-type: none"> <li>▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</li> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>	✓	<input type="checkbox"/>
<p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	✓	<input type="checkbox"/>

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

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

<b>Section I of your application</b>		
<p><b>11.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

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

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

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

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

**Signed:**

**Position: Chair of company / Member of company (please delete as appropriate)**

**Print name:**

**Date:**

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

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





## **Section A: Applicant details**

Please complete the Excel application form.

## **Section B: Outline of the school**

Please complete the Excel application form.

**SECTION A: APPLICANT DETAILS**

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)  
[Jump to further details about the group](#)  
[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	6707
Name of proposed school:	UNITY COMMUNITY PRIMARY
Is this a route one application or a route two application?	ROUTE ONE
Name of lead applicant:	<Redacted>
Address of lead applicant:	THE BIG LIFE GROUP, 1ST FLOOR, 463 STRETFORD ROAD, MANCHESTER, M16 9AB
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	SOMETHING ELSE
If 'Something else' please describe your group:	<ul style="list-style-type: none"> <li>• We have an approved Free School, which opened on time on 2nd September 2013 through the Longsight Community Primary Trust.</li> <li>• We are applying for this school through Longsight Community Primary Trust. Once this application is successful it is our intention to move a multi academy trust model. At this point we will change the company name to Big Life Schools and each school will have its own governing body.</li> <li>• Prior to submitting this application we discussed our intentions with the New Schools Network who verified with the Department for Education that this was the most appropriate way to proceed.</li> </ul>
Have you applied before for this school, whether under the current name or something else?	YES
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Sep-13

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	YES
Company name:	Longsight Community Primary Ltd
Company address:	The Big Life group 1st Floor, 463 Stretford Road Manchester M16 9AB
Company registration number:	07945230
Date when company was incorporated:	10/02/2012
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	The Big Life Company
	<Redacted>
	<Redacted>
Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted>


Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	NO
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Are you an approved academy sponsor?	NO
--------------------------------------	----

How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Longsight Community Primary Ltd
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	123322
--	--------

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	NOT YET INSPECTED
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	NOT YET INSPECTED
--	-------------------

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
--	--

How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
---	-----

If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.	The Big Life Company, 463 Stretford Road, Old Trafford, Manchester, M16 9AB Company number: 04337431, corporate member of Longsight Community Primary and will continue to be a member on conversion to Multi Academy Trust status.
---	--

Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	Not applicable
--	----------------

If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	Not applicable
---	----------------

Have you received help and support from the New Schools Network (NSN)?	SOME
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	YES
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If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:	St Mary's Primary School, Moss Side, Manchester, provided support on the education plan. They are fully supportive and part of Manchester Schools Alliance and we will continue to link with them through this once the school is open.
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SECTION B: OUTLINE OF THE SCHOOL

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.	NOT APPLICABLE
In which local authority is your preferred location?	MANCHESTER
Proposed opening year:	2015
Age Range:	04-Nov
If 'other' please specify	
Will the school have a sixth form?	NO
Will your school be co-educational or single sex?	CO-EDUCATIONAL
Is your school a hybrid type?	NO
Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	NO
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	NO
If you answered yes to either of the above questions, please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	NO
If other, please specify	
Maximum capacity of proposed free school:	196
Please say which year groups the school will have in first year and the PAN for each	Reception: PAN 28, Year 1: PAN 14, Year 2: PAN 14
Date proposed school will reach expected capacity in all year groups:	2021
Will your proposed school include residential provision?	NO
If 'Yes', please give further detail:	

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	NO
---	----

Have you already identified a principal?	NO
--	----

If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	10
---	----

**Use of freedoms**

Will you operate a non-standard school day?	NO
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Will you operate a non-standard school year?	NO, BUT SUMMER SCHOOL WILL RUN FOR 2 WEEKS EACH YEAR
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Will you adopt the national curriculum?	YES
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Will you adopt non-standard terms and conditions for teachers?	YES
--	-----

Do you plan to make employ teachers without QTS?	NO
--	----

Please list any other freedoms you intend to use	NONE
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## Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

### Section C1

#### Unity Community Primary School: vision and ethos

'██████████', ██████████

#### Vision

**'Together we will set our children on a path to fulfil their dreams.'**

#### Aim

Our schools will **unleash the aspirations** of all involved and will deliver the **highest standards of education, behaviour and attendance**, through the community, parents, teachers and children working together. Having high **expectations**, creating **opportunity** and opening doors to their **talents**, together children, parents and teachers will:

- **value** and enjoy education
- **aspire** to achieve the best for their futures
- **respect** each other and have highly effective social skills
- **maximise** the rich opportunities that life will bring.

#### How we will deliver our vision

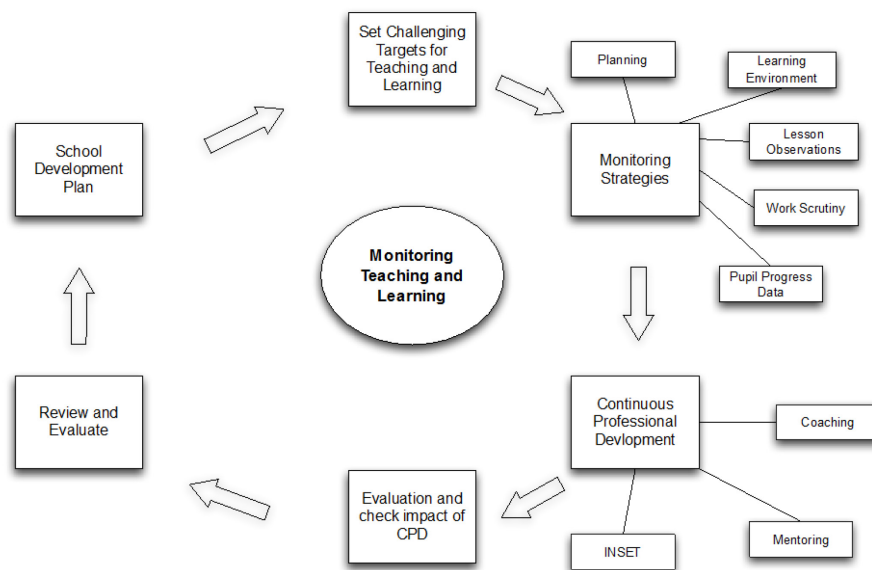
We already have one Free School: Longsight Community Primary (LCP), which opened on time, with expected pupil numbers on 2 September 2013. To support the development of Unity Community Primary (UCP), we will draw on the expertise of the Big Life development team and other appropriate expertise: for example Manchester Academy, whose specialism is Enabling Employability, which closely links to the vision for our curriculum. As we will demonstrate in this application, we have the support of the local community, schools and capacity to open in September 2015. UCP will also have strong links with our local 78-place nursery (Cheetham Park) and the Cheetwood Centre (with which it will share a site).

#### How we will offer high quality education

We believe in nothing less than outstanding for all our services for children. We will employ outstanding teachers and leaders, who will be supported and challenged by a highly effective Multi Academy Trust Board and Local Governing Body to set ambitious targets, use rigorous tracking, and work in partnership with parents and children to ensure we achieve excellent outcomes.

Our curriculum is organised to inspire ambition. Coupled with this we will install ambitious and effective leadership and management that will achieve high outcomes for all pupils and teachers.

As with our first school, Longsight Community Primary, we will implement our cycle of monitoring teaching and learning:



## Key features of our school

### Age range

Unity Community Primary will deliver outstanding education to **4-11 year olds**.

### Location

Cheetwood, Manchester, [REDACTED].

### Curriculum

Unity Community Primary’s curriculum is organised to unleash aspirations. It is broad and balanced, based on the National Curriculum, with English, mathematics, science, ICT and physical education taught as discrete subjects and embracing creativity, healthy development, humanities and the arts, with enterprise and communication embedded throughout.

### Expected pupil population

Cheetham is Manchester’s third most deprived ward<sup>1</sup>. It is a culturally diverse area with 53.9% of the population coming from BME groups, the largest being of Pakistani origin. Around 72% of school children in Cheetham have English as an additional language. Almost half of children in Cheetham live in poverty, with 42.3% of primary school children eligible for free school meals.<sup>2</sup>

<sup>1</sup> Manchester City Council data

<sup>2</sup> <http://www.education.gov.uk/schools/performance/>

Parents have told us: *'We want our children to experience community role models.'*

Cheetwood – part of Cheetham – has been selected for a Better Life Chances (Targeted Family Intervention / Caseworker) Pilot. This reflects the high level of need in the areas including: drug misuse; youth disengagement; youth offending; chaotic families; high levels of economic inactivity and benefit claimants and high a concentration of social housing.

Aspirations are low for both adults and young people as there are few role models and an increasing illegal sub-culture and economy is developing. Within the last two years, there have been serious safeguarding issues raised in this area and three children have tragically lost their lives.

It is our vision that UCP, along with our nursery and partnerships with the local Children's Centres will bring a new 0-11 model of working to Cheetwood. Supporting children and families from the earliest opportunity in an integrated way: with seamless transitions, opportunities for support and volunteering, local role models and positive outcomes for all children and families.

### **Rationale: why we are seeking to establish a free school in Cheetwood**

Parents have told us: *'We want our children to learn in spacious classrooms with a smaller number of children in the class.'*

### **There is a shortfall of school places locally**

Data provided by Manchester City Council (MCC) demonstrates that **there is an on-going need for additional primary places in Cheetwood.**

#### Supporting evidence: school places

MCC's Interim Head of Admissions stated on 11 December 2012 that in Manchester:

- Demand for primary school places across the city increased by 4,000 (11.5%) between 2008 and 2012
- 43 existing primary schools have been expanded to create 1,055 extra Reception places (7,385 extra primary places in total, when rolled through year on year)
- In addition to this, MCC embraces new free schools as part of the solution to create extra capacity
- **Actual and projected pupil numbers indicate very strongly that further extra capacity in the primary sector will be needed for the foreseeable future.**

He also stated that specifically in the Cheetham area:

- As of 1st December 2012 there were nine children without a school place in Cheetham
- There is a need across the Cheetham and Crumpsall area for additional Reception places from September 2013, as pupil numbers continue to rise and the level of residual surplus is only 1.5% (optimum target 8%), concentrated in one school in Crumpsall [this is geographically distant from our proposed site]
- On the basis of current demographics, **Cheetham would seem to be the optimum location for a new school: the City Council is now unable to create new schools and supports a Free School application.**

All of the schools local to our proposed site confirmed during our consultation with them that they



currently have waiting lists.

Supporting evidence: population growth

National pupil projections<sup>3</sup> suggest that pupil numbers in maintained nurseries and state-funded primary schools will increase by 8% by 2015. Data verified by MCC indicates that **Cheetham will exceed this growth by 24.7 percentage points:**

*Predicted change in age groups in Cheetham between 2010 and 2015*

Age	2010	2015	Number	% Change
0-4	1,963	2,305	342	+17.4%
5-9	1,444	1,917	473	+32.7%

Source: estimates derived by Research and Intelligence from ONS Experimental Statistical Wards for 2010 and ONS 2008-based Sub National Population Projections.

Cheetham has the highest 0-5 population in the city of Manchester. Its 2009-2012 Ward Plan top priority is to increase the number of classroom places for local primary schools to ensure that all children in Cheetham have access to a primary school place.

**School attendance locally is poor**

Parents have told us: *‘We want our children to be at school and enjoy it.’*

Published statistics for absence and persistent absence in 2011 show that primary age attendance is poorer in Manchester than the average in England, with Cheetham being the worst area in Manchester. We know that **children living in the locality of our proposed school are not attending school regularly**. Persistent absence (>15%) is at 4.7% and 6.2% in the two nearest schools to the proposed site.

*Absences from Primary Schools 2012*

	National	Manchester	Marlborough Road Primary	Cheetwood Primary
Overall	4.4%	4.4%	5.4%	4.6%
15% <sup>4</sup>	3.4%	3.9%	4.7%	6.2%

Source: Department for Education school performance tables (<http://www.education.gov.uk/schools/performance/>)

Note: Marlborough Road Primary is in Salford but a significant number of children from Cheetwood attend this school.

**Our targets for year one and subsequent years for UCP are 97% attendance and 1.5% persistent absence.**

**Aspirations and outcomes**

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<sup>3</sup> DfE: National Pupil projections: Future trends in pupil numbers, 26 July 2012

<sup>4</sup> The percentage of pupil enrolments with 38 or more recorded half day absences over the Autumn Term and Spring Term combined

When our children move on to their next stage of education they will all:

- **Have achieved success in English and mathematics.** We aim to exceed national average scores at Key Stage 2 with most children exceeding expected progress. The vast majority of children will have achieved 4b and above with more able children attaining high level 5 and 6. This is a principle that will continue regardless of any changes in assessment and reporting arrangements.
- **Be able to integrate into their secondary school, in particular the specialist secondary schools.** This will be measured by a protocol which we will develop with our secondary school partners.
- **Want to be at school.** This will be measured by school attendance: our targets are 97% attendance and 1.5% persistent absence.
- **Enjoy learning.** This will be measured through the use of our balance wheel approach, which has been judged outstanding by Ofsted in our children's centre. This approach will ensure that we constantly seek the views of pupils to ensure that they enjoy and achieve at school and that we are able to track individual, and whole school, 'distance travelled'.
- **Have experience and understanding of the wider world of business.** This will be demonstrated by evidence showing the number of learning opportunities relating to the wider world of business.
- **Have high aspirations for their futures based on secure self image and self esteem.** This will be measured using the Butler Self Image Profile (SIP).
- **Children's talents will be nurtured and they will be developing as enterprising citizens.** This will be demonstrated through their personal development portfolios.
- **Children will have life and social skills that will prepare them for the next stage of their life.** This will be measured using the Boxall Profile and acquisition of specific life skills, for example all children will leave Unity Community Primary being able to swim.

## Section D: Education plan – part 1

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 2015, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Reception</b>		28	28	28	28	28	28	28
<b>Year 1</b>		14	28	28	28	28	28	28
<b>Year 2</b>		14	14	28	28	28	28	28
<b>Year 3</b>			14	14	28	28	28	28
<b>Year 4</b>				14	14	28	28	28
<b>Year 5</b>					14	14	28	28
<b>Year 6</b>						14	14	28
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>		56	84	112	140	168	182	196

## Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
<b>Key Stage 1</b>			
English including language development groups	5 hrs 40 mins	Mandatory	
Mathematics	5 hrs	Mandatory	
Science	45 mins	Mandatory	
ICT	1 hr	Mandatory	
Expressive art and design	1 hr 45 mins	Mandatory	This includes art, design technology and music
Foundation subjects	1 hr 45 mins	Mandatory	This includes geography, history and religious education
Physical and social development	2 hr 45 mins	Mandatory	This includes PE, PSHE and citizenship
Enterprise	45 mins	Mandatory	
Breakfast club	2 hr 55 mins	Optional	A 35 minute breakfast club before each school day
After school clubs / activities	1 hr each	Optional	A range of enrichment activities, e.g. sports, dance, film, science, cooking; running concurrently one night a week after school
<b>Key Stage 2</b>			
English including language development groups	5 hrs 40 mins	Mandatory	

Mathematics	5 hrs	Mandatory	
Science	2 hrs	Mandatory	
ICT	1 hr	Mandatory	
Expressive art and design	2 hrs	Mandatory	This includes art, design technology and music
Foundation subjects	2 hrs	Mandatory	This includes geography, history and religious education
Physical and social development	2 hrs	Mandatory	This includes PE, PSHE and citizenship
Enterprise	1 hr	Mandatory	
Breakfast club	2 hr 55 mins	Optional	A 35 minute breakfast club before each school day
After school clubs / activities	1 hr each	Optional	A range of enrichment activities, e.g. sports, dance, film, science, cooking; running concurrently one night a week after school

## **An ambitious and deliverable curriculum plan, which is consistent with the vision and pupil intake**

Unity Community Primary's curriculum will be modelled on that of Longsight Community Primary (LCP). LCP's curriculum is based on the known learning needs of children in the community, and therefore has a focus on language, literacy and communication, reflecting the extremely high percentage of pupils with English as an Additional Language (EAL). Our curriculum models itself on the highly successful curriculum practice of outstanding Manchester primary schools which also have a high proportion of EAL pupils. UCP, like LCP, will be linked with the outstanding schools' cluster to share good practice. However there will be some distinct differences to LCP on opening due to the changes in the national curriculum and with the immediate use at UCP of the new Early Years Framework. This will be reflected in the work that LCP and UCP will undertake together to ensure the best for all the pupils in both schools.

UCP's curriculum will further reflect the known needs of the children who will attend. The primary needs of our expected intake, set out in more detail later below, have led us to create a curriculum with a dual focus: **communication** and **enterprise**.

UCP will have high numbers of EAL pupils, and levels of poverty and worklessness are also high in Cheetwood. As Frank Field set out in *Continuity and Change* (December 2010), deprivation of language is a significant indicator of future poverty. By addressing communication needs, in tandem with developing enterprise skills, our curriculum will deliver what parents have told us they want for their children: giving them the skills and confidence to create a more positive and prosperous future for themselves.

### **Expected pupil intake**

#### **Needs of our expected intake**

We know that our expected intake of pupils is likely to have the following profile of needs:

- The proportion with English as an additional language is likely to be significantly above the England average of 17.5% (Marlborough Road 68.8%; Cheetwood Primary 63.8%)
- The proportion eligible for free school meals is also likely to be well above the England average of 19.3% (Marlborough Road 54.2%; Cheetwood Primary 44.4%)
- The proportion with special educational needs could be above the England average of 7.9%: the two nearest primary schools currently have very different proportions (Marlborough Road 4.5%; Cheetwood Primary 14.5%).

#### **Rationale for our proposed curriculum**

The needs set out above are the key rationale for our proposed curriculum. We know that there are high numbers of children in Cheetwood with EAL, and high numbers living in poverty. These two issues are interlinked, with early language deprivation being a predictor of future poverty. We have therefore designed a curriculum which will significantly improve communication skills, with particular support for EAL pupils, alongside developing enterprise skills which will raise aspirations and help children to link school learning to the real world.

Our proposed curriculum will meet the range of needs through embedded values and approaches including:

- Treating every child as an individual

- Being ambitious for every child
- Early identification of needs through partnership working with children's centres and use of the Common Assessment Framework
- Commitment to meeting individual learning needs through on-going assessment and involving children and parents in planning personalised learning
- Mixing pupils of differing abilities, and grouping by ability, as appropriate
- Every member of staff knowing every child
- A focus on communication, with particular support for children with EAL
- A focus on enterprise, to raise aspirations and help children to link school learning to the real world.

### **Curriculum principles**

The parents and children of Cheetwood dream of a future that improves on the one they currently know. Therefore, our vision for our school is that: **together we will set our children on a path to fulfil their dreams.**

The **Cheetwood community** has stated (Sections C and E) that they **value education** and want the very best for their children, and that UCP must deliver the highest standards of **education, behaviour** and **attendance**. They want their **children to understand the purpose of education**, be **enterprising** and **enjoy learning** through attending a school which has high **expectations**, creates **opportunities** and opens doors to their **talents**.

To deliver this vision and our stated desired outcomes (C and below) we have chosen to broadly follow the **Early Years Foundation Stage** and **National Curriculum**, including Literacy and Numeracy, with **communication and enterprise** embedded across the curriculum.

The curriculum will be underpinned by a commitment to personalised learning, ensuring that all children are supported appropriately according to their individual needs. This includes not only meeting special educational needs, for example, but also adopting varied teaching approaches to suit the different learning styles of all pupils.

Through addressing the identified learning needs of the pupil population as a whole, and meeting individual needs through personalised approaches, Unity Community Primary will ensure the success of its anticipated pupil intake.

We value parents and will work in partnership with them to enrich the curriculum. Parents will be informed about the curriculum through our 'stay and play' initiative, topic letters, home learning, curriculum workshops, parent meetings and the school's web-site. They will be positively encouraged to become involved.

### **Type of curriculum**

Our curriculum will be founded on the new 2014 National Curriculum and will broadly follow the Revised Early Years Framework focusing on excellent levels of development and embedding "Characteristics of Effective Learning." Key Stages 1 and 2 will benefit from the higher expectations and standards enshrined in the new framework. This will be supplemented and supported by excellent EAL practice from research, work with outstanding partners as well as drawing on the developing practice and experience of LCP.

In common with LCP, UCP's curriculum will include daily and weekly time dedicated to its focus areas of communication and enterprise. Alongside this, a topic-based approach across all subjects will enable learning in the focus areas to be reinforced and consolidated across the entire curriculum. Our integrated topic approach works on a two-year cycle and is used to make learning more meaningful for children. It aims to have a global perspective and to reflect the cultural diversity of the pupils as well as seeking out opportunities to embed enterprise.

The curriculum is a powerful tool that promotes a love of learning and willingness to investigate and explore new learning. We are committed to developing the whole child. Children will have a wide range of opportunities, through first hand relevant experiences, to be creative, physically active and academically challenged. The curriculum will evolve according to the needs of the children and the aspirations of the staff and the community.

We value the way in which all children are unique. The curriculum will promote respect for the views of each individual as well as for people of all cultures. We value the spiritual, moral development of each child. We value the importance of each person in our community. The curriculum is organised so it will promote co-operation and understanding between all members of our community. The community will be used to enrich the curriculum. We aim to enable each child to be successful, and provide equal opportunities for all children.

The National Curriculum outlines **what** is to be taught to children of different ages. Our teachers will be given the freedom to plan their own lessons and decide **how** subjects will be taught. We know children learn in different ways and have preferred ways of learning. The staff we employ at UCP will understand preferred learning styles and will ensure that lessons reflect these styles. Teaching will be based on the needs of individual children, which will be ascertained through on-going formative assessment. At all stages our approach will ensure that children of all aptitudes and abilities will be challenged, to enable each individual to achieve his or her potential.

There will be flexibility in our approach in light of the new National Curriculum. We will respond to the raised expectations of the new curriculum in literacy and numeracy. We will need to be responsive to changes and modifications in the developing curriculum. We will work with partners including the Manchester Schools Alliance to ensure we have access to the best professional development as well as the mentoring and network opportunities we will need as we expand and evolve.

Literacy :

#### English

In our previous application we discussed our delivery of the English curriculum using the Primary National Strategy framework. This will now be based on the new English National Curriculum. The Early Learning Goals will be used to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision will be related to attainment, not age, extending opportunities for a more personalised approach. Transition work will take place between professionals when children move through key phases.

**Approach to writing:** Writing will be taught explicitly using modelled and shared writing, supported composition, independent writing and writing across the curriculum. Genre posters, writer's toolbox and other prompts will be created and displayed on Literacy walls as a visual aid, and writing frames will be used to familiarise children with the structure of various genre forms. Extended writing will take place either within, or at the end of a genre phase. Emergent writing will



be encouraged and used in role-play areas. EAL children and children from more deprived backgrounds write more successfully from experience, trips and visits. This helps children new to English or developing English to have a purpose for writing and base it on new experiences and learning. We will ensure that children have a rich and diverse set of experiences on which to draw when writing.

In light of the new curriculum for literacy we will ensure excellent preparation for the demands needed to improve language and literacy progress for our children.

**Approach to phonics and reading development:** Children in the Foundation Stage and Key Stage 1 will follow the Letters and Sounds Teaching Programme, which we are currently using successfully in our children's centre and LCP. Alongside this we will use the Oxford Reading Tree reading programme. Both approaches will be reviewed during the first year of opening to ensure they are meeting the specific needs of UCP's pupils.

Teachers will promote speaking and listening skills, phonological awareness and oral blending and segmenting. The children will take home a wide variety of reading books to give them plenty of opportunity to practice their phonic skills in context.

At Key Stage 2, children will be encouraged to develop inference and deduction and analyse the use of the author's language to establish further understanding of texts. Reading will take place, either individually or within a small group on a daily basis.

Barlow Hall Primary, a good partner school, is a Centre for Reading Development that specialises in Reading Recovery and also supports our schools.

The new curriculum for literacy will provide a robust framework to work from to ensure high expectations as well as a reference point by which to assess and ensure coverage, consistency and progression. This will be reviewed regularly. If we feel that this approach is not delivering the standards we expect we will look at other best practice models e.g. Success For All a reading based programme with a strong evidence base for outstanding progress. The approach is based on synthetic phonics with a very structured approach to the teaching of reading at all stages. It is based on attainment in reading as opposed to chronological age and has high success rates for children with EAL.

## Mathematics

### Numeracy:

We will have a clear pedagogical approach to the increased emphasis on problem solving, algorithms, progression in calculations and the raised expectations across the year groups expected for 2014 in the Maths curriculum. We will make use of excellent practice models such as "Mathematics Made to Measure" to embed innovative approaches from research and best practice nationally as well as locally.

We will carry out the curriculum planning in mathematics in line with the structures and recommendations outlined in the curriculum for Mathematics. The weekly plans will list the specific learning objectives for each lesson and give details of how the lessons are to be taught and learning assessed.

The increased expectations for end of year outcomes will be met by ensuring the very best of teaching, learning and assessment for learning. Pupil premium funding will be clearly used for intervention to close gaps for individual children. We will ensure funding benefits groups identified from regular data analysis. These will include gifted and talented pupils on FSM as well vulnerable groups entitled to free school meals.

### Science

Science teaches an understanding of natural phenomena. It will aim to stimulate a child's curiosity in finding out why things happen in the way they do. It will teach methods of enquiry and investigation to stimulate creative thought. Children will learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national, and global level. Children will be enabled to:

- ask and answer scientific questions
- plan and carry out scientific investigations, using equipment (including computers) correctly
- know and understand the life processes of living things
- know and understand the physical processes of materials, electricity, light, sound, and natural forces
- know about the nature of the solar system, including the earth
- evaluate evidence, and present their conclusions clearly and accurately.

### Tracking Progress

We will, in the first instance, continue to use expected levels of attainment and progress to track children. We will continue to use APS for scoring and measuring progress and setting targets. We will respond to changes envisaged in assessment in the new National Curriculum as clarity develops. We will ensure our knowledge is regularly updated and we will make the necessary steps to be prepared for the changes in assessment ahead. We will do this by developing relationships with partner schools and working collaboratively to meet training needs as well as buying in the best quality CPD. We will look for partners who have good or outstanding practice. We will work with the Manchester Schools Alliance and their strategic partners. We will use the same MIS as LCP (Arbor) and the same tracking progress system (insight).

### Early Years

The Early Years Foundation Stage curriculum with its principles of play based, exploratory and creative learning are appropriate for all children at their developmental levels and it is envisaged that elements of this will be continued throughout the school in Key Stages 1 and 2 to support good transition between the key stages. The new Revised Framework will form the basis of our Early Years delivery. We will use 'Early Years Outcomes' / 'Development Matters' to ensure developmental stages are clearly understood by staff and parents and learning is challenging, child-initiated and consistent with individual learning.

We will foster the characteristics of effective learning which will be explicit within our planning:

- Playing and exploring
- Active learning
- Creating and thinking critically

This will allow children opportunities to problem solve, and be critical and creative thinkers. In practice this may mean that lessons are conducted outdoors and children's understanding of the world will be extended by educational visits.

This will be robustly monitored through observation, assessment and planning cycle. Parental involvement will be key in informing us of their child's development. They will play an active role in their child's learning journey. Tracking progress is rigorous and regular. Observations are shared and moderation exercises are regular and collaborative within key worker groups. The observations that parents themselves make are key in informing practitioners of progress.

Children coming from Nursery education (either delivered directly by Big Life Nurseries or other providers) or from home will have a transition programme which will ensure a smooth start to Reception. This will include sharing of information with parents and other settings to be sure that all the child's needs are clear from the outset and learning can be personalised from the very beginning at UCP.

## **Content of the curriculum – core subjects**

### **Focus areas**

UCP's curriculum will have two focus areas: **communication**, which will be delivered in the same way as LCP, and **enterprise**.

Enterprise, like communication, will be embedded throughout the school and curriculum to encourage high aspirations and ambitions for all. It will be challenging, engaging and motivating, with the key focus of all subjects being for children to understand the importance of the subject in the real world.

### **Enterprise Education**

We will ensure that we keep the principles of enterprise education central to all our learning approaches. The principles of problem-solving, collaborative and co-operative work practices, learning by doing; facilitation of learning, rather than instruction; team-oriented and problem solving activities; This will not happen overnight but will be developed alongside ensuring excellence in basic skills as a springboard. We will ensure through the outstanding curriculum that children will have the basis from which to access the enterprise curriculum. Through a strong shared vision the principles will run through all the learning.

UCP's enterprise curriculum is aimed at all learners. It is closely linked to raising achievement and helping young people to become confident individuals and equipping them with the skills for life.

Some may go on to be entrepreneurs but all will need to be enterprising to cope with a very rapidly changing world.

Developing high aspirations and creating ambition.

- Developing a 'can do and will do' attitude - being proactive, not being afraid of failure, being adaptable and flexible.
- Involving learners in real problems- allowing them to take ownership, manage risks and working as teams to solve problems.
- Developing learners' understanding of managing money, different types of work and basic economic ideas.

This approach will be modeled by all and shared with all. We will share this vision with staff, leaders, governors, partners and stakeholders to communicate our aspirations. It will run through our CPD, Parents' evenings and parental workshops, be communicated to local elders, people of influence in our community, councillors to name but a few.

We see enterprise as a way to foster and develop core skills in real situations; to promote education for citizenship; to enhance pupils' personal and social development; and to provide opportunities for pupils to make informed choices and decisions. Many of the school's activities easily lend themselves to enterprise education. For example, an activity can be classed as enterprising by having a real or contextual reason for it, such as producing posters to raise awareness about the need to recycle or role playing shops in an EYFS environment. Children will take overall responsibility for planning and decision making for a project, such as putting on an assembly for parents. The teacher or TA is the facilitator available to offer advice and guidance. The extent of intervention will depend upon the age and experience of the children involved.

Enterprise education will be developed by:

- the application of core skills of communication, numeracy, literacy, problem solving, using ICT and working with others across the curriculum. Children will demonstrate and apply these skills in a range of different curriculum situations.
- Promoting enterprising attitudes and skills through teaching and learning.
- Nurturing a knowledge and understanding of the world of work through contact with professionals. Children will show a knowledge and understanding of the world of work.
- Forming links with the wider community. Children will interact with the wider community (e.g. assemblies).
- Enhancing personal and social development.
- Fostering skills in citizenship. Children will make informed choices and decisions and be able to take action, individually and part of a team.
- Children applying and 'pitching' to access a loan from the Enterprise Fund, which will be donated by local businesses. They will set up enterprising activities and repay the loan once a profit has been made. This could include activities such as keeping chickens and selling the eggs to the school kitchen; or growing herbs for the same purpose or for a stall at school events.

The development of enterprise across the curriculum will ensure enterprise activities are relevant to topics.

Children will view Unity Community Primary as a base camp to the wider world. In addition to embedding enterprise across the curriculum, through each lesson being linked to an enterprise capability, each week children will undertake a specific enterprise lesson, which will include:

- Delivering the Young Enterprise Primary Programme for 4–11 year olds.
- Invite different professions and industries into the school and take children out to visit different places of work through our Business in the Community networks.
- In Years 5 and 6 children will take part in a world of work week, including undertaking taster work sessions for which they will have to apply and be interviewed.
- Provide a business development grant fund, for children to apply to, to set up and run their own businesses within school, on the basis that they will pay the initial grant back once they generate income and all additional income is used for educational purposes. For example, towards the cost of a school residential.
- Visit universities, for children to experience and aspire to attend.
- Support parents. We know that one of the most influential factors for children's aspirations for their futures is their parents' aspirations for them as children. We will invite parents to attend visits, listen to talks and hold workshops to dispel myths such as the cost implications of university for low-income families.

From their first day at UCP, children will evidence their enterprise experiences through a personal development portfolio.

### ICT and e-learning

ICT will be central to our school. We will embrace modern technology, including the use of iPads, for example, and the use of social media to engage children and their parents in learning and the running of the school. At the centre of this is a total commitment to safeguarding and we will ensure a robust e- safety policy is in operation at all times.

We will integrate the use of ICT throughout the curriculum. We recognise the value that can be achieved through carefully selected e-learning programmes in extending the development of children of all abilities. We will ensure the introduction of the changes to ICT through the new curriculum with its emphasis on programming and algorithms.

### Religious Education

UCP will adopt the local agreed syllabus for RE as it reflects the traditions of Great Britain, in the main Christian, as well as reflecting other traditions. UCP students will have collective worship every day in accordance with the law. This may be with their class mates as a whole class , in a smaller group or as a whole school. UCP will view curriculum RE in the same light as other subjects and will strive to teach RE in a meaningful way. We will develop children's knowledge and understanding of the world as well as develop their spirituality and respect for others and the world around them

### **Ensuring all pupils access the curriculum and succeed**

We want every child to succeed. To ensure they are able to fully access their education we will, when necessary, implement a range of strategies including:

- **Nurture groups** for children who are not yet ready to fully access education.
- **Common Assessment Framework** to ensure early intervention, led by our parent worker.
- **Speech and Language.** Focused speech and language therapy.
- **Talent development.** For those children with exceptional talents we will work with our partner agencies to ensure doors are opened to develop these; for example with Chetham's School of Music.
- **Fund to remove barriers to learning.** We know from our work in the community that young children are not attending school for simple reasons which we can easily overcome, such as not having the correct uniform or breakfast. The purpose of this fund is to address these barriers.

## Qualifications

We will administer the following tests and assessments.

Reception:

- Early Years Foundation Stage Profile Assessments.

Year 1:

- Phonics screening check (also for all children in Year 2 who previously did not meet the standard of the check in Year 1).

Year 2:

- Teacher assessment and the statutory National Curriculum task and tests will be administered to all eligible children who are working at level 1 or above in reading, writing and mathematics.

Years 3-5:

- Optional SATs tests.

Year 6:

- Level 3-5 end of Key Stage tests in:
  - English reading
  - English grammar, punctuation and spelling
  - Mathematics.
- Level 6 tests:
  - On a year-by-year basis we will consider Year 6 pupils' expected attainment, and if it is assessed to be above level 5 we will register the individuals for level 6 tests. We will indicate each year (currently through the NCA tools website) by the pre-determined deadline if we intend to register individual children for the level 6 tests.

Links with secondary partners will help facilitate best practice sharing for gifted and talented children. We envisage strong links where children and professionals will spend time in each other's settings ensuring a challenging start to their secondary education.

## Enrichment activities

Our enrichment programme will give all children opportunities to take part and be enthused by the love of learning in different ways and with different people.

The programme will include regular clubs and activities both in and out of school hours, whole school events, productions, celebrations of festivals and themed days (e.g. World Book Day), assemblies, trips, Student Council, parent / child activities, summer school, and community events. All activities will involve:

- Challenge
- Enjoyment
- Exposure to new knowledge and ideas
- Thinking in different or unusual ways
- Risk taking.

Examples of enrichment activities will include sports coaching using qualified instructors from MCFC/MUFC who offer this support to schools; gymnastics club run by a qualified teacher; and problem solving maths club for Reception/KS1 delivered by our EYFS teacher.

The programme will also include the following.

### **Additional support at lunchtimes**

██████████, ██████████

Lunchtime organisers will ensure that children's skills of eating and socialising at a table together are developed. Playworkers and sports coaches, trained appropriately, will support them to undertake both free and structured play during their lunchtime. This will also contribute to the time they spend undertaking physical activity. Finances have been managed to provide appropriate levels of staffing.

### **Extended learning**

Extended opportunities for learning will be offered in four ways:

- homework
- summer school
- e-learning
- pre and post school learning opportunities.

Whilst homework will be an expectation for children in Key Stage 2, other extended learning opportunities will progress from the identified needs of individual pupils, the wishes of the community, or the need to secure progression.

### **Assessing and meeting the needs of all pupils**

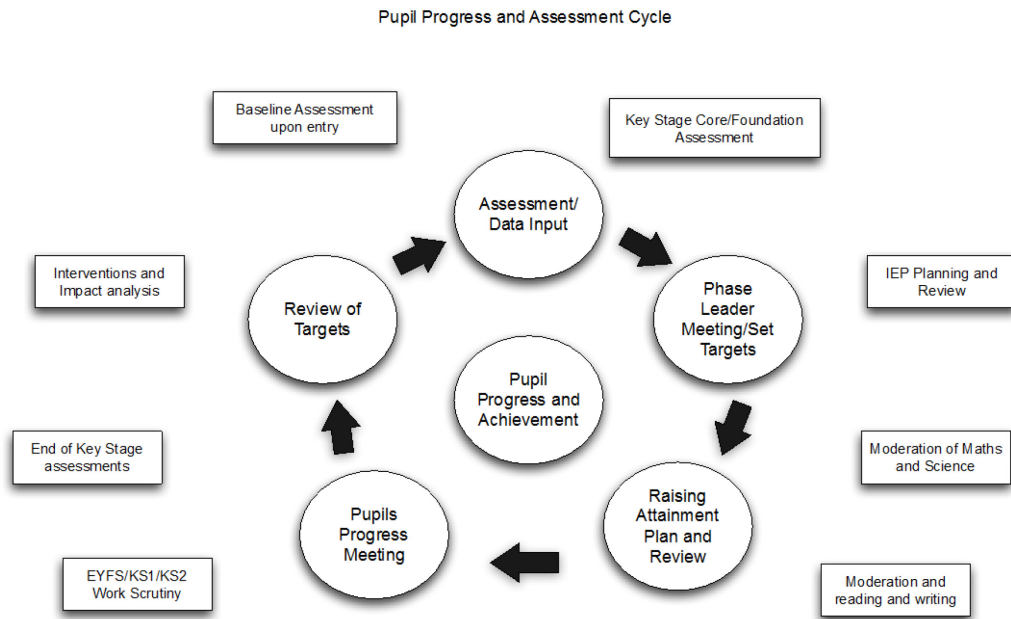
Effective assessment is essential to quality teaching and learning. Assessment for learning is a fundamental tool to be utilised by the school to raise attainment and accelerate progress.

### **Assessing pupils' needs**

We will adopt the same assessment and planning processes as are in place at LCP. These include:

- The pupil progress and assessment cycle
- Involving children in their own assessment

- Baseline assessments against EYFS profile and APP
- Personalised target setting using average point scores
- Individual Education Plans for pupils with additional needs
- Use of Pupil Progress meetings and Raising Attainment Plans, reviewed every half term
- Separate tracking of all vulnerable groups including SEN, EAL and FSM
- Use of the Arbor electronic management information system to record and track individual progress, including real time attainment data.



We know regular quality feedback, written and verbal, given to children on their learning, helps them to understand how to be successful, what they have achieved and what they need to do further to improve. Our assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils’ learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parents evenings and with a full written report at the end of year ensures that teachers and parents are working together to raise the standards of the children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling governors to have a clear understanding of the performance of the school.

### Who is involved

The Principal will maintain an overview of assessment in the school, to monitor and develop consistency across the school, to ensure the statutory requirements are met and to keep the governors fully informed. Both the Principal and the Deputy will have a clear and detailed understanding of what assessment information means about a school’s performance, and utilise assessment information to raise standards at whole school level. Also to lead and schedule the pupil progress meetings on a half-termly basis for teachers and senior leaders. Key Stage leaders will do the same for their stage. Subject leaders will ensure plans include clearly defined learning



objectives and identify and record assessment. They will advise colleagues on the assessment and recording in their subject.

### **Role of the SEN Co-ordinator (SENCo)**

There will be an identified SENCo from the outset. We will recruit staff with either excellent SENCo experience or a strong SEN ethos. This will be a focus in our recruitment drive. The successful candidate will show strength in application, interview and observation. We may have a SENCo who is a class teacher or phase leader. SEN is the responsibility of all staff and the SENCo will work closely with all staff to ensure the highest possible standards for all. In light of the small numbers initially we feel that “growing our own” SENCo will be of advantage on many levels. They will have a strong, evidence based practice to share. The SENCo will work in partnership with schools in MSA with excellent practice. The SENCo will attend Pupil Progress meetings with the Principal regularly for early identification of difficulties in learning. The SENCo will be part of the broad Senior Leadership Team. The ambitions and ethos of the school can evolve and develop through this role as the school evolves and develops. Succession planning is key in our staff development to ensure a strong team as we expand.

The school will have an appropriately qualified SENCo whose responsibilities will include:

- overseeing the day-to-day operation of the school’s SEN policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- the Deputy head will manage the team of TAs, ensure they have the appropriate training and allocate them to lead intervention programmes
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA’s support and educational psychologists
- liaising with / attending children’s centre pre school disabilities groups.

### **Roles and responsibilities of other staff**

Provision for children with SEN is a matter for the school as a whole. In addition to the Local Governing Body, the Principal, SENCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

A continuous cycle of planning, teaching and assessing in school will take account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn within these arrangements. Those children who fall outside the expected range will have specific interventions programmed. The school will adopt a graduated response that recognises a continuum of SEN and will bring specialist support and expertise to support the difficulties that a child may be experiencing.

#### Principal

The Principal will:

- have overall responsibility for ensuring that the governors are informed that the school has appropriate structures, organisation and resources to meet the needs of all children, including those with special and additional needs
- be the 'responsible person' who makes sure that all those who teach a child are aware if they have a statement of SEN
- be responsible for reporting to the governing body on the profile of pupils with special and additional needs and on the progress they are making.

### Teachers

Teachers will be responsible for:

- the early identification of children's needs
- helping the child to formulate their learning targets
- adapting the approach to teaching to support learning, in particular within their subject expertise
- seeking additional help when there are blockages to learning
- ensuring parents are informed if there are any concerns.

### Teaching Assistants

TAs will be trained to lead specific interventions, including:

- Writing boosters
- Speech and Language
- Maths misconceptions
- Reading recovery.

### **Approaches to meeting different needs**

We believe all children are unique and should be treated individually, and we are aware of the danger of labelling children. Nevertheless we recognise that some of our children will fall into one or more of the recognised categories of need, and the full range of needs will be planned for. This range will include:

- Children with English as an additional language
- Children with special and additional needs
- Children with medical conditions and disabilities, with or without learning difficulties
- Children with social, emotional and behavioural needs
- Gifted and talented children
- Looked after children
- Children from deprived backgrounds.

Underpinning our approach to meeting all children's needs is our commitment to:

- valuing all children as unique individuals
- positive expectations
- personalised learning
- parental involvement
- early intervention
- clear expectations
- recording and celebrating progress
- a staged approach to intervention
- Appropriate involvement of external agencies.

Unity Community Primary will know all its children well, and this will be reflected in our delivery of a personalised curriculum for each child. Learning will be differentiated for individual children, and we will adopt a range of approaches to ensure every pupil can engage fully.

#### Flexible grouping

Children will be grouped by ability within class, or be in mixed ability groups. Grouping by ability within class will ensure that work is appropriately matched to individual needs. Groups will not be fixed, but flexible based on changing needs, subjects, and so on.

#### Additional learning opportunities

As appropriate, we will provide separate lessons or additional learning opportunities outside school hours for those pupils who require them. These will be important opportunities to provide something different from the classroom experience in terms of creating a flexible, active and voluntary learning environment with the emphasis on the pupils learning for themselves independently and supporting each other's learning. The purpose is to improve pupils' motivation, build their self-esteem and help them to become more effective learners to raise attainment.

#### Use of the pupil premium

The pupil premium will be used to help improve the attainment and accelerate the progress of disadvantaged pupils for whom the funding is allocated, and to close the attainment gap between them and their peers. For example, breakfast club will support the most vulnerable pupils in sustaining good health thus improving their physical and mental learning readiness. The pupils will be tracked through pupil progress meetings to ensure they are making accelerated progress in learning.

#### **Other agencies**

We will involve external agencies as appropriate, based on individual needs. For example, to fully support SEN pupils we may need to draw on the expertise of speech and language therapists, educational psychologists or occupational therapists.

#### **Pupil transition**

We will adopt the same principles for transition as our current school, Longsight Community Primary including:

- Work with our existing day care and the local children's centre to support familiarisation with the school and staff prior to starting school and to co-deliver a readiness for school programme
- Two week summer school open to all children starting school in Reception and those children in other year groups whose development would be impacted by a six week break each September to ensure school readiness
- Consistent use of Raising Attainment tracking grids will ensure the relevant assessment information is passed on to the receiving teacher, preventing dips in the continuity of learning
- Using the Manchester Common Assessment Framework (MCAF) to support early help and working within the MCAF protocols for the transition of CAFs when children move to a new school.

## Section D2: Setting and achieving targets

### Measuring performance and setting targets

Our Key Performance Indicators (KPIs) for UCP will include:

- Academic achievement
- Behaviour
- Attendance
- Pupil wellbeing
- Quality of teaching
- Pupil and parent satisfaction
- Staff morale
- Pupil participation.

### **Academic targets**

#### Early Years Foundation Stage

- The very large majority (80-96%) of pupils to meet expected outcomes across the Early Learning Goals, reaching good levels of development, including vulnerable groups of pupils.
- A small minority (20-34%) of pupils to exceed expected outcomes across the Early Learning Goals, including vulnerable groups of pupils.
- To ensure that e-profile information (using the 2013 ARR and Stage Profile) is established and informs transition into Year 1.

#### Key Stage 1

- The very large majority (80-96%) of pupils at the end of KS1 to achieve L2B in English and Maths, including vulnerable groups of pupils.
- A small minority (20-34%) of pupils to achieve L3 in English and Maths, including vulnerable groups of pupils.
- The very large majority (80-94%) of pupils at the end of KS1 to make the expected and good and outstanding rates of progress of 3,4,5+ APS in each year group at KS1, including vulnerable groups of pupils.
- A large majority (65%-79%) of pupils to make accelerated progress of 4, 5 and 6+APS in each year group, including vulnerable groups of pupils.

#### Key Stage 2

- In 2017, by end of Year 4, the very large majority (80-96%) of pupils to achieve Level 3B in English and Maths, including vulnerable groups of pupils.
- The very large majority (80-96%) of pupils to make good/ accelerated progress of 4 APS per year group at KS2, including vulnerable groups of pupils.
- To track pupils' achievement and progress using the Assessment and Pupil Progress Cycle, ensuring that pupils are targeted for support or extension teaching support if required. All pupils in all groups of learners will be monitored and tracked on a regular basis.

Across key stage 1 to 2 of 14+ aps to 16 aps

**Please note** for the above targets, vulnerable groups are: Special Educational Needs, English as an Additional Language, Looked After Children and Free School Meals.

As in the case of LCP, teachers will use the Raising Attainment tracker to monitor individuals and groups of pupils across the school within each year group. Teacher assessment will support the identification of pupils' needs day by day.

### **Behaviour targets**

As for LCP, the target is no bullying or racist incidents. We will implement our tracking, monitoring, recording and reporting system for behaviour, bullying and racist incidents. We will ensure that the rewards system is meaningful and resourced.

### **Attendance**

Our aim is to reduce overall absence with targets of:

- Attendance – 97%
- Persistent absence – 1.5%

We monitor attendance trends and the causes in order to tackle them. The attendance of vulnerable individuals and groups will be monitored. The Early Intervention Worker will lead and focus on attendance and punctuality and approach this in a holistic way, addressing the cause and making use of the barriers to learning fund where appropriate.

- Permanent exclusions target – 0.
- Fixed term exclusions – to be monitored and provision mapped for identified pupils through Individual Behaviour Plans.

### **Setting ambitious and realistic targets**

Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all pupils. The pupil is at the heart of the process. Pupils will be involved in the target setting process and in reviewing their progress against the targets set from their starting point. Wherever possible, teachers will negotiate and encourage them to set targets for themselves. Target setting for pupils means that they have to make decisions about their own learning. Pupil conferences will be implemented to enable this. Regular feedback from teachers will make pupils aware of how they can improve their work and achieve their targets.

Parents will be informed about the target setting process and the targets for their children. Parents will have regular opportunities to talk about their child's progress during pupil conferences. This will help parents to identify ways in which they can support their children at home.

The targets set are deemed to be both challenging and realistic. Initially, they will be derived from using as a guide the targets set by an outstanding school in a similar district to the new school, which has set similar targets for a similar intake of pupils.

Our benchmark is to meet and exceed national averages to ensure that pupils attain as well as if not better than their peers in all schools nationally. As well as national data, local and school based data trends and averages for attainment and progress will be used to ensure accurate and

challenging targets are set for whole cohorts, individual pupils and vulnerable groups. The RAISE online indicative targets report will be used.

FFT data will be used to help the Principal and senior leaders to evaluate past performance, estimate future performance and set challenging yet realistic targets. Teachers will use the FFT estimates to inform the setting of ambitious and aspirational targets for pupils. This insightful data will support school improvement and self-evaluation as part of the school's school improvement cycle. This is in line with the school's overall vision to raise pupil aspirations. The school is committed to giving all pupils every opportunity to achieve the highest standards.

### **Assessment and data tracking**

We will adopt the same assessment and planning processes as are in place at LCP. These include:

- The pupil progress and assessment cycle
- Baseline assessments against EYFS profile and APP
- Personalised target setting using average point scores
- Individual Education Plans for pupils with additional needs
- Use of Pupil Progress meetings and Raising Attainment Plans, reviewed every half term
- Separate tracking of all vulnerable groups including SEN, EAL and FSM
- Use of the Arbor electronic management information system to record and track individual progress, including real time attainment data.

### **Monitoring and evaluation systems**

We will adopt the same monitoring and evaluations systems as LCP. **Governors** will be involved in reviewing targets in the School Development Plan (SDP) on a regular basis. A standards and curriculum sub committee will be formed.

**The Principal** will ensure that there is a coherent strategy for the effective management of performance data. This will include identifying the optional tests to be used in Years 3-5.

**Staff and governors** will receive training on the interpretation and use of data to inform target setting and expectations, which will in turn inform teaching and learning. The training will be carried out in conjunction with LCP and the Manchester Schools Teaching Alliance of Schools.

Arrangements for monitoring and evaluating progress towards targets for each class, subject and year group will be analysed by the Principal, class / subject teachers and senior leadership prior to the half-termly pupil progress meetings. All will receive copies of minutes from the progress meetings. Pupil outcomes from the meetings will in turn be reported to the standards and curriculum sub committee before going to the full Governing Body. Teachers will be made accountable and responsible. The appraisal system will be a process monitoring teacher performance. Teachers' pupil targets will be related to whole school targets.

As part of effective target setting the school will identify and implement appropriate interventions, such as the Reading Recovery programme, to support pupil progress and achievement, tailored to the particular needs of the pupils. Successful intervention programmes will be taken from those used by outstanding schools.

## **Monitoring and improving the quality of teaching**

Our aim will be to achieve Outstanding for quality of teaching in our first full section 5 Ofsted inspection. Teaching will be 100% good and better. We aim to achieve this through the following.

The quality of teaching will be monitored closely by the Principal and senior leaders. Governors will be kept well informed. Our Teaching and Learning monitoring cycle will be implemented (see E1) to include classroom observations, scrutiny of work, learning environment, and lesson planning and pupil progress data.

A range of teaching strategies will be promoted to make learning relevant to the range of individual pupil learning styles. These will promote active learning, independence in learning and pupils leading their own learning. Assessment will inform the teachers' planning and focused intervention. Marking will help pupils to make progress in their learning and know what they have to do to improve. There will be close monitoring and tracking of the reading and phonics programme to ensure that pupils secure learning. Phonics will be taught throughout the school.

## **Liaising with and reporting to parents and carers**

Parents are our partners in this school and therefore we are committed to ensuring they are regularly and appropriately informed of what is going on. Reporting will be at two levels, confidential reporting to the parents of individual children and collective reporting to all parents. Reports will be both informal and formal. All parents will receive a written report on their child each year.

## **Section D3: The staffing structure**

### **Phased growth**

The table below demonstrates our plans for an appropriate phased build up of staff in line with planned pupil numbers. This correlates with our financial planning.

	<b>2015 Year one</b>	<b>2016 Year two</b>	<b>2017 Year three</b>	<b>2018 Year four</b>	<b>2019 Year five</b>	<b>2020 Year six</b>	<b>2021 Year seven</b>
<b>Pupils on roll</b>	56	84	112	140	168	182	196
<b>Senior Leadership Team</b>							
Principal	1	1	1	1	1	1	1
Deputy			1	1	1	1	1
<b>Teaching Staff</b>							
EYFS Lead	1	1	1	1	1	1	1
Key Stage 1 Lead		1	1	1	1	1	1
Key Stage 2 Lead			1	1	1	1	1
Y2 Teacher	1	1	1	1	1	1	1
Y4 Teacher				1	1	1	1
Y5 Teacher					1	1	1
Y6 Teacher						1	1

<b>Pupil Support</b>							
HLTA	1	1	1	1	1	1	1
TA	1	1	2	3	3.5	4	5.5
Apprentice TA		1	1	1	2	2	2
<b>Administrative</b>							
Admin and Finance	1	1	1	1	1	1	1
Apprentice Reception		1	1	1	1	1	1
<b>Other staff</b>							
Early Intervention	1	1	1	1	1	1	1
Lunchtime Organisers	0.2	0.2	2 x 0.2	3 x 0.2	3 x 0.2	4 x 0.2	5 x 0.2
Playworkers	0.2	0.2	0.2	0.2	0.2	0.2	2 x 0.2
Sports Coach		0.2	0.2	0.2	0.2	0.2	2 x 0.2
<b>Premises</b>							
Caretaker	0.5	0.5	1	1	1	1	1
Cleaner	0.5	0.5	1 x 0.5	2 x 0.5	2 x 0.5	2 x 0.5	2 x 0.5
<b>Catering</b>							
Kitchen Assistant	2 x 0.5	2 x 0.5	2 x 0.5	2 x 0.5	2 x 0.5	2 x 0.5	2 x 0.5

## Start up phase

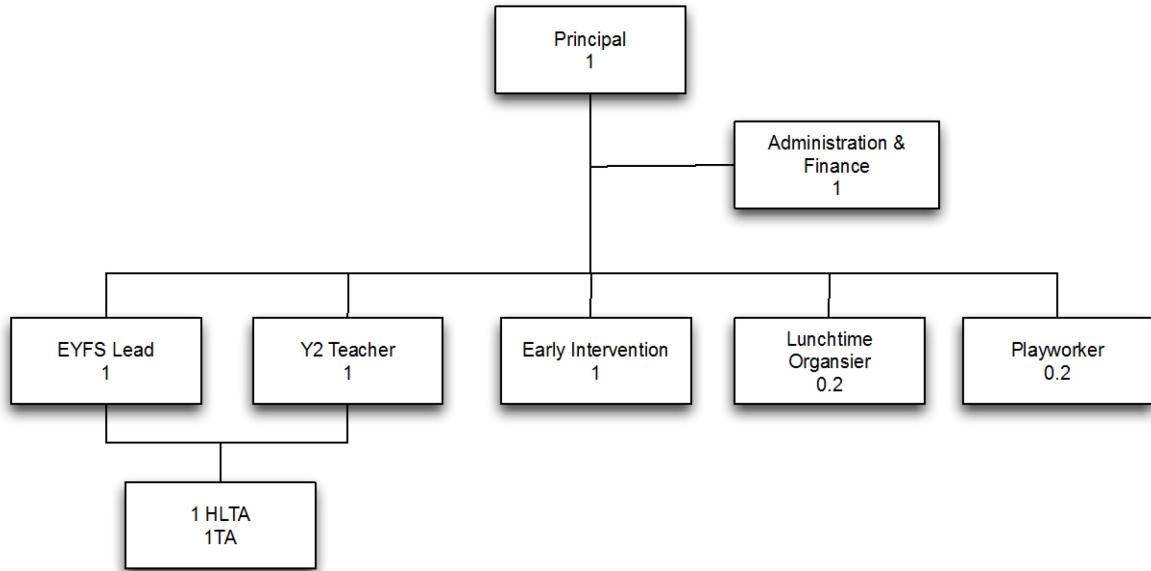
During the start up phase of the school we will apply the same model as we have done for Longsight Community Primary. We will use the start up funding to bring the Principal into post no later than a term prior to the opening of the school. This will enable the Principal to support the curriculum and educational deliverables of the school and ensure that they are able to shape the development of the school and build relationships with parents and children from the outset. We will also bring the year one staffing structure into post at least half a term prior to opening. We will make use of the start up monies available to ensure that they develop as a team and all have opportunities to input into making the vision a reality and to train and work as a team prior to pupils starting the school year.

Mirroring best practice at LCP, we will run a summer school leading up to the school opening. This will enable a smooth transition for children into the school, enable the staff to develop as a team and ensure that staff have the opportunity to undertake the training required to embed the vision.

The Principal will be outside the teaching ratio from the outset, enabling them to focus on achieving the very best standards and focus on the challenges of overseeing the development of the new school. The Deputy will also be outside ratio when they join in year three, although they will provide staff cover to ensure they have some teaching time. They will also deliver specialist interventions according to their expertise and children's needs. In addition they will take the lead in some areas as appropriate such as SENCo, safeguarding, personnel, social and emotional development and enrichment.



**Year one: 2015**



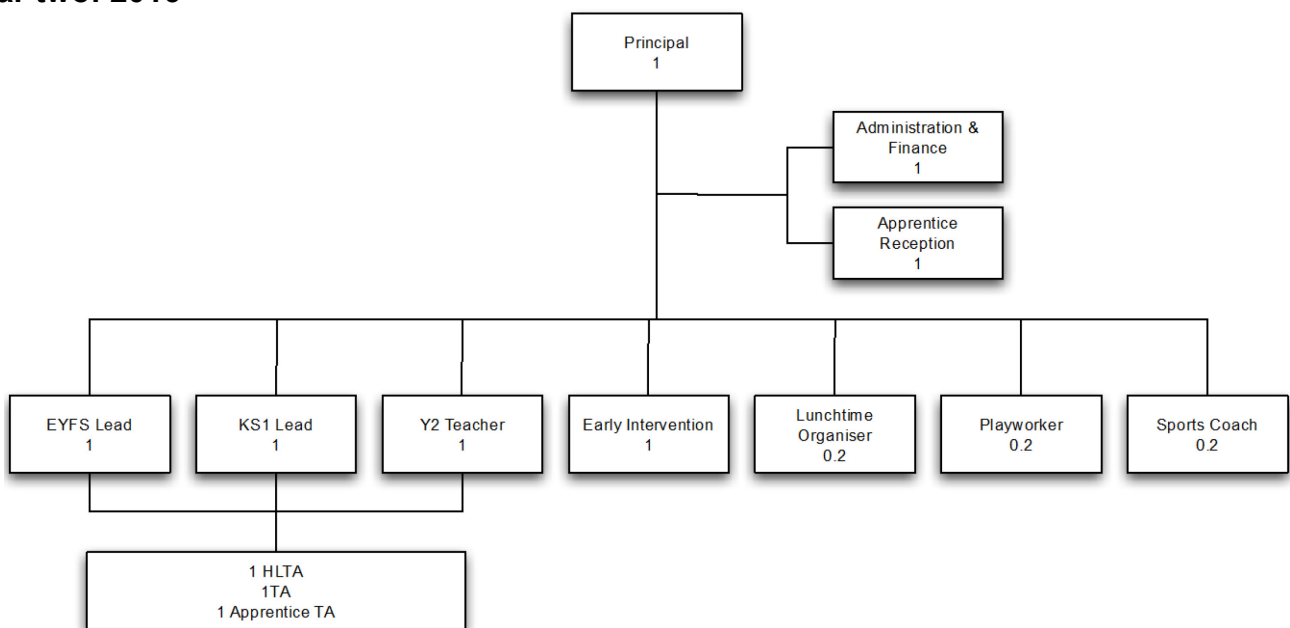
Reception = 28 children

Combined Year 1 and Year 2 = 28 children

We will employ a HLTA from the outset to meet the challenges of teaching a combined year group (Year 1/2). This post will enable age or stage specific small group work to be undertaken.

The education support staff will work across the year groups and will each have their own specialism that they will champion. All staff will be trained in enterprise and a member of staff will champion this specialism from the first year. The Early Intervention role mirrors the role in LCP and provides family support as well as driving the attendance strategy.

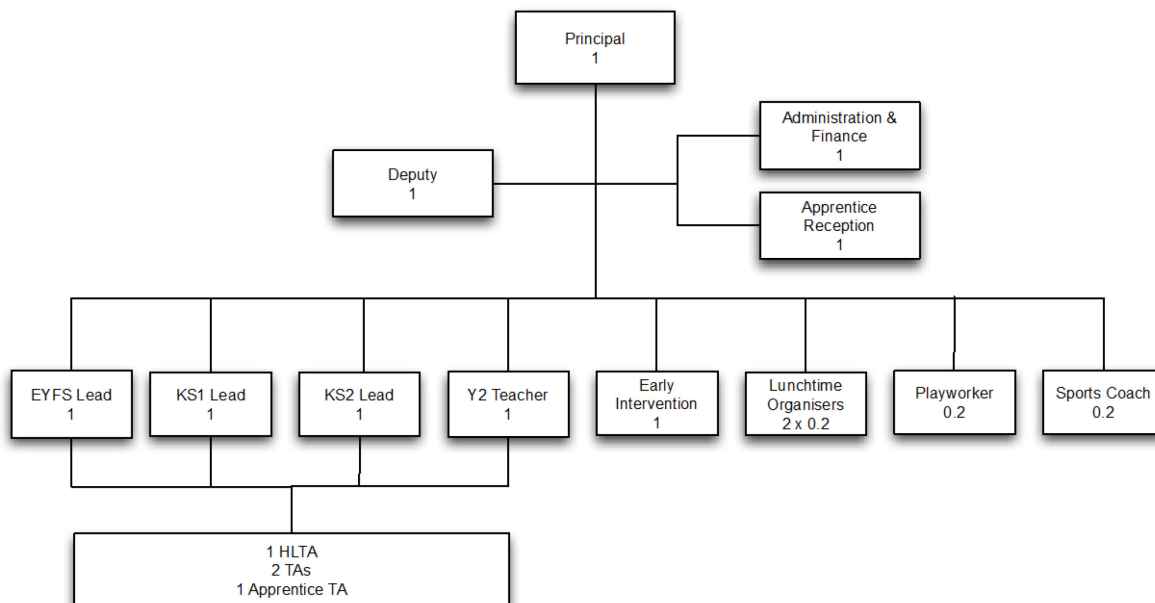
**Year two: 2016**



Reception = 28 children  
 Year 1 = 28 children  
 Year 2/3 = 28 children

Apprentice TA posts are introduced from this year, supporting local people to train, have access to continual learning and supporting them to become local role models for our pupils. The part time sports coach will be introduced in year two to ensure children have access to specialist coaching experiences during lunchtimes.

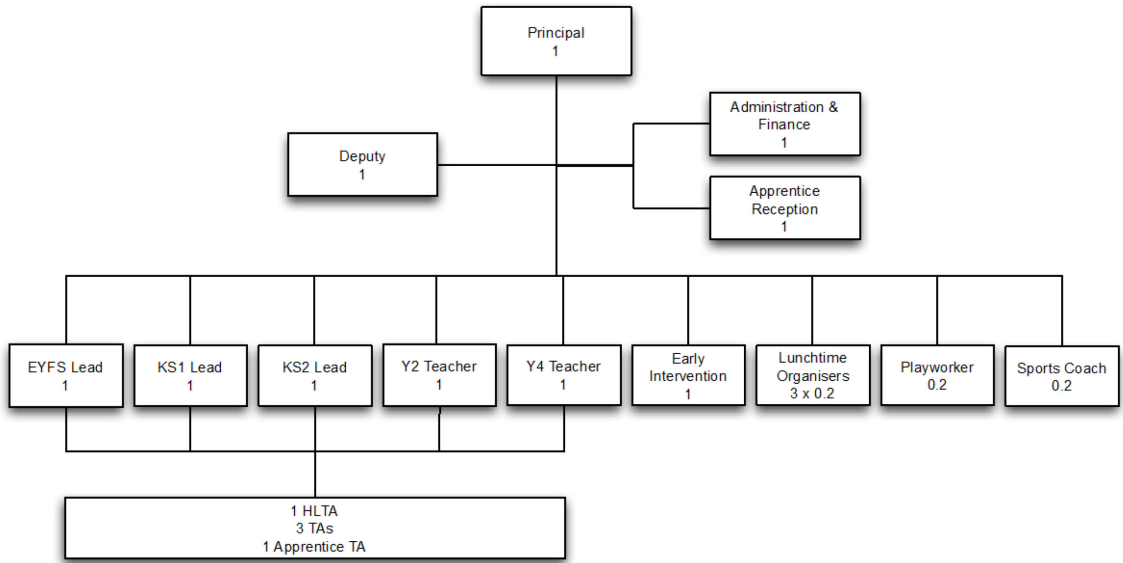
**Year three: 2017**



Reception = 28 children  
 Year 1 = 28 children  
 Year 2 = 28 children  
 Year 3/4 = 28 children

The deputy will come into post in year three. The recruitment of the teaching staff and education support posts will develop to embed a model of specialisms.

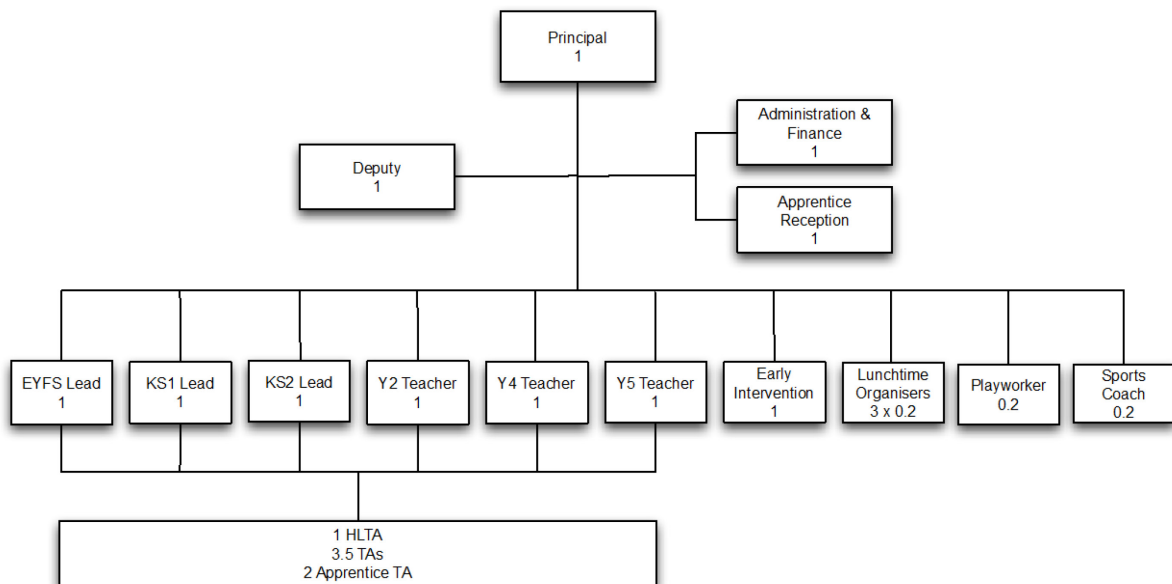
**Year four: 2018**



Reception = 28 children  
 Year 1 = 28 children  
 Year 2 = 28 children  
 Year 3 = 28 children  
 Year 4/5 = 28 children

In this year, the projected financial surplus will be used to purchase specialist teaching support, based on pupil need and aligned with our strategy for progress, e.g. a reading recovery programme.

**Year five: 2019**

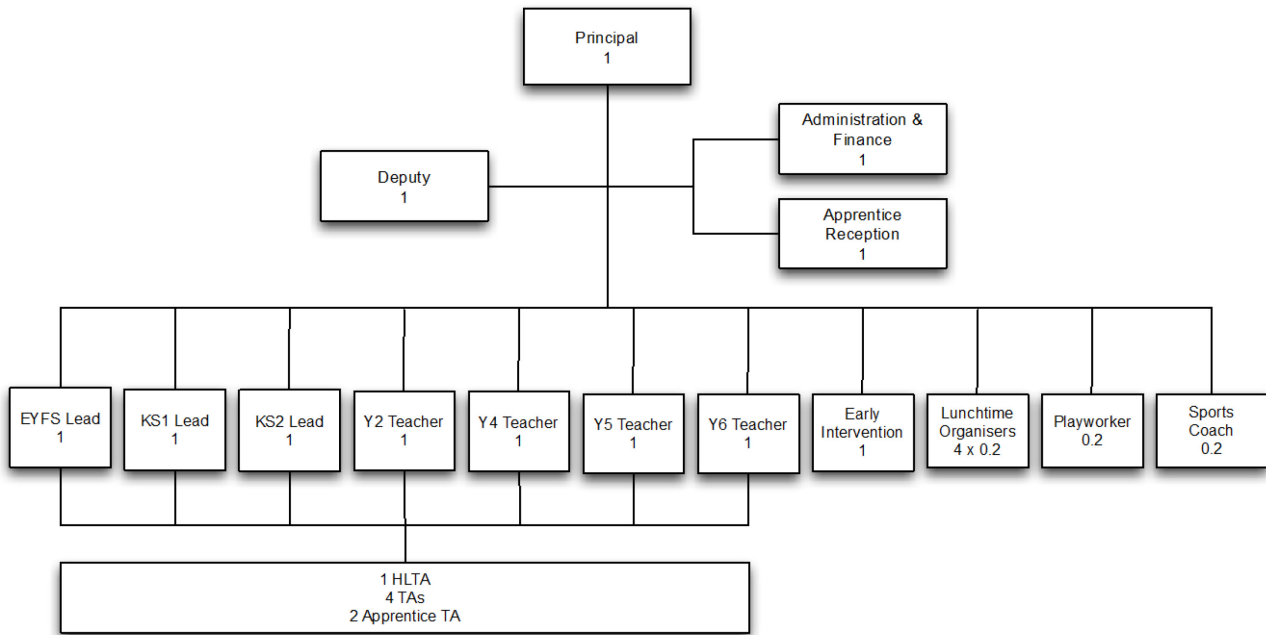


Reception = 28 children  
 Year 1 = 28 children

Year 2 = 28 children  
 Year 3 = 28 children  
 Year 4 = 28 children  
 Year 5/6 = 28 children

As in year four, the financial surplus will be used to purchase specialist teaching support as defined by pupil need.

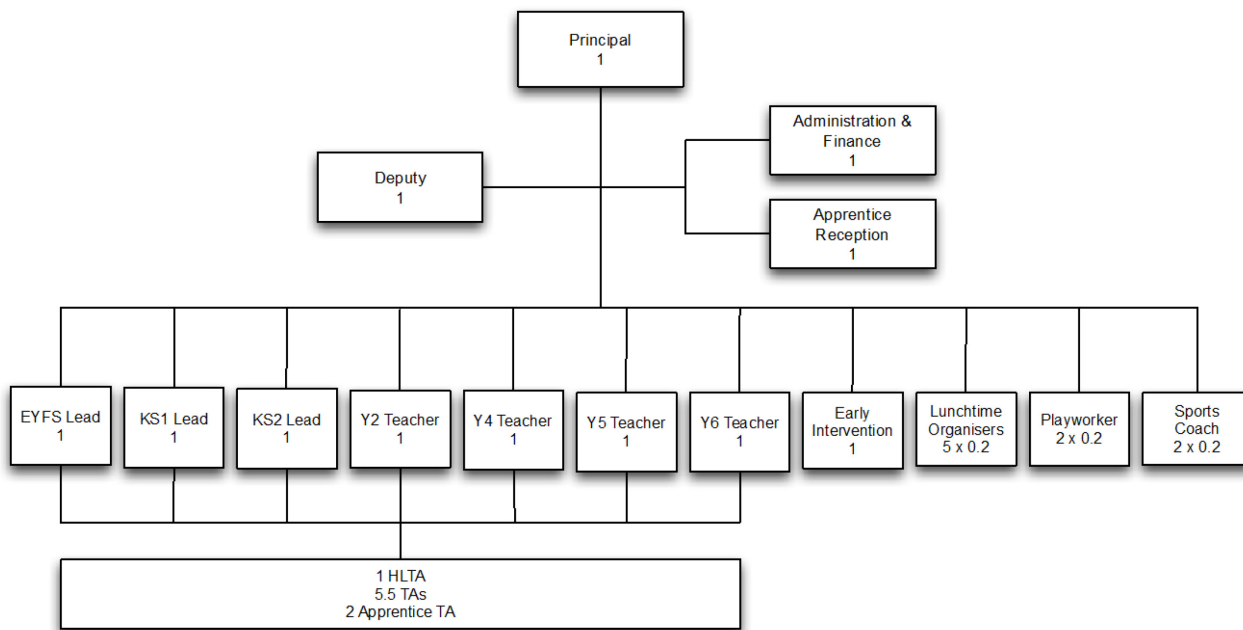
**Year six: 2020**



Reception = 28 children  
 Year 1 = 28 children  
 Year 2 = 28 children  
 Year 3 = 28 children  
 Year 4 = 28 children  
 Year 5 = 28 children  
 Year 6 = 14 children (remainder of combined year)

As in years four and five, the financial surplus will be used to purchase specialist teaching support, up to the value of [REDACTED].

## Year seven: 2021: the final year staffing structure



Reception = 28 children  
Year 1 = 28 children  
Year 2 = 28 children  
Year 3 = 28 children  
Year 4 = 28 children  
Year 5 = 28 children  
Year 6 = 28 children

By this point we will have a full pupil cohort in each year group for the first time. We will have a full quota of staff in place and the full specialism model embedded. We will increase the playwork and sports coaches to support children during lunchtimes. We will increase the number of Teaching Assistants to 5.5 to fully support the apprentice model and education support within the classroom.

As in previous years surplus monies will be used to purchase specialist teaching time. In addition to this we will increase the amount of Early Intervention time and give them a specific remit around programmes to raise aspirations such as motivational interviewing.

The final model enables Unity Community Primary to embed the vision of:

- smaller class sizes
- raising attainment through teachers with specialist knowledge
- embedding enterprise and employment opportunities throughout the curriculum
- having structured lunchtimes to nurture play and role model key life skills.

### How the staffing structure ensures curriculum delivery

The relationship between the staffing structure and the delivery of the curriculum will require a creative tension between flexibility and accountability that will be secured through effective communication. Whilst all class teachers will have a class that they are identified as responsible for, they will also have an area of specialism for which they will be responsible for across the

school. All class teachers will be required to have one or more specified areas of curriculum responsibility, such as Key Stage 1 literacy, or Key Stage 2 science, or a themed responsibility like enterprise or creativity. The staff will work as a co-ordinated team led by the Principal.

### **Staff roles, experience and expertise**

#### **Principal**

The Principal will be employed during the set up stage and will lead on ensuring the school is Ofsted ready from the outset. During pre opening stages they will:

- Lead the curriculum and education deliverables work stream including the development of the School Development Plan
- Lead on the recruitment of their staff team
- Lead on the induction and training plan for the staff team
- Lead on the planning and delivery of the summer school and transition programme
- Be instrumental in decision-making for capital and ICT and ensure the choice of equipment is linked to the curriculum
- Lead on the purchase of equipment and furniture
- Be instrumental in marketing the school, pupil recruitment and the admissions process which will be run through MCC co-ordinated admissions scheme
- Be instrumental in preparing for the Ofsted pre opening inspection and the readiness to open meeting with the DfE and EFA.

As with Longsight Community Primary, they will be supported to do this through the Implementation Team that we have in place and the Big Life Schools Director: this is proving a consistently effective model.

From the opening of the school the Principal will lead Unity Community Primary to excellence supported by a strong Governing Body, the Schools Director, peer support from the Longsight Community Primary Principal, and mentoring opportunities from our supporting Head Teacher. We will appoint a Principal with a strong track record in a leadership role within a primary setting who is fully able to excel to the challenge of opening a new school.

UCP will be supported by the Big Life Group corporate services including finance, communications, HR and governance. This will be managed through an annual service level agreement.

In addition we will also work with a School Improvement expert who is supporting on the education deliverables for Longsight Community Primary and who has 40 years experience of supporting and developing schools and teachers to become outstanding.

If we do not appoint the principal on the first advert or, if we attract a candidate with less leadership experience, for example, a previous assistant head rather than head, we will implement the following contingency plans:

- Advertise the post with sufficient time to allow for a second round of recruitment
- Make use of the 'headhunting' organisation used for LCP
- Make use of savings from appointing to lower end of scale to re-invest in external support. There would be clear areas deployed away from the Principal dependent on skills and experience but this could include to ensure successful candidate is fully supported to

ensure education deliverables are in place in time and sufficient mentoring time allocated to quickly gain skills and knowledge required.

- Prioritise the elements we would want the Principal to lead on and delegate others as the table below demonstrates:

Task	Lead
Lead the curriculum and education deliverables work stream including the development of the School Development Plan	Principal with support from school improvement expert
Lead on the recruitment of their staff team	Principal
Be instrumental in preparing for the Ofsted pre opening inspection and the readiness to open meeting with the DfE and EFA.	Principal with support from team
Lead on the induction and training plan for the staff team	Purchase support in or increase use of other teaching experts on implementation team
Lead on the planning and delivery of the summer school and transition programme	Delegate to Anne Benett
Be instrumental in decision-making for capital and ICT and ensure the choice of equipment is linked to the curriculum	School Director to lead and consult with Principal
Lead on the purchase of equipment and furniture	All ordering to be carried out by administrator consult with Principal and other education support, make use of lists from other provision
Be instrumental in marketing the school, pupil recruitment and the admissions process which will be run through MCC co-ordinated admissions scheme	School Director to lead on link with admissions team. Principala to be 'face' of marketing for parents

## Senior Leadership Team

The SLT will consist of the Principal, the Deputy, the three Key Stage leads, Early Intervention Worker and the Finance and Administration Manager as well as the SENCo if they are not already part of the SLT. They will work as a team and all members will have clear, delegated lead areas that best match their individual skill base, experience and area of expertise. Whilst the school is still growing the areas will be distributed accordingly, for example, for LCP whilst the SLT is small to begin with the Principal will take on more lead areas such as safeguarding and enrichment but this will change over time as the SLT grows in size and expertise. This same model will be adopted for UCP. Lead areas will include:

- Attendance and behaviour

- PSHE, enrichment and well being
- Attainment and performance
- Education support
- SENCo
- Safeguarding
- Subject based co-ordination
- Transition.

This team will also develop the skills of the key teaching staff who will lead areas of specialism. The SLT will build up over time with all posts in place by 2017, year three.

## **Teachers**

All of our teachers will deliver outstanding mathematics and English lessons and will also each teach a specialism. Specialisms will include the following subject areas:

- Physical activity
- Understanding of the world
- Enterprise
- Expressive art and design
- ICT
- Science.

## **Teaching Assistants and Apprentices**

This will be a team of education support staff who will work flexibly across classes to support the specialism model. They will have a specialism in either mathematics or English and will have one other specialism. The Apprentice TA posts reflect the vision of the school in opening up opportunities for employment and progression. There is long-term generational unemployment and under-employment in the area. The school will raise aspirations within the community by offering employment and progression opportunities within the school to local parents and other local people. This will, again, build on the foundations of the Cheetwood Centre and support an enterprising focus.

## **Lunchtime Organisers**

These roles will support the vision of sociable mealtimes, offering a quality and calm environment for eating and interacting. They will not only supervise the children but also encourage the development of key life skills in relation to social interaction, communication and basic skills such as how to use a knife and fork.

## **Playworker and Sports Coach**

These roles will support development through play and physical activity, providing opportunities for structured and free play during the extended lunchtime. They will support children within the playground and encourage activity, play, good behaviour and enjoyment. By co-locating with the existing employability schemes we will be able to offer robust work placements, training and



employment opportunities. This will include supporting the young people who currently access youth provision on site to be employed to deliver sports coaching and offer structured play at lunchtimes.

## Section E: Evidence of need – part 1

Please complete the table on the next page, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Reception</b>	28	31		111%	28	50		179%
<b>Year 1</b>	14	10		71%	28	31		111%
<b>Year 2</b>	14	14		100%	14	10		71%
<b>Year 3</b>					14	14		100%
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>	56	55		98%	84	110		131%

## Section E: Evidence of need – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

### Evidence of need

We are applying to open Unity Community Primary in September 2015. Our demand exceeds the number of places available and we have continued to engage with these families to ensure their support on our re-application. We have chosen a September 2015 opening date because:

- We feel this is a **realistic timeframe** in which to deliver an excellent school.
- **Parents have asked us to.** They are fully aware of the pressure for school places locally and don't want to miss the opportunity of their children starting at Unity Community Primary.
- The **data** from the Local Authority firmly supports the need for new Reception places from September 2015 and surrounding schools are already full to capacity with no room for further expansion.
- Children are continuing to be educated in **temporary** provision locally and need a strong permanent alternative (Box Grove being the most recent temporary school to be established).
- We have an **identified site** with fully supportive landlords.
- We are **confident** in the **capacity** and **capability** of delivering an excellent school on time as we have done for the LCP (see later sections F5 and 6).

From 1 September 2013 we have run the 78-place nursery at Cheetham Park Sure Start Children's Centre. This will be a feeder nursery for the school and ensure we deliver our 0-11 model, which we have implemented at our first school with Longsight Children's Centre.

### **Shortage of places locally**

Manchester City Council has confirmed that there is increasing demand for primary school places across Manchester, which cannot be met solely by expanding current local authority and other provision. Specifically in the Cheetham area, population growth is projected to far exceed national average rates between now and 2015, and MCC is unable to create new schools to provide the required volume of places. MCC therefore considers that Cheetham is an optimum location for a new school, and fully supports our Free School application.

Manchester City Council's Interim Head of Admissions stated on 11 December 2012 (copy of report available on request) that in Manchester:

- Demand for primary school places across the city increased by 4,000 (11.5%) between 2008 and 2012
- 43 existing primary schools have been expanded to create 1,055 extra Reception places (7,385 extra primary places in total, when rolled through year on year)
- In addition to this, MCC embraces new free schools as part of the solution to create extra capacity
- **Actual and projected pupil numbers indicate very strongly that further extra capacity in the primary sector will be needed for the foreseeable future.**

He also stated that specifically in the Cheetham area:

- As of 1st December 2012 there were nine children without a school place in Cheetham
- There is a need across the Cheetham and Crumpsall area for additional Reception places from September 2013, as pupil numbers continue to rise and the level of residual surplus is only 1.5% (optimum target 8%), concentrated in one school in Crumpsall [this is geographically distant from our proposed site]
- Further, extra places will be needed (from 2013 onwards) to generate sufficient spare capacity to respond positively and quickly to the demand for places from new arrivals
- All options for expansion to existing primary schools has now been exhausted
- On the basis of current demographics, **Cheetham would seem to be the optimum location for a new school: the City Council is now unable to create new schools and supports a Free School application.**

We have requested updated information from the Manchester City Council Admissions Team. They have supported our request and will provide further information prior to the interview process.

All of the schools local to our proposed site confirmed during our consultation with them that they currently have waiting lists.

We also have anecdotal evidence of lack of primary capacity from our consultation with the local community (described in more detail below). We asked, ‘Why do you think Cheetwood needs a new free school?’ and the responses were as follows:

- Class sizes are too big at local schools
- Children from the same family have to go to different schools
- Not being able to get places at the local schools
- There are lots more children on the estate.

### Standards in local schools

The table below shows that performance in the six schools nearest to UCP’s proposed site is variable. Whilst two schools outperform the national average at Key Stage 2, the others underperform. The two schools nearest to UCP, Marlborough Road and Cheetwood Primary, are 10% and 15% below the national figure respectively.

The table also demonstrates that all of the local schools have significantly higher than average percentages of pupils eligible for free school meals and with English as an additional language.

School	Pupils with statements or on School Action Plus	Pupils eligible for FSM	Pupils with English as an additional language	Pupils achieving Level 4 or above in English and Maths at KS2	Ofsted inspection result	Converting to Academy
Marlborough Road	4.5%	54.2%	68.8%	61%	Satisfactory	Yes

					(May 2010)	
St Thomas	9.0%	39.7%	49.3%	88%	Outstanding (Jan 2010)	
Cheetwood Primary	14.5%	44.4%	63.8%	67%	Good (Mar 2011)	
Cheetham	6.8%	32.5%	92.9%	78%	Outstanding (Sep 2009)	Yes
St Chad's	4.6%	28.5%	48.0%	53%	Good (Sep 2010)	
Temple	6.5%	27.6%	91.6%	81%	Outstanding (Jun 2007)	
Cheetwood local average	7.7%	37.8%	69.1%	71%		
England - all state funded primaries	7.9%	19.3%	17.5%	79%		

All of these statistics demonstrate that Cheetwood's pupils are disadvantaged both by poverty and by language barriers, and that currently they are not realising their potential. Our fundamental vision for Unity Community Primary is to change this, by providing a communication and enterprise focused curriculum which addresses children's language needs and raises their aspirations. We will work in partnership with our local nursery, the Cheetwood Centre, other local schools and the community to support our children to achieve their full potential.

Additional capacity to meet some of the demand is being created by the expansion of Marlborough Road. This option is not the preferred option for Cheetwood families as it is not a Manchester school, it is located in Salford and the school was also judged to be satisfactory. Cheetwood parents want their children to go to good or outstanding schools as this is what they know their children deserve.

### **Evidence of demand**

The number of parents who have stated that Unity Community Primary would be their first choice school for children starting Reception in September 2014 or September 2015 exceeds the number of places. The number who would select UCP as their first choice for children who would be in Year 1 and 2 does not yet exceed the number of places available. However we know from our work with the Head of Admissions for Manchester City Council that there has been a need for a new school in the area since September 2013 and that many children are currently at a temporary site in the area while a solution is sought.

We also know from experience with LCP, that once the school becomes a reality, parents are then more likely to commit to it becoming their first choice school.

Since our original application in January 2013 we have continued to promote the school and secure confirmation from parents in the area that they would select it as their first choice school for their children.

### **Current evidence of demand**

Through leaflets, posters and community consultation, we have established that there is considerable community demand for our proposed school.

The leaflet informs parents of our proposal:

*The Big Life group, which runs the Cheetwood Centre, is planning on opening a new primary school in the Cheetham area in September 2014.*

*The Big Life group have delivered services for children and families for over 20 years and are currently opening a school in the Longsight area in September 2013.*

*We know that there is a shortage of school places in the area and this is likely to get worse over the coming years. The Big Life group want to work with families to develop a school that is at the heart of the community, where parents feel welcome and part of the school, and children are inspired to achieve their very best.*

*Places at the school will be available to all local children, whatever their faith, culture or ability.*

*The school would build upon the work of the Cheetwood Centre and would look to be a hub of the community offering services and employment opportunities.*

***We'd really like to hear your views, so please complete the form on the back of this leaflet to tell us what you think.***

Along with parents' names and addresses, for our records, we asked them:

I would choose this school as my first choice for my child/children	Yes	No
Dates of birth of my child/children for who I would choose this school as my first choice	Children's DOB	
Please keep me updated about the Free School by	Email	Post Meetings

To date the following numbers:

Have completed the flyer form	Support the school's development	Would choose the school as their first choice for their child or children
106 families	106 families	142 children

From our surveying of parents we have established that the demand will be for Reception and Year 1 / 2 places from September 2015 and will build from this basis.

Unity Community Primary is for the local community. The map below demonstrates the demand for the school from local parents, with the home locations of parents who have committed to the school being their first choice identified. (The yellow marker indicates the planned location of the school.)



## E2: Successful engagement with the community

### Engaging a cross section of the local community

Unity Community Primary was initially the vision of a small group of parents and the Big Life Group, but we knew that for the school to be attractive to and appropriate for the community, it needed to be developed with the community. We therefore set out to seek the support and views of the wider community, by:

- Distributing information flyers and posters about our proposal from the centre and out in the community, through our outreach workers and parent volunteers
- Holding consultations with specific groups run at the Cheetwood Centre, for example the Voice of Cheetwood and the African Women's Group
- Running an open invitation consultation event for all interested parties from the estate, including for example inviting the Irish Centre
- Running a partner consultation event with agencies such as Sure Start Children's Centres, Housing Associations and the Police
- Consultation with **children** and **young people**
- Consulting with local schools
- Consultation within local community organisations and places of worship.

### Engaging a high proportion of the local community

The following table demonstrates how we have kept a large proportion of the community engaged throughout this, our second application for the school.

<b>Audience</b>	<b>Activity</b>	<b>Contact</b>	<b>Comments</b>
Cheetham Sure Start Centres: <ul style="list-style-type: none"> <li>• Fulmead</li> <li>• Cheetham Park</li> </ul>	Monthly visits to Stay and Play sessions	November 2012 to date	Parents very interested in the idea of a new school that values parental involvement Lots of interest in work / volunteering opportunities for the community Very pleased to hear of this new school
Al-Hilal Women's Group	Monthly visits to parent and toddler groups Regular email contact Group circulating updates via Facebook and texts	September 2012 to date	Management now interested in getting involved with the implementation team
Derby Street Playgroup	Consultation with parents	Monthly visits from December	Updates via centre notice boards
Voice of Cheetwood	Consultation afternoons	December to date – monthly	
African Women's	Consultation evening	December 2012,	Great, interested in having their



group		March 2013, July 2013,	children go to a small local school
Social Landlord tenants	Leaflets distributed via housing officers –	October 2012 Summer 2013	Very supportive and will be involved in the school governance
Tarbiyah Muslim Daycare provision	Meetings Email updates	October 2012	
Partners	Partnership open day	December 2012	Shaping the vision for the school
Shoppers: ASDA, TESCO and The Fort	Targeted leafleting	October 2012 September 2013	
Parents who had expressed an interest	1:1 meetings Outcome letter Email / telephone calls	December 2012 September 2013 January 2013 September 2013	
Local Councillors and schools	Email updates	October 2012 – present	
Regeneration teams	Updates via quarterly ward co-ordination meeting	October 2012 – present	

### **How we responded to the feedback we received**

Through the events listed above, along with a series of open consultation events at the Cheetwood Centre, we established that the local community was supportive of our proposal as it stood. We also used these events to further shape the proposal. In particular, consultation with prospective parents, the community, and children and young people has shaped the vision and education plan of the school.

## Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

**All applicants** must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

\* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors 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](#). In doing so please quote your free school application [unique registration number](#).

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.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

## F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Y	██████████	<ul style="list-style-type: none"> <li>• ██████████</li> </ul>	Up to 5
██████████	Y	██████████	<ul style="list-style-type: none"> <li>• ██████████</li> </ul>	Up to 3
██████████	Y	██████████	<ul style="list-style-type: none"> <li>• ██████████</li> </ul>	Minimum 21 hours a week up until appointment of Principal and then reviewed dependent on level of expertise and timescales
██████████	Y	██████████	<ul style="list-style-type: none"> <li>• ██████████</li> </ul>	Minimum 14 hour per week



██████████	N	██████████	• ██████████	2
██████████	N	██████████	• ██████████	Up to 2

### F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Education expertise – Although we have increased our expertise in the core team our experience has shown that the Principal needs to be recruited early to ensure they have ownership and can lead the development of the education vision for the school.	Principal – refer to F3 for Principal recruitment plan.
Local Authority link person who can support our work with Manchester City Council departments e.g. admissions team, capital and site teams.	Negotiations are already under way with Manchester City Council to identify correct person once approved. For our Longsight Community Primary School this was the local locality head of regeneration. We have already made contact and have in principle agreement for this role to be provided.



## Section F2

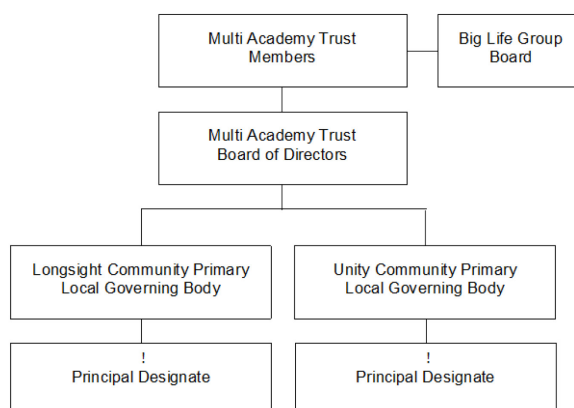
In 2012 we were successful in having our first Free School approved. **Longsight Community Primary opened in September 2013**. The same company is applying to open Unity Community Primary.

On approval of Unity Community Primary it is our intention to convert to a **Multi Academy Trust model**, changing the company name from Longsight Community Primary Trust to Big Life Schools Trust, with **each school** having its own **Local Governing Body**.

In preparation for conversion from Single Academy to Multi Academy status, our board of directors (governors) for our Multi Academy Trust have been identified and are detailed in section F3. All potential Multi Academy Trust board directors have completed the section I forms which have been received by the due diligence team.

To ensure the schools are led by local communities and are responsive to their needs, our Multi Academy Trust Board will delegate specific responsibilities to each school's local governing body.

### Big Life Schools Multi Academy Trust Governance Structure



Lines of accountability are clear. The Senior Leadership Team, including the Principal, will provide high-quality professional supervision to all staff, which will drive outstanding performance. The Principal will report directly to the Local Governing Body Chair, who is responsible for monthly supervision of the Principal. The Multi Academy Trust Board will provide effective support and challenge to the Local Governing Body who, in turn, will provide this for their Principal Designate. The Local Governing Body Chair will report directly to the Multi Academy Trust Board.

Scrutiny arrangements for school performance will be through a school improvement lead on the Multi Academy Trust Board, who will also sit on both schools' Local Governing Bodies. This will provide a link between both schools' governance as well as highly effective support and constructive challenge. It will also ensure rapid escalation of issues to the Multi Academy Trust board if necessary.



Each school will have its own governing body with its own Chair. As described in Section F3, we have already identified governors, analysed the skills gaps, and have set out a robust plan to address these gaps and ensure a full governing body is in place as soon as possible.

## **Roles and responsibilities**

### **Members**

Ultimate responsibility for the school sits with the company members, of which The Big Life Company is a corporate member.

The members will ensure that the Multi Academy Trust works effectively to achieve its aims and objectives through its powers to appoint directors and hold them to account. The members have already identified the directors they will appoint to the Multi Academy Trust.

### **Multi Academy Trust Board**

On conversion to a Multi Academy Trust, the directors will become legally responsible for both schools, delegating day-to-day oversight to Local Governing Bodies. The directors of the Trust have already been identified by the current members and will be appointed on conversion.

### **Size**

Our Multi Academy Trust Board will have eight members. To ensure effective decision making, each member has a lead area, and there is a wide skills mix amongst directors. Reports from Local Governing Bodies will be circulated a week prior to board meetings and their meetings will be chaired by an experienced chairperson.

### **Membership**

Please see the table in F3.

### **Roles and responsibilities of the Multi Academy Trust Board**

The priorities for our Multi Academy Trust Board will be:

- Setting strategic direction for Big Life Schools
- Creating robust accountability for each school to the MAT
- Ensuring financial probity
- Ensuring high educational standards are achieved
- Ensuring the values of the MAT are embedded in each school.

### **Operation of the Multi Academy Trust Board**

The Multi Academy Trust Board will meet 4 times a year. It is the intention that they will delegate some functions of the school to the Local Governing Bodies. For example:

**Strategic direction.** The MAT Board will be responsible for setting the long term strategic direction for all Big Life schools. They will delegate the development of local priorities, target setting and plans on how these will be achieved to the Local Governing

Bodies. The MAT Board will be responsible for sign off of these plans annually and check and review progress through the reporting of the Local Governing Body. This will be done through the School Development Plans.

**Financial management.** To ensure value for money, the Multi Academy Trust will procure services for both schools, through the Big Life group. This will ensure economies of scale can be achieved for insurance, facilities management etc. The MAT will also procure corporate services (finance, HR, procurement and governance) from within the Big Life group, ensuring that an efficient, high quality service is delivered through a Service Level Agreement. As the Multi Academy Trust will be the employer of all staff, this also brings about opportunities to have specialist staff (speech and language for example) or specialist advisors work across both schools. Therefore whilst we intend to delegate budget setting to the individual schools there may be some joint budget lines held by the Multi Academy Trust for both schools.

#### External advisers

We expect to use specialist advisers: this will be needs led, for example special educational needs or school improvement.

Each Governing Body will meet each term and be responsible for overseeing the operation of the school. They will set local targets which will be approved by the MAT. They will have committees which will oversee specific areas of work and have delegated powers.

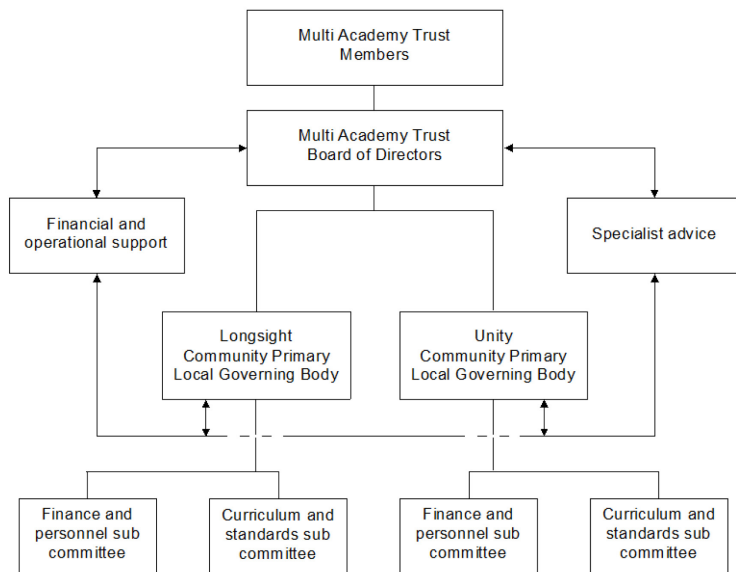
#### Committees

The committees will include both governors and other co-opted individuals who sit on the committee for a specified period of time but who will not attend governors meetings. Each school will have local committees for:

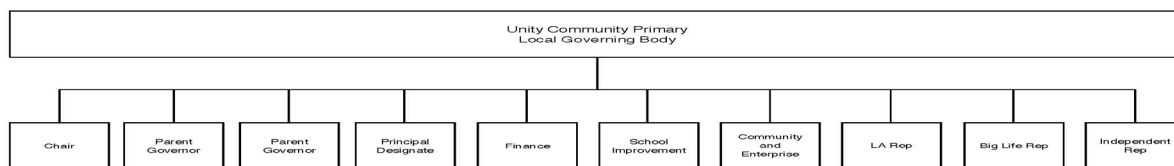
- finance and personnel
- curriculum and standards.

Committees will have terms of reference and meet two weeks before Local Governing Body meetings to review policies, progress and issues and report back to the Local Governing Body with recommendations.

We recognise that we may need additional short-term committees, for example to address specific issues such as a capital project.



### Unity Community Primary Local Governing Body Structure



### Roles and responsibilities of UCP Local Governing Body

The Multi Academy Trust will set the strategic direction for all Big Life schools, create robust accountability, ensure financial probity and oversee the performance of all Big Life schools. It will delegate some specific operational functions to meet these to Local Governing Bodies.

The governors will develop local priorities and monitor school performance. They will support and challenge the Principal in carrying out his / her duties for the day-to-day management of the school as described in the Department for Education Governors' Handbook for governors in maintained schools, academies and free schools.

#### Size

Our Local Governing Body will have ten members, including the Principal.

## Membership

Please see the table in F3.

## Operation of the Local Governing Body

The Local Governing Body will meet once termly, with additional meetings called if required, for example Ofsted. The chair will meet the Principal for monthly updates.

## **Senior Leadership Team**

The Principal will have delegated responsibility for the day-to-day running of the school, including safeguarding, finance, human resources (performance management), ICT, site and health and safety.

## Conflicts of interest

### **Identifying potential conflicts of interest**

The Big Life group already operates a group structure which includes three independent charities, and has established systems and processes to ensure potential conflicts of interest are managed. These are described below.

We are alert to the fact that conflicts of interest could arise involving:

- The Principal, for example in discussions regarding their pay
- Directors, where a contract could be let to a company to which they are connected
- Big Life Company, as a member of the Multi Academy Trust which may also supply goods and services.

The potential for conflicts of interest also encompasses the family members, such as spouses and children, of all of the above.

All directors and staff will be required to disclose any conflict of interest as soon as they become aware of it, and to absent themselves from any discussions where this conflict would be relevant. A Conflict of Interest Register will be held by the Clerk to the Governors and regularly updated. At each meeting attendees will be asked if they have any conflict of interest relating to any item on the agenda and any conflicts will be noted.

### **Managing potential conflicts of interest**

The main role of our Multi Academy Trust directors is to set strategic direction for all Big Life schools. They will act in the best interests of the MAT and ensure that the group's values and principles are applied and embedded across all Big Life schools. There is a potential conflict of interest with the MAT directors procuring services from the Big Life Company. To assure against this, there will always be a majority of directors on the MAT who are independent and who are not directors of the Big Life Company. A Service Level Agreement will be used for any services purchased within the group and services will be benchmarked for quality and price.



### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
<b>Multi Academy Trust Board of Directors (Governors)</b>				
██████████	Chair of MAT Governors	██████████	• ██████████	2
██████████	Governance Lead	██████████	• ██████████	5
██████████	Education standards	██████████	• ██████████	2
██████████	Community and welfare	██████████	• ██████████	2
██████████ Jon Taylor	Finance	██████████	• ██████████	2
██████████	Legal and personnel	██████████	• ██████████	2
██████████	Leadership and accountability structures	██████████	• ██████████	2

[REDACTED]		[REDACTED]		
[REDACTED]	Chair	[REDACTED]	• [REDACTED]	2
[REDACTED]	Parent Governor	[REDACTED]	• [REDACTED]	2
[REDACTED]	Finance	[REDACTED]	• [REDACTED]	2
[REDACTED]	Community and Enterprise	[REDACTED]	• [REDACTED]	2
[REDACTED]	Governance Lead. Big Life Representative	[REDACTED]	• [REDACTED]	2
[REDACTED]				
[REDACTED]	Staff and curriculum sub committee	[REDACTED]	• [REDACTED]	2
[REDACTED]	Curriculum and standards committee	[REDACTED]	• [REDACTED]	2

### F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
---------------------------	------------------------------

<b>MAT</b>	
Education expertise	Our chair, [REDACTED], has Education Governance experience and we have Executive Education experience. However, we will enhance this by appointing an additional education specialist to the MAT. We will achieve this by recruiting from our networks and have identified and approached 4 suitable and interested candidates whom we will interview and appoint.
<b>Local Governing Body</b>	
Principal Designate	Please see our recruitment plan as detailed in F5.
Parent governors x 2	We know that our parent governors must be elected once the school is open and be parents of children attending the school. Experience has taught us that it is crucial to have parents as part of the governing body in pre opening, This is the justification for having a parent named on the current governing body. The parent have been appointed by the members to be part of the Local Governing Body pre opening and are fully aware that if they wish to continue post opening they will have to be elected into post.
Education Expertise	As for the MAT, we recognise the importance of the correct candidate for this position and are appointing via our local networks and with the support of partner schools. There are several identified candidates and we are in the process of interviewing for the position.
Independent	Once the remaining governors have been identified we will carry out a skills audit to identify the skills we need to appoint into this role. For LCP we have an employment law solicitor and we will identify the same calibre of candidate through our extensive networks.



## **F4: A credible plan for recruiting a high quality principal during pre-opening**

### **Identifying a high quality Principal**

We will build on our experience of successfully recruiting a high quality candidate to this crucial role for Longsight Community Primary.

#### **The role**

The Principal of Unity Community Primary will work with the community, children and families, staff and governors to lead the school on its journey to outstanding performance. In the first year this will involve them developing the curriculum, delivering a new building, purchasing furniture and equipment and recruiting staff, with the maximum involvement of local parents. It will be hands on leadership with people from a wide variety of backgrounds, valuing different contributions.

We are confident that we have sufficient time to appoint into post at least a term prior to opening with a revised opening date of September 2015. If there was any delay in appointing we have contingency plans in place as detailed in section D3.

#### **Our Principal will:**

- be an outstanding and inspiring primary educational leader with the passion and vision to transform lives
- ensure parents are supported to be equal partners in their children's education
- be an ambassador for the school and ensure links are established and maintained with key stakeholders in the community
- have a passion for education and lead a team of staff to deliver outstanding education flexibly to meet the needs of every child
- welcome diversity and celebrate different cultures.

#### **Experience and qualifications**

The successful applicant will be an experienced primary headteacher, assistant or deputy. Our ideal candidate will have gained their experience in a school currently rated Outstanding or Good with aspects of Outstanding by Ofsted. In particular we will explore the quality of leadership and management in their current school, and the candidate's ability to evidence their role in improving and maintaining high standards. NPQH will be desirable.

#### **Qualities our parents and children are looking for in their Principal**

Parents and children have already expressed the qualities they want in their Principal. During pre opening and recruitment of the Principal, we will work with an even wider cross section of the community to define exactly what they are looking for and ensure these are addressed in the recruitment process.

#### **Skills and knowledge**

We will expect our Principal to have skills and knowledge including:

- Ability to work well in partnership with a wide range of stakeholders
- Ability to network
- Ability to build and lead an effective team in a changing environment
- Knowledge of the statutory responsibilities of a Principal
- Excellence at developing the potential of children and staff alike
- Ability to accept accountability and hold others to account
- Ability to set and achieve challenging goals
- A skilful communicator
- Willingness to make decisions and take calculated risks
- Ability to demonstrate strategic thinking and working
- Genuine understanding and empathy for the challenges faced by some of our children and parents
- Ability and willingness to work within the group values.

### **Recruiting a high quality Principal**

**The Principal of Unity Community Primary will be an outstanding educational leader with the passion and vision to transform lives by delivering improved outcomes.** This appointment will be crucial for the success of the school. Each element of the process will be carefully planned to ensure the best outcome. We will build on our learning from Longsight Community Primary to ensure we appoint the very best candidate for the task.

### **Preparation for recruitment**

#### Selection panel

We have identified a selection panel comprising members of the Multi Academy Trust Board, Local Governing Body and core pre-opening team. The Chair has undergone training in recruitment and selection, including safer recruitment and discrimination awareness. The panel will be advised by the DfE education lead contact who will also sit on the panel. It will consist of:

<b>Name</b>	<b>Role</b>	<b>Area of expertise</b>
Appointed DfE advisor	DfE advisor	Education Lead
[REDACTED]	Panel Chair, member, MAT board and pre opening core team	[REDACTED]
[REDACTED]	Local Governing Body and pre opening core team	[REDACTED]
[REDACTED]	External advisor – pre opening core team	[REDACTED]
[REDACTED]	Parent	[REDACTED]
[REDACTED]	Chair – Governing body	[REDACTED]

#### Timing

We will time our recruitment process to ensure that our advertisement is not 'lost' in the multitude of adverts that tend to be issued at the same time. This proved to be effective for Longsight Community Primary.

### Accessing expertise

We will draw on the HR and educational expertise of the relevant leads within our core applicant group (see section F1). This will include refining the job description and person specification, as well as ensuring the recruitment process is professionally run and complies with all relevant legislation and best practice. We will also explore the possibility of using external recruitment specialists, as we did for LCP, if we feel this is required.

## **Defining the role**

### Person specification and job description

We already have a detailed job description which sets out:

- Job purpose and details
- Principal accountabilities
- Competencies and performance standard
- Organisational context.

This will be supported by the person specification which sets out:

- Qualifications and experience
- Professional knowledge and skills
- Philosophy, values and commitment
- Personal qualities.

We will consult children and parents to ensure their voice is heard: as we have done with LCP, they will feed into the recruitment pack in terms of qualities they want to see in their Principal. We will insist on the candidate having a proven track record of outstanding leadership.

### Salary and conditions of service

We will offer a sustainable salary based upon a sliding scale ( ) to attract both highly experienced candidates and those in proven senior leadership who are looking for an opportunity to grow alongside a growing school.

If we appoint a candidate who can grow with the role, we will utilise the savings from their salary to create a tailored CPD package for them. We will purchase in additional expertise, factoring in the specific skills required with the emphasis on a mentoring model to ensure the Principal gains the confidence and skills to grow.

In addition to this we will ensure that we are appointing outstanding teachers to support the Principal, particularly those sitting within the Leadership Team who can offer support to Education Support staff.

## **Attracting applications**

### Advertising and marketing strategy

We know that we must 'sell' our school and the post of Principal to attract the best candidates within a competitive market. We will ensure our advertisement captures

attention and leads potential candidates to seek further information. We will design an application pack which provides clear, accurate and concise information to enable candidates to make an informed decision about whether to apply.

We know the best places to advertise based on the response rates of our recruitment for Longsight. We will use our existing contacts to encourage a wide field. We will also explore using Longsight's Principal as an Ambassador for working with Big Life in a school setting.

### **Selection process**

We will use our proven selection process, as used for LCP.

### References

With permission, we will take these up prior to assessments and interviews. Any offer of employment will be subject to satisfactory references.

### Shortlisting

We will use a scoring system to make shortlisting clear-cut and enable us to justify decisions in the event of an appeal.

### Assessments

- Psychometric testing
- Observation of teaching practice in our partner schools and feedback from teachers, scored against the Ofsted framework
- Observation of interaction with children and parents
- Assessments based on ability to assess and set priorities from RAISE and school development plan
- Their ability to observe and grade lessons
- Review of existing school Ofsted reports.

### Interviews

Interviews will be formal and in depth, using a standard set of questions. These will be supplemented by prompt questions if needed, and enhanced by candidate-specific questions based on feedback from the assessment described above. The interview will probe candidates' track records as well as exploring their intentions and aspirations for the new role.

Unity Community Primary is a new school; therefore, assessments and interviews will take place within an existing outstanding primary school.

### **Appointment**

The selection panel will identify their preferred candidate and present their decision and reasons to the Multi Academy Trust Board and Local Governing Body, who will ratify the decision. The panel chair will contact the successful candidate, and once a verbal offer has been made and accepted, the unsuccessful candidates will be informed of the outcome and provided with verbal feedback if they request it. The verbal offer will be conditional on references, DBS disclosure and qualification and other checks. A formal

contract of employment will be signed by both parties as soon as possible.

## Induction

Our Principal will be in post a minimum of a term before opening. During this time they will undertake an induction which will include: meeting with all relevant governors and Big Life support staff; meeting and shadowing day care and children’s centre staff to ensure embedding of 0-11 model; meeting with Manchester Admissions team; time spent in LCP to gain an insight into our schools ethos; and working with an identified headteacher mentor of a current outstanding primary school.

## Timetable for the recruitment process

Date	Activity
On approval	<p><u>Advertisements:</u> The adverts have already been prepared to ensure that the advert can go out on approval to meet the very tight timelines for opening.</p> <ul style="list-style-type: none"> <li>• Guardian Website (3 weeks)</li> <li>• E-teach (3 weeks)</li> <li>• Manchester City Council Job Vacancies website</li> <li>• Times Educational Supplement – online</li> </ul> <p><u>Candidate search:</u></p> <ul style="list-style-type: none"> <li>• Targeted marketing of vacancy via LinkedIn</li> </ul>
3 weeks after first advertised	Closing date
Week after closing date	1 <sup>st</sup> shortlisting
Week after closing date	2 <sup>nd</sup> shortlisting
Week after closing date	Final list and candidates notified
Week after notification	Interviews
Same day as interviews	Panel considers appointment
Day after interviews	Full governing body ratifies appointment
Day after interviews	Candidates informed
As soon as possible	New Principal start date and induction commences

## F5: Educational track record

### Track record

Our existing free school, Longsight Community Primary, opened on time on 2 September 2013, with two full classes. It was green-lighted at every stage of its development during pre opening by the DfE. The school has not yet been Ofsted inspected but has had its initial DfE monitoring visit. Again, the school has been RAG rated as ‘Green’ throughout. Strengths identified included the **climate for learning** is

**very good. Teaching is a strength** and a **strong learning culture** is evolving. Progress in Year 2 is **good to outstanding**.

Areas for improvement included 'embedding the potentially strong systems and procedures to support learning and achievement in all year groups'.

Despite attainment on entry being very low, overall in EYFS 60% of pupils are on track to meet or exceed national levels. Current data shows that in Y1 pupils making expected or above expected progress is : Maths 71%; Reading 79%; Writing 72%. In Y2 Maths 86%; Reading 87%.

### **Capacity to drive improvement**

CVs for all individuals named in this section are in Annex 1.

Educational support and challenge will be provided by:

- [REDACTED]
- [REDACTED]
- Education expert on Governing Body and MAT

As set out in Section F1, Unity Community Primary will receive school improvement support from [REDACTED].

UCP will also receive support relating to enterprise from [REDACTED].

We will appoint an education expert to the MAT Board who will provide the link between the MAT and the local Governing Bodies. We will appoint someone with relevant and current education leadership knowledge and expertise.

### **Central support**

- [REDACTED] – Finance
- [REDACTED] – Project management and school development
- [REDACTED] – Marketing
- [REDACTED] – Human Resources
- [REDACTED] – Facilities Management and IT
- [REDACTED] – Clerk to the governors (MAT and LGBs)

The Big Life Company currently delivers central support at cost. There is a service level agreement between our current school and The Big Life Company for its services. As the team is delivering its services to more than just the school it ensures value for money.

To ensure transparency, on conversion to Multi Academy Trust these services will be procured, therefore it will only be the current team delivering them if they are able to deliver the most effective service which demonstrates the best value for money.

### **Governance model**

It is our intention as described in F2 that on approval of Unity Community Primary we convert from a Single Academy Trust to a Multi Academy Trust with Local Governing Bodies for our schools.

Our governance model encompasses a wide range of skills and experience, as set out in Section F3, both within the MAT board and the Local Governing Body for UCP. In addition, the new school will not only benefit from the recent experience of LCP, but also from connections with outstanding primary schools in the area.

Converting to a Multi Academy Trust with Local Governing Bodies and central support both educationally and operationally ensures we are committed to driving improvement whilst increasing our capacity to grow and still ensuring a local focus.

## F6 Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

The shared resources for the MAT are made up of direct costs of staff employed by the Big Life Group and services purchased as a group in order to reduce costs and achieve best value for money. The services purchased in include:

- ICT support from Economic Solutions
- HR and employment law advice from Pannone Solicitors
- HR database for personnel.

The table below only covers staff directly employed by the group. It also only shows the lead person per area. [REDACTED] is supported by a team of finance officers and [REDACTED] is supported by two additional team members. The schools have access to all of this expertise.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
[REDACTED]	[REDACTED]	• [REDACTED]	Up to 5	[REDACTED]
[REDACTED]	[REDACTED]	• [REDACTED]	Up to 12	[REDACTED]
[REDACTED]	[REDACTED]	• [REDACTED]	Up to 5	[REDACTED]
[REDACTED]	[REDACTED]	• [REDACTED]	Up to 5	[REDACTED]
[REDACTED]	[REDACTED]	• [REDACTED]	Up to 5	[REDACTED]
[REDACTED]	[REDACTED]	• [REDACTED]	Up to 2	[REDACTED]



Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2015/16	2016/17
Unity Community Primary	██████████	██████████
Longsight Community Primary	██████████	██████████
	██████████	██████████



## **Section G: Budget planning and affordability**

Criteria G1 and G2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

**Sections G1 & G2**

















### G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

Action	Reason	Approximate savings	Notes
[Redacted]	• [Redacted]	[Redacted]	[Redacted]
[Redacted]	• [Redacted]	[Redacted]	[Redacted]
[Redacted]	• [Redacted]	[Redacted]	[Redacted]
[Redacted]	• [Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]











## **Section H: Premises**

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.





**SECTION H: LOCATION AND PREMISES**

1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.	The preferred site for Unity Community Lane Primary is:  <Redacted> Cheetwood <Redacted>  An annotated map has been emailed.
--	--

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	
--	--

**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted> Cheetwood <Redacted>
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In which local authority is the site?	MANCHESTER
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If the preferred site is near to the boundary with another local authority, please say which:	SALFORD
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If the preferred site is near to the boundary with a third local authority, please say which:	NOT APPLICABLE
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NOT APPLICABLE
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Please tell us how you found the site:	The Big Life group currently runs the Cheetwood Centre, the existing community centre on the proposed site.
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Please confirm the tenure:	Lease
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If other, please explain further:	The tenure for the community building is leasehold and The Big Life group leases it from <Redacted>. The land surrounding the building is owned by Manchester City Council. Both <Redacted> and Manchester City Council support the development of the Free School at the site.
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Please Include information on purchase or lease price if known:	<Redacted> has a 125 year lease for the site from Manchester City Council at a peppercorn rent. Big Life run the site for <Redacted>.
---	---

Who owns the site?	Other
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)	NO
---	----

Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
What kind of site is it?	Cleared site requiring new build
What is the current use?	Other - please describe
If government building or 'other' - please describe:	The site itself is owned by <Redacted> and leased to <Redacted>. <Redacted> own the Cheetwood Centre building and lease it to Big Life who currently run this community centre and sports hall.
Why have you chosen this site? What makes it suitable for your free school?	<p>The site currently has a community centre with sports facilities and extensive grounds in the heart of the community that the school will serve. It is intended that the school and the centre will form one integrated model occupying the same site.</p> <p>&lt;Redacted&gt; owns the Cheetwood Centre and Manchester City Council owns the land surrounding the centre. The Big Life Company, which is a member of Longsight Community Primary Ltd, the company applying for Unity Community Primary, has the contract from the Guinness &lt;Redacted&gt; to run the Cheetwood Centre. Guinness Northern Counties and Manchester City Council both support the development of a school on the site.</p> <p>The site would support the school vision of enterprise, as a key feature of the current centre is employability and enterprise. It is also very successful at engaging with the community with its priority being creating networks of support with linked agencies.</p> <p>The building is used by a range of partners:</p> <ul style="list-style-type: none"> <li>• Afro Caribbean Elders who meet 5 nights a week</li> <li>• Manchester City Council who regularly hold meetings at the centre</li> <li>• Sport 4 Life who deliver training sessions</li> <li>• Tung Sing Housing Association who hold tenants meetings quarterly</li> <li>• Manchester College delivering training sessions up until June 2010.</li> </ul> <p>The centre also delivers:</p> <ul style="list-style-type: none"> <li>• Football sessions</li> <li>• Multi-sports</li> <li>• Drama sessions</li> <li>• MC/DJ sessions</li> <li>• Alternative therapies</li> <li>• Roller discos.</li> </ul> <p>The school will make use of the existing centre's facilities alongside new build facilities.</p>
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<p>Building: in excess of 551 square metres</p> <p>Site: 2,651 square metres</p> <p>Plans have been emailed.</p>
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<p>The building and site are in a good state of repair.</p> <p>Photographs have been emailed.</p>
<b>Second choice site</b>	
Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	

Please confirm the tenure:	Please select
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If other, please explain further:	
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Who owns the site?	Please select
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Please Include information on purchase or lease price if known:	
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**Third choice site**

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**Fourth choice site**

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
--	---------------

if yes, from what to what?	
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Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

## Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals;  
and
- should be submitted as part of your application, i.e. as one Word document.

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	[REDACTED]
6.	Brief comments on why your previous experience is	[REDACTED]

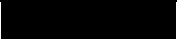

	relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████



CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	[REDACTED]
6.	Brief comments on why your previous experience is	[REDACTED]

	relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	██████████
		██████████
		██████████
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3</li> </ul>	N/A

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

8.	Reference names(s) and contact details	
----	--	---

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]



CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	• [REDACTED]
		[REDACTED]
		• [REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]



CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</li> </ul>	[REDACTED]

	<p>English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]



CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	[REDACTED]
6.	Brief comments on why your previous experience is	[REDACTED]

	relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	▪ [REDACTED]
		○ [REDACTED]
		○ [REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	[REDACTED]
6.	Brief comments on why your previous experience is	[REDACTED]

	relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

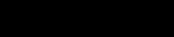
CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]



CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per</li> </ul>	[REDACTED]

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

8.	Reference names(s) and contact details	[REDACTED]
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**Additional information:**

[REDACTED]

**Skills:**

[REDACTED]

**Experiences:**

- [REDACTED]

**Awards:**

[REDACTED]

**Boards/Panels/Membership:**

[REDACTED]

**Recent International Experience:**

- [REDACTED]

**Professional Learning:**

[REDACTED]

**Career History:**

[REDACTED]

## CV template

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
5.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
6.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	██████████
		██████████
		██████████
4.	Brief comments on why your previous experience is relevant to the new school	██████████
5.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> <li>• ██████████</li> </ul>
6.	Reference names(s) and contact details	██████████



**\*\* ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT \*\***



**\*\* ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT \*\***



Department  
for Education

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